

Welcome to the Later Years 2026

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 applications 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 VETDSS 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 2026 at Buckley Park College

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

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

Vocational Education and Training Delivered to School Students (VETDSS)

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

VETDSS programs are delivered by external Registered Training Organisations (RTOs) at TAFE colleges or within other school settings.

All VETDSS studies must be approved through the School (BPC).

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 2026 are required to have their Semester 1 2026 SWL placement organised by **Monday 17th November 2025**.

Current VCE VM students continuing VCE VM studies in 2026 are required to have their Semester 1 2026 SWL placement organised by **Monday 17th November 2025**.

Late changes into the VCE VM Program

It is recommended that students who are applying to enrol in the VCE VM in Year 12, must do so prior to commencement week

The final date students will be accepted into the VCE VM program is **Friday 30th January 2026**. VCE students who change into the VCE VM program in 2026 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 VETDSS 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 VETDSS, 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 Ferridge, 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 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 measure
- 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

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.

Structured Workplace Learning (SWL)



All VCE VM students are required to participate in a Structured Workplace Learning (SWL) placement. 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 can be in any work area of the student's choosing, but cannot be with an employer who the student is currently working for.

Participation in this strand is designed to:

- Integrate on-the-job experience with the student's VETDSS 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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