Whittlesea
SECONDARY COLLEGE

VCE HANDBOOK
2024

The purpose of this handbook is to provide teachers, parents and students with a reference manual of current Victorian Curriculum and Assessment Authority (VCAA) policies for VCE, VCE VM and VET at both the State and College level.

It contains general rules about the VCE, VCE VM and VET and specific procedures followed at Whittlesea Secondary College.

Ref: VCAA, VCE Administrative Handbook, 2024. www.vcaa.vic.edu.au

SOME COMMON ACRONYMS AND THEIR MEANINGS

ATAR	Australian Tertiary Admissions Rank
DET	Department of Education and Training
DES	Derived Examination Score
GAT	General Achievement Test
SAC	School Assessed Coursework
SAT	School Assessed Task
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VM	Vocational Major (Formally VCAL)
VTAC	Victorian Tertiary Admissions Centre
SBAT	School Based Apprenticeship or Traineeship

- Selections may be made from a wide range of courses, based around vocational and tertiary educational pathways. A wide range of VCE programs are offered at WSC but only those attracting sufficient enrolments can be delivered.

- Students entering Year 10 may choose one or more VCE/VET Units in consultation with the Sarah Blenkiron – Careers and VET Leader and Leading Teacher Empower Program.

- Students with special needs will be provided with opportunities to access all courses on offer at Whittlesea Secondary College.

SECTION A: Victorian Certificate of Education (VCE)

1   Satisfactory completion of the VCE (VCAA Rules)

The Victorian Certificate of Education (VCE) is awarded on the basis of satisfactory completion of units according to VCE program requirements. Evidence of achievement is collected by the teacher through a range of tasks, including school-based assessments that are designated for the study. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

1.1   Minimum requirements

The minimum requirement for being awarded the VCE is the satisfactory completion of 16 units, which must include:

•   three units from the English group, including a complete Unit 3–4 sequence

•   at least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

WSC recommends that students plan to have at least five Unit 3 and 4 sequences upon completion of their VCE. This provides a 'safety net' for students in the event of unforeseen circumstances.

Students select a program which includes:
❖   12 VCE/VET Units (6 Unit 1 and 2 study sequences)
❖   10 VCE/VET Units (5 Unit 3 and 4 study sequences)

▪   There are no prerequisites for Units 1 or 2 in any VCE study. A student's performance in related subjects in previous years should provide a guide as to which units would provide satisfactory success at this level.

▪   The VCE does not require Unit 1 and 2 sequences, except for an English, to precede Units 3 and 4 sequences, but it is strongly advised that students do study Units 1 to 4 in order.

1.2   Satisfactory achievement of a VCE unit

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. Students should familiarise themselves with the Study Design for each VCE subject they elect to study. It describes the key knowledge and skills students should possess by the time they have completed a unit (See www.vcaa.vic.edu.au for more details).

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on a combination of set work and assessment tasks. The overall S/N for each Area of Study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement (refer to Section E).

Satisfactory VCE unit result – 'S'
Students receive an S for a unit if their teacher determines that all the following requirements are achieved. The student must:

• produce work that demonstrates achievement of the outcomes.
• submit work on time that is clearly their own.
• observe the rules of the Victorian Curriculum and Assessment Authority (VCAA)

VCAA clearly states that students should be given the opportunity to demonstrate outcomes **in a variety of ways**. Students who do not meet attendance requirements will not be able to meet the requirements.

Not Satisfactory VCE unit result – 'N'
Students receive an N for the unit when one or more of the requirements listed above are not achieved:

• The work does not demonstrate achievement of the outcomes.
• The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision.
• The work cannot be authenticated.
• There has been a substantial breach of rules.

If a student receives a N for a unit, the unit will not contribute towards the achievement of their VCE (see 1.1 – Minimum Requirements).

