



APPLIED LEARNING COURSE GUIDE 2027

YEARS 10 – 12

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Applied Learning

Overview

Applied Learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing, and relating acquired skills to the real world. Applied Learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom, that will engage students who prefer, feel more comfortable with active learning. Applied Learning is about nurturing and working with a student in a holistic manner, taking into account, their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. It emphasises skills and knowledge that may not normally be the focus of more traditional school curriculum. Students complete the course by demonstrating they can use the skills and knowledge they’ve gained and increases, social competencies, exposure to twenty-first century technical and employment skills through practical and industry experiences. Applied Learning is embedded across the VCE, VCE Vocational Major and the Victorian Pathways Certificate.

Recommended example Year 10 Program for a student interested in an Applied Learning pathway

RE 1 UNIT	ENGLISH 2 UNITS	MATHS 2 UNITS	SCIENCE 1 UNIT	HUMANITIES 1 UNIT	VET 2 UNITS	APPLIED LEARNING	ELECTIVES RECOMMENDATIONS
Angels and Atoms OR	English	Foundation Mathematics OR	Applied Science OR	Commerce OR	VET OR	Work Related Skills 1 OR	Design Technology Units
Religion in Art		Pre-General Mathematics OR	Biological Sciences	History	VET	Work Related Skills 2	Health & Physical Education Units
		Pre-Mathematical Methods					



VCE Vocational Major

Overview

The VCE Vocational Major (VCE VM) is a certificate focusing on an applied learning. It allows for greater choice and flexibility for students, including a VET study and possibly optional VCE subjects (speak to Applied Learning & VET Coordinator), though these are not required. VCE VM is an unscored certificate that requires a minimum of 16 units though 22 units are recommended. VCE VM may include Structured Workplace Learning.

Areas of Study

- Literacy units with a 3&4 sequence
- Numeracy units
- Work Related Skills units
- Personal Development Skills units
- VET units – 90 hours each unit

Future Pathways

Tertiary study

Employment

Apprenticeship training

Recommended Prior Learning

Successful completion of Year 10

VCE VM requirements can be achieved by:

Sample program of study



VET*	COMPULSORY UNITS			COMBINATION OPTIONS	
1 + 2	Literacy Unit 1&2	Numeracy Unit 1&2	VCE Religion & Society Unit 2 <i>PLUS</i> Social Justice Unit	Work Related Skills	Personal Development Skills
OR					
3 + 4					

*One must be a VET subject either onsite or external



Vocational Education Training (VET) and School Based Apprenticeship Training (SBAT)

Overview

VET studies are recognised senior secondary studies, that can contribute to completion of a VCE, VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).

VET studies are designed to build industry specific skills, experience and knowledge that can support students in gaining employment and achieving success in a specific industry or tertiary study. They are delivered through a combination of theory, applied learning opportunities and in some cases through work placement.

VET studies can lead to further study at TAFE institutions & in some cases university, as well as apprenticeship and employment opportunities. On completion of a VCE study, students will receive a certificate and qualification that will be recognised Australia wide. Many VET studies are recognised by the VCAA and can contribute to an ATAR.

Marcellin College is a member of VET clusters, allowing students to access over 50 different VET studies at a variety of external institutions and schools. These studies are usually taught in blocks of four hours, on a Tuesday, Wednesday or Thursday afternoon. Marcellin College also offers some VET studies onsite, including Certificate III in Sport & Recreation and Certificate III in Business.

Areas of Study

Most VET Certificate II and III studies and above can be included as 4 units towards a VCE certificate and VCE VM certificate (please confirm the VCAA standing of any VET subject before enrolling).

Future Pathways

VCE VM

TAFE & tertiary studies

Employment

Apprenticeship training

List of possible VET studies

VET CLUSTER (EXTERNAL PROVIDER)	MARCELLIN COLLEGE (ONSITE)
Building & Construction / Plumbing Engineering / Automotive Integrated Studies / Hospitality Allied Health / Acting / Screen & Media Art / Music / ICT IDM Interactive Digital Media Horticulture / Animal Studies / Aviation	Business Electrotechnology Sport & Recreation

Recommended Prior Learning

Successful completion of Year 9 and 10

School Based Apprenticeship Training (SBAT)

Overview

SBATs are designed to allow a student to commence an apprenticeship whilst still completing their senior years of secondary college. It incorporates vocational training and work while completing a senior secondary certificate and gaining credits towards a VCE or VCE VM.

During a SBAT, students are required to work at least one day per week (for which that they are paid) and complete a series of theory modules. The theory modules are most commonly completed in blocks of time, sometimes during school holidays.

Students undertaking a SBAT should be aware that they will need to balance the requirements of their training with maintaining their secondary school learning program.

A SBAT can transition into a full-time apprenticeship after school.



Victorian Pathways Certificate (VPC)

Overview

The Victorian Pathways Certificate (VPC) is designed for students who due to a variety of reasons including academic and wellbeing issues do not feel, or, cannot complete the Victorian Certificate of Education (VCE) or VCE Vocational Major (VM) units. Whilst the certificate is still an applied learning program, it also allows for greater choice and flexibility for students, still including the option of a Certificate I VET studies, and allowing for flexible individualised programs of study to meet the students' needs, and provide opportunities for engagement, employment preparation and success. The VPC is not a VCE certificate and is an unscored certificate that requires a minimum of 12 units though 16 units are recommended. The VPC may include Structured Workplace Learning.

Areas of Study

Must include:

- Literacy units
- Numeracy units
- Work Related Skills units
- Personal Development Skills units

Students can include suitable VET and Certificate I VET units in their learning programs.

