2021 VCAL/VET PROCEDURAL HANDBOOK

Name: _____

INTRODUCTION

The VCAL (Victorian Certificate of Applied Learning) is a practical option for students who are more suited to a hands-on learning working environment. VCAL students aspire to undertake employment, apprenticeships, traineeships and further vocational study.

VCAL is offered at three levels: Foundation, Intermediate and Senior. It can be commenced at Year 11 or 12, at the level best matched to the student's meeds and abilities. Students must include a VET (Vocational Education and Training) in their VCAL program at Marymede Catholic College.

The principles underpinning the VCAL are:

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

Students begin the VCAL at a level suitable to their capabilities and this will be determined in consultation with the VCAL Coordinator, Learning Diversity Leader, Learning & Teaching Co-ordinator and VCAL teachers to find the level that best suits the student.

VCAL STRANDS

Each VCAL certificate has 4 compulsory Strands:

Literacy - The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Numeracy - The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community. This includes financial literacy, planning and organising, measurement, data, problem-solving and more.

Personal Development Skills - The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement. Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community. This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

Work Related Skills - The development of employability skills within this strand provides students with a capacity to explore, consider and choose from a range of pathways. Knowledge and understanding of workplace health and safety (WHS) is integral to student preparation for a variety of community and work environments.

Industry Specific Skills – basically VET - The purpose of the VCAL Industry Specific Skills Strand is to develop student skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment.

VCAL LEVELS

	Foundation	Intermediate	Senior
Focus	Student developed knowledge and employability skills supported by **a strong emphasis on literacy and numeracy skills and preparatory learning**	Student demonstrated knowledge and employability skills **showing independent learning, confidence and a high level of transferable skills.**	Student demonstrated knowledge and employability skills **showing a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.**
Teacher support	**High levels of teacher support** and assistance	Students demonstrate independent learning; **teacher support** and assistance **may be required at times**	Students work as independent learners with minimal teacher support; **teacher is a facilitator**
Skills	**Link familiar and everyday contexts** that lead to transferable knowledge and skills development.	**Link existing** skills and student experiences **to unfamiliar and challenging contexts.**	**Link complex tasks that require integration** and application of a range of knowledge and skills **to problem-solving and abstract contexts.**
Evidence	**Some evidence provided by student; some evidence provided by the teacher;** may require some student explanation to link to the outcome	Moderate – links to the task/outcome; **may require some student explanation** to link to the outcome	**Comprehensive** and/or clearly **links to the task/outcome without verbal explanation** from the student
Consistency	**Evidence** of task/achievement has been **collected and/or collated with teacher support**	**Evidence** of task/achievement has been **mostly been collected by the student** over time	**Evidence** of task/achievement has been **collected and collated by the student** over time

VCAL TIMETABLE

VCAL students attend school a minimum of three days a week with some students attending five days, depending on their VET and SWL (Structured Workplace Learning) arrangements.

A student who attends VET in school (*this is an example only*):

Monday	Tuesday	Wednesday	Thursday	Friday
VCAL classes	VCAL classes and 2 VET periods	1 VET period	VCAL classes	Structured Workplace Learning

A student who attends VET externally (*this is an example only*):

Monday	Tuesday	Wednesday	Thursday	Friday
VCAL classes	VCAL classes	VET or Structured Workplace Learning	VCAL classes	VET or Structured Workplace Learning

COMPLETING A VCAL CERTIFICATE

To successfully achieve a VCAL certificate at any level, students need to obtain 10 credits.
A credit is gained for successful completion of a unit of study. A unit of study can be:
- one VCAL unit
- 90 hours for VET modules or units of competence

ASSESSMENT

Achievement of a unit for any strand is based on meeting the elements of the outcome. Awarding the satisfactory completion of a VCAL unit is based on a decision by the teacher that there is sufficient evidence that the student has achieved the learning outcome.

Students will need to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

This means students need to be able to provide evidence for any work undertaken. This evidence will come in a variety of forms, including (but not limited to):

Teacher observations	Completion of work books	Discussion
Self-reflections	Log books	Contribution records
Photographs	Awards from participation in other activities	Debate

It is important that all evidence collected:
- meets the required standard for the level attempted;
- meets timeframes within a reasonable period; and
- is clearly their own or the student indicates where it is as a result of teamwork.

It is the student's responsibility to ensure that teachers are able to authenticate their work through the regular submission of evidence.

Resubmission of Tasks
Students will be given further opportunity to resubmit work that did not meet the required standard. Students must be well prepared for the assessment in order to achieve their best result and avoid the resubmission of work.

ATTENDANCE

It is a College requirement that all students attend a minimum of 85% of scheduled classes. Students whose attendance in any particular study falls below this will be required to attend a meeting.

All students enrolled in VCAL/VET are expected to attend all scheduled classes. Should students be absent they must provide medical certification attesting to illness. It is also discouraged for any VCAL/VET student to take an extended family holiday during term given the impact this will have on your attendance. Teachers maintain accurate attendance records for all classes and vigilantly monitor student absenteeism. Should there be an attendance concern parents will be contacted and a subsequent meeting scheduled.

In the event of absence, it is the student's responsibility to make contact with their teachers and catch up on missed work following any absence.

KEY CONTACTS

VCAL Co-ordinator	Mr DeSilva (david.desilva@marymede.vic.edu.au)	*Development, implementation and maintenance of VCAL program.* *Work placement support*
Learning & Teaching Co-ordinator (7-12):	Ms Nikole Cymbalak (nikole.cymbalak@marymede.vic.edu.au)	*Academic advice and support*
VET Co-ordinator:	Mr Gary Hickey (gary.hickey@marymede.vic.edu.au)	*VET enrolment* *VET program advice*
Careers and Pathways Leader	Ms Patricia Weinberg (patricia.weinberg@marymede.vic.edu.au)	*Career counselling* *Work placement support*