



**Malgobila**  
CAMPUS

# VCAL Delivery and Assessment Policy

2022

## INTRODUCTION

Bairnsdale Secondary College's aim is to prepare students so that they can demonstrate achievement of unit outcomes and complete tasks in all VCAL Units to the best of their ability. This policy describes the procedures teachers will follow and the College's expectations of students to assist in the achievement of this aim. This policy sits beside the Bairnsdale Secondary College VCE Assessment and Delivery Policy.

## AIM

The aim of this policy is to:

- apply a consistent and fair assessment process across all VCAL classes
- comply with all VCAA requirements for assessment
- enable all students to have the opportunity to demonstrate their competency of unit outcomes
- ensure all students are adequately prepared for assessment tasks
- ensure that teachers of VCAL are aware of their expectations.

## DEFINITIONS

**Coursework and Learning Tasks:** activities or tasks, developed by the class teacher, which enables students to develop their understanding of the key knowledge and skills of unit outcomes. Coursework and Learning Tasks are completed in class or as homework.

**Learning Outcomes:** statements that describe the knowledge or skills students should be able to demonstrate in order to achieve credit.

**VASS:** Victorian Assessment Software System

**VCAA:** Victorian Curriculum and Assessment Authority

**VCAL:** Victorian Certificate of Applied Learning

**VET:** Vocational Education and Training. Students undertake nationally recognised training that contributes to their VCE or VCAL.

## POLICY

To be awarded any full VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components that can be justified against the purpose statement for the VCAL Literacy and Numeracy Skills Strand (one credit is required for Literacy Skills and one credit is required for Numeracy Skills)
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the VCAL Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- a minimum of two VCAL units
- curriculum components to the value of six credits at the level of the VCAL award or above, one of which must be for Literacy Skills and one component be a VCAL Personal Development Skills unit.

Note: If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above. If using VCAL units to meet the eligibility requirements of the numeracy component of the VCAL Literacy and Numeracy Skills Strand, a Unit 1 Numeracy unit must be completed. At foundation level, Numeracy Skills Foundation meets the eligibility requirements.

### 1. Satisfactory completion of us and Outcomes

- a) To attain an S for a VCAL unit, students must attain an S for **all** the learning outcomes of the unit.
- b) Achievement of each outcomes for the unit as specified in the appropriate study design means:
  - the work meets the required standard as described in the outcomes
  - the work was submitted on time
  - the work is clearly the student's own
  - there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

- c) A student **may not** be granted satisfactory completion if:
  - the work is not of the required standard as described in the outcomes
  - the student has failed to meet a school deadline or approved extension of time for the assessment task
  - the work cannot be authenticated
  - there has been a substantive breach of rules including school attendance expectations which are 90% VCE/VCAL approved attendance.

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## VCE/VCAL Absences:

Approved	Required Documentation
Illness	Medical Certificate / Statutory Declaration
Funeral / religious or cultural event	Note from parent/carer
Elite level sport	Note from parent/carer
Court appointments	Letter from the court
Medical / dental / hospital appointment (that cannot be arranged out of class time)	Medical Certificate
Family emergency	Statutory Declaration
Re-engagement	Refer to VCE Review Panel
Study session due to teacher absence	Presence in study session recorded at Hub
School excursions	Not required - attendance will be recorded on Compass
Suspension - external	Not required - number of days/times is closely monitored
Suspension - internal	Not required - attendance will be recorded by Hub
Unapproved Absences	Clarification
Truancy	On school grounds but not in class. Will be recorded as Truancy
Unexplained absence	If no explanation is provided within 5 working days of absence

Given the importance of attendance at school, we encourage parents/carers to monitor attendance on Compass and to contact the College to ensure all Approved Absences are properly recorded.

- d) VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.
- e) VASS deadlines are circulated early in the year.

## 2. Assessment of Learning Outcomes

- a) The purpose of VCAL assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in documentation given to students about each learning outcome.
- b) Evidence of achievement can include, but is not limited to: direct observation, written work, oral presentations, object production and project implementation.
- c) Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to make sure the assessment is valid and reliable, fair, flexible and efficient.
- d) An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in any other VCAL unit, VET unit of competency or VCE study.

### 3. Authentication

- a) In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.
- b) A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.
- c) Teachers will provide opportunities throughout the unit to check each student's work as they complete assessment tasks. The onus of authenticity rests with the student. Students must show teachers their work in progress to demonstrate the authenticity of the work.
- d) If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the College, the teacher will investigate the matter and report to the VCAL Coordinator, who will then conduct further enquiries as deemed necessary.
- e) If the VCAL Coordinator is unable to authenticