

Advance Support Resources for Government Schools

Advance Curriculum Mapping to the Victorian Certificate of Applied Learning (VCAL)

Advance meeting the requirements of the Victorian Certificate of Applied Learning (VCAL)

VCAL Learning Outcomes	VCAL Assessment criteria	Advance Learning Outcomes	Suitability/Alignment
Personal Development Skills Foundation (Unit 2)			
<p>1. Plan and organise to completion a health or community service goal/activity.</p>	<p>1.1 Research topical issues, problems or events related to a health or community service goal.</p> <p>1.2 Plan an activity to meet a health or community service goal.</p> <p>1.3 Contribute to the completion of a health or community service goal.</p> <p>1.4 Identify strategies to minimise risks associated with activities/tasks.</p> <p>1.5 Evaluate effectiveness of own contribution.</p>	<p>Community (Sequence 2):</p> <ul style="list-style-type: none"> - Identify people, places and organisations in their community - Describe their connections with these people, places or organisations <p>Identifying services for young people in their community</p> <ul style="list-style-type: none"> - Identify services for young people in their community - Describe how to access services for young people in their community. <p>Volunteering (Sequence 3):</p> <ul style="list-style-type: none"> - Describe volunteering - Describe what volunteers do - Describe volunteers rights and responsibilities - Identify what activities they already do that is volunteering - Identify volunteer activities within the school population. <p>Defining (Sequence 8):</p> <ul style="list-style-type: none"> - Identify possible projects - Identify resources that are available to do their project - Use decision making tools to choose a project and decide on the intended outcome. <p>Project Planning (Sequence 9):</p> <ul style="list-style-type: none"> - Identify stakeholders - Develop a project plan. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Evaluating (Sequence 11):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<ul style="list-style-type: none"> - 'Community' and 'Volunteering' could be used to meet the requirements of VCAL 1.1. - VCAL 1.2 aligned with 'Project Planning'. - VCAL 1.3 aligned with 'Project Doing'. - 'Defining' and 'Project Planning' could be used to meet the requirements of VCAL 1.4. - VCAL 1.5 aligned with 'Project evaluating'.

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<p>2. Clarify the rights and responsibilities of all stakeholders in a group/team activity.</p>	<p>2.1 Identify personal rights and responsibilities.</p> <p>2.2 Evaluate the importance of rights and responsibilities in a social context.</p> <p>2.3 Reflect on the influence of values in a conflict situation.</p> <p>2.4 Apply knowledge of personal rights and responsibilities to establishing a personal goal plan.</p> <p>2.5 Reflect upon differences and similarities between personal rights and human rights.</p>	<p>Volunteering (Sequence 3):</p> <ul style="list-style-type: none"> - Describe volunteering - Describe what volunteers do - Describe volunteers rights and responsibilities - Identify what activities they already do that is volunteering - Identify volunteer activities within the school population. <p>Negotiating (Sequence 6):</p> <ul style="list-style-type: none"> - Identify the outcome they want and means to achieve it - Identify your offer - Identify external standards that can be used - Identify negotiable areas. <p>Problem Solving (Sequence 7):</p> <ul style="list-style-type: none"> - Identify early warning signals that there could be a problem - Recognise the difference between ongoing and solvable problems - Define the problem - Brainstorm solutions - Choose two possible solutions - Plan to trial the solutions - Trial solutions. <p>Project Planning (Sequence 9):</p> <ul style="list-style-type: none"> - Identify stakeholders - Develop a project plan. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Evaluating (Sequence 11):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<ul style="list-style-type: none"> - ‘Volunteering (Rights and responsibilities)’ and ‘Negotiating (identify external standards)’ could be developed to meet requirements of VCAL 2.1. - ‘Project evaluating’ could meet the requirements of VCAL 2.2 as personal rights and responsibilities impact on project success. - ‘Negotiating’ and ‘Problem solving’ could be extended to include a consideration of the role of values to meet the requirements of VCAL 2.3. - ‘Project planning’ and ‘Project doing’ meet the requirements of VCAL 2.4. - VCAL 2.5 requirements are not met by Advance learning modules.