1.3   Repeating VCE units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition.

1.4   Change VCE Units

Students must consult with Leading Teacher Empower Program to change Unit 2 at mid-year, using a 'Change of Unit' form that has been signed by Sarah Blenkiron, Careers Leader. This is not so for Units 3 & 4, as they are part of a full year course.

1.5   Reduced Load

Year 11 students are required to complete 6 subjects (12 units) in total. This could be a combination of Units 1/2 and 3/4. They have the opportunity to change units at the completion of unit 1.
Year 12 students are required to complete 5 subjects (10 units) in total. Unit 3/4 units must be completed in a sequence, therefore there is no opportunity to change at the end of unit 3.

Students will ONLY be permitted to undertake 5 subjects in Year 11 if:

    a. They are undertaking additional rigorous study such as TAFE or a University subject outside of WSC (with a minimum of 40 hours of class time per unit)
OR
    b. They are a Special Needs/Special Provision student
OR
    c. They are undertaking a special program outside of school necessitating significant amounts of training and/or competition and/or absence from school (usually refers to elite sport) that could not reasonably be put off until after VCE

AND their VCE program will not be disadvantaged by dropping a subject. Year 11 students undertaking 5 subjects MUST attend all supervised study sessions in the Library Resource Centre. No Year 11 student will be permitted to leave early or arrive late due to study sessions.

Students are only permitted to undertake 5 subjects at Year 11 with the permission of the Leading Teacher-Empower Program, after meeting with Careers Leader.

Students will ONLY be permitted to undertake 4 subjects in Year 12 if:
    a. They have already successfully completed 2 x Unit 3/4 subjects in Year 11

OR

    b. They are undertaking additional rigorous study such as TAFE or a University subject outside of WSC (with a minimum of 40 hours of class time per unit)

OR

    c. They are a Special Needs/Special Provision student

OR

    d. They are undertaking a special program outside of school necessitating significant amounts of training and/or competition and/or absence from school (usually refers to elite sport) that could not reasonably be put off until after Year 12.

Students are only permitted to undertake 4 subjects at Year 12 with the permission of the Leading Teacher-Empower Program, after meeting with Careers and Pathways team.

2 Demonstrating achievement of outcomes

All WSC students will be required to provide evidence that they have completed the coursework required to demonstrate any outcomes specified in the study design for a VCE unit of study. These work requirements will be determined by subject teachers, and clearly communicated to students at the beginning of a unit. Any student who satisfies these coursework expectations, and the college's attendance requirement of 85%, will be awarded an S for the unit.

This approach for determining the satisfactory completion of VCE units reinforces attendance and the completion of coursework, thereby raising whole-class expectations and maximising the learning/achievement of every individual.

2.1 What is the difference between coursework and school-based assessment?

School-based assessments consist of any teacher-assigned tasks that determine each student's level of achievement in outcomes as specified in the study design. In VCE Unit 3 and 4 studies, scores for these school-based assessments (usually SACs and SATs) are submitted to VCAA and are used along with external examination scores to determine a single total study score for each student. These tasks will also be completed as a part of the coursework for a unit.

Coursework encompasses a range of classroom, homework and revision activities set by the teacher to scaffold and support student learning with a view to improving engagement, interest, and depth of understanding. Coursework should be designed to ensure students are:

• Creating a written and/or visual record of their developing knowledge and skills
• Consolidating their knowledge and skills through practice
• Demonstrating their understanding of the material covered in the course
• Creating a study resource for exam revision if they have chosen to study a Unit 3 and 4 subject scored

2.2 Documenting coursework requirements at WSC

At the beginning of each VCE unit of study, students must be provided with an outline/checklist that **is also stored electronically and always accessible** to students. The checklist/outline specifies:

• The outcome/s that must be demonstrated during the VCE unit
• For each outcome, the key knowledge and skills and graded assessment tasks that are linked to the outcome
• The coursework requirements which must be completed to achieve an S for the unit
• The date by which all work requirements (graded assessments and minimum coursework) should be completed

Any student who wishes to undertake VCE studies must acknowledge that completion of homework is an integral part of the teaching and learning process. While teaching and assessment programs need to take into account student workload, non-completion of homework and required coursework can result in an N for the unit.

