

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

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Why VCAL?

- Kirby Review (2000) into post compulsory education and training pathways
- Need for a wider range of curriculum choices
- A new approach needed to re-engage students and to expand pathway options **for all students**
- Victorian Government goals and targets for the education and training system:

*"By 2010, 90% of students will successfully complete Year 12 or its equivalent
By 2005, the percentage of young people aged 15-19 years in rural and regional Victoria engaged in education and training will rise by 6%
By 2005, Victoria will be at or above national benchmark levels for reading, writing and numeracy as they apply to primary students"*

Key features

- Fully accredited by the Victorian Qualifications Authority in 2002 as a senior secondary school qualification in Years 11 and 12
- Available at three award levels — Foundation, Intermediate and Senior
- Specifically designed to expand vocational pathways
- Applied learning and teaching
- Partnership approach to service delivery of the various curriculum components
- Four VCAL curriculum strands — Literacy and Numeracy, Industry Specific skills, Work Related skills and Personal Development skills
- Credit relationships and recognition

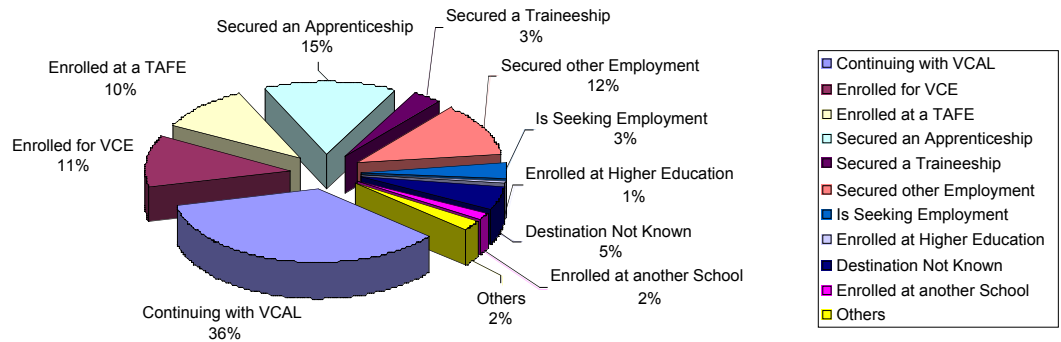
VCAL implementation

- Trial in 2002 in 22 sites (20 schools and 2 TAFE institutes) with 546 students
 - Independently evaluated by Deakin University and Gordon TAFE in 2002
 - Evaluation report available on VQA website www.vqa.vic.gov.au
 - Major recommendation supported statewide implementation of VCAL
 - Other recommendations supported need for professional development for practitioners, need for strong local leadership, adoption of applied learning and teaching pedagogy, integration into mainstream operations and further development of the qualification to meet particular student needs
 - Government funding commitment of \$47.7million over four years for statewide implementation and further development
 - First phase of statewide rollout (2003) — 222 providers and 5,300 students
 - Second phase of statewide rollout (2004) — 316 providers and 8,000 students
 - Third phase (2005) — estimated 350 providers and 9,000 students
 - Funded providers include government and catholic schools, TAFE institutes and adult and community education centres
 - 19 VCAL (Further Development) pilot projects completed and evaluated in 2003
 - 15 VCAL Pathway Development pilot projects in three categories underway in 2004 — apprenticeships, higher education, returning adults
 - Comprehensive set of implementation support measures introduced — professional development for practitioners, quality assurance process, communications strategy, regional support staff, curriculum materials and VCAL achievement awards
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Outcomes to date

- Strong evidence of student re-engagement
- Widespread support from stakeholders
- Innovation in program development and teaching
- VCAL 2003 destination survey results — 60% into education and training pathways and 30% into apprenticeship, traineeship and employment pathways

Destination of 2003 VCAL students (all Sectors) (%)



2005 and beyond

- Increased provision
- Increased acceptance and recognition
- Monitoring and evaluation of Pathway Development pilot projects and overall VCAL initiative — student pathway outcomes achieved, value for money etc.
- Greater integration into the mainstream
- Sustainability

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