Catholic Regional College Sydenham

Policy: Satisfactory Completion VCE and VCAL

The CRC Sydenham VCE (Satisfactory Completion) Policy is based on the following principles and beliefs which are described in the CRC Sydenham Policy for Learning and Teaching:

- The importance of respectful relationships in developing a positive learning community,
- The importance of a broad curriculum that nurtures the growth of the whole person and caters for a diverse range of learning styles,
- An ethic of care that recognizes that high quality pastoral care is fundamental for the successful completion of secondary schooling,
- A focus on developing student's awareness of themselves as lifelong learners,
- A recognition of the diversity of the College community,
- Learning and teaching occurs in a context of justice, where effort is made to meet the learning needs of individuals, to minimize disadvantage and to cater for diversity.

It is a matter of equity that all students have the right to complete their School Assessed Coursework (SAC) under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion.

It is a matter of justice that all students have access to procedures that provide for all individual needs and circumstances. The VCE is designed to cater for all students entering post compulsory education, and that these students should be able to access satisfactory completion with fair and reasonable effort

Teacher Responsibilities

In order to meet our legal requirements, students must be provided with the following information:

At the beginning of each year all students are provided with and taken through relevant policies and processes pertaining to the completion of the VCE. These include the 'VCE (Satisfactory Completion) Policy' and the 'Student Attendance, Achievement and Promotion Policy'.

At the beginning of each unit (1-4) a course outline is distributed. This outline should contain clear, written details of the course and the work involved. This includes: rationale, areas of study, learning outcomes (details of specific knowledge and skills optional), assessment tasks (weeks for Year 12, more general sequence location for Year 11, and broad description of tasks), timeline/sequence of study/topics/themes etc., and Satisfactory Completion Details. These details clearly indicate to students what they must do to satisfactorily complete a unit.

At the beginning of both Unit 3 and Unit 4 a list of completion dates for ALL assessments are provided to parents and students. Due to the large number of common classes and vagaries of timetables and school life, this is interpreted as the provision of the period of time devoted to the Coursework Assessment. For example, the week or fortnight set aside. SAT and examination dates are also provided in this list.

Just prior to each SAC students are provided with very detailed and specific information regarding the time, length, nature of task, procedures, criteria, marking sheets etc. The interpretation of 'just prior' is a matter for individual Faculties on a case by case basis. Typically, it would be between one day and a couple of weeks. Students must be given at least seven days' notice of any change to the College SAC calendar.

These legal requirements are a minimal requirement. Flowing from the nature of our school and its mission, as discussed in the preamble, there are requirements of a professional and pastoral nature.

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Satisfactory Completion of SAC tasks

It is the responsibility of the college to provide opportunities for students to demonstrate achievement of the learning outcomes and to satisfactorily complete the units of their VCE studies.

In order to satisfactorily complete a unit, students must satisfactorily demonstrate achievement of the learning outcomes concerned on each SAC. Each SAC is part of the normal teaching and learning program and is conducted mainly under teacher supervision.

Students will sign a **'Declaration of Authenticity'** form when submitting a SAC done outside class time to a teacher. End of semester examinations are not used for the purposes of demonstration of learning outcomes, however students need to reach a minimum standard to continue in the subject at the Unit 3/4 level.

Achievement of an outcome means:
- The work meets the required 'standard' as described in the learning outcomes
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of VCAA or College rules.

If all learning outcomes are achieved on the SAC, a student receives 'S' for the unit.

Extended SAC/SAT Folios

In the case of extended SAC/SAT folios, they must be submitted by no later than 1.00pm on the due date. If students are unable to make it to school to submit it personally they must have someone reliable bring it in on their behalf. If the folio does not appear on the due date, then students will receive an 'N'. If they are eligible for an extension, then the folio will be returned to the student for an allocated period of time and given a new submission date.

Feedback on Level of Achievement if Satisfactory

Each SAC is part of the teaching and learning process and as such feedback is integral for continual student development. SAC feedback should be seen as part of the ongoing assessment process. This approach includes students as much as possible in the teaching and learning process and helps to maintain perspective on the relative weighting of each SAC.