Future Pathways

VCE VM

TAFE studies

Employment

Apprenticeship training

Recommended Prior Learning

Successful completion of Year 10



Supporting students with diverse needs

The Learning Diversity team at Marcellin College specialises in understanding the divergent learning needs of all students. In line with our personalised learning philosophy, we are committed to understanding the learning needs of all students and supporting them to be successful learners and to reach their individual potential.

From our gifted and talented program, SOAR (introduced in 2023), to literacy and numeracy support programs, our Learning Diversity staff oversee a variety of options that support the range of educational needs of Marcellin students.

In addition, the Learning Diversity Leader provides advice and support to teachers in their delivery of inclusive learning programs across the school.

Members of the Learning Diversity department:

- Work with students directly
- Support students and families in seeking assistance from agencies external to the College
- Support students in gaining special provisions and additional assessment support at all year levels including, NAPLAN and VCE
- Work with staff in a consultative role
- Provide resources to students, staff and families
- Contribute to curriculum development, with a focus on a differentiated curriculum

Alongside the work listed above, the Learning Diversity Team also runs specialised programs to assist students in reaching their full potential.

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Applied Learning

YEAR 10

VCE VM Work Related Skills Unit 1&2 9

YEAR 11

VCE VM Numeracy Unit 1 10

VCE VM Numeracy Unit 2 11

VCE VM Literacy Unit 1&2 12

VCE VM Personal Development Skills Unit 1&2 13

VCE VM Religion and Society Unit 2 14

VCE VM Work Related Skills Unit 1&2 15

VPC Literacy Unit 1&2 16

VPC Numeracy Unit 1&2 17

VPC Personal Development Skills Unit 1&2 18

VPC Religion Social Justice 19

VPC Work Related Skills Unit 1&2 20

YEAR 12

VCE VM Numeracy Unit 3&4 21

VCE VM Literacy Unit 3&4 22

VCE VM Personal Development Skills Unit 3&4 23

VCE VM Work Related Skills Unit 3&4 24

VPC Literacy Unit 3&4 25

VPC Numeracy Unit 3&4 26

VPC Personal Development Skills Unit 3&4 27

VPC Work Related Skills Unit 3&4 28

VET options

Students are able to apply for the following Applied Learning VET course in Year 10, 11 or 12:

22682VIC VET Certificate II in Electrotechnology 29

SIS30115 VET Certificate III in Sport, Aquatics & Recreation 30

BSB30120 VET Certificate III in Business 31



COURSE OVERVIEW

Unit 1

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, conditions and the future of work and education, in order, to engage in theoretical and practical aspects of transitioning to their desired pathway. Students will work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

Areas of Study

- Future careers
- Presentation of career and education goals

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

Future Pathways

VCE VM Work Related Skills Unit 2, 3 or 4

Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, conditions and the future of work and education, in order, to engage in theoretical and practical aspects of transitioning to their desired pathway. Students will work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

Areas of Study

- Workplace skills and capabilities
- Transferable skills and capabilities

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

Future Pathways

VCE VM Work Related Skills Unit 3 or 4

Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

No recommended prior learning required



COURSE OVERVIEW

Unit 1

In this unit, students develop and enhance their mathematics skills through the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability, and uncertainty in data and events. The study supports thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Learning activities are both theoretical and practical and hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, acquire mathematical knowledge and skills to make informed decisions in their lives.

Areas of Study

- Algebra, number, and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - investigations, portfolio, projects, data analysis, reports, modelling tasks, oral and written reflections, and digital presentations

Future Pathways

VCE VM Numeracy Unit 2

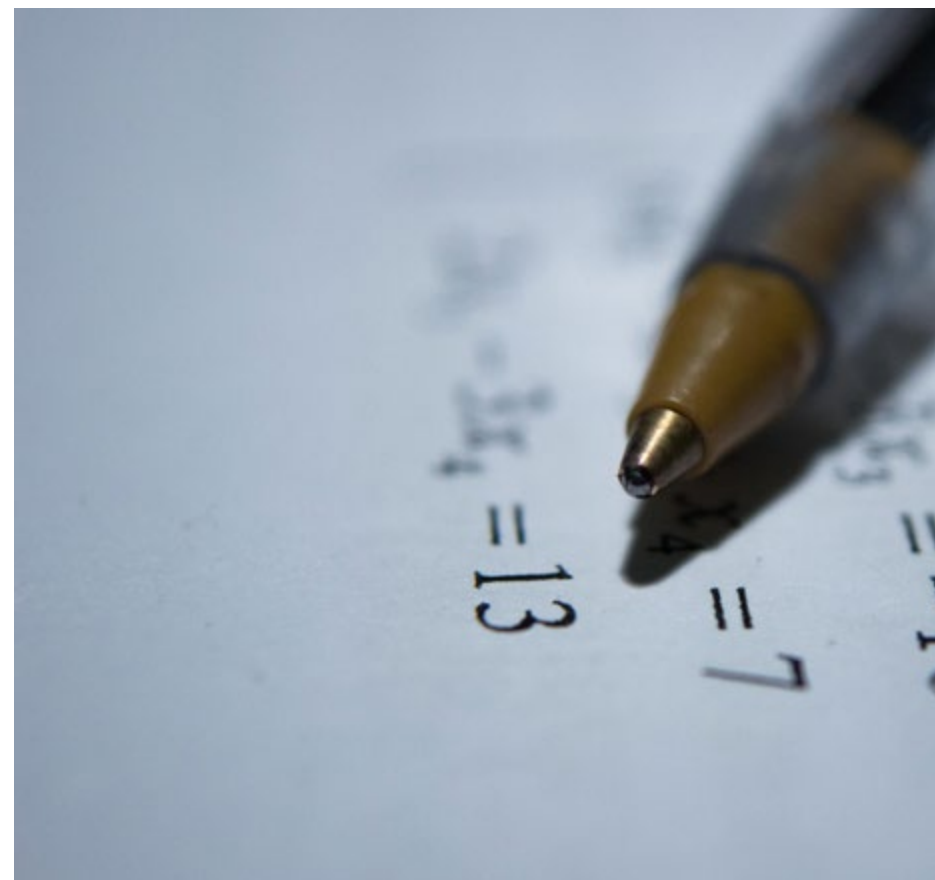
Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

