Welcome to the Later Years 2024

VCE- Vocational Major Year 11 & Year 12

My Personal Pathway

BUCKLEY PARK COLLEGE

Build your Wings

VCE VM subjects at a glance

Entry Requirements

- In order to study the VCE VM, students are required to have completed Year 10 or Year 11 at Buckley Park College.
- Students must submit a Vocational Major application outlining their suitability and their desired pathway. Students who apply are not guaranteed a place in the course
- As class numbers are capped, students may need to be interviewed for their position.
- Students must demonstrate they have met the behavioural expectations (this will be communicated with parents in Year 10) prior to the subject counselling process. The VM course allows students to be in the Workplace and VET courses and they will be representing the school. Students also need to demonstrate the ability to work with other students, work in community projects where trust and responsibility are key elements.

The following table lists the studies that will be offered as the VCE VM program in 2024 at Buckley Park College

VCE VM (Year 11)	VCE VM (Year 12)
Literacy Units 1+2	Literacy 3+4
Numeracy Units 1+2	Numeracy 3+4
Personal Development Skills Units 1+2	Personal Development Skills 3+4
Work Related Skills Units 1+2	Work Related Skills 3+4
VET Study of student's choice– (Certificate II or III)	VET Study of student's choice
SWL placements of student's choice	SWL placements of student's choice

Subjects studied as a class at BPC are timetabled for three days per week and students attend their individual VET course one day per week and their individual SWL placements one day per week.

Vocational Education and Training (VET)

Each VCE VM student chooses their individual VET course to study.

VET programs are delivered by external Registered Training Organisations (RTOs) at TAFE colleges or within other school settings. **All VET studies must be approved through the School (BPC).**

A separate materials fee may be required, payable to the relevant institution. At this time, it is yet to be determined by the Department of Education and Training.

Structured Workplace Learning (SWL)

Each student is required to organise two structured workplace learning placements for each year of VCE VM study, one per semester.
Students new to VCE VM in 2024 are required to have their Semester 1 2024 SWL placement organised by **Friday 15 September 2023.**

Current VCE VM students continuing VCE VM studies in 2024 are required to have their Semester 1 2024 SWL placement organised by **Friday 03November 2023.**

Late changes into the VCE VM Program

It is recommended that students who are late changes from VCE into the VCE VM program do so prior to Commencement as Occupational Health and Safety programs are delivered during Commencement. The final date students will be accepted into the VCE VM program is **Friday 03 February 2024.** Students who did not attend VCE VM Commencement will need to catch up on the OHS program by completing online OHS programs delivered by external providers which will cost the student approximately $200. Students who change into the VCE VM program in 2024 must have completed their VCE holiday homework to be accepted into the VCE VM program as a late change.

VCE Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and

- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences

Completing the VCE VM certificate

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)

- 2 VCE VM Numeracy or VCE Mathematics units

- 2 VCE VM Work Related Skills units

- 2 VCE VM Personal Development Skills units, and

- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

For further information regarding the VCE VM please contact Andrea Medic, Careers & VCE VM Leader

Literacy - VCE VM

Units 1 and 2

Year 11

Unit 1 (Semester 1)

Area of Study 1: Literacy for personal use

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

Area of Study 2: Understanding and creating digital texts

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

Unit 2 (Semester 2)

Area of Study 1: Understanding issues and voices

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Area of Study 2: Responding to opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.
Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

Literacy VCE VM

Units 3 and 4

Year 12

Unit 3 (Semester 1)

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.
As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Area of Study 2: Creating and responding to organisational, informational or procedural texts
This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4 (Semester 2)

Area of Study 1: Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.
Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.
Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Area of Study 2: Speaking to advise or to advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

Numeracy VCE VM

Units 1 and 2

Year 11

Unit 1 (Semester 1)

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study

There are four areas of study for Unit 1:

- Area of Study 1: Number

- Area of Study 2: Shape

- Area of Study 3: Quantity and measures

- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 2 (Semester 2)

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction

- Area of Study 6: Data

- Area of Study 7: Uncertainty

- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

At the end of Units 1 and 2, students should be able to select the appropriate method or approach required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. Students should also be at ease with straightforward calculations manually and/or using technology.

Numeracy VCE VM

Units 3 and 4

Year 12

Unit 3 (Semester 1)

In Unit 3 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.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study
There are four areas of study in Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 4 (Semester 2)

In Unit 4 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.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study
There are four areas of study for Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Personal Development Skills VCE VM
Units 1 and 2
Year 11

Unit 1: (Semester 1) Healthy individuals

Area of Study 1: Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3: Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Unit 2: (Semester 2) Connecting with community

Area of Study 1: What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Area of Study 2: Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3: Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Personal Development Skills VCE VM
Units 3 and 4
Year 12 VCE VM 2023

Unit 3: (Semester 1) Leadership and teamwork

Area of Study 1: Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues.

Area of Study 2: Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3: Effective teamwork
In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Unit 4: (Semester 2) Community project

Area of Study 1: Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Area of Study 2: Implementing a community project

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Area of Study 3: Evaluating a community project

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

Work Related Skills VCE VM

Units 1 and 2

Year 11

Unit 1: (Semester 1) Careers and learning for the future

Area of Study 1: Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2: Presentation of career and education goals

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Unit 2: (Semester 2) Workplace skills and capabilities

Area of Study 1: Skills and capabilities for employment and further education

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Area of Study 2: Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Work Related Skills VCE VM

Units 3 and 4

Year 12

Unit 3: (Semester 1) Industrial relations, workplace environment and practice

Area of Study 1: Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2: Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Area of Study 3: Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Unit 4: (Semester 2) Portfolio preparation and presentation

Area of Study 1: Portfolio development

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Area of Study 2: Portfolio presentation

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

Intercurricular Projects

Within the VCE VM program, students will participate in a range of excursions, projects and activities that may be completed across more than one subject area. These projects are an important part of the program, and offer students the opportunity to be involved, both in the school and local communities. The projects are often challenging in nature, meaningful for students, and can be flexible to allow for students to contribute in different ways.

