

## **Course Overview**

### **VCAL Intermediate & Senior**

#### **VCAL: The Victorian Certificate of Applied Learning**

Just like the VCE, the VCAL is an accredited senior secondary school certificate undertaken in Years 11 and 12. VCAL has three levels. PCLC currently delivers Intermediate & Senior VCAL.

VCAL is designed to cater for students who wish to acquire skills that will lead more towards further vocational training or employment. The Competency-based assessment used does not revolve around testing and examinations. It is not numeric and does not provide the basis for the generation of an ATAR. It should be noted that a VCAL course can lead to tertiary study (and can even lead to degree courses following certificate courses after completing the Certificate). Students who complete VCAL are more likely to be interested in going onto training at TAFE, doing a traineeship or apprenticeship, or getting a job after completion of their schooling.

VCAL is a hands-on, vocationally oriented option for students. The course is focused on the development of work-related and industry specific skills. These are focused on participation in ongoing, compulsory study of Literacy, Numeracy, Work Related & Personal Development Strands. These are delivered at PCLC.

#### **VCAL Entry**

To be eligible for the VCAL program, students must demonstrate a commitment to a learning program that includes school-based studies, industry work experience, and a VET Study. PCLC offers Visual Arts and Business studies. Prospective students are required to undertake an enrolment interview meeting with PCLC's Education Manager and Client & Community Services Manager, to determine suitability of the program. If the student is under the age of 18 years, a parent or guardian must be present in the interview / enrolment process.

#### **Curriculum Overview**

Like the VCE, the VCAL is a recognised senior qualification. Unlike VCE, VCAL does not provide students with an ATAR score which is commonly used by students to access university programs. Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing their Intermediate or Senior VCAL..

A certificate issued by the VCAA will be awarded to students who successfully complete each level of VCAL. If a student has partially completed their VCAL program, VCAA will award the student with a Statement of Attainment.

VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to develop personal skills and life learning skills that can be used in their personal and working life. VCAL also aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. The principles underpinning VCAL are:

- Tailoring a program to suit students' interests.
- Personal 'holistic' development.
- Development of work related and industry specific skills.

These principles are within the context of applied learning. In VCAL these principles are shown through:

- The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.
- The development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

## VCAL Learning Sequence at PCLC

Curriculum Type	Literacy & Numeracy Skills Strand	Industry Specific Skills Strand	Work Related Skills Strand	Personal Development Skills strand
Level: <b>INTERMEDIATE</b>				
VCAL Units	Literacy Skills Reading & Writing, Oracy, Numeracy Skills I		Work Related Skills – Unit 1 Work related Skills – Unit 2	Personal Development Skills – Unit 1 Personal development Skills - Unit 2
VET Programs		Certificate II in Visual Arts or Certificate II in Business		

Curriculum Type	Literacy & Numeracy Skills Strand	Industry Specific Skills Strand	Work Related Skills Strand	Personal Development Skills strand
Level: <b>SENIOR</b>				
VCAL Units	Literacy Skills Reading & Writing, Oracy, Numeracy Skills		Work Related Skills – Unit 1 Work related Skills – Unit 2	Personal Development Skills – Unit 1 Personal development Skills - Unit 2
VET Programs		Certificate III in Visual Arts or Certificate III in Business Administration		

### Award of a VCAL Certificate

To be awarded the VCAL, students must successfully complete the above learning program at the required level.

A student is awarded a Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student's learning program.

Upon successful completion of the requirements for a VCAL, students will receive a VCAL Certificate and a Statement of results generated by the VCAA. Successful completion will be certified in July or December in each enrolment year. Additional Statement of Attainments or certificates will be provided by PCLC for successful completion of VET curriculum. Students who commence a VCAL program, but do not complete it, will receive a Statement of Results at the completion of each year of study.

### Curriculum Overview

#### Assessment in VCAL

Assessment in VCAL is the collection of results for all curriculum components in the VCAL program.

It relies on students achieving competency in a range of skills and will require learning outcomes to be repeated within numerous learning activities. To be awarded an "S", a student must demonstrate successful completion of all learning outcomes in most units (there are exceptions in the numeracy units and senior reading and writing unit.)

Assessment is formulated through a number of different types of student evidence.

Evidence can include:

- Direct observation – observation of performance
- Indirect observation – simulation, role play
- Supplementary – written or oral questions, feedback from a third party
- Portfolio of Evidence

Competency refers to the knowledge, skill or attitude that enables students to effectively perform the skills, activities or functions taught to the standards expected in employment. Competency is developed over time and must have been assessed on numerous occasions in various situations. Competence is a gradual and individual process but it must be achieved in all Learning Outcomes in order for a Unit credit to be awarded. More information regarding Assessment can be found by downloading the VCE & VCAL Administrative Handbook 2015. [www.vcaa.vic.edu.au/pages/schooladmin/handbook/2015](http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/2015)

## **COURSE DETAILS - VCAL INTERMEDIATE**

### **LITERACY SKILLS INTERMEDIATE READING AND WRITING**

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#### **Unit name**

Literacy Skills Intermediate Reading and Writing

#### **Nominal duration**

100 hours – 1 credit

#### **Unit purpose**

The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

#### **Learning outcomes and elements**

Students must show competence in all eight learning outcomes

#### **Elements – Reading and Writing**

The elements give detailed information of the requirements for satisfying the learning outcomes. The learning outcome is achieved when the student demonstrates competence in all the elements. In the Reading and Writing units, all the elements must be covered in the one assessment task or activity, although activities/tasks may take place over a period of time.

#### **LEARNING OUTCOME DETAILS**

Students must show competence in all learning outcomes in this unit.

#### **LEARNING OUTCOME 1**

##### **Writing for Self Expression**

Write a recount, narrative or expressive text.

##### **Elements**

All elements must be met in the one assessment task/activity.

Writing process

a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Sequence and structure information, ideas and events to suit purpose.

Length/complexity

d) Link several pieces of information within a text rather than treating them as separate units.

Mechanics

e) Spell, punctuate and use grammar with reasonable accuracy.

## **LEARNING OUTCOME 2**

### **Writing for Practical Purposes**

Write an instructional or transactional text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Writing process

a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Sequence and structure information and/or ideas logically to suit purpose.

Length/complexity

d) Present several separate pieces of information within a text including detailed factual descriptions or data.

Mechanics

e) Spell, punctuate and use grammar with reasonable accuracy.