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<p>3. Communicate information about health issues and/or community services.</p>	<p>3.1 Collect and interpret information about a health or community service.</p> <p>3.2 Examine social or cultural issues connected to provision of health and community services.</p> <p>3.3 Identify sources of information regarding health and community services.</p> <p>3.4 Communicate information and/or findings to others.</p>	<p>Community (Sequence 2):</p> <ul style="list-style-type: none"> - Identify people, places and organisations in their community - Describe their connections with these people, places or organisations - Identify services for young people in their community - Describe how to access services for young people in their community. 	<ul style="list-style-type: none"> - VCAL 3.1 is aligned with 'Community'. - VCAL 3.2 could be met if 'Community' was extended to include consideration of impact/benefit of community services. - VCAL 3.3 is met through 'Community (Identify organisations and Identify services). - VCAL 3.4 could be met if 'Community' was extended to include presentation of findings.
<p>4. Work effectively as a group member.</p>	<p>4.1 Use knowledge of barriers to effective communication in an interpersonal transaction.</p> <p>4.2 Apply knowledge of cultural or individual values when communicating with others.</p> <p>4.3 Respond to and provide feedback in order to facilitate understanding in a communication exchange.</p> <p>4.4 Identify the best mode of communication for achieving a positive outcome to a situation or task.</p> <p>4.5 Apply effective listening skills.</p>	<p>Reporting (Sequence 4):</p> <ul style="list-style-type: none"> - Identify appropriate information to include in a report - Identify the audience for a report - Identify the appropriate style of report - Plan a report - Present a report. <p>Feedback (Sequence 5):</p> <ul style="list-style-type: none"> - Identify when there is a need for feedback - Plan feedback using template - Give feedback - Receive feedback - Plan to cope with negative information. <p>Negotiating (Sequence 6):</p> <ul style="list-style-type: none"> - Identify the outcome they want and means to achieve it - Identify your offer - Identify external standards that can be used - Identify negotiable areas. <p>Problem Solving (Sequence 7):</p> <ul style="list-style-type: none"> - Identify early warning signals that there could be a problem - Recognise the difference between ongoing and solvable problems - Define the problem - Brainstorm solutions - Choose two possible solutions - Plan to trial the solutions. 	<ul style="list-style-type: none"> - VCAL 4.1 is aligned with 'Negotiating'. - 'Reporting' and 'Negotiating' may meet the requirements of VCAL 4.2. - VCAL 4.3 is aligned with 'Feedback'. - VCAL 4.4 is aligned with 'Problem solving'. - 'Feedback', 'Negotiating' and 'Problem solving' could all meet the requirements of VCAL 4.5.

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<p>5. Communicate effectively to resolve conflict and/or for a self advocacy purpose.</p>	<p>5.1 Identify personal rights specific to conflict resolution or self advocacy purpose.</p> <p>5.2 Identify causes of communication breakdowns.</p> <p>5.3 Participate in discussion that requires expression of an opinion to other(s).</p> <p>5.4 Apply advocacy skills and/or conflict resolution skills in an interpersonal exchange.</p>	<p>Reporting (Sequence 4):</p> <ul style="list-style-type: none"> - Identify appropriate information to include in a report - Identify the audience for a report - Identify the appropriate style of report - Plan a report - Present a report. <p>Feedback (Sequence 5):</p> <ul style="list-style-type: none"> - Identify when there is a need for feedback - Plan feedback using template - Give feedback - Receive feedback - Plan to cope with negative information. <p>Negotiating (Sequence 6):</p> <ul style="list-style-type: none"> - Identify the outcome they want and means to achieve it - Identify your offer - Identify external standards that can be used - Identify negotiable areas. <p>Problem Solving (Sequence 7):</p> <ul style="list-style-type: none"> - Identify early warning signals that there could be a problem - Recognise the difference between ongoing and solvable problems - Define the problem - Brainstorm solutions - Choose two possible solutions - Plan to trial the solutions - Trial solutions. <p>Defining (Sequence 8):</p> <ul style="list-style-type: none"> - Identify possible projects - Identify resources available for project. 	<ul style="list-style-type: none"> - VCAL 5.1 is aligned with 'Negotiating' and 'Problem solving'. - VCAL 5.2 is aligned with 'Negotiating' and 'problem-solving'. - 'Negotiating' and 'Reporting' may successfully meet the requirements of VCAL 5.3. - 'Feedback', 'Negotiating' and 'Problem solving' may meet the requirements of VCAL 5.4.