2.3 Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record of the loss or damage, but should not report it to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

2.4 Care in the use of technology

A student who uses technology to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and back-up versions are produced regularly.

3 Completion of VCE Units – SCORED vs UNSCORED

VCAA recommends that schools encourage all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training.

However, WSC understands the need for flexibility in building individual student programs and is supportive of students who elect to satisfactorily complete Units 3 and 4 of a study without completing all or any Graded Assessments (Note: two Graded Assessment scores are required to achieve a study score). Coursework requirements must be met for satisfactory completion. This includes attempting all SACs, regardless of whether they will receive a grade.

It is important to note that levels of achievement for Units 1 and 2 of a study are determined by schools, and there is no reporting to VCAA beyond the allocation of an S or an N for each unit. As such, there is no scored or unscored option available in Units 1 and 2 (following VCAA rules).

Where students are at risk of not completing a unit or they experience difficulties with normal assessment due to illness, an impairment or disability, or factors relating to personal circumstance, they should apply for a Special Provision.

The following table compares the scored and unscored pathways at WSC:

	SCORED	UNSCORED
Units 3 and 4 of a study	Encouraged	Supported
Units 3 and 4 contribute to the achievement of the VCE if satisfactorily completed	Yes	Yes
Study score is calculated upon satisfactory completion of Unit 3 and 4	Yes	No
Contributes to an ATAR (Australian Tertiary Admission Rank)	Yes	No
Graded, school-based assessments (SACs, SATs) must be completed	Yes	Yes
External, end-of-year VCAA examinations must be attempted	Yes	No
GAT (General Achievement Test) must be attempted	Yes	No
Coursework requirements must be met for satisfactory completion of unit	Yes	Yes
85% attendance requirement must be met for satisfactory completion of unit	Yes	Yes
Units 1 and 2 of a study	Not applicable – no grades or levels of achievement are reported to VCAA in Unit 1 and 2 studies. Students may apply for Special Provision if alternative arrangements are required.	

Key points:

• Students must meet the coursework requirements and the 85% attendance requirement in order to achieve an S for any unit of study, regardless of whether they are attempting the study scored or unscored.

• In Units 3 and 4 of a study end-of-year examinations will only be attempted by students who have chosen to attempt a VCE study scored. Achievement on these tasks is used to calculate the Study Score (which contributes to the ATAR).

• Additional work requirements for students opting for the scored pathway will relate to their preparation and completion of the VCAA examinations.

• WSC advice regarding the unscored pathway – if in doubt, opt-in NOT out!

3.1   Process for selecting the SCORED or UNSCORED pathway

By default, all students will be recorded as Scored Assessed unless they choose to opt out. The process to do this will require discussion with classroom teachers, a counselling session with the Careers Leader and a parent meeting with the Leading Teacher – Empower Program. This will be part of a process where all students and parents are required to acknowledge their understanding of relevant school policies and procedures. Compass will be used to record student selections and this information will be shared with parents/guardians.

A Unit 3 student can choose to change their selection from scored to unscored before two graded assessments have been submitted to VCAA.

3.2   What is a VCE Study Score?

A study score is calculated using the student's moderated school-assessed coursework scores, scores for school-assessed tasks, and examination scores for each study. This score is used by VTAC for the calculation of the student's ATAR (Australian Tertiary Admission Rank).

The study score indicates how a student performed in relation to all others who took the study. The study score has a maximum of 50. Study scores of 23 to 37 indicate the student is in the middle range. A score above 38 indicates that the student is in the top 15 percent of students in the study. To receive a study score, students must complete two or more Graded Assessments in the study and receive an S for both Units 3 and 4 in the same year.

To ensure comparability of assessment of school-assessed coursework from different schools, the VCAA applies statistical procedures to each cohort of students in each school undertaking the study. This moderation adjusts the level and spread of each school's assessment of its students in a particular study to match the level and spread of the same students' scores on a common external score. For further information, see www.vcaa.vic.edu.au.

3.3   What is an ATAR Score?

The ATAR is a ranking of graduate results that measure a student's overall academic achievement compared with all other final year students in Australia (excluding Queensland). The ATAR is not a score out of 100 – it is a rank. The ATAR allows tertiary institutions to compare the overall achievements of all students who have graduated from secondary school in that year.

In Victoria, ATARs are calculated by the Victorian Tertiary Admissions Centre (VTAC) when students complete the Victorian Certificate of Education (VCE). VTAC uses the VCE results issued by the Victorian Curriculum and Assessment Authority (VCAA) to calculate ATAR scores.

VTAC notifies students of their ATAR. If students apply for tertiary courses, VTAC forwards the ranking and applications to tertiary institutions. In addition to other course requirements, the ATAR score can determine a student's eligibility for

tertiary courses. Each tertiary institution sets the ATARs required for its courses, as well as other course entry requirements.

3.4   How is the ATAR calculated?

The ATAR is calculated by VTAC based on up to six VCE scaled study scores. Study scores are scaled up or down by VTAC according to the performance of students in a study in a particular year – which means scores change each year, making ATARs difficult to predict.

The ATAR is calculated from an aggregate, produced by adding together:

• a student's highest scaled study score in one of the English studies (English, English Language, English as an Additional Language (EAL), Literature),

• a student's highest scaled study scores for three additional permissible studies, and

• 10% of the scaled study scores for the fifth and sixth permissible studies.

Students are then ranked in order of their aggregate and a percentage rank is assigned to distribute students as evenly as possible over a 100-point scale.

Finally, the percentage rank is converted to an ATAR score. The ATAR is an estimate of the percentage of the population that a student outperformed. So, if a student receives an ATAR of 60, it means they performed better than 60% of students that year.

The ATAR is a number from 0 and 99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as 'less than 30'.

4   Assessment and Feedback at VCE

4.1   Graded, School-Based Assessment

While completion of the coursework is definitely required to be awarded an S for a unit of study, most students will demonstrate and receive feedback on their level of achievement of outcomes through their performance on school-based assessment tasks. These tasks must be completed mainly in the classroom, during class time.

In Units 1 and 2, outcome achievement will be assessed and graded using the key knowledge and skills designated by the VCAA. **In these units, S or N results only are reported to the VCAA.** Teachers will provide students with grades and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning.

In Units 3 and 4 scored pathway, SACs (School Assessed Coursework) and SATs (School Assessed Tasks) describes the most commonly used forms of graded assessment. These are used to measure each student's level of achievement based on the assessment tasks specified in the relevant Study Design. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. **Coursework scores are forwarded to the VCAA and are subject to statistical moderation.**

4.2   Procedures for administering graded, School-Based Assessments

As discussed above, school-based assessments generally consist of SACs and SATs. For Unit 1 and 2 studies there is also Semester 1 and Semester 2 exams. It is a school policy that all students studying Unit 1 and 2 subjects will attend and attempt these end of semester exams to the best of their ability.

For all school-based assessment, a SAC/SAT Cover Sheet (APPENDIX) will be given to students outlining; what will be assessed, approved materials, time allocation and percentage contribution to the Unit and a disclaimer stating that the grade is a raw score that may change during VCAA statistical moderation. As well as being provided in the unit plan for the study, the notification of the assessment should occur no less than two weeks prior to the date of the assessment.

School-based assessments must be returned to students once all students in the study have completed the task and it has been marked and cross-marked where required. Ideally students should receive feedback within three weeks of completing the task.