For Units 1 through to 4 students are provided with their work, the mark awarded and the criteria sheets and/or marking schemes. Faculties and teachers are encouraged to provide other feedback as appropriate, such as:
- advice on particular skills
- advice on where and how improvements can be made for future learning
- written comments on students' performance against learning outcomes
- comments may be written on the work.
- Comments electronically on assessment task via SIMON

Each study should take a common approach within the above guidelines to the giving of feedback. Unit 1 & 2 College reports contain S/N decisions, assessment task grades and examination grades. Unit 3 College reports contain decisions regarding S/N and assessment task levels of achievement. Under no circumstances can internal marks awarded be equated with grades. *SAC grades are determined by VCAA through a process of external moderation.*

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Not Satisfactory Completion

A student may not be granted satisfactory completion if:
- the work is not of the required standard as described in the learning outcomes
- the student has failed to meet the deadline for a SAC
- the work cannot be authenticated
- there has been a substantive breach of VCAA and College rules, including College attendance requirements and/or the SAC Absence Policy.

If any of the learning outcomes are not achieved, the student receives 'N' for the unit.

Feedback on Level of Achievement if Not Satisfactory

- Parents/Guardians contacted via a phone call
- N SAC Resubmission [N on ability] Letter sent from the subject teacher
- N Letter sent from the subject teacher

Students who have achieved 'N' for an outcome will be issued with an 'N' letter which will be posted to their parents/guardians. They will have one week from the date of notification of the 'N' result to apply for 'Special provision after N' and, if the appeal is successful, may be given a final opportunity to obtain an 'S' for the outcome. All appeals will be considered by the Director of Pathways - Student Learning and the Student Pathways and Community Engagement Team.

Satisfactory Completion of VCE VET Units

To satisfactorily complete VCE VET units the following conditions must also be met:
• Attendance requirements must be met according to the College and TAFE guidelines
• Students must achieve competency in all set modules of the VET program and
• Students are to participate in Work Placements set where appropriate.

Resubmission of a SAC

Once students have received all of the allotted time for a SAC, and are judged to have NOT satisfactorily demonstrated achievement of the relevant learning outcome(s), they are entitled to one (only) resubmission opportunity. The nature of this resubmission is negotiated by the subject teachers and is to allow all students the opportunity to demonstrate that they can achieve the learning outcome and thus receive 'S' for the unit.

The resubmission opportunity may include a short oral report/interview, a different task, a part of the same task or a full repeat of the original task. The resubmission opportunity must be consistent across subjects with multiple classes. Under NO circumstances is the work completed in the resubmission opportunity marked.

The resubmission opportunity is organised by the subject teacher. Both the student and their parent/guardian, each receive written notification of the resubmission time and date via the SAC Resubmission letter.

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Reschedule

If a student has missed a SAC due to absence, they must be prepared to complete the task at the first opportunity upon their return to school, as deemed appropriate by the subject teacher.

In some cases, the subject teacher may negotiate an alternative time to reschedule the SAC with the student. The subject teacher notifies the student of the details of the reschedule arrangement, including an outline of the task, the time available to complete the task, the designated room location and any special conditions allowed.

Once the task has been completed, the subject teacher awaits the decision of the Director of Pathways - Student Learning to either award the grade/score for the SAC or simply award an S or N. Students are entitled to **one (only)** reschedule opportunity.

Extension

Extension of time is interpreted as meaning the granting of extra time beyond that normally allocated to the SAC. Unlike resubmission, the work completed in extension time IS marked. Extra time is only granted in cases of significant hardship. This is typically available to special needs students with disabilities or ongoing illness or where personal circumstances interfered with their ability to complete the SAC in the normally allocated time.

Students apply to the Director of Pathways - Student Learning who liaises with relevant staff. The Director of Pathways - Student Learning provides details of the extra time granted (if appropriate) to the relevant subject teachers. This may occur prior to the commencement of the SAC.

Awarding of a Not Satisfactory (N)

In any case where a student is awarded an N, the subject teacher will issue an N letter for the unit. This letter provides both the student and their parent/guardian with written notification and explanation of the N result for that unit.

Victorian Certificate of Applied Learning

General Information

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 and 12 students. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the Victorian Certificate of Education (VCE) it is a recognised senior secondary qualification. The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

Students who do the VCAL are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

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The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels:
- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior)

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

If you choose to transfer into VCAL at the completion of a semester of VCE you will receive credit for any units you have completed.

Aims of the Qualification

The VCAL qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. The VCAL's flexibility enables the student to undertake a study program that suits their interests and learning needs. Personal development, the utilisation of a student's particular interests, and new pathways for senior secondary students, in the context of applied learning is underpinning principles of the VCAL.

