



Catholic Regional College Sydenham

Policy: Assessment Policy - VCAL

Assessment Principles for Learning within VCAL Programs

Assessment within the VCAL 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.
- 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.

Integrated Assessment in VCAL

Assessment in the VCAL can be integrated to focus on the assessment of integrated curriculum projects/activities rather than specific assessment tasks developed for individual learning outcomes or elements of competency. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

VCAL Assessment for Students with Disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. In some instances the time taken to provide a response in alternative modes may be considerably longer and it may be unrealistic to expect such learners to achieve the outcomes in the stated nominal hours. Students may need an extended time to complete the learning outcomes in these cases.

When assessing students with particular learning needs the validity and reliability of assessment must be maintained.

Recognition of Prior Learning (RPL) in VCAL

Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skills (PDS) and Work Related Skills (WRS) units. Where students have been granted RPL, evidence must be completed and kept by the VCAL Coordinator that demonstrates successful completion of all of the unit learning outcomes. RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, experience or general life experience. Final decisions regarding RPL for VCAL PDS and WRS units are the responsibility of the VCAL Coordinator.



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Assessment Principles for VCAL Units

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes. The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning Guides contain learning outcomes for VCAL Literacy and Numeracy Skills, VCAL Work Related Skills, and VCAL Personal Development Skills units. The assessment principles outlined previously in this section also pertain to assessment of VCAL units. Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings;
- assessments that are linked at times to authentic tasks and activities;
- more than one opportunity to demonstrate a learning outcome successfully, if appropriate;
- successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks;
- assessment that does not disadvantage any student and that provides a flexibility in the range of methodologies that caters to the needs of individual students.

Assessment Methods for VCAL Units

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Microsoft PowerPoint presentations.

Successful Completion of VCAL Units

The College coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each unit.

Students will receive an 'N' in a VCAL unit if they do not meet the course requirements outlined in the VCAA Curriculum Planning Guides.