When a particular course of study has multiple classes, the school may make alterations to the regular program, allocating a specific time for all classes to complete the assessment simultaneously.

4.3   Feedback and Reporting

At WSC students will receive feedback on their learning in VCE subjects in any number of the following ways:

1.   Regular discussions with their classroom teachers

As all students are required to complete the coursework requirement for a unit of study, classroom teachers will regularly provide written and verbal feedback with their students during class time. Strategies for improvement are discussed and advice provided on particular problem areas should be a major focus of these discussions.

2.   Continuous Feedback
Continuous feedback should be timely and in a recorded form, in order for students to refine their skills and knowledge. This may be through work annotations or feedback through Compass Learning Tasks.

3. Formal Assessment & Reporting on SAC/SATs

All school-based assessment will be provided using Compass Learning Tasks. Appropriate feedback is timely (within three weeks of task date), and includes:

• a level of achievement expressed as a **numerical score** for all school assessed tasks and exams

• a written comment that describes: what the student has done well, advice on problem areas, and advice on where and how improvements can be made for further learning

• a rubric which describes the criteria for assessment (attached to Learning Task or hardcopy)

4.4   Appeal of N Result

If a student is dissatisfied with a decision regarding an N result, attendance, satisfactory completion, authentication, an appeal may be lodged with Leading Teacher Empower Program within seven days of receiving results/information. In cases, which do not concern the Victorian Curriculum & Assessment Authority, an appeal panel, consisting of a range of either the Assistant Principal – Teaching and Learning or Leading Teacher Empower Program and the relevant Head of House, will hear the appeal from a student and support person (usually and parent/guardian). A recommendation of the decision will be provided in writing to the student and parent/guardian.

5 Special Provisions

Special Provisions can apply when students have legitimate reasons (i.e. circumstances outside their control) for not working to the best of their ability, including the submission of work or attendance at school-based assessments.

Special provisions are designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do. These provisions are not allowances. The objective is, as far as possible, to remove the barriers which may prevent a student demonstrating their capabilities in a study.

Each student's case will be evaluated individually. The guiding principles which must be satisfied in all forms of special provision are:

• the provision should provide equivalent, alternative arrangements for a student.

• the provision should not confer an advantage to any student over other students.

5.1 Eligibility for special provision

Students may be eligible for Special Provision if, they are adversely affected in a significant way by:

• an acute or chronic illness (physical or psychological).

• factors relating to personal circumstance.

• an impairment or disability, including learning disorders.

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all school work related to satisfactory completion of the VCE outcomes. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

5.2 Types of special provision

Special provision is available to students completing the VCE for: classroom learning, school-based assessment, and VCE external assessments.

1. Classroom learning and school-based assessments

For classroom learning and school-based assessments, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Many strategies to ensure a student can demonstrate their achievements of outcomes are possible, both short-term provisions and long-term provisions as required by the specific circumstance. To apply for special provision at VCE, students and/or parents should initially contact the Head of House. Special Provisions granted will be recorded on Compass and visible to students, parents and staff, outlining:

-Severity (low, medium, high)
-Category (physical, cognitive, social/emotional)
-Likely Impact
-Provisions granted
-Time frame
-Case Manager
-Review Date

2. VCE external assessments

For all external assessments (e.g. VCE examinations, GAT) the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES). All communications regarding Special Examination Arrangement applications should be forwarded to the VCE Coordinator.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment. Special Examination Arrangement applications are made to the VCAA through the student's school and must be supported by documentation from a professional such as a medical doctor or psychologist and be endorsed by the principal. Such applications will be considered by the VCAA in accordance with its policies.

Derived examination scores

Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relative, family breakdown) at the time of their examination, they may be eligible for a derived exam score. A derived exam score is calculated based on the student's performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they actually obtained, then their grade is adjusted upwards accordingly. A derived exam score never reduces the grade received.