Year 10 Mathematics



COURSE OVERVIEW

Unit 2

In this unit, students develop and enhance their mathematics skills through the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability, and uncertainty in data and events. The study supports thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Learning activities are both theoretical and practical and hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently, collaboratively communicate their mathematical ideas and acquire mathematical knowledge and skills to make informed decisions in their lives.

Areas of Study

- Algebra, number, and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

Assessment

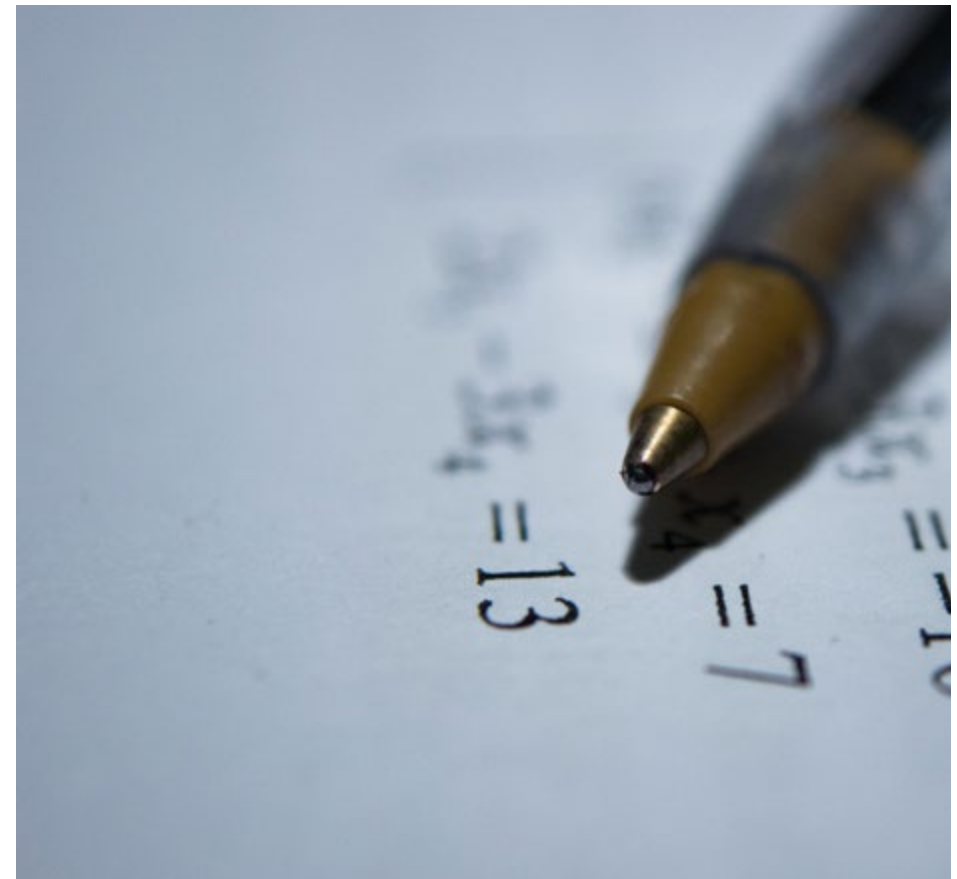
- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - investigations, portfolio, projects, data analysis, reports, modelling tasks, oral and written reflections, and digital presentations

Future Pathways

VCE VM Numeracy Unit 3&4
Further TAFE study
Apprenticeships
Employment

Recommended Prior Learning

Year 10 Mathematics



COURSE OVERVIEW

Unit 1

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing, to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

Areas of Study

- Literacy for personal use
- Understanding and creating digital texts

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations.

Future Pathways

VCE VM Literacy Unit 2

VCE English Unit 2

Further TAFE study

Employment

Recommended Prior Learning

Year 10 English

Unit 2

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

Areas of Study

- Understanding issues and voices
- Responding to opinions

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for each unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

Future Pathways

VCE VM Literacy Unit 3&4

Further TAFE study

Employment

Recommended Prior Learning

VCE VM Literacy Unit 1



COURSE OVERVIEW

Unit 1

In this unit, students take an active approach to personal development, self-realization, and citizenship by exploring interrelationships between individuals and communities. Students engage in theoretical and practical activities focusing on health, wellbeing, community engagement and social sciences. Students research and explore influences on identity, set and achieve personal goals, develop confidence and communication skills to be able to interact positively with diverse communities, and problem solve. Students build skills in leadership, project planning and teamwork.