VCAL Learning Outcomes	VCAL Assessment criteria	Advance Learning Outcomes	Suitability/ Alignment
Personal development skills Intermediate (Unit 1)			
<p>1. Plan and organise a complex activity.</p>	<p>1.1 Plan, organise and carry out a project or activity involving a number of steps and processes and three or more people.</p> <p>1.2 Identify and utilise support systems related to an activity or project goal.</p> <p>1.3 Identify values that influence individual behaviour and motivation in group situations.</p> <p>1.4 Carry out the activity or project to successful completion.</p>	<p>Defining (Sequence 8):</p> <ul style="list-style-type: none"> - Identify possible projects - Identify resources that are available to do their project - Use decision making tools to choose a project and decide on the intended outcome. <p>Project Planning (Sequence 9):</p> <ul style="list-style-type: none"> - Identify stakeholders - Develop a project plan. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Evaluating (Sequence 11):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<ul style="list-style-type: none"> - 'Project planning' and 'Project doing' are aligned with VCAL 1.1 - as long as the project is big enough. - VCAL 1.2 is aligned with 'Project planning' and 'project doing'. - The 'Project evaluation' could meet the requirements of VCAL 1.3 by evaluating individual motivations/actions. - VCAL 1.4 is aligned with 'Project Doing'.
<p>2. Demonstrate self-management skills for goal achievement.</p>	<p>2.1 Use time management strategies to achieve goals.</p> <p>2.2 Plan priorities for time usage.</p> <p>2.3 Facilitate processes and procedures for achieving a goal.</p> <p>2.4 Identify sources, types and symptoms of stress.</p> <p>2.5 Utilise stress management strategies.</p>	<p>Project Planning (Sequence 9):</p> <ul style="list-style-type: none"> - Identify stakeholders - Develop a project plan. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. 	<ul style="list-style-type: none"> - VCAL 2.1 is aligned with 'Project planning' and 'Project doing'. - VCAL 2.2 is aligned with 'Project planning'. - VCAL 2.3 is aligned with 'Project planning' and 'Project doing'. - VCAL 2.4 is aligned with 'Project doing (Monitoring)'. - VCAL 2.5 is aligned with 'Project doing'.

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<p>3. Demonstrate knowledge, skills and abilities in the context of an activity or project.</p>	<p>3.1 Identify the scope and requirements of the activity.</p> <p>3.2 Analyse observed behaviours and implement strategies to improve performance of self.</p> <p>3.3 Establish a plan to achieve a learning goal involving a peer or adult mentor.</p> <p>3.4 Contribute to the quality of outcomes within an organisational context.</p> <p>3.5 Identify transferable knowledge and skills gained for future voluntary or paid work.</p>	<p>Defining (Sequence 8):</p> <ul style="list-style-type: none"> - Identify possible projects - Identify resources that are available to do their project - Use decision making tools to choose a project and decide on the intended outcome. <p>Project Planning (Sequence 9):</p> <ul style="list-style-type: none"> - Identify stakeholders - Develop a project plan. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Evaluating (Sequence 11):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<ul style="list-style-type: none"> - VCAL 3.1 is aligned with 'Defining' and 'Project Planning'. - 'Project Doing' and 'Project evaluating' could meet the requirements of VCAL 3.2. - VCAL 3.3 is aligned with 'Project Planning'. - 'Project Doing' meets the requirements of VCAL 3.4. - VCAL 3.5 is aligned with 'Project evaluating'.
<p>4. Identify responsibility and leadership skills.</p>	<p>4.1 Identify qualities of people in leadership roles.</p> <p>4.2 Select different leadership styles.</p> <p>4.3 Identify methods for motivating others.</p> <p>4.4 Identify interpersonal skills that are used by people in leadership roles.</p> <p>4.5 Identify leader of a group.</p> <p>4.6 Understand different types of power in relationships.</p> <p>4.7 Identify communication skills needed to be an effective group leader.</p>	<p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Evaluating (Sequence 11):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<ul style="list-style-type: none"> - 'Project Doing' and 'Project. - Evaluating' may be extended to cover reflection on leadership skills and roles, thereby meeting the requirements of VCAL Learning Outcomes 4.1 - 4.7.