The student's application for a derived exam score must be received by VCAA within 7 days of the student's last exam of that examination period. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a derived exam score, so they are always encouraged to sit all examinations and to assume the mark they obtain will be their final grade.

5.3   Missed SAC/SAT

School-based assessments cannot be completed/submitted late. Only students who provide a medical certificate, are involved in an approved school-based activity, or who have a Special Provision, will be able to make up a missed SAC or have an extension on a SAT, and still have the score awarded. This school policy applies to all VCE studies, Units 1 – 4 inclusive. Students who do not meet these conditions will have to complete the task but will be awarded a score of 0. Completing the task still allows them to demonstrate the outcome (and achieve an S for the Unit).

Missed SACs will be recorded on Compass, and scheduled for the same week, during Thursday session 4 EEA if possible and or under the supervision of the classroom teacher in a suitable location and time.

Event	Circumstance	Action	Responsibility
Student does not present for the SAC or SAT	Medical certificate supplied and/or Supported Personal Circumstances endorsed and/or school based activity verified.	• Student will sit the task. • The work will be graded. • Alternative work may be set.	Time and date determined by the Class Teacher as soon as possible after the student's return. The student is given one opportunity to sit the task under same conditions as other students.
	No medical certificate supplied and/or no significant Personal Circumstances supported.	• Student will receive a mark of zero for the task. • The student is given a new time to complete the task so that the work can be judged S or N for satisfactory completion of the outcome. • Alternative work may be set.	The student will be given one opportunity to complete the task at a date and time specified by the Class Teacher.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two days of the task.	Medical certificate supplied and/or Supported Personal Circumstances endorsed and/or school based activity verified.	• Student sits the section of the task at some other time, usually during class time if the task is still in progress. • The task will be graded.	Class teacher
	No medical certificate supplied and/or no significant Personal Circumstances supported.	• The student loses the marks for this section only. • The incomplete task is assessed.	Class teacher

1 Satisfactory completion of the VM (VCAA Rules)

The VCE Vocational Major is a new VCE enrolment option available from 2023 and is designed to develop and extend pathways for young people.

On completion of a VCE-VM, students will be able to make informed choices about employment or educational pathways. The program connects school-based learning to work and industry experience and active participation in the community.

VCE VM assessments are school-based and assessed through a range of learning activities and tasks.

There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

VCE VM studies do not contribute to the ATAR.

1.1 Eligibility for award of the VM

The minimum VCE VM requirement is satisfactory completion of 16 units, which must include:

- Three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units
- Two VCE VM Personal Development Skills units
- A minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
- A minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

Students are required to complete their program with regular employment through the Structured Workplace Learning program. Students will also be given the opportunity to gain other qualifications through the VM program.

2 Demonstrating achievement of Learning Outcomes

2.1 Types of assessment in VM

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VM unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals, folios of tasks or investigations
- Oral presentations
- Written text
- Discussion

Wherever possible, students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

2.2   Principles of VM assessment

Assessment within the VM should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.
- Assessment should include access to ICT where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.
- When assessing students with particular needs, the validity of assessment must be maintained. Flexibility in assessment strategies must be maintained to ensure alternative methods are utilised to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

2.3   Structured Workplace Learning

Structured workplace learning is on-the-job training during which a student is expected to master a set of skills or competencies related to their VET or VM programs. The work placement is scheduled to be completed in a block placement at the end of every term.

For 2024, work placement dates are as follows:

Term 1: Monday 25th March to Thursday 28th March

Term 2: Monday 24th June to Friday 28th June

Term 3: Monday 16th September to Friday 20th September

Term 4: Monday 25th November to Friday 6th December (2-week block)

Students learn specific tasks and are assessed in the workplace, at TAFE or at school. This assessment counts towards their VET certificate. Students must undertake accredited training in Occupational Health and Safety before they commence Structured Workplace Learning. Employers are also required to provide students with appropriate training and instruction in respect to Occupational Health and Safety at the commencement of their placement.

