

Agricultural Practices 2019 v1.0

Applied syllabus study plan requirements — July 2018

Applied syllabuses provide opportunity for schools to develop teaching, learning and assessment appropriate for their context. A study plan, developed by the school, outlines how the course of study will be delivered and assessed based on the relevant Applied syllabus. Approved study plans are used by the QCAA when quality assuring the implementation of the syllabus.

Schools create study plans in the study plan builder application in the QCAA Portal. Study plan requirements are outlined below.

Components of the study plan

Course organisation	<p>The study plan provides information about the structure of the school's proposed course. The way the course is organised and sequenced should align with requirements outlined in the 'Course overview — Planning a course of study' section of the syllabus. It should include:</p> <ul style="list-style-type: none">• an overview of the four-unit course showing sequences of core and elective study• proposed time allocation for each module of work, ensuring the minimum number of hours of timetabled school time for the four-unit course of study (220 hours)• the core topic, associated concepts and ideas, knowledge, understanding and skills for the included area/s of study• core topics, and associated concepts and ideas, knowledge, understanding and skills for 'Safety and management practices'• at least two elective topics by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)• four to eight modules of work across the four-unit course of study that meet syllabus requirements ('Planning a course of study' and 'Developing a module of work' sections of the syllabus) <p>Modules of work provide students with opportunities to learn in real-world and/or lifelike agricultural contexts, such as projects, businesses and other related undertakings that may be based in school or the wider community.</p> <p>When a school includes either 'Animal studies' or 'Plant studies':</p> <ul style="list-style-type: none">• the core topics, and associated concepts and ideas for the included area and for 'Safety and management practices' must be taught by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)• knowledge, understanding and skills for all core topics must be taught across the course of study. <p>When a school includes both 'Animal studies' and 'Plant studies':</p> <ul style="list-style-type: none">• the core topics, associated concepts and ideas, and knowledge, understanding and skills for both 'Animal studies' and 'Plant studies' must be taught across the course of study• the core topics and associated concepts and ideas for 'Safety and management practices' must be taught by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4).
Assessment program	<p>The assessment program provides an indication of the assessment instruments and procedures used to gather information about student achievement for the four-unit course of study. As outlined in the 'Planning an assessment program' section of the syllabus, the assessment program should:</p>

- provide opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4).

The assessment program must indicate:

- the assessment instruments to be implemented to meet requirements in the 'Planning an assessment program' section of the syllabus.
- the assessment techniques and conditions that meet syllabus requirements in the 'Assessment techniques' section of the syllabus
- that all dimensions are being assessed in each unit
- that exit folio requirements are met, as outlined in the 'Exit folios' section of the syllabus:
 - four assessment instruments in Units 3 and 4
 - all dimensions being assessed at least twice
 - at least two dimensions in each assessment instrument
 - no more than two assessment instruments from any one technique.