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<p>5. Utilise interpersonal skills to communicate ideas and information.</p>	<p>5.1 Apply communication skills in a range of social contexts.</p> <p>5.2 Use interpersonal communication skills to resolve a conflict.</p> <p>5.3 Identify causes of communication breakdowns.</p> <p>5.4 Participate in a public debate that requires expression of an opinion to others.</p> <p>5.5 Apply active listening skills to facilitate understanding.</p>	<p>Reporting (Sequence 4):</p> <ul style="list-style-type: none"> - Identify appropriate information to include in a report - Identify the audience for a report - Identify the appropriate style of report - Plan a report - Present a report. <p>Feedback (Sequence 5):</p> <ul style="list-style-type: none"> - Identify when there is a need for feedback - Plan feedback using template - Give feedback - Receive feedback - Plan to cope with negative information. <p>Negotiating (Sequence 6):</p> <ul style="list-style-type: none"> - Identify the outcome they want and means to achieve it - Identify your offer - Identify external standards that can be used - Identify negotiable areas. <p>Problem Solving (Sequence 7):</p> <ul style="list-style-type: none"> - Identify early warning signals that there could be a problem - Recognise the difference between ongoing and solvable problems - Define the problem - Brainstorm solutions - Choose two possible solutions - Plan to trial the solutions - Trial solutions. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. 	<ul style="list-style-type: none"> - ‘Reporting’, ‘Negotiating’ and ‘Project Doing’ are all aligned with the requirements of VCAL 5.1. - ‘Problem Solving’ and ‘Negotiating’ align with VCAL 5.2. - VCAL 5.3 is aligned with ‘Problem Solving’. - ‘Reporting’ may be extended to meet the requirements of VCAL 5.4. - ‘Negotiating’ and ‘Project Doing’ may both fulfil the requirements of VCAL 5.5.

VCAL Learning Outcomes	VCAL Assessment criteria	Advance Learning Outcomes	Suitability/Alignment
Personal Development Skills Intermediate (Unit 2)			
1. Identify planning and organisation skills relevant for management of health or community.	1.1 Explore and identify issues related to managing the implementation of a project. 1.2 Clarify the nature of the support required to implement the project. 1.3 Establish systems to ensure project elements are managed. 1.4 Identify resource requirements to facilitate timely and effective project completion. 1.5 Utilise self-management skills for project completion.	Defining (Sequence 8): - Identify possible projects - Identify resources that are available to do their project - Use decision making tools to choose a project and decide on the intended outcome. Project Planning (Sequence 9): - Identify stakeholders - Develop a project plan. Project Doing (Sequence 10): - Implement their project - Monitor their project.	- VCAL 1.1 is aligned with 'Project Planning' and 'Defining'. - VCAL 1.2 is aligned with 'Project Planning' and 'Defining'. - VCAL 1.3 is aligned with 'Project Planning'. - VCAL 1.4 is aligned with 'Project Planning'. - VCAL 1.5 is aligned with 'Project Doing'.
2. Demonstrate skills relevant to complex problem solving and comprehension.	2.1 Identify the key elements of a complex activity that require modification or review to ensure desired outcomes. 2.2 Identify and explain what resources will assist in solving the problem. 2.3 Evaluate the effectiveness of a number of strategies for solving the problem. 2.4 Apply decision-making strategies to establishing priorities.	Negotiating (Sequence 6): - Identify the outcome they want and means to achieve it - Identify your offer - Identify external standards that can be used - Identify negotiable areas. Problem Solving (Sequence 7): - Identify early warning signals that there could be a problem - Recognise the difference between ongoing and solvable problems - Define the problem - Brainstorm solutions - Choose two possible solutions.	- VCAL 2.1 is aligned with 'Project Doing (Monitoring)'. - VCAL 2.2 requirements may be met by 'Problem Solving', 'Project Planning' and 'Project Doing'. - VCAL 2.3 is aligned with 'Problem solving', and could be covered in 'Project Evaluating'. - VCAL 2.4 requirements are met by 'Project Planning'.