Students must complete and submit the appropriate paperwork for processing two weeks prior to the placement. All students in a VET program are expected to complete some Structured Workplace Learning activities. Students are also recommended to complete their work placement across different businesses to give them wider experience within their VET certificate.

2.4   Head Start School Based Apprenticeship and Traineeship

The Head Start Apprenticeship and Traineeship program allows students to start a nationally accredited apprenticeship or traineeship within their VCE studies. They will work in paid employment (either 1 or 2 days a week depending on their year level) and undertake training related to their work while studying for their VCE. Apprenticeship and Traineeship programs will count towards recognition of a student's VCE certificate.

3. Paid employment
4. Training linked to your work and a head start in the job market
5. Time taken off a full-time apprenticeship or traineeship gained after completing VCE
6. The opportunity to learn in the workplace
7. Credit for the program counts towards satisfactory completion of VM
8. The opportunity to test a career.

If you would like more information regarding the Head Start Apprenticeship and Traineeship program, please contact the Careers Team at the College.

SECTION C: Vocational Education & Training (VET)

The College offers students the chance to study a VET program as part of their VCE.

VET enables students to learn from practical experience from training institutions and actual workplaces to gain an industry-recognised qualification. Please note the following key elements of VET studies:

- Most courses are fully run at the College, but time may be spent at TAFE and in the workplace
- Classes will only run if the required numbers of students select the course
- Students may also be able to choose a VET course at a different school or TAFE through our VET clusters

1.1 Assessment of VET

To be awarded a VET Certificate a student must achieve competency in a set of compulsory and optional modules as outlined by the RTO. These include both practical and theoretical tasks (hardcopy and online).

A Statement of attainment will be issued at the end of each year of study. Certificates are issued by the Registered Training Authority (RTO), upon completion of programs.

1.2 Costs and Charges

All VET courses are accredited through a Registered Training Authority (RTO). The College collects fees to cover registration costs and some material costs.

Please ensure that your choice of VET program is carefully selected with assistance from College staff as fees are non refundable and cannot be transferred to another course once the program has commenced.

1.3 All day VET classes

Some VET courses are run all day on Wednesday or Friday. All students (except VCE VM) are taken out of timetabled classes for this to occur. For this reason, students will be provided with study sessions, which they are expected to use to catch up on work they have missed. It is the responsibility of the student to follow up missed work with their classroom teacher. To assist with class requirements, the school highly recommends VET students attend after school Study Groups run by subject areas.

1.4 Completing more than one VET

Completing more than one VET Certificate is possible, however it must be discussed with the Careers Team to ensure it is the best pathway for the student.

SECTION D: Authentication at VCE

The rule is very simple: All students must submit work for assessment that is their OWN.

1.1   VCAA Rules for School Assessed Coursework and School Assessed Tasks

Students must observe and apply rules for the authentication of school-based assessment. Students must sign an authentication record for work done outside of class when they submit the completed task.

These are the VCAA authentication rules:

• A student must ensure that all work submitted for assessment is genuinely their own. Any unacknowledged work that is not original will be considered a breach of rules.

• A student must acknowledge all resources used, including:
-         texts, websites and other source material
-         the name and status of any person who provided assistance and the type of assistance provided.

• A student must not receive undue assistance from another person in the preparation and submission of work.

• Acceptable levels of assistance include:
-         the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
-         prompting and general advice from another person or source, which leads to refinements and/or self-correction.

• Unacceptable levels of assistance include:
-         use of, or copying, another person's work or other resources without acknowledgement
-         corrections or improvements made or dictated by another person.

• A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

• A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.

• A student must not knowingly assist another student in a breach of rules.

1.2   Identifying authentication problems

In considering whether a student's work is genuinely their own, teachers should consider whether the work:

• is not typical of other work produced by the student.

• is inconsistent with the teacher's knowledge of the student's ability.

• contains unacknowledged material.

• has not been sighted and monitored by the teacher during its development.

1.3   Strategies for avoiding authentication problems

To reduce the possibility of authentication problems occurring, or problems being difficult to resolve, the following strategies are advised:

• Teachers should ensure that tasks are kept secure prior to administration.

• Ensure that a significant amount of class time is spent on the task so that the teacher is familiar with the student's work and can regularly monitor and discuss aspects of the work. Regular written records should be made of when student work was checked.

• Ensure that students are working with a current copy of the accredited study design, the current assessment guide/criteria and advice so that they full understand the requirements of the set task

• Assessment tasks should not be recycled from year to year unless significant modifications are made to ensure that students are unable to use other students' work from a previous academic year. Remember it is school policy to return all assessed tasks to students once marked and feedback has been provided.

• Ensure internal moderation and cross marking procedures are applied where there is more than one class in a study. Cross marking often reveals possible breaches of authentication. Where there is only one class in a study, endeavour to partner with a teacher from another school where possible to moderate.

• Where commercially produced tasks are being used for school-based assessment it is very important that modifications are made for authentication purposes. You should assume that a commercially produced task has been shared online, and it is therefore NOT APPROPRIATE to use such tasks without significant modification.

• Encourage students to acknowledge tutors, if they have them, and to discuss and show work done with tutors. Make sure tutors are aware of authentication requirements.

1.4   Breaches of authentication rules

Principals are responsible for the administration of VCAA rules and instructions in their schools. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

Suspected breaches of VCAA rules will be handled by the Assistant Principal of Teaching and Learning or the Leading Teacher Empower Program. Students and parents will receive, in writing (via Compass), a statement outlining the nature of the suspected breach of rules and will be given an opportunity to respond. Where necessary a meeting will be organised with a Breach of Rules Panel, consisting of the Assistant Principal of Teaching and Learning or Leading Teacher Empower Program, Head of House and if necessary the subject teacher, as well the student and parent.

The student will be notified of the outcome of the Breach of Rules Panel in writing via Compass. If the student disagrees with the outcome of the Breach of Rules Panel, they may formally appeal to the VCAA.

Students or staff who believe that a breach of rules has occurred, or that a student has behaved inappropriately, should report the incident immediately.

For further information see the VCE Administrative Handbook (www.vcaa.vic.edu.au).

SECTION E: Attendance Policy

VCE, VCEVM and VET students are required to attend ALL timetabled classes. The only exceptions are authorised school events, such as, participation in sport events and or excursions. A medical certificate must support absences due to illness. It is the student's responsibility to inform classroom teachers of known absences and to provide a medical certificate (Units 1 - 4).

As work is usually completed in class time to allow judgements of authentication to be made, students need to be present for sufficient class time to undertake the course work and complete the Learning Outcomes and School-Assessed Coursework (SAC). Students who miss more than 15% of scheduled class time through 'unapproved absences' may have their result recorded as 'N'. Students are expected to have a minimum of at least 85% attendance in order to complete their VCE/VCEVM/VET.

Students and parents should monitor attendance via Compass. A report at the end of each term, for any student who falls below 85% attendance is sent to parents. A parent meeting with the Head of House may be organised to develop an Attendance Support Plan.

APPROVED	UNAPPROVED
• College sanctioned event (inc. sport) • Illness – *medical certificate* • Funeral – *funeral notice* • Medical / Dental appointment – *certificate of attendance* • Counselling Appointment – *attendance note* • Court appointments – *letter from court* • License testing - *receipt* • Elite sporting representation – *proof of representation* • External VET attendance • Yr12 Examinations	• Driving lessons • Holidays • Personal issues (without further explanation) • "Family commitments" • Catching up on SACs / SATs / work from other subjects • Part time work commitments • Sleeping in, missing bus, car issues • Supporting upset friends • Timetable mix-ups • Deb hair – trials, "Mad Mondays" • Parent ringing to approve