Areas of Study

- Healthy individual
- Community health and wellbeing
- Promoting a healthy life

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, a performance, extended written pieces, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

Future Pathways

VCE VM Personal Development Skills Unit 2, 3&4

VCE Health & Human Development Unit 2, 3&4

Further TAFE study

Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students take an active approach to personal development, self-realization, and citizenship by exploring interrelationships between individuals and communities. Students engage in theoretical and practical activities focusing on health, wellbeing, community engagement and social sciences. Students research and explore influences on identity, set and achieve personal goals, develop confidence and communication skills to be able to interact positively with diverse communities, and problem solve. Students build skills in leadership, project planning and teamwork.

Areas of Study

- What is a community?
- Community cohesion
- Engaging and supporting community

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, a performance, extended written pieces, data analysis, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

Future Pathways

VCE VM Personal Development Skills Unit 3&4

Allied health services

Further TAFE study

Employment

Recommended Prior Learning

VCE VM Personal Development Skills Unit 1



COURSE OVERVIEW

Unit 2: Religion and ethics

In this unit, students explore, research, and build knowledge and understanding of ethics, discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles, and theories. Content will focus on personal, family, local and the wider community, and national and global level. Students will investigate social justice issues and study these through theoretical and practical learning activities.

Areas of Study

- Ethical decision making and moral judgement
- Religion and ethics
- Ethical issues and decision making

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - reports, projects, debates, identification exercises, extended written responses, oral and written reflections, digital presentations and incursions and excursions

Future Pathways

VCE Religion and Society Unit 3&4

Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

No recommended prior learning required



COURSE OVERVIEW

Unit 1

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, conditions and the future of work and education, in order, to engage in theoretical and practical aspects of transitioning to their desired pathway. Students will work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

Areas of Study

- Future careers
- Presentation of career and education goals

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

Future Pathways

VCE VM Work Related Skills Unit 2, 3 or 4

Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, conditions and the future of work and education, in order, to engage in theoretical and practical aspects of transitioning to their desired pathway. Students will work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

Areas of Study

- Workplace skills and capabilities
- Transferable skills and capabilities

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

Future Pathways

VCE VM Work Related Skills Unit 3 or 4

Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

VCE VM Work Related Skills Unit 1



COURSE OVERVIEW

Unit 1

In this unit, students develop knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. It provides students with the key skills and knowledge to interpret and create texts of various natures with appropriateness, accuracy, confidence, and fluency, as well as for learning in and out of school, and for participating in the workplace and community. This unit aims to develop students' abilities to read, write, speak and listen in everyday and familiar contexts by engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' and multi-culturalism. The texts' contents are for enjoyment or information, for specific workplaces and educational settings. Students will examine how purpose, language and structure influence the audience and their understanding of the content and context in their study of visual and film texts.

Areas of Study

- Literacy for personal use
- Understanding and creating digital texts

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - records of guest speakers, reports, written exercises, journals debates, interviews, oral and written reflections, animations with voice overs, and digital presentations

Future Pathways

VPC Literacy Unit 2, 3&4
Further TAFE study
Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students develop capacity to engage with, understand and respond to digital texts, including web pages for vocational and workplace settings, podcasts and social media. Students identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message. Students read, view, and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them. As a part of this exploration of the digital world, students participate and engage in learning practices that equips them to deal safely and respectfully with others in the digital and virtual world.

Areas of Study

- Understanding issues and voices
- Responding to opinions

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for each unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - written exercises, debates, interviews, case studies, videos, oral and written reflections, advertisements, and digital presentations

Future Pathways

VPC Literacy Unit 3&4
Further TAFE study
Employment

Recommended Prior Learning

VPC Literacy Unit 1



COURSE OVERVIEW**Unit 1**

In this unit, students develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies. Students are provided with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real. The four focus components are: identifying the mathematics, acting on and using mathematics, evaluating, and reflecting and communicating and reporting. These are developed through activities including counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

Areas of Study

- Personal Numeracy
- Financial Numeracy

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - investigations, projects, data analysis, reports, posters and digital presentations

Future Pathways

VPC Numeracy Unit 2

Further TAFE study

Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students develop their everyday numeracy practices involving health and recreational activities and participation. Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies. Activities include sport participation and the supporting activities associated, hospitality and involvement in a variety of hobbies.

Areas of Study

- Health and recreational numeracy
- Civic numeracy

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - investigations, sporting participation, score and time keeping, projects, cooking and baking, reports, oral and written reflections, and digital presentations

Future Pathways

VPC Numeracy Unit 3&4

Further TAFE study

Employment

Recommended Prior Learning

VPC Numeracy Unit 1



COURSE OVERVIEW

Unit 1

In this unit, students take a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community, exploring physical, social, and emotional health and wellbeing. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships, and online environments. Students articulate concepts of consent, equity, and access, and reflect on how to express themselves in safe and effective ways. Students identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Areas of Study

- Understanding self
- Developing self

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, research assignments, reports, written exercises, debates, surveys, journal writing, interviews, oral and written reflections, and digital presentations

Future Pathways

VPC Personal Development Skills Unit 2
Further TAFE study
Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students take a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community, exploring physical, social, and emotional health and wellbeing. This unit takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Areas of Study

- Exploring and connecting with community
- Community partnership

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, journal entries, reports, written exercises, debates, role-plays, interviews, oral and written reflections, and digital presentations

Future Pathways

Further TAFE study
Employment

Recommended Prior Learning

VPC Personal Development Skills Unit 1



COURSE OVERVIEW

In this unit, students explore, research, and build knowledge and understanding of social justice based upon faith, ethics, discovering the perspectives that guide practical moral judgement. Exploring the marginalised, community, environmental and social issues and their important influence on living in the contemporary global world, now and in the future. Students focus on personal, family, local, wider community in a national and global level. Students investigate social justice issues and study these through theoretical and practical learning activities.