Educational practices

This section supports the interpretation of the learning outcome and elements.

## **LEARNING OUTCOME 3**

### **Writing for Knowledge**

Write a report, explanatory or expository text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Writing process

a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Sequence and structure information and ideas logically to suit purpose.

Length/complexity

d) Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.

Mechanics

e) Spell, punctuate and use grammar with reasonable accuracy.

## **LEARNING OUTCOME 4**

### **Writing for Public Debate**

Write a persuasive, argumentative or discursive text.

#### **Elements**

All elements must be met in the one assessment task/activity

Writing process

a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Sequence and structure ideas and arguments to suit purpose.

Length/complexity

d) Relate several ideas or pieces of information within a text rather than treating them as separate units.

e) Provide evidence and argue persuasively for a point of view.

Mechanics

f) Spell, punctuate and use grammar with reasonable accuracy.

## **LEARNING OUTCOME 6**

### **Reading for Practical Purposes**

Demonstrate that meaning has been gained from reading an instructional or transactional text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Purpose

a) Identify the purpose of the text including any inferred purpose.

Comprehension

b) Identify the main ideas and key procedures.

c) Identify the means used by the author to achieve the purpose of the text.

Application

d) Compare or contrast with other texts.

Critique

e) Express an opinion on the effectiveness of the text.

## **LEARNING OUTCOME 7**

### **Reading for Knowledge**

Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Purpose

a) Identify the purpose of the text including any inferred purpose.

Comprehension

b) Identify the main ideas, supporting ideas and any examples.

c) Identify the means used by the author to achieve the purpose of the text.

Application

d) Compare or contrast with other texts.

Critique

e) Express an opinion on the effectiveness of the text.

## **LEARNING OUTCOME 8**

### **Reading for Public Debate**

Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Purpose

a) Identify the purpose of the text including any inferred purpose.

Comprehension

b) Identify the means used by the author to achieve the purpose of the text.

c) Identify the main arguments, ideas or suggestions used in the text.

Application

d) Compare or contrast with other texts.

Critique

e) Express an opinion on the effectiveness of the text.

f) Express own opinion on the subject and give supporting reasons.

## ORAL COMMUNICATION

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### Unit name

Literacy Skills Intermediate Oral Communication

### Nominal duration

100 hours – 1 credit

### Unit purpose

At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

### Learning outcomes and elements

Students must show competence in all four learning outcomes.

### LEARNING OUTCOME DETAILS

Students must demonstrate competence in all learning outcomes to be credited with this unit.

#### LEARNING OUTCOME 1

##### Oracy for Self Expression

Use and respond to spoken language to communicate to others story and life experience.

##### Elements

Not all elements need to be met in the one assessment task/activity.

- a) Share a narrative, recount or anecdote.
- b) Make use of verbal and nonverbal features of spoken communication including: intonation, eye contact, gesture, pace and pronunciation.
- c) Demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others' oral presentations.

#### LEARNING OUTCOME 2

##### Oracy for Knowledge

Use and respond to spoken language in informative talks.

##### Elements

Not all elements need to be met in the one assessment task/activity.

- a) Give an oral presentation answering questions if appropriate.
- b) Identify key points and supporting information in an informative talk.
- c) Comment on the content and effectiveness of an informative talk.
- d) Make systematic notes from a spoken text in a chosen field of knowledge.

#### LEARNING OUTCOME 3

##### Oracy for Practical Purposes

Use and respond to spoken language in instructions and transactions.

##### Elements

Not all elements need to be met in the one assessment task/activity.

- a) Give instructions in several steps.
- b) Identify the key points in an oral text that offer support, advice or service.
- c) Comment on the content and effectiveness of oral instructions and transactions.

#### LEARNING OUTCOME 4

##### Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in discussions to explore issues or solve problems.

##### Elements

Not all elements need to be met in the one assessment task/activity.

- a) Participate in a group discussion on an issue, responding to and contributing alternative ideas.

- b) Use spoken language to identify and work towards solving problems with at least one other person.
- c) Comment on the range of ideas presented on an issue in a discussion.
- d) Demonstrate active listening.

## **NUMERACY SKILLS INTERMEDIATE**

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### **Unit name**

Numeracy Skills Intermediate

### **Nominal duration**

100 hours – 1 credit

### **Unit purpose**

The purpose of this unit is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. The mathematics involved includes measurement, shape, numbers, and graphs applied to tasks which are part of the students' normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media. At the end of the unit students would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

### **LEARNING OUTCOME DETAILS**

Students must demonstrate competence in five out of the six learning outcomes to be credited with this unit, although all learning outcomes should be covered in the teaching/learning context.

#### **LEARNING OUTCOME 1**

##### **Numeracy for Practical Purposes – Design**

Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.

##### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Recognise and name common two- and three-dimensional shapes.
- b) Represent simple two- and three-dimensional shapes and objects in diagrammatic form.
- c) Interpret plans and diagrams, and their conventions, for representing familiar real life objects.
- d) Assemble or model three-dimensional objects by following construction instructions, plans or diagrams.

Language

- e) Use the language of shape such as rectangle, triangle, sphere, cube, cylinder, pyramid and descriptions such as horizontal, diagonal, vertical, parallel, sides, edges, corners and faces, diameter, radius.

Interpretation

- f) Compare and check whether finished product represents original object and vice versa

#### **LEARNING OUTCOME 2**

##### **Numeracy for Practical Purposes – Measuring**

Can use straightforward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations.

##### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Interpret, calculate and use the concept of length, mass, volume, area, capacity and temperature.
- b) Make an initial estimate of measurements.
- c) Choose appropriate measuring instruments and use them correctly to measure.
- d) Choose and perform arithmetic operations where appropriate.

- e) Read and interpret calibrations on a range of familiar measuring instruments.
- f) Use appropriately the names and symbols of the units of measurement, for example centimetre (cm), millimetre (mm), kilometre (km), kilogram (kg) tonne (t).
- g) Convert within the metric system for length, mass, and volume, for example 3500 m is 3 1 2 km or 3.5 km.

Language

- h) Use the words, symbols and conventions for measurement units and rates such as litre, (l), millilitre, ml, \$/m, \$/l, \$/kg, cm<sup>2</sup>, square metre (m<sup>2</sup>), hectare, cubic metre, cm<sup>3</sup>.

