VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Subject Guide

NAZARETH
COLLEGE

The VCAL Program at Nazareth College seeks to educate the whole person through an Applied Learning Framework, which takes into account the students' personal strengths, interests, goals and experiences. Within the VCAL program we aim to build the relationship between community, industry and education, with an emphasis on what is being taught in the 'real world' outside of the school – making connections that are purposeful, meaningful and relevant. This is achieved through a range of community work through our feeder parishes, SCOPE Australia, Vinnies and one day a week in a structured work placement. We do this by providing authentic, valuable and hands on experiences targeted at learning specific industry skills and by gaining industry qualifications within our Vocational Education and Training (VET) program.

VCAL tasks are flexible and link to real life scenarios or current community issues, allowing students to progress at their own pace or negotiate individualised assessment.

*This information is correct at the time of printing. Please refer to website for latest information.

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VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)
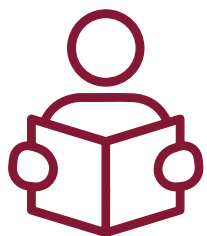
Pathways Summary

VCAL LITERACY

The broad purpose of the Literacy Skills Units is to enable the development of knowledge, skills and attributes in literacy that allows progression in the main social contexts of:

- Family and social life

- Workplace and institutional settings

- Education and training contexts

- Community and civic life

VCAL Literacy includes reading, writing and speaking and listening skills.

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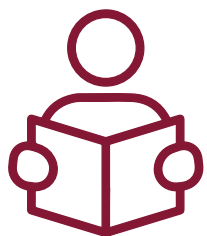
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VCAL LITERACY

DESCRIPTION

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write a range of texts on everyday subject matters that include some unfamiliar aspects or material. Students will also be able to use and respond to spoken language, around everyday subject matter, which may include some unfamiliar aspects, for a range of purposes in a number of contexts, which may be interrelated.

Four domains of literacy have been identified as corresponding with these contexts:

• Literacy for Self-Expression: focuses on aspects of personal and family life, and the cultures which shape these

• Literacy for Practical Purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations

• Literacy for Knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training

• Literacy for Public Debate, exploring issues and problem solving: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

Literacy includes reading, writing and speaking and listening skills.

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VCAL LITERACY

FOCUS AREAS

Units 1 & 3 Reading and Writing

On completion of this unit, the student should be able to:

- Write a collection of text in a number of different styles

- Demonstrate that meaning has been gained from reading narrative, instructional, persuasive and informative texts.

Units 2 & 4 Speaking, Viewing & Listening

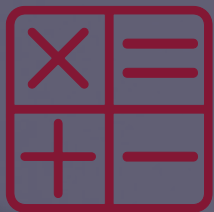On completion of this unit, the student should be able to:

- Use and respond to spoken language to communicate to others story and life experience, in informative talks, in instructions and transactions and in discussions to explore issues or solve problems.

ASSESSMENT

A range of assessment options are used according to the needs of the student group and the learning situation. For example, in the workplace, assessment could be from observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.

A folio of evidence could be collected through a combination of the following:

- Records of teacher observations of students' activities, oral presentations, practical tasks, etc.
- Samples of students' written work and annotated reading tasks
- Online folders of students' presentations, including Slides, Videos and Audio
- Written reports of investigations or problem-solving activities
- Student self-assessment surveys, reflections or journal entries
- Pictures, diagrams, models created by students
- Use of technology, for example: Simon, Google Suite, digital cameras, web-based publishing, online blogs etc.
- Performance and activities associated with Community Service
- Employer or Supervisor observations and evaluations
- Annotated texts and folios from Technology
- Multimedia or artistic presentations
- Role plays, debates and discussions

This information is correct at the time of printing. Please refer to website for latest information.

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VCAL NUMERACY

The curriculum for Numeracy Skills is designed to develop student knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.
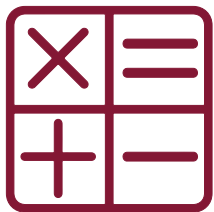
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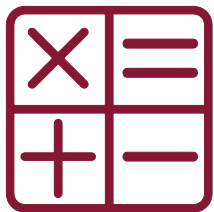
VCAL NUMERACY

DESCRIPTION

The purpose of the Numeracy Skills units is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design. It also includes the use of software tools and devices applied to tasks which are part of the students' normal routine, but extends to applications outside their immediate personal environment such as the workplace and the community.

This unit also seeks to extend students' understanding of how numerical knowledge and skills can be transferred to an industry area. The key processes involve identifying mathematics, applying it and communicating the results. Students develop an understanding of the practical components of planning and undertaking an in-depth Numeracy-based project, linked to a familiar industry area. Students will also develop key project management skills in a numeracy context, such as stating key aims, setting specific tasks, establishing timelines and milestones, identifying and managing risk, and communicating results. Students will be encouraged to develop and apply their skills of creative and critical thinking in the planning and completion of the numeracy-based project that will be negotiated with their teacher. At this level, students also share their knowledge and work independently and in teams.

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VCAL NUMERACY

Applied learning in VCAL incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Learners apply what they have learnt by doing, experiencing or relating it to the real world. Students interests and experiences are considered in the design of learning activities.
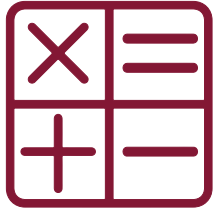
Students can expect to plan, organise and budget for individual and group projects, design and construct collaborative projects for community organisations and prepare for life beyond school while investigating and comparing everyday living expenses.

Units 1 – 4

VCAL Numeracy at all levels involves the study of number and data, financial numeracy, planning and organising, measurement and design, time and location, the application of Numeracy skills to industry, the use of software tools and devices, and probability and statistics.

On completion of these units, the student should be able to:

- Perform routine multi-step computations with and without software tools and devices

- Make decisions and perform routine monetary calculations involving money, manage personal finances and understand risk in familiar situations

- Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data, resources and solve routine multi-step problems

- Use units of measurement to measure, represent and interpret objects, plans and diagrams

- Design a Numeracy-based Project Plan in a familiar industry area

- Apply Numerical skills in an industry context

- Use appropriate software tools and devices to represent data

- Communicate the results of a major Numeracy-based project to an audience.

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VCAL
NUMERACY

ASSESSMENT

A range of assessment options are used according to the needs of the student group and the learning situation. For example, in the workplace, assessment could be from observation of students performing on-the-job tasks or at community service, whereas these may have to be simulated in a classroom environment.

A folio of evidence could be collected through a combination of the following:

- Records of teacher observations of students' activities, oral presentations, practical tasks, etc.

- Samples of student-written work

- Written reports of investigations or problem-solving activities

- Student self-assessment sheets, reflections or journal entries

- Pictures, diagrams, models created by students

- Use of technology, for example Google Slides, digital cameras, web-based publishing, accounting software, Google Sketch Up, etc.
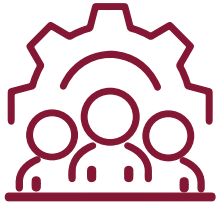
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VCAL
WORK RELATED SKILLS

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

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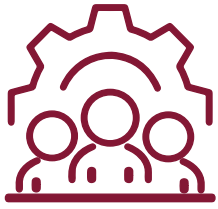
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VCAL
WORK RELATED SKILLS

DESCRIPTION

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

The Senior VCAL Work Related Skills strand provides a focus for the ongoing development of work related and pre-vocational skills in a workplace context or appropriate simulation through:

• Integrating learning of increasing complexity of Work Related Skills with prior knowledge and experiences about work

• Further enhancing the development of Key Competencies through increasingly complex work related activities

• Developing increasingly complex Critical Thinking Skills that apply to problem-solving in the work context.

• Developing planning and organisational skills that incorporate evaluation and review

• Applying increasingly complex transferable skills to work related contexts in lessons, at

Community Service and through weekly structured work-placement linked to a VET Course.

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VCAL
WORK RELATED SKILLS
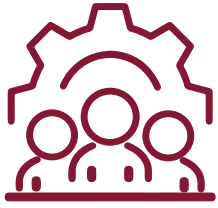
INTERMEDIATE VCAL

Units 1

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

- Research and describe OH & S roles and responsibilities of relevant personnel in a selected work environment

- Identify and apply complex OH & S processes in a selected workplace

- Work in a team to plan and undertake a complex OH & S activity

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

- Prepare an application for an employment opportunity.

Unit 2

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

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

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

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

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

- Review and evaluate the processes and outcomes of a complex project or activity

- Develop and deliver a presentation on a complex project using technology applications.

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VCAL
WORK RELATED SKILLS
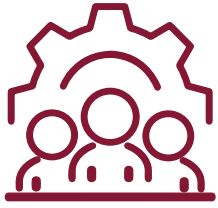
SENIOR VCAL

Units 1

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

- Communicate ideas and information about a range of complex OH & S requirements in a selected work environment

- Conduct a Risk Assessment of potential hazards within a selected workplace

- Undertake a self-directed complex OH & S project

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

- Prepare and critically analyse an application for an employment opportunity.

Unit 2

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

- Demonstrate initiative and enterprise in the planning of a complex self-directed work-related project

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

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

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

- Analyse and evaluate the process and outcomes of a complex work-related project

- Deliver a sustained presentation on a complex work -elated project using technology in an innovative manner.

This information is correct at the time of printing. Please refer to website for latest information.

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VCAL
WORK RELATED SKILLS

A range of assessment procedures is used, including:

- A portfolio of accumulated evidence

- Teacher observation and/or checklists

- Evidence accumulated through program or project participation

- Personal or peer self-assessment inventories

- Awards from recognised programs (ie: White Card, First Aid, Barista Training etc)

- Oral or written reports

- Employer and supervisor feedback on work-placement performance

- Community Service Activities performance (including St Elizabeth's Primary School and Nazareth College's Community Association Joint Activities & Fundraisers)

- Observance of OH&S policies and practices in VCAL and Work situations

- Enthusiastic contributions to SCOPE's Balloon Football League and Men's Shed Community Service Activities and observance or OH & S in these work environments

- Organisation of fundraising activities, team projects, incursions or excursions

- Feedback from College Production Staff about work ethic and skills, and observance of OH & S in this work environment (Props, Hair & Make-up Crew and Backstage Crew etc)

- Safe use of tools, equipment and workspace in VCAL Technology lessons.

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VCAL PERSONAL DEVELOPMENT SKILLS

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

- valuing civic participation in a democratic society.

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.

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VCAL PERSONAL DEVELOPMENT SKILLS

INTERMEDIATE VCAL

Units 1

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

- Plan and organise a complex project or activity

- Demonstrate knowledge and skills in the context of a complex project or activity

- Demonstrate self-management skills for goal achievement in the context of a project or activity

- Describe leadership skills and responsibilities

- Demonstrate interpersonal skills to communicate ideas and information.

Unit 2

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

- Research and analyse the roles of citizens/members in a community

- Plan and organise a complex community project or activity

- Use a range of communication strategies to raise awareness of a complex social issue or community activity

- Manage problems related to a complex social issue or community activity

- Actively contribute to group cohesion to manage a complex social issue or community activity.

This information is correct at the time of printing. Please refer to website for latest information.

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VCAL PERSONAL DEVELOPMENT SKILLS

SENIOR VCAL

Units 3

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

- Plan and organise to completion a complex project in an autonomous manner

- Demonstrate an awareness of social diversity within a complex project

- Apply strategies to improve communication

- Demonstrate leadership skills for group and teamwork.

- Use decision-making skills in a group or team context.

Unit 4

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

- Research a community problem or issue that affects citizens/members in a community

- Establish or build on an external partnership to address and/or promote awareness of a community problem or issue

- Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner

- Demonstrate effective teamwork skills in relation to a complex community project

- Present and communicate ideas and information relating to the complex community project.

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VCAL PERSONAL DEVELOPMENT SKILLS

ASSESSMENT

A range of assessment procedures is used, including:

- A portfolio of accumulated evidence

- Teacher observation and/or checklists

- Evidence accumulated through program or project participation

- Personal or peer self-assessment inventories

- Oral presentations, slideshows and or written reports

- Films, photos, collages, social media

- Community Service Activities performance (including with SCOPE, St Elizabeth's Primary School and Nazareth College's Community Association Joint Activities & Fundraisers)

- Contributions to SCOPE's Balloon Football League and Men's Shed Community Service Activities and development of new

- Organisation of fundraising activities, team projects, incursions or excursions

- Feedback from key stakeholders.

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VOCATIONAL EDUCATION AND TRAINING (VET)

VCE AND VCAL VET programs are vocational studies (career directed) approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students. VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain a VCE or VCAL Certificate and nationally accredited Vocational Education and Training Units of Competencies upon completion of their secondary studies.

Nazareth College offers VET certificates to selected Year 10 - 12 students who know what they wish to pursue as a career and have shown the motivation and organisational skills to study in a more adult environment where initiative and independence are crucial to success.

ALL VCAL students MUST select a VET study and complete a year of study in their chosen industry in Year 11 and again in Year 12.

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