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<p>3. Demonstrate knowledge and skills related to a hobby, study or interest.</p>	<p>3.1 Identify skills and knowledge required to undertake a hobby, study or interest.</p> <p>3.2 Evaluate alternatives for accessing training and/or learning regarding a hobby, study or interest.</p> <p>3.3 Undertake a program of knowledge and skills development relevant to a hobby, study or interest.</p> <p>3.4 Apply skills and knowledge to a hobby, study or interest.</p>		<p>- VCAL Learning Outcomes 3.1 to 3.4 are not covered by Advance Learning Modules.</p>
<p>4. Utilise research and development skills to present information to an audience.</p>	<p>4.1 Identify a range of research methods appropriate for collecting specified information.</p> <p>4.2 Demonstrate the appropriate use of information systems, including technology.</p> <p>4.3 Analyse a range of differing perspectives to establish accuracy and identify bias.</p> <p>4.4 Identify and apply a variety of techniques for presenting information.</p> <p>4.5 Respond to audience needs and presentation purpose in developing communication strategies.</p>	<p>Community (Sequence 2):</p> <ul style="list-style-type: none"> - Identify people, places and organisations in their community - Describe their connections with these people, places or organisations - Identify services for young people in their community - Describe how to access services for young people in their community. <p>Defining (Sequence 8):</p> <ul style="list-style-type: none"> - Identify possible projects - Identify resources that are available to do their project - Use decision making tools to choose a project and decide on the intended outcome. <p>Project Planning (Sequence 9):</p> <ul style="list-style-type: none"> - Identify stakeholders - Develop a project plan <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Evaluating (Sequence 11):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. <p>Project Reporting and celebrating (Sequence 12):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<p>- VCAL 4.1 requirements may be met by 'Community' and 'Project Planning' if they were extended to incorporate information gathering skills.</p> <p>- VCAL 4.2 may be met by 'Project reporting and celebrating' if reporting made use of technology (e.g. PowerPoint/video).</p> <p>- VCAL 4.3 may be covered by expanded versions of 'Project Evaluating' and 'Project Reporting and celebrating'.</p> <p>- VCAL 4.4 requirements may be met by 'Project Evaluating' and 'Project Reporting'.</p> <p>- VCAL 4.5 requirements may be met by 'Project Reporting and celebrating'.</p>

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<p>5. Use spoken English and active listening skills to communicate complex ideas and information.</p>	<p>5.1 Plan and deliver a sustained presentation in a group setting.</p> <p>5.2 Give complex instructions, including difficulties to be avoided, when explaining procedures.</p> <p>5.3 Respond to a complex inquiry or complaint related to a project or activity.</p> <p>5.4 Explore and clarify ideas in an extended discussion.</p> <p>5.5 Use spoken language to work in collaboration with others to meet an agreed objective.</p>	<p>Reporting (Sequence 4):</p> <ul style="list-style-type: none"> - Identify appropriate information to include in a report - Identify the audience for a report - Identify the appropriate style of report - Plan a report - Present a report. <p>Project Doing (Sequence 10):</p> <ul style="list-style-type: none"> - Implement their project - Monitor their project. <p>Project Reporting and celebrating (Sequence 12):</p> <ul style="list-style-type: none"> - Report to appropriate organisations and people - Celebrate completion of the project. 	<ul style="list-style-type: none"> - VCAL 5.1 requirements are met by 'Reporting' and 'Project Reporting'. - VCAL 5.2 requirements are met by 'Reporting' and 'Project Reporting'. - VCAL 5.3 requirements may be met by an extended version of 'Project Doing'. - VCAL 5.4 requirements may be met by an extension activities in 'Project Reporting and celebrating'. - VCAL 5.5 requirements are met under 'Project Doing'.