Interpretation

- i) Decide on reasonableness of measurement using personal experience, context and prior knowledge and checks against initial estimate.
- j) Interpret the measurement in terms of the purpose of the practical situation.

### **LEARNING OUTCOME 3**

#### **Numeracy for Personal Organisation – Money and Time**

Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Use number facts and rounding to give rough estimates of numerical calculations.
- b) Use place value concepts for whole numbers and decimals to interpret and compare written and spoken numbers involving money.
- c) Use and calculate with time, for example converting between digital and analogue time and calculating elapsed time.
- d) Interpret and compare commonly used fractions, decimals and percentages relating to money; convert between common fraction, decimal and percentage forms for simplification of calculations, such as .25 or 25% to 14 .
- e) Obtain accurate results for calculations involving money.

Language

- f) Read, write and use orally whole numbers, fractions, decimals and percentages in numerals, words and symbols.
- g) Use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, less than.
- h) Identify and use appropriately words, phrases and symbols for arithmetical operations such as add, and, total, subtract, minus, take away, from, times, multiply, share, divide, ten percent of, a quarter of, double.

Interpretation

- i) Explain the meaning of calculation results and check feasibility in terms of the original practical situation.

### **LEARNING OUTCOME 4**

#### **Numeracy for Personal Organisation – Location**

Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Interpret key features of maps or directories.
- b) Use map indexes and keys to locate particular places of interest.
- c) Estimate distances using the scale indicator on maps or directories using numerically marked distances and/or visual distance indicator.
- d) Interpret distances in terms of approximate travelling time such as 15 minutes walk, or 2 hours drive.
- e) Use familiar maps or directories to describe or follow routes between locations.
- f) Draw rough sketch maps of familiar areas to describe route or location of building or feature of interest.

Language



- g) Use and interpret, orally and in writing, a range of informal and some formal, language of direction such as North, East, clockwise/anticlockwise; 1/2 turn, 1/4 turn; 180° degree turn.
- h) Read and interpret major keys and symbols on maps and directories.  
Interpretation
- i) Decide on effectiveness of given directions by checking the results and interpretations.

## **LEARNING OUTCOME 5**

### **Numeracy for Interpreting Society – Data**

Can use and create everyday tables and graphs to represent and interpret public information which is of interest or relevance.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- Identify the key features and conventions of everyday tables and graphs including the concept of scale.
- Use whole numbers, percentages, decimals and fractions found on tables and graphs.
- Collect, sort and record data in a table using simple techniques.
- Draw an appropriate graph for the data, labelling the graph and axes and marking in the scale.
- Interpret and discuss the meaning of tables, graphs and accompanying text.

Language

- Use the descriptive language of tables and graphs such as maximum, minimum, increasing, decreasing, going up, constant, changing, slope.

Interpretation

- Interpret the meaning of graphs or tables in response to teacher prompting in terms of personal implications and/or social consequences.
- Decide on the fairness or bias of the data in response to teacher prompting

## **LEARNING OUTCOME 6**

### **Numeracy for Interpreting Society – Numerical Information**

Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- Use place value concepts for whole numbers and decimals to interpret and compare written and spoken numbers.
- Interpret and compare commonly used fractions, decimals and percentages.
- Use number facts and rounding to give rough estimate to numerical calculations.
- Obtain accurate results for calculations with whole numbers and simple fractions, decimals and percentages.
- Convert between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to 1/4.
- Calculate fractions of whole number quantities only.

Language

- Read, write and use orally whole numbers, fractions, decimals and percentages in numerals, words and symbols.

- Use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, less than.

- Identify and use appropriately words, phrases and symbols for arithmetical operations such as add, and, total, subtract, minus, take away, from, times, multiply, share, divide, ten percent of, a quarter of, double.

Interpretation

- Relate meaning of the numerical concepts in the text to personal experience, beliefs, opinions or expectations in response to teacher prompting.

## **WORK RELATED SKILLS INTERMEDIATE UNIT 1**

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### **Nominal duration**

100 hours

### **Unit purpose**

The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

### **Content summary**

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 interests and employability skills can be selected for inclusion in the Work Related

### **Skills units.**

Content will be selected for the achievement of the learning outcomes by the school or educational provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

### **Learning outcomes**

Students must show competence in all six learning outcomes.

#### **LEARNING OUTCOME 1**

##### **Learn about conditions and entitlements of a specific industry.**

Elements

The elements are demonstrated when the student can:

- 1.1 research wage entitlements for an entry-level position
- 1.2 describe workplace conditions and employee entitlements
- 1.3 describe the purpose of workplace agreements
- 1.4 describe the role of organisations representing workers in the workplace.

#### **LEARNING OUTCOME 2**

##### **Obtain and communicate information in response to a work-related OHS issue.**

Elements

The elements are demonstrated when the student can:

- 2.1 research information for a work-related OHS issue
- 2.2 describe the findings of the OHS research
- 2.3 communicate the results of the OHS findings
- 2.4 undertake a review process incorporating feedback.

#### **LEARNING OUTCOME 3**

##### **Develop knowledge and understanding of OHS in a work-related context.**

Elements

The elements are demonstrated when the student can:

- 3.1 research employee rights and responsibilities regarding OHS
- 3.2 identify correct processes for raising OHS issues
- 3.3 describe the role of the health and safety representative (HSR) in the workplace
- 3.4 research and identify safe operating procedures in the workplace.

#### **LEARNING OUTCOME 4**

##### **Identify workplace safety hazards.**

Elements

The elements are demonstrated when the student can:

- 4.1 identify common safety hazards in the workplace
- 4.2 develop a risk assessment plan
- 4.3 determine possible options to ensure OHS risks are controlled and procedures are understood and followed
- 4.4 communicate safety concern/s to supervisor and/or health and safety personnel.

### **LEARNING OUTCOME 5**

**Work in a team to follow safe work procedures within a work-related activity.**

Elements

The elements are demonstrated when the student can:

- 5.1 develop a common set of goals to achieve a safe work environment
- 5.2 identify safe work procedures and tasks required by the team to achieve agreed goals
- 5.3 work with others to implement safe work procedures
- 5.4 undertake a review process incorporating feedback.

### **LEARNING OUTCOME 6**

**Use information and communications technology and other technology in relation to a work-related activity.**

Elements

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology and other technology is required for a work-related activity
- 6.2 use a range of information and communications technology and other technology for a work-related activity
- 6.3 identify the social and ethical considerations for the responsible use of information and communications technology and other technology within the work-related activity
- 6.4 review the effectiveness of information and communications technology and other technology in the work-related activity.