VCAL acknowledges this within:
- The development of knowledge and employability skills that help prepare the individual for employment and for the participation in the broader context of family, community and lifelong learning.
- The development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.
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Course Requirements

To be awarded a VCAL, students must successfully complete a learning program which is designed to comply with the following credit requirements.
It must:
- Be made up of 10 credits
- Include curriculum components from each of the following four VCAL curriculum strands:
  a) Literacy and Numeracy Skills
  b) Industry Specific Skills
  c) Work Related Skills
  d) Personal Development Skills.

Contain curriculum components drawn from:
- VCAL units
- VCE units
- VET units

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Include:

- A minimum of two VCAL units in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy in each of the remaining three strands, curriculum components to the value of at least one credit in each.
- Include curriculum components to the value of six credits at the level of the VCAL award, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.
- At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. One credit comprises 90 hours' worth of study from a VET program.
- Incorporate a sustained Structured Work Placement with an employer in an industry that is deemed suitable to the student's pathway by the College.
- If students successfully complete the VCAL, they will receive a certificate and a statement of results that details the areas of study they have completed. This certificate is recognised as a senior secondary qualification.

Delivery Modes

VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- Applied learning linked to community, work or school activities.
- Classroom delivery based on whole class, small group or individual activities.
- Flexible delivery such as distance learning and online learning.
- Projects that are integrated across several VCAL strands.

Delivery settings may include schools, post compulsory providers, community, workplace, sporting or simulated environments.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. The delivery and assessment must be consistent with the requirements of the VCAA.

VCAL Delivery Principles

The delivery of VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further vocational education and training and/or employment

These principles provide for:

- Curriculum content negotiated to build on the student's interests, abilities and strengths.
- Curriculum content that focuses on practical 'hands-on' opportunities for learning.
- Curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program.
- Recognition of student achievement and student contributions that is both formal and informal.

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- Curriculum and delivery strategies that enable students to learn at their own pace.
- Curriculum and delivery strategies that enable students to learn in different ways according to different learning styles.
- Delivery and assessment that assists the individual to achieving positive educational outcomes.
- Curriculum that values and engages the contribution of young people.
- Curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people.
- Curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship.
- Development of partnership approaches to program planning and delivery that link young people with the broader community.

<u>Educational and Delivery Practices</u>

The VCAL awards are underpinned by the following curriculum principles:
Student-centred approaches and decision making regarding program design, delivery and evaluation opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs program delivery that builds resilience, confidence and self-worth learning environments that strengthen connections with the community students can enter and exit VCAL at each level to pursue a range of pathway options.

The following practices will be considered when planning VCAL Learning Programs for students.

i)   **Negotiating learning programs**
     It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

ii) **Using flexible delivery modes**
     When planning the VCAL Learning Program, teachers will determine the delivery modes most suited to students' needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may use workplace or community contexts. Catholic Regional College Sydenham will ensure that delivery modes for units of competence or modules are consistent with any mandatory requirements specified in the relevant accredited curriculum document.

iii) **Adopting student centred teaching practices**
     Delivery will be based on student centred experiential learning activities such as role plays, case studies, guest speakers and audio-visual presentations. Where possible, teachers will extend the learning experiences beyond the classroom through excursions and field trips and through applied learning, e.g. by integrating the classroom learning with another unit that has an applied or practical focus.

iv) **Integrating Curriculum**
     The teaching and learning program for the various units, units of competence and modules that make up the learning program can be integrated. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET unit or module. Record keeping for each curriculum component will reflect assessment of each learning outcome and/or unit of competence.

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Programs can be designed to include a thematic or project-based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

Compulsory Subjects for the VCAL

a) Literacy and Numeracy Skills Your VCAL learning program must include literacy and numeracy subjects, such as VCAL Literacy, VCAL Numeracy, and VCE Foundation Maths.
b) Work Related Skills (WRS) In order to develop 'employability' skills, VCAL students participate in a structured work placement. You will also study units and modules that will help prepare you for work, for example occupational health and safety and job interview skills.
c) Industry Specific Skills (ISS) Your VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET.
d) Personal Development Skills (PDS) As part of your VCAL learning program you must participate in community-based projects, voluntary work and/or structured activities that will help you develop your self-confidence, teamwork skills and other skills important for life and work.

All students at Catholic Regional College Sydenham undertake the study of Religious Education. The Personal Development Skills Strand incorporates this requirement.
At Year 11 PDS will incorporate elements of the Religion and Society Unit 1 (Religion in Society)
At Year 12 PDS will incorporate elements of the Religion and Society Unit 2 (Ethics and Morality)

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