Areas of Study

- The marginalised
- Ethical decision making and moral judgement
- Religion and social conscience
- Community rights and responsibilities

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - reports, projects, debates, identification exercises, written responses, excursion and incursion participation, oral and written reflections, digital presentations

Future Pathways

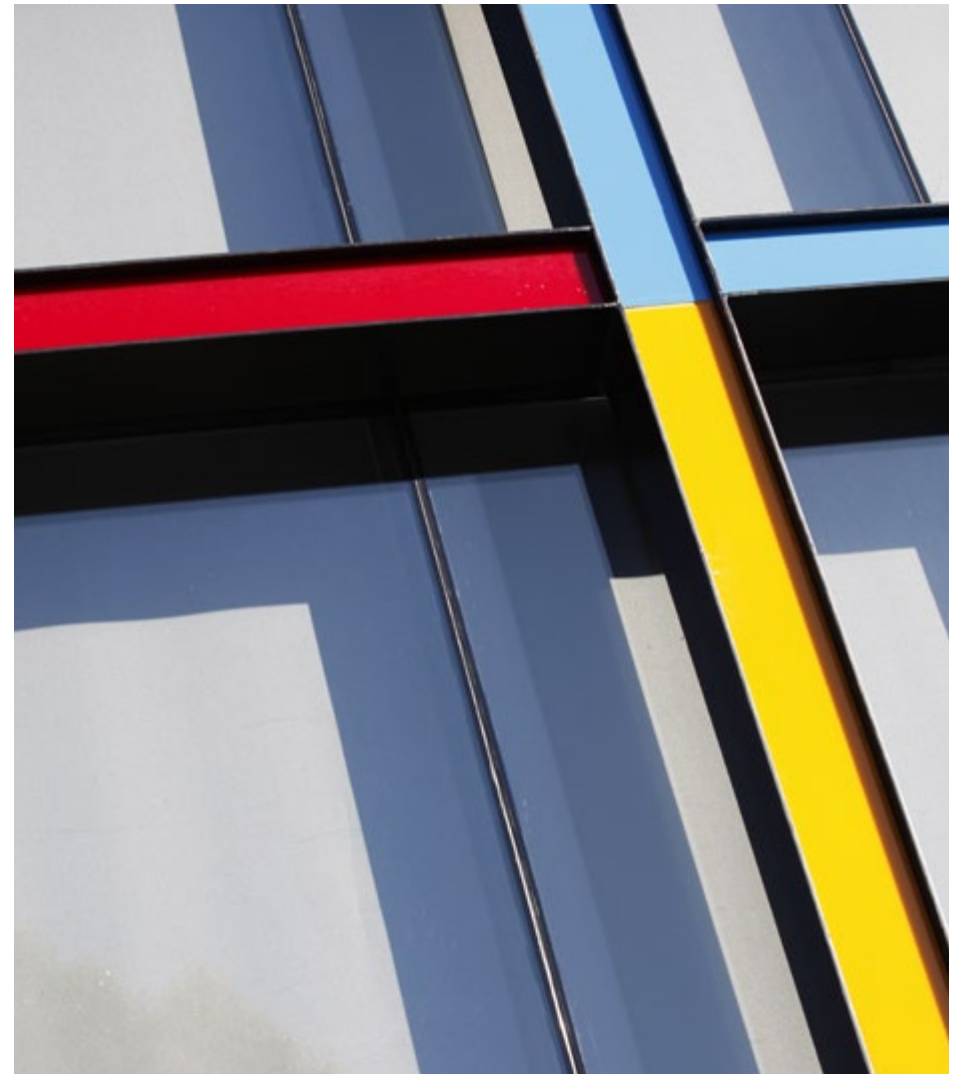
Further TAFE study

Community volunteering

Employment

Recommended Prior Learning

No recommended prior learning required



COURSE OVERVIEW**Unit 1**

In this unit, students develop knowledge, skills, and personal attributes relevant to further education and employment. It also provides practical, authentic opportunities for students to develop employability skills. This unit has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace. Students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students work collaboratively on school based and community projects focusing on teamwork, communication, resume writing, job applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

Areas of Study

- Interests, skills, and capabilities in the workplace
- Employment opportunities and workplace conditions

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, case studies, Smart goals, cover letters, resumes, mock employment interviews, quizzes, employment searches, oral and written reflections, and digital presentations

Future Pathways

VPC Work Related Skills Unit 2, 3&4

Further TAFE study

Employment

Recommended Prior Learning

No recommended prior learning required

Unit 2

In this unit, students develop knowledge, skills, and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills. It has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities. This study commences the planning process for a small-scale work-related activity. Working in teams, students identify and explore a range of activities, identify an achievable small-scale work-related activity, and collaboratively plan for the activity. Students consider how the chosen activity aligns with employability skills, seek, and apply feedback and evaluate the effectiveness of the planned activity.

Areas of Study

- Identifying and planning for a work-related activity
- Completing and reviewing a small-scale work-related activity
- Reporting on a small-scale work-related activity

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, skills audit, reports, project planning, meeting participation, project participation, surveys oral and written reflections, and digital presentations

Future Pathways

VPC Work Related Skills Unit 3&4

Further TAFE study

Employment

Recommended Prior Learning

VPC Work Related Skills Unit 1



COURSE OVERVIEW

Unit 3

In this unit, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. The progression of learning is evident in Unit 3&4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Unit 1&2.