## **WORK RELATED SKILLS INTERMEDIATE UNIT 2**

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### **Nominal duration**

100 hours

### **Unit purpose**

This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through:

- integrating more complex learning about work-related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work-related contexts
- developing more complex critical thinking skills that can be applied to work-related problem-solving situations
- developing more complex work-related planning and organisational skills that incorporate evaluation and review
- developing more complex work-related skills, which can be transferred to other work contexts.

### **Learning outcomes**

Students must show competence in all six learning outcomes.

### **LEARNING OUTCOME 1**

**Research information for a work-related activity.**

Elements

The elements are demonstrated when the student can:

- 1.1 identify and collect information required for the work-related activity
- 1.2 access and record information from a variety of sources
- 1.3 organise information relevant to the work-related activity
- 1.4 analyse information for relevance and accuracy.

## **LEARNING OUTCOME 2**

### **Communicate information and ideas for a work-related activity.**

#### Elements

The elements are demonstrated when the student can:

- 2.1 research a range of communication methods
- 2.2 select communication methods for intended audience/s
- 2.3 use appropriate language and format to communicate effectively
- 2.4 undertake a review process incorporating feedback.

## **LEARNING OUTCOME 3**

### **Plan, organise and manage a work-related activity.**

#### Elements

The elements are demonstrated when the student can:

- 3.1 develop a plan for a work-related activity
- 3.2 demonstrate self-management skills in the work-related activity
- 3.3 organise and manage priorities and resources for a work-related activity
- 3.4 seek feedback to evaluate performance related to a work-related activity.

## **LEARNING OUTCOME 4**

### **Identify and solve common work-related problems.**

#### Elements

The elements are demonstrated when the student can:

- 4.1 identify a range of commonly occurring problems in the workplace
- 4.2 develop appropriate strategies and processes to solve work-related problems
- 4.3 document and present potential solutions to relevant supervisor.

## **LEARNING OUTCOME 5**

### **Work in teams to undertake a work-related activity.**

#### Elements

The elements are demonstrated when the student can:

- 5.1 identify individual and team roles and responsibilities
- 5.2 manage own tasks within team activity
- 5.3 work in a team to complete a work-related activity
- 5.4 seek feedback and review completed activity.

## **LEARNING OUTCOME 6**

### **Use information and communications technology and other technology in relation to a work-related activity.**

#### Elements

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology and other technology is required for a work-related activity
- 6.2 use a range of information and communications technology and other technology for a work-related activity
- 6.3 identify the social and ethical considerations for the responsible use of information and communications technology and other technology within the work-related activity
- 6.4 review the use of information and communications technology and other technology in the work-related activity.

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## **PERSONAL DEVELOPMENT SKILLS INTERMEDIATE UNIT 1**

### **Nominal duration**

100 hours – 1 Credit

## **Unit purpose**

The purpose of this unit is to focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- skills applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- development of self-management skills
- development of leadership skills
- development of interpersonal skills.

## **Learning outcomes**

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### **LEARNING OUTCOME 1**

#### **Plan and organise a complex project or activity.**

##### Elements

The elements are demonstrated when the student can:

- 1.1 Plan, organise and carry out a project or activity in relation to one or more of the following: self, social, health and wellbeing, education and or family. The project or activity will involve a number of steps and processes.
- 1.2 Identify and use appropriate resources related to a project or activity.
- 1.3 Identify positive and negative factors that influence and impact individual behaviour and motivation in group situations.
- 1.4 Carry out the project or activity to completion.
- 1.5 Reflect upon the personal achievements and challenges of the project or activity.

### **LEARNING OUTCOME 2**

#### **Demonstrate knowledge and skills in the context of a complex project or activity.**

##### Elements

The elements are demonstrated when the student can:

- 2.1 Identify the scope and requirements of the project or activity.
- 2.2 Establish a plan to achieve a learning goal with the assistance of a peer or adult mentor.
- 2.3 Contribute to the quality of outcomes within the project or activity.
- 2.4 Identify transferable knowledge and skills gained from the project or activity.
- 2.5 Self-evaluate performance and contribution to the project or activity.

### **LEARNING OUTCOME 3**

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

##### Elements

The elements are demonstrated when the student can:

- 3.1 Use time management strategies to achieve goals.
- 3.2 Facilitate and implement processes and procedures for achieving a goal.
- 3.3 Identify and utilise personal skills, such as creativity, stress management, coping skills, resilience and conflict management.
- 3.4 Identify strategies to improve self-performance.
- 3.5 Reflect on their performance in achieving a goal.

### **LEARNING OUTCOME 4**

#### **Describe leadership skills and responsibilities.**

##### Elements

The elements are demonstrated when the student can:

- 4.1 Describe the characteristics of people in leadership roles.
- 4.2 Distinguish between different leadership styles.
- 4.3 Identify methods for motivating others.

- 4.4 Identify interpersonal skills that are used by people in leadership roles.
- 4.5 Identify the responsibilities of a group leader.

### **LEARNING OUTCOME 5**

#### **Demonstrate interpersonal skills to communicate ideas and information.**

##### Elements

The elements are demonstrated when the student can:

- 5.1 Identify characteristics of effective communication.
- 5.2 Identify and use strategies to avoid and/or resolve conflict.
- 5.3 Participate in discussions that require expression of an opinion to others.
- 5.4 Apply active listening skills to facilitate understanding.
- 5.5 Reflect on personal communication skills and identify areas for improvement

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## **PERSONAL DEVELOPMENT SKILLS INTERMEDIATE UNIT 2**

### **Nominal duration**

100 hours – 1 Credit

### **Unit purpose**

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem solving and comprehension skills
- presentation and research skills
- communication skills
- planning and organisation skills
- team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

### **Learning outcomes**

There are five learning outcomes in this unit. Students must achieve all learning outcomes to be credited with this unit.

### **LEARNING OUTCOME 1**

#### **Research and analyse the roles of citizens/members in a community.**

##### Elements

The elements are demonstrated when the student can:

- 1.1 Identify a range of research methods and appropriate protocols for collecting specified information regarding citizens/ members in a community.
- 1.2 Research the roles of different community members.
- 1.3 Analyse how these roles have contributed to society.
- 1.4 Report on their findings using appropriate ICT.