Each year, the projects may change to reflect the skills and interests of students involved in the VCE VM program. However, some examples of programs that run are:

Year 11 VCE VM Projects (based on 2023 program)

- V-CAFE - students work in a cafe business within the school, undertaking training in hospitality and food preparation, whilst enhancing their community engagement skills
- VCE VM market day - students plan and operate a market stall
- Scope disability program and Balloon football - supporting people with disabilities, including running a sports league over a series of weeks
- School Improvement project - working as a team to improve an aspect of the school, such as building and planting garden beds
- Discover Melbourne - Exploring an aspect of the city and planning an independent excursion to research this aspect further

Year 12 VCE VM Projects (based on 2023 program)

- Mentoring students at Aberfeldie Primary School.
- Interviewing residents at an Aged Care facility and writing a biography of their lives.
- RACV Safe Driving Social Media Campaign.
- V-CAFE - students work in a cafe business within the school, undertaking training in hospitality and food preparation, whilst enhancing their community engagement skills.
- VCE VM Fresh Produce Garden Project

Vocational Education & Training (VET)

VCE VET Information

Buckley Park College offers VCE students the opportunity to study a VET course through the Vocational Education and Training Delivered to Secondary School Students (VETDSS) program in place of a BPC subject as part of their VCE. VCE VET courses run over two years: the first year is equivalent to a VCE Unit 1-2 subject, the second year is equivalent to a VCE Unit 3-4 subject.

VCE and ATAR contribution

The second year of a *scored VET contributes towards the ATAR in the same way as other VCE subjects. In second year, a scored VET has assessments during the year and an end of year exam.*

Studying an unscored VET as part of the VCE is not recommended by Buckley Park College unless the student has accelerated in a VCE subject. The second year of an unscored VET generates an ATAR contribution of 10% of the student's 4th highest VCE subject. Studying an unscored VET removes the safety net that studying 5 scored subjects provides.

Please note that VCE students cannot commence a VET in Year 12 except for VET Dance or Music Industry (Performance) which accept successful students from an audition process directly into year 2.

Timetable

At Buckley Park College students can elect to study a VET as a VCE subject as per the following timetable restrictions:

- The VET is delivered in the afternoon or out of school hours

- The school timetable can be worked for the student to have spares for periods 5 & 6 on their VET day

- Note - The school timetable is finalised in term 4 and VET enrolments occur in term 2. The BPC timetabler will endeavour to block each VET student with spares for the afternoon that they have selected a VET course. Should there be a clash between a student's VCE subject and the VET time, the student will have the option as to which one they study and they will then need to select an additional BPC subject to fill their timetable

- Note – Occasionally RTOs make changes to their VET courses right up until the VET courses commence. Should the VET course selected by a student become unavailable the careers office will work with the student to select a different VET course or an additional VCE subject

Vocational Education& Training continue over page

Vocational Education & Training (VET) continued

Course options

BPC is zoned to the Northern Melbourne VET Cluster and the majority of our VET students elect to attend Northern College of Arts and Technology (NCAT) in Preston for their VET courses.

Please note that the VET cluster and preferred RTO may change.

- Community Services - Mill Park

- Dance - NCAT (year 2 only, by audition), Mill Park, St Helena

- Engineering - NCAT

- Furniture Making - Bundoora

- Hospitality - Eltham

- Kitchen Ops - Bundoora, St Helena

- Integrated Technologies - NCAT

- Laboratory Skills - Mill Park and Bundoora

- Music (Performance) - (year 2 only, by audition) - NCAT

- Music (Sound Production) - Bundoora

- Screen & Media (Multi media) - NCAT

- Sport and Recreation - Coburg, Mill Park, Bundoora, Thornbury

Annual VET costs

We advise parents to budget up to $600 for VET resources and clothing
- Some VET courses require learning resources that will need to be purchased by the student

- Some VET courses require uniform and/or safety clothing that will need to be purchased by the student. This uniform and/or safety clothing can also be worn by the student to their work placement

The annual VET tuition fees of up to $4,500 per year and VET materials fee up to $500 per year is paid by Buckley Park College.

Further information on studying a VET course as a Buckley Park College student and the application process can be found at **VETatBPC**

Note that all applications are due into the BPC Careers Office by Wednesday 26th July, 2023

Structured Workplace Learning (SWL)

All VCE VM students are required to participate in Structured Workplace Learning (SWL). Students spend one full work day per week during each school term at a workplace of the student's choosing. **It is the student's responsibility to contact workplaces and organise these placements.**

The structured workplace learning needs to be in the same industry as the student's VET course and cannot be with their parents or where they work part time.

Participation in this strand is designed to:

- Integrate on-the-job experience with the student's VET course and school subjects

- Enhance development of practical skills

- Practical application of industry knowledge

- Increase post school employment opportunities

Each student is required to organise two structured workplace learning placements for each year of VCE VM, one for each semester.

Workplaces are required to pay students a minimum of $5 per day so that they are covered by WorkCover and Private Liability Insurance. Note - Educational and Not For Profit organisations are exempt from the $5 payment.

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