Areas of Study

- There are four areas of study in Unit 3:
 - Number
 - Shape
 - Quantity and measures
 - Relationships

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - data analysis, financial transactions, measurement and weights, portfolio, investigations, digital presentations, modelling tasks, oral and written reflections

Future Pathways

VCE VM Numeracy Unit 4
Further TAFE study
Apprenticeships
Employment

Recommended Prior Learning

VCE VM Numeracy Unit 1&2

Unit 4

In this unit, students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. The progression of learning is evident in Unit 3&4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Unit 1&2.

Areas of Study

- There are four areas of study in Unit 4:
 - Dimension and direction
 - Data
 - Uncertainty
 - Systematics

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - data analysis, financial transactions, measurement and weights, portfolio, investigations, digital presentations, modelling tasks, oral and written reflections

Future Pathways

Further TAFE study
Apprenticeships
Employment

Recommended Prior Learning

VCE VM Numeracy Unit 3
VCE Foundation Maths Unit 3



COURSE OVERVIEW

Unit 3

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Through building community and global awareness, experiencing interaction with a variety of writers and orators, students will develop and refine written and oral communication and literacy skills. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

Areas of Study

- Accessing and understanding informational, organisational, and procedural texts
- Creating and responding to organisational, informational, or procedural texts

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

Future Pathways

Further Tertiary study in Journalism and Media
Employment

Recommended Prior Learning

VCE VM Literacy Unit 1&2
VCE English Unit 1&2

Unit 4

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Through building community and global awareness, experiencing interaction with a variety of writers and orators, students will develop and refine written and oral communication and literacy skills. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

Areas of Study

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations.

Future Pathways

Further Tertiary study in Journalism and Media
Employment

Recommended Prior Learning

VCE VM Literacy Unit 3
VCE English Unit 3



COURSE OVERVIEW

Unit 3

In this unit, students take an active approach to considering the role of interpersonal skills and social awareness in different settings and contexts. Students examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievements of goals within personal and community contexts. The students explore key components of effective teamwork and reflect on how to lead utilising learnt problem solving skills as well as building processing, reflecting and articulation skills through written and oral presentations.

Areas of Study

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, practical tasks, extended written pieces, data analysis, reports, written exercises, a record of debates, interviews, minute meetings, oral and written reflections, podcasts, blogs, and digital presentations

Future Pathways

VCE VM Personal Development Skills Unit 4

VCE Health & Human Development Unit 4

Further TAFE study

Employment

Recommended Prior Learning

VCE VM Personal Development Skills Unit 1 or 2

Unit 4

In this unit, students take an active approach to considering the role of interpersonal skills and social awareness in different settings and contexts. Students participate in an extended project relating to a community issue. Students identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. They research and analyse past approaches to the selected issue in Australia and elsewhere, consider how they will research, reflect and plan how community awareness can be increased and proactively acted upon, and design, implement and evaluate a response to be selected for a community issue. They conduct discussions, research, analyse findings, and plan a presentation and project, and contribute to a community project with an appropriate evaluation process.

Areas of Study

- Planning a community project
- Implementing a community project
- Evaluating a community project

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, practical tasks, extended written pieces, data analysis, reports, written exercises, a record of debates, interviews, minute meetings, oral and written reflections, podcasts, blogs, and digital presentations

Future Pathways

Further Tertiary study

Employment

Apprenticeships

Recommended Prior Learning

VCE VM Personal Development Skills Unit 1, 2 or 3



COURSE OVERVIEW

Unit 3

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, industrial relations, and practice. Students will research and explore workplace wellbeing and culture, and employee and employer relations, rights, and responsibilities. Students work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

Areas of Study

- Workplace wellbeing and accountability
- Work responsibilities and rights
- Communication and collaboration

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

Future Pathways

VCE VM Work Related Skills Unit 4

Further Tertiary study

Apprenticeships

Employment

Recommended Prior Learning

No recommended prior learning required

Unit 4

In this unit, students apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students evaluate their portfolio using a range of mechanisms including self-assessment, feedback, and comparison with criteria.

Areas of Study

- Portfolio development
- Portfolio presentation

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - cover letters, resumes, case studies, data analysis, reports, evidence of mock employment interviews, employment searches, oral and written reflections, panel interview and digital presentations

Future Pathways

Further Tertiary study

Apprenticeships

Employment

Recommended Prior Learning

VCE VM Worked Related Skills Unit 1, 2 or 3



COURSE OVERVIEW

Unit 3

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. This study enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment, and vocational activities. Students engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Areas of Study

- Literacy for civic participation
- Literacy for pathways and further learning

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - reports, written exercises, debates, interviews, case studies, videos, journals, oral and written reflections, and digital presentations

Future Pathways

VPC Literacy Unit 4

Further TAFE studies

Employment

Recommended Prior Learning

VPC Literacy Unit 1&2

Unit 4

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing. In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit is drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Work Related Skills Unit 4. This project is developed in consultation with the teacher and focuses on an area of student interest with a clearly stated vocational or personal focus. The project must have an actionable goal and be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative, and learning.

Areas of Study

- Negotiated project

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that will include:
 - evidence of teamwork, team management, team participation, videos, podcasts, oral presentation, digital presentations, and journal entries

Future Pathways

Further TAFE study

Employment

Recommended Prior Learning

VPC Literacy Unit 1&2, 3



COURSE OVERVIEW

Unit 3

In this unit, students develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies. Students are provided with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real. The four focus components are: identifying the mathematics, acting on and using mathematics, evaluating, and reflecting and communicating and reporting. These are developed through activities including counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

Areas of Study

- Personal Numeracy
- Financial Numeracy

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - investigations, projects, data analysis, reports, posters and digital presentations

Future Pathways

VPC Numeracy Unit 4

Further TAFE study

Employment

Recommended Prior Learning

VPC Numeracy Unit 1 or 2

Unit 4

In this unit, students develop their everyday numeracy practices involving health and recreational activities and participation. Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies. Activities include sport participation and the supporting activities associated, hospitality and involvement in a variety of hobbies.