### **LEARNING OUTCOME 2**

#### **Plan and organise a complex community project or activity.**

##### Elements

The elements are demonstrated when the student can:

- 2.1 Identify a complex community issue that requires action.
- 2.2 Identify and evaluate a range of strategies to address the issue.

- 2.3 Actively participate in the completion of a community project or activity.
- 2.4 Implement strategies to minimise risks associated with the project or activity.
- 2.5 Evaluate their own and others' contribution to the project or activity.

### **LEARNING OUTCOME 3**

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

Elements

The elements are demonstrated when the student can:

- 3.1 Plan an activity to promote awareness of a complex social or community issue.
- 3.2 Use a variety of communication strategies to deliver an awareness activity about a complex social or community issue.
- 3.3 Collect feedback on the effectiveness of the awareness activity.
- 3.4 Evaluate and report on the effectiveness of the awareness activity.

### **LEARNING OUTCOME 4**

**Manage problems related to a complex social issue or community activity.**

Elements

The elements are demonstrated when the student can:

- 4.1 Identify complex challenges that may arise within a diverse community.
- 4.2 Identify and evaluate a range of strategies to manage the problem.
- 4.3 Demonstrate problem-solving skills related to a complex social issue or community activity.
- 4.4 Apply decision-making strategies to resolve the problem.

### **LEARNING OUTCOME 5**

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

Elements

The elements are demonstrated when the student can:

- 5.1 Develop a strategy to promote group cohesion.
- 5.2 Contribute and participate in an activity involving a group/team.
- 5.3 Describe personal factors that contribute to group/team work.
- 5.4 Reflect on factors that influence group/team behaviour.
- 5.5 Discuss the effectiveness of group/team processes for achieving goals.

**LITERACY SKILLS SENIOR  
READING AND WRITING**

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**Unit name**

Literacy Skills Senior Reading and Writing

**Nominal duration**

100 hours – 1 credit

**Unit purpose**

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts

**LEARNING OUTCOME DETAILS**

To allow for specialisation, students must show competence in seven of the eight learning outcomes although they should cover all learning outcomes in the teaching/learning context.

**LEARNING OUTCOME 1**

**Writing for Self Expression**

Write a complex recount, narrative or expressive text.

**Elements**

All elements must be met in the one assessment task/activity.

Writing process

a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Organise ideas and information to suit purpose.

Length/complexity

d) Incorporate a range of topics, beliefs, issues or experiences.

e) Use literary devices to convey character, setting and/or emotions.

Mechanics

f) Spell, punctuate and use grammar with considerable accuracy.

**LEARNING OUTCOME 2**

**Writing for Practical Purposes**

Write a complex instructional or transactional text.

**Elements**

All elements must be met in the one assessment task/activity.

Writing process

a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Organise information and/or ideas logically to suit purpose.



Length/complexity

- d) Present specialist and/or technical knowledge, highlighting features of special note.
- e) Present information accurately, clearly and concisely.

Mechanics

- f) Spell, punctuate and use grammar with considerable accuracy.

### **LEARNING OUTCOME 3**

#### **Writing for Knowledge**

Write a complex report, explanatory or expository text.

##### **Elements**

All elements must be met in the one assessment task/activity.

Writing process

- a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

- b) Use language and tone appropriate to text purpose and audience.

Structure

- c) Sequence and structure information and ideas logically to suit purpose.

Length/complexity

- d) Present a range of abstract concepts and/or technical facts within a specialist field.
- e) Present information accurately, clearly and concisely.

Mechanics

- f) Spell, punctuate and use grammar with considerable accuracy.

### **LEARNING OUTCOME 4**

#### **Writing for Public Debate**

Write a complex persuasive, argumentative or discursive text.

##### **Elements**

All elements must be met in the one assessment task/activity.

Writing process

- a) Use the processes of planning, drafting and editing to produce written texts.

Purpose

- b) Use language and tone appropriate to text purpose and audience.

Structure

- c) Organise ideas and arguments to suit purpose.

Length/complexity

- d) Provide and integrate evidence to support own argument.
- e) In an argumentative or discursive text acknowledge and rebut opposing point/s of view.

Mechanics

- f) Spell, punctuate and use grammar with considerable accuracy.

### **LEARNING OUTCOME 5**

#### **Reading for Self Expression**

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.

##### **Elements**

All elements must be met in the one assessment task/activity.

Purpose

- a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

- b) Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).

Application

- c) Compare and contrast with other texts.

Critique

d) Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

### **LEARNING OUTCOME 7**

#### **Reading for Knowledge**

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Purpose

a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

b) Differentiate between information and interpretation in the text.

c) Extract information relevant to given research task.

Application

d) Compare and contrast with other texts.

Critique

e) Analyse the conclusions reached.

f) Present an opinion on the content and effectiveness of the text in relation to the audience and purpose.

### **LEARNING OUTCOME 8**

#### **Reading for Public Debate**

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

#### **Elements**

All elements must be met in the one assessment task/activity.

Purpose

a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

b) Identify the underlying values system implicit in the text.

Application

c) Compare and contrast with other texts.

Critique

d) Evaluate the arguments and evidence given.

e) Present an opinion on the text, taking into account the content and the effectiveness of the text in relation to the audience and purpose

## **LITERACY SKILLS SENIOR**

### **ORAL COMMUNICATION**

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#### **Unit name**

Literacy Skills Senior Oral Communication

#### **Nominal duration**

100 hours – 1 credit

Unit purpose

At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

#### **LEARNING OUTCOME DETAILS**

Students must demonstrate competence in all learning outcomes to be credited with this unit.

## **LEARNING OUTCOME 1**

### **Oracy for Self Expression**

Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.

#### **Elements**

Not all elements need to be met in the one assessment task/activity.

- a) Present or participate in a sustained narrative, discussion, recount or anecdote.
- b) Make effective use of verbal and non verbal features of spoken communication including: intonation, eye contact, gesture, pace, pronunciation and projection.
- c) Demonstrate an understanding of the role of verbal and non-verbal features through critical listening and analysis of other oral presentations.

## **LEARNING OUTCOME 2**

### **Oracy for Knowledge**

Use and respond to spoken language in sustained informative presentations in different contexts.

#### **Elements**

Not all elements need to be met in the one assessment task/activity.

- a) Plan and deliver a sustained presentation in a group setting using appropriate staging and including open question time if appropriate.
- b) Make notes systematically from information presented orally covering key points and supporting information.
- c) Evaluate the content and effectiveness of a complex oral text.

## **LEARNING OUTCOME 3**

### **Oracy for Practical Purposes**

Use and respond to spoken language in sustained and complex transactions in different contexts.

#### **Elements**

Not all elements need to be met in the one assessment task/activity.

- a) Give complex instructions, including difficulties to be avoided, when explaining a procedure to others.
- b) Respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties.
- c) Evaluate the content and effectiveness of a complex spoken transaction.

## **LEARNING OUTCOME 4**

### **Oracy for Exploring Issues and Problem Solving**

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

#### **Elements**

Not all elements need to be met in the one assessment task/activity.

- a) Use spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas.
- b) Use spoken language to work in collaboration with others to meet an agreed objective.
- c) Evaluate the content and effectiveness of a sustained discussion.
- d) Demonstrate active listening.

## **NUMERACY SKILLS SENIOR**

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### **Unit name**

Numeracy Skills Senior

### **Nominal duration**

100 hours – 1 credit

### **Unit purpose**

The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the unit students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies.

### **LEARNING OUTCOME DETAILS**

Students must demonstrate competence in six out of the seven learning outcomes to be credited with this unit, although they should cover all learning outcomes in the teaching/learning context.

### **LEARNING OUTCOME 1**

#### **Numeracy for Practical Purposes – Design**

Can translate between two-dimensional and three-dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Apply ratio to scale drawings or plans.
- b) Estimate, draw and measure angles using a protractor or compass.
- c) Interpret plans and diagrams of three-dimensional objects.
- d) Draw diagrams which include appropriate use of conventions such as scales expressed in ratio form, clear indications of dimensions, clear labelling.

Language

- e) Describe shapes using the language of shape such as rectangle, triangle, isosceles, equilateral, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, pyramid and descriptions such as symmetrical, horizontal, vertical, perpendicular and parallel.

- f) Use the symbols and conventions for scales and angles such as  $^{\circ}$ .

Interpretation

- g) Judge whether models, diagrams or plans are representative of original object or vice versa.

### **LEARNING OUTCOME 2**

#### **Numeracy for Practical Purposes – Measuring**

Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Interpret and use the concepts and units of temperature, length, mass, perimeter, area and volume.
- b) Make an initial estimate of measurements.
- c) Choose appropriately accurate measuring instrument and use it correctly to measure.
- d) Read and interpret detailed calibrations on a range of measuring instruments.
- e) Convert between metric units by applying knowledge of metric prefixes including decimal forms.
- f) Choose and use appropriate formulae to calculate perimeters, areas, including surface areas and volumes of common shapes including, where appropriate, composite shapes by using knowledge of standard areas and volumes.
- g) Choose and perform arithmetic operations where appropriate.

### **LEARNING OUTCOME 3**

#### **Numeracy for Personal Organisation – Location**

Can use the conventions of distance, location and direction to read, create and use maps.

#### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Estimate and determine distances on maps and street directories.
  - b) Apply rates concepts such as speed, fuel consumption rates, price rates, to practical calculations of time and cost related to distances to be travelled.
  - c) Estimate and measure angles relating to direction and use this to describe the location of places, for example N, NE or bearings such as N50°E.
  - d) Describe routes using oral or written instructions or using accurate sketch maps with scale and direction details.
- Language
- e) Interpret and use symbols for distance, speed and rates, including ratio notation, visual keys, terminology such as km/h, kph, litres/100 km, \$/l. Interpretation
  - f) Decide whether descriptions are accurate by self checking and observations of other interpretations.
  - g) Evaluate calculations through a combination of estimation techniques and reference to prior experience and knowledge

#### **LEARNING OUTCOME 4**

##### **Numeracy for Interpreting Society – Data**

Can create, use and interpret tables and graphs, and calculate and use averages, in order to reflect on information of relevance to self, work or community.

##### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Collect and represent data in graphical form using appropriate scales and axes.
- b) Use whole numbers, percentages, decimals, fractions and ratios found in statistical information in text, tables and graphs.
- c) Calculate, and interpret the meaning of – mean, median and mode for sets of ungrouped data.

Language

- d) Use a range of descriptive language of graphs, tables and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average.

Interpretation

- e) Interpret the meaning of data and the accompanying text in terms of personal implications, social consequences, and their validity and accuracy.

#### **LEARNING OUTCOME 5**

##### **Numeracy for Interpreting Society – Numerical Information**

Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.

##### **Elements**

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

- a) Determine an appropriate mathematical procedure to solve the problem.
- b) Make a rough estimate to numerical calculations.
- c) Select the appropriate arithmetical operation and accurately calculate with large whole numbers, fractions, decimals, percentages, rates and ratios.
- d) Convert between equivalent values for fractions, decimals, percentages and ratios, choosing a form appropriate to the calculation.

Language

- e) Read and write decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005.
- f) Use appropriately the common words, phrases and symbols for mathematical procedures such as percentage, rate, and arithmetical operations.

Interpretation

- g) Check the reasonableness of calculations against initial rough estimates and interpret the meaning of the result in terms of personal and/or social consequences.

## LEARNING OUTCOME 6

### Numeracy for Knowledge – Further Study in Maths (formulae)

Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.

#### Elements

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

a) Develop simple formulae and algebraic expressions which generalise straightforward number patterns or relationships between variables in familiar contexts such as cooking, repair charges, mixing chemicals, areas and volumes.

b) Substitute appropriately into developed formulae to find particular values.

c) Translate simple worded problems involving unknown quantities into simple equations.

d) Solve simple equations using informal techniques such as backtracking; or guess, check and improve.

Language

e) Make verbal generalisations of the number patterns or relationships being investigated using language such as doubling, halving, squaring, '\$25 plus \$60 per hour'.

f) Use informal and some symbolic notation and representation of algebraic expressions such as letters, brackets, squares, cubes and square roots, conventions for multiplication and division in algebra.

Interpretation

g) Decide on the effectiveness of the developed formulae by substituting known values.

h) Interpret the results obtained in the context of the original problem.

## LEARNING OUTCOME 7

### Numeracy for Knowledge – Further Study in Maths (problem solving)

Can use simple mathematical problem-solving techniques to interpret and solve straightforward mathematical problems.

#### Elements

Not all elements need to be met in the one assessment task or activity.

Mathematical knowledge and techniques

a) Interpret and extract relevant information from text or problem-solving activity by using appropriate techniques such as restating/rewriting, drawing diagrams or sketch.

b) Use a range of appropriate problem-solving techniques selected from strategies such as guess and check, elimination, making a table, diagram or sketch, using patterns, simplifying, concrete modelling.

c) Assess the reasonableness of the result and utilise alternative problem-solving techniques where appropriate.

Language

d) Use appropriately both oral and written language to explain procedures used and to communicate the outcomes of the problem.

Interpretation

e) Interpret and comment upon the results obtained in the context of the original problem

## WORK RELATED SKILLS SENIOR UNIT 1

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### Nominal duration

100 hours

### Unit purpose

The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

## LEARNING OUTCOME 1

### Research information about a specific industry or workplace from a variety of sources.

#### Elements

The elements are demonstrated when the student can:

1.1 identify the purpose of the industry and the products or services

- 1.2 identify the customers and clients of the industry
- 1.3 outline the skills and processes involved in developing products or services
- 1.4 describe a range of career pathways in the workplace or industry.

## **LEARNING OUTCOME 2**

**Communicate ideas and information about a range of OHS requirements in the workplace.**

### **Elements**

The elements are demonstrated when the student can:

- 2.1 describe the role of appropriate workplace personnel (e.g. health and safety representative [HSR], manager/supervisor, OHS manager)
- 2.2 use appropriate channels of communication to convey OHS information in the workplace
- 2.3 use appropriate forms of communication to convey OHS information in the workplace
- 2.4 evaluate communication strategies, incorporating feedback.

## **LEARNING OUTCOME 3**

**Understand hazard identification, risk assessment and control of hazards and risks within the workplace.**

### **Elements**

The elements are demonstrated when the student can:

- 3.1 identify potential and/or existing workplace hazards
- 3.2 participate in risk-assessment process
- 3.3 demonstrate an understanding of hazard and risk control measures
- 3.4 develop and implement a detailed hazard management plan
- 3.5 evaluate the effectiveness of control measures within the workplace.

## **LEARNING OUTCOME 4**

**Demonstrate an understanding of the OHS issue-resolution process.**

### **Elements**

The elements are demonstrated when the student can:

- 4.1 identify the reporting options available to an employee in the workplace
- 4.2 identify all the key stakeholders in the issue-resolution process
- 4.3 identify the steps in the issue-resolution process
- 4.4 analyse the strengths and weaknesses of the issue-resolution process.

## **LEARNING OUTCOME 5**

**Work in a team to follow safe work procedures within a complex work-related project.**

### **Elements**

The elements are demonstrated when the student can:

- 5.1 negotiate work tasks and roles to ensure safe work procedures within the team
- 5.2 implement safe work practices within the complex team project
- 5.3 ensure that safe work practices are followed during the complex team project
- 5.4 evaluate the effectiveness of the safe work practices and identify areas for improvement.

## **LEARNING OUTCOME 6**

**Use information and communications technology in relation to a complex work-related project.**

### **Elements**

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology is required for a complex work-related project
- 6.2 use a range of appropriate information and communications technology for a complex work-related project
- 6.3 analyse the social and ethical implications for the responsible use of information and communications technology within the complex work-related project
- 6.4 review the use of information and communications technology in the complex work-related project.

## **LEARNING OUTCOME 7**

**Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project.**

### **Elements**

The elements are demonstrated when the student can:

- 7.1 define the purpose and objectives for the use of technology and equipment in a complex work-related project
- 7.2 identify OHS considerations for the responsible use of technology and equipment
- 7.3 use technology and equipment in a safe manner, consistent with OHS guidelines and legislation
- 7.4 identify potential hazards and risks for the use of technology and equipment in a complex work-related project
- 7.5 evaluate environmental and ethical considerations for the responsible use of technology and equipment.

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## **WORK RELATED SKILLS SENIOR UNIT 2**

### **Nominal duration**

100 hours

### **Unit purpose**

This unit provides a focus for more complex development of work-related and vocational skills in a workplace context or appropriate simulation. The overall aims of the unit include:

- integrating learning of increasing complexity of work-related skills with prior knowledge and experiences about work
- further enhancing the development of employability skills through increasingly complex work-related activity
- developing increasingly complex critical-thinking skills that apply to problem-solving situations in the work context
- developing planning and organisational skills that incorporate evaluation and review
- applying increasingly complex transferable skills to work-related contexts.

## **LEARNING OUTCOME 1**

**Collect, analyse and evaluate information required for a complex work-related project.**

### **Elements**

The elements are demonstrated when the student can:

- 1.1 establish the information needs in the context of a complex work-related project
- 1.2 investigate workplace information sources to identify and collect the most relevant information for the complex work-related project
- 1.3 evaluate the accuracy, relevance, reliability and validity of the information.

## **LEARNING OUTCOME 2**

**Communicate ideas and information in a work environment.**

### **Elements**

The elements are demonstrated when the student can:

- 2.1 select and use methods of communication appropriate to the work environment
- 2.2 evaluate the communication method using feedback
- 2.3 adapt communication methods in response to feedback.

## **LEARNING OUTCOME 3**

**Plan, organise and manage a complex work-related project.**

### **Elements**

The elements are demonstrated when the student can:

- 3.1 identify and incorporate workplace goals into the planning, organisation and managing of own work
- 3.2 develop a quality-assurance process for the complex work-related project
- 3.3 undertake the complex work-related project
- 3.4 evaluate the complex work-related project.



#### **LEARNING OUTCOME 4**

##### **Identify and solve problems in the workplace.**

###### **Elements**

The elements are demonstrated when the student can:

- 4.1 anticipate problems and the conditions under which they might arise
- 4.2 understand protocols required to address the problems
- 4.3 adapt processes to address the problems
- 4.4 establish and use criteria for judging the effectiveness of the problem-solving process.

#### **LEARNING OUTCOME 5**

##### **Work in teams to undertake a complex work-related project.**

###### **Elements**

The elements are demonstrated when the student can:

- 5.1 define purpose and objectives of teams in a work environment
- 5.2 develop a work-related plan incorporating roles, procedures and timeframes for a complex work-related project
- 5.3 work effectively as a team member, taking into account different skills and attributes of team members and the goals of the organisation
- 5.4 negotiate with others to define and monitor work-related objectives and, where necessary, redefine.

#### **LEARNING OUTCOME 6**

##### **Use information and communications technology in relation to a complex work-related project.**

###### **Elements**

The elements are demonstrated when the student can:

- 6.1 identify what information and communications technology is required for a complex work-related project
- 6.2 use appropriate information and communications technology
- 6.3 analyse the social and ethical implications for the responsible use of information and communications technology
- 6.4 review the use of information and communications technology in the complex work-related project.

#### **LEARNING OUTCOME 7**

##### **Use workplace technology and equipment in a complex work-related project.**

###### **Elements**

The elements are demonstrated when the student can:

- 7.1 define the purpose and objectives for the use of technology and equipment in a complex work-related project
- 7.2 use technology and equipment in a complex work-related project, consistent with safe operating procedures (SOPs)
- 7.3 analyse the environmental and ethical implications for the responsible use of technology and equipment
- 7.4 apply technology and equipment to enhance workplace practices
- 7.5 evaluate new technology and equipment introduced into the workplace.

#### **LEARNING OUTCOME 8**

##### **Demonstrate initiative/enterprise in a work-related context.**

###### **Elements**

The elements are demonstrated when the student can:

- 8.1 identify an opportunity for innovation
- 8.2 describe a possible innovation to a relevant audience
- 8.3 review the feasibility of the innovation.

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#### **PERSONAL DEVELOPMENT SKILLS SENIOR UNIT 1**

##### **Nominal duration**

100 hours – 1 Credit

### **Unit purpose**

The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social and educational goal
- skills applicable to a relevant personal, social and educational goal
- understanding of cultural values and cultural awareness
- organisational skills
- leadership skills and decision-making skills for group or team work.

### **LEARNING OUTCOME 1**

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

#### **Elements**

The elements are demonstrated when the student can:

- 1.1 Complete a project in relation to one or more of the following: self, social, health and wellbeing, education and/or family. The project will involve complex requirements taking into account desired outcomes and needs of individuals and groups.
- 1.2 Research solutions relating to potential problems connected with the complex project, using appropriate methods.
- 1.3 Select resources to meet requirements for completion of the project.
- 1.4 Communicate effectively to audiences unfamiliar with concepts involved in the project.
- 1.5 Critically evaluate performance through self-reflection and feedback from a range of stakeholders.

### **LEARNING OUTCOME 2**

**Demonstrate an awareness of social diversity within a complex project.**

#### **Elements**

The elements are demonstrated when the student can:

- 2.1 Demonstrate an understanding of social diversity.
- 2.2 Describe the benefits and challenges of a diverse society.
- 2.3 Apply knowledge of social diversity to planning a complex project.
- 2.4 Evaluate the effectiveness of strategies used to take account of social diversity within a complex project.

### **LEARNING OUTCOME 3**

**Apply strategies to improve communication.**

#### **Elements**

The elements are demonstrated when the student can:

- 3.1 Investigate different methods of communication relevant to a complex project.
- 3.2 Demonstrate negotiation and networking skills within a complex project.
- 3.3 Demonstrate appropriate use of formal and informal communication.
- 3.4 Critically evaluate the role of ICT, including social media, as communication tools.
- 3.5 Develop a communication strategy for a complex project.

### **LEARNING OUTCOME 4**

**Demonstrate leadership skills for group and team work.**

#### **Elements**

The elements are demonstrated when the student can:

- 4.1 Plan, scope and complete a project involving two or more people.
- 4.2 Demonstrate a leadership role in a project involving two or more people.
- 4.3 Critically evaluate own performance and outcomes obtained in relation to the leadership role within a complex project.

### **LEARNING OUTCOME 5**

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

#### **Elements**

The elements are demonstrated when the student can:

- 5.1 Lead a structured meeting that has been convened to resolve an issue related to a community project.
- 5.2 Use decision-making techniques suitable for a team or group.
- 5.3 Contribute to effective group member behaviour to reach a decision.
- 5.4 Critically evaluate the effectiveness of decision-making within a team or group context.

## **PERSONAL DEVELOPMENT SKILLS SENIOR UNIT 2**

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### **Nominal duration**

100 hours – 1 Credit

### **Unit purpose**

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem-solving and comprehension skills
- presentation and research skills
- communication skills
- research, planning and organisation skills
- team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

### **LEARNING OUTCOME 1**

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

#### **Elements**

The elements are demonstrated when the student can:

- 1.1 Identify a range of research methods appropriate for collecting specified information regarding a community problem or issue.
- 1.2 Critically analyse a community problem or issue.
- 1.3 Research potential support or community groups that relate to the community problem or issue.
- 1.4 Report on their findings using appropriate information systems, including information and communications technology.

### **LEARNING OUTCOME 2**

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

#### **Elements**

The elements are demonstrated when the student can:

- 2.1 Identify appropriate external partnership opportunities relevant to a specific community problem or issue.
- 2.2 Identify, evaluate and implement a range of strategies to maintain a successful external partnership.
- 2.3 Develop objectives and goals of the external partnership arrangement.
- 2.4 Critically evaluate the effectiveness of the established external partnership.

### **LEARNING OUTCOME 3**

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

#### **Elements**

The elements are demonstrated when the student can:

- 3.1 Develop a project plan, including aims, timelines and measurable milestones, for a complex community project.

- 3.2 Identify internal and external factors that may impact on desired outcome/s, and plan for possible contingencies.
- 3.3 Organise, run and minute meetings relating to the project.
- 3.4 Actively participate in completion of the project.
- 3.5 Achieve milestones according to agreed timelines.

#### **LEARNING OUTCOME 4**

**Demonstrate effective teamwork skills in relation to a complex community project.**

##### **Elements**

The elements are demonstrated when the student can:

- 4.1 Use appropriate negotiation and decision making skills to reach desired outcomes.
- 4.2 Describe and implement conflict management skills.
- 4.3 Understand and demonstrate empathy towards other team members.
- 4.4 Critically reflect on their involvement in the team.

#### **LEARNING OUTCOME 5**

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

##### **Elements**

The elements are demonstrated when the student can:

- 5.1 Select and prepare information to suit project purpose and an audience including community partners.
- 5.2 Use communication mediums appropriate to the nature and context of the potential user.
- 5.3 Use the processes of planning and editing to produce communication products.
- 5.4 Use language and tone appropriate to audience and purpose.
- 5.5 Deliver a sustained presentation (10–15 minutes) on the project.