



Catholic Regional College Sydenham

Policy: VCE Preference

Exemption from an ATAR: Unsourced VCE Preference (UVP) Opting, Teaching and Assessment Policy

1. Rationale:

- 1.1. Catholic Regional College Sydenham is committed to providing inclusive and equitable learning experiences for all students, including those that decide they do not want to complete their VCE for an ATAR. This policy outlines the guidelines for teachers when approaching and teaching UVP students and how to assess their progress, while ensuring that UVP students are given the opportunity to attempt summative assessments in a modified manner, if required.

2. Process for choosing to be exempt from an ATAR (UVP):

- 2.1 **Careers Counselling:** The student books a time to meet with a College Careers Counsellor.
- 2.2 **Student Counselling:** A discussion is held with the student to ensure they are informed about their decision, potential ramifications and future course requirements – including whether a study score in English is required.
- 2.3 **UVP Form:** If deemed appropriate, the student is given a UVP form in their Cluster colour.
- 2.4 **Teacher Acknowledgement:** Student discusses decision with their subject teachers who sign their form to acknowledge the decision.
- 2.5 **Student & Guardian Testimony:** Once all subject teachers have signed the form, the student and their guardian sign the form to commit to the requirements of this preference.
- 2.6 **Cluster Coordinator:** Obtains the form and uploads a SEQTA note to confirm to the student's teachers that this decision has been ratified.
- 2.7 **Director of Pathways:** Director of Pathways: The form is handed to the Director of Pathways for filing and listing on the College's 'Master Spreadsheet' for that year. The Director liaises with the Learning & Teaching Support Officer for VASS and the VCE Convenor to ensure that the student is removed from future examinations and is included in the College's Term 4 UVP Employability Skills opportunities devised by the Careers Counsellors.



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3. Approaching and Teaching UVP Students:

- 3.1 **Inclusive and Supportive Approach:** Teachers should adopt an inclusive and supportive approach when working with UVP students, acknowledging the diversity of their needs and learning styles.
- 3.2 **Individualised Learning Plans:** Teachers should collaborate with UVP students to develop individualised learning plans that consider the students' goals and intended post-secondary pathways, whether it be Certificate IV and Diploma Courses at TAFE or other non-ATAR routes.
- 3.3 **Modified Assessment:** When necessary, teachers should be prepared to modify assessment tasks to suit the individual learning needs of UVP students. These modifications should align with the subject's curriculum and aim to facilitate successful demonstration of knowledge and skills.
- 3.4 **Communication:** Maintain open and regular communication with UVP students to address their questions and concerns, ensuring they are aware of the preference's requirements, expectations and available support.
- 3.5 **Supportive Environment:** Create a supportive and inclusive classroom environment that encourages UVP students to engage actively in their learning and feel part of the broader VCE community.

4. Assessment Guidelines for UVP Students:

- 4.1 The CRC Sydenham Assessment Policy details expectations for undertaking school-assessed coursework at the college. It also outlines guidance for attendance concerns and non-submission of tasks. The following are simply guidelines for UVP students and specifically their undertaking of VCE summative assessments. For queries surrounding non-attendance and non-submission, please see the Assessment Policy, within which are parameters that all CRC Sydenham stakeholders adhere to.
- 4.2 **Summative Assessments:** UVP students are required to undergo summative assessments in alignment with their peers. These assessments will be conducted following the subject assessment timelines and Study Designs.



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- 4.3 **Design of Summative Assessment for UVP Students:** Light modification of the task may be advisable at this stage. Learning Area Convenors are to approve changes to assessments maintaining consistency across subject areas.
- 4.4 **Opportunity to Resit Assessments:** In line with the College's Assessment Policy, UVP students are offered the opportunity to resit a summative assessment if they do not pass at the first attempt. Subject teachers notify guardians to inform them that this opportunity is still required, through a SEQTA notification **and** a phone call.
- 4.5 **Assessment Modifications:** Assessment tasks for resits may be modified to suit the learning needs of UVP students, ensuring equal opportunities to demonstrate their knowledge and skills. The following examples of modifications can be considered:
- A folio of exercises (manual and/or ICT-based) may be used in place of short answer or structured questions.
 - A test (manual and/or ICT-based) may be replaced with role plays.
 - Summary or review notes can be substituted with a web page.
 - An assignment (manual and/or ICT-based) can be changed to problem-solving tasks.
 - A case study (manual and/or ICT-based) may be replaced with modelling tasks.
 - A classroom presentation (oral or multimedia) can be altered to a video with accompanying written text.
 - A report or research report (written, oral, multimedia) can be modified into a newspaper article.
 - Recording and reporting on data collected in the field can be changed to a feature magazine article.
 - Data processing, analysis and/or presentation can be substituted with a radio program.
 - A practical demonstration with observation checklist may be altered to a discussion about language use and views of persuasive text.
- 4.6 **Summative Assessment Outcome:** Students are provided with an 'S' or 'N' only, no numerical scores. Upon an inability to independently display Satisfactory understanding, the subject teacher issues an 'N' (Not Satisfactory) result and informs the student's guardians of this result via a SEQTA notification **and** a phone call.



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5. Requirements for UVP Students:

- 5.1 UVP students must meet the following requirements:
- 5.2 Obtain 16 'S' (Satisfactory) results across Units 1-4, including 3 in English, with a minimum of 8 from Units 1/2 and 8 from Units 3/4
- 5.3 Maintain satisfactory attendance and fulfill formative task requirements.
- 5.4 Undertake all summative assessment tasks in accordance with subject assessment timelines and Study Designs.

- 6. This policy is intended to guide teachers in delivering effective education and assessment for UVP students at Catholic Regional College Sydenham. It reflects our commitment to the "every student, every pathway" philosophy and ensures that UVP students have the opportunity to succeed and pursue their chosen post-secondary pathways. It also sits within a greater remit of broader policies: please see the College website for further information about a range of other topics that may or may not have been referenced here.