Areas of Study

- Health and recreational numeracy
- Civic numeracy

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - investigations, sporting participation, score and time keeping, projects, cooking and baking, reports, oral and written reflections, and digital presentations

Future Pathways

Further TAFE study

Employment

Recommended Prior Learning

VPC Numeracy Unit 1, 2 or 3



COURSE OVERVIEW

Unit 3

In this unit, students take a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community, exploring physical, social, and emotional health and wellbeing. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships, and online environments. Students articulate concepts of consent, equity, and access, and reflect on how to express themselves in safe and effective ways. Students identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Areas of Study

- Understanding self
- Developing self

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, research assignments, reports, written exercises, debates, surveys, journal writing, interviews, oral and written reflections, and digital presentations

Future Pathways

VPC Personal Development Skills Unit 4

Further TAFE study

Employment

Recommended Prior Learning

VPC Personal Development Skills Unit 1 or 2

Unit 4

In this unit, students take a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community, exploring physical, social, and emotional health and wellbeing. This unit takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Areas of Study

- Exploring and connecting with community
- Community partnership

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - case studies, journal entries, reports, written exercises, debates, role-plays, interviews, oral and written reflections, and digital presentations

Future Pathways

Further TAFE study

Employment

Recommended Prior Learning

VPC Personal Development Skills Unit 1,2 or 3



COURSE OVERVIEW**Unit 3**

In this unit, students are introduced to the workplace and the role of physical and mental health in the workplace. Students examine how employees can contribute to the physical and mental health of self and colleagues and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies. Students distinguish between a safe and an unsafe workplace and explore how they can identify and address unlawful practices. Students examine employee responsibilities in the workplace and present findings. This unit also explores physical health and safety in the workplace, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

Areas of Study

- Healthy workplace practice
- Rights and responsibilities
- Physical health and safety

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - research tasks, mock hearings, safety audit and drills, interviews, risk management plans, role-plays, oral and written reflections, and digital presentations

Future Pathways

VPC Work Related Skills Unit 4

Further tertiary study

Employment

Recommended Prior Learning

VPC Work Related Skills Unit 1 or 2

Unit 4

In this unit, students are provided with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan. This unit explores strategies for students to apply when collecting and assessing information about employment opportunities. Students apply knowledge and skills by preparing a employment application in response to a job advertisement, including a resume and cover letter and prepare for future job interviews. Students engage with sources to identify possible interview questions, plan suitable responses, and prepare relevant questions to ask a potential employer. Students participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

Areas of Study

- Explore and plan potential pathways
- Employment seeking activities and the application

Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
 - cover letters, resumes, case studies, data analysis, reports, evidence of mock employment interviews, employment searches, oral and written reflections, panel interview and digital presentations

Future Pathways

Further TAFE study

Apprenticeships

Employment

Recommended Prior Learning

VPC Work Related Skills Unit 1, 2 or 3



COURSE OVERVIEW

This state accredited electrical course will provide you with the opportunity to develop your skills and knowledge across a range of sectors, including electrical, and electronics.

This hands on pre-apprenticeship program will provide you with a broad understanding of the electrical industry, learning how to use tools, electrical wiring and equipment of the Electrical Trade. The course provides both theoretical and practical training that is linked directly to the work that electrotechnology technician undertake.

The course provides both theoretical and practical training that is linked directly to the work that electrotechnology technician undertake.

This course includes Construction Induction training. (White Card) enabling you to work safely on a building site. This will provide you with a better standing when applying for an apprenticeship with an employer.

The aim of this course is to get students work ready.

Assessment

Satisfactory completion of this certificate is based on whether the student has demonstrated the set of outcomes specified for each unit of competency. There is a range of opportunities for students to demonstrate key knowledge and key skills that may include unit question and answers, tests, demonstrations, analysing and applying instructions and oral and written reflections. VET Certificate 11 in Electrotechnology (Pre – vocational) 22682VIC contributes 10% to a ATAR score.

Future Pathways

- Electrician
- Electrotechnology Assembler
- Electrical Fitter
- Electrical Instrument Technician
- Auto Electrical

Recommended Prior Learning

Moderate level Mathematics

Areas of Study

The course is delivered over a two-year period as follows.

Please note: courses and electives are subject to change at short notice.

Year 1

CPCCWHS1001	Work safely in the construction industry
UEECD0007	Apply work health and safety regulations
UEECD0009	Carry out routine work activities
UEECD0021	ID/Select components, accessories/mats
UEECD0038	Provide solutions/report electro problem
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies
UEERE0021	Provide sustainable energy solutions

Year 2

HLTAID011	Provide First Aid
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase
VU23736	Prepare to work in the Electrotechnology industry
VU23737	Use test instruments in the Electrotechnology industry
VU23739	Plan and complete a basic Electrotechnology industry
UEECD0020	Fix and secure electrotechnology equipment

COURSE OVERVIEW

Certificate III in Sport, Aquatics and Recreation provides students with the skills and knowledge to work and/or study in the sports and recreation industry. In Unit 1&2 students look at a range of competencies including conditioning for sport, how to book athletic travel, conducting instructional and non-instructional sessions, whilst also learning fundamental sporting skills and sports injury prevention. Units 3&4 offers scored assessment contributing to an ATAR score if chosen. Unit 3&4 focuses on planning and conducting sport and recreational sessions and hazard identification and prevention, risk assessment and risk control.

Assessment Items

Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit. There are a range of opportunities for students to demonstrate key knowledge and key skills that may include: research tasks, case studies, data analysis, reports, industry immersion activities, coaching and fitness sessions, oral and written reflections, and digital presentations. ATAR scored Certificates in Sport, Aquatics and Recreation require completion of SACs and an end of year examination.

Future Pathways

- Sport & exercise science, sports management & business, events management, personal training / gym instructor, sport development & coaching, health sciences
- Recreation officer, sports manager, activity operation officer, sport and recreation attendant, community activities officer, leisure services officer

Recommended Prior Learning

General HPE in either Years 9 or 10

Areas of Study

The course is delivered over a two-year period as follows.

Please note: courses and electives are subject to change at short notice.

Year 1	
BSBWOR301	Organise personal work priorities and development
HLTWHS001	Participate in workplace health and safety
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
HLTAID003	Provide first aid
SISXEMR001	Respond to emergency situations
ICTWEB201	Use social media tools for collaboration and engagement
SISSPAR009	Participate in conditioning for sport
SISXCCS001	Provide quality service
SISXCAI001	Provide equipment for activities
SISXIND006	Conduct sport, fitness or recreation events

Year 2	
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control (50)
SISXCAI004	Plan and conduct programs (35)
SISXCAI006	Facilitate groups (25)
SISXRES002	Educate user groups (25)
SISSSCO001	Conduct sport coaching with foundation level participants (50)

COURSE OVERVIEW

This course provides entry-level training for students seeking to undertake a wide variety of careers in Business Administration. It also aims to provide participants with the knowledge and skills that will enhance their employment prospects within a broad range of business settings. This program is not suitable for students wishing to set up a small business. This can be a scored assessment contributing to an ATAR score.

Assessment

Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit. There are a range of opportunities for students to demonstrate key knowledge and key skills that may include: research tasks, projects, design and produce business documents, develop work schedules, group assignments and tests.

Future Pathways

- Further Tertiary study
- Administration Officer
- Human Resource Manager
- Hotel Manager
- Health Administrator
- Public Relations Officer
- Law Clerk
- Accountant

Recommended Prior Learning

Year 10 English and Mathematics

Areas of Study

The course is delivered over a two-year period as follows.

Please note: courses and electives are subject to change at short notice.

Unit 1&2

BSBWHS311	Assist and maintaining workplace safety
BSBTWK301	Use inclusive workplace practices
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations
BSBTEC202	Use digital technologies to communicate in a work environment
BSBPEF201	Support personal wellbeing in the workplace
BSBCRT311	Apply critical thinking skills in a team environment
BSBSUS211	Participate in sustainable work practices

Unit 3&4

BSBOPS304	Deliver and monitor a service to customers
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBPEF301	Organise personal work priorities
BSBXCM301	Engage in workplace communication

GLOSSARY

Abbreviations and terms explained.

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC, based on VCE Unit 3&4 results, and used by universities and TAFE institutes to select students for courses.

Authentication

The process of ensuring that the work submitted by students for assessment is their own.

General Achievement Test (GAT)

A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 & 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.

School Assessed Coursework (SAC)

Refers to assessments completed at school in Unit 3&4 studies. These assessments are overseen by the VCAA for each VCE subject. The term may also be used at Unit 1&2 to model the expectations of Unit 3&4.

School Assessed Task (SAT)

Refers to assessments completed in specific studies at Unit 3&4. A SAT is often a longer-term task (such as a folio) and has very specific, prescribed assessment criteria.

Semester

One half of the school year. Most units are completed in one semester.

Sequence

A sequence refers to two or more units that are completed sequentially. For example, at VCE Unit 3&4 the units are completed together, Unit 3 in semester 1 and Unit 4 in semester 2. This is a sequence.

Special Provision

Special arrangements that are made for students who are experiencing difficulty and hardship. The categories to gain special provision are very specific and arrangements may be different at different year levels and for different tasks. At VCE Unit 3&4, special provision can only be approved by the VCAA.

Statement of Results

The documents issued by the VCAA which show the results achieved by the students in the VCE.

Statistical Moderation

The process used by the VCAA to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria. This involves data collection and comparison methods.

Study/Studies

Refers to a subject available for students to complete. This may be a subject that runs for one semester or for two or more semesters.

Study Design

Refers to the curriculum that is prescribed by the VCAA for a particular VCE or VCE VET study. This document includes key knowledge and skills that must be taught, as well as the types of assessment to be completed. VCAA Unit 3 & 4 exams are based on the information in the study design.

Study score

A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

TAFE

Technical and Further Education. TAFE institutes deliver a variety of VET certifications among other higher education opportunities.

Unit

A program of study that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1&2 are usually studied in Year 11 and Unit 3&4 in Year 12.

VCAA

Victorian Curriculum and Assessment Authority. The organisation which prescribes, oversees and audits the running of VCE programs.

VCE

Victorian Certificate of Education. The most commonly studied senior completion certificate in Victoria.

VET

Vocational Education and Training. VET certificates are nationally recognised qualifications.

VPC

Victorian Pathways Certificate (VPC). A certificate designed for individuals in particular circumstances.

Victorian Tertiary Admissions Centre (VTAC)

A body that works for the Universities and TAFEs. It calculates and distributes ATAR scores.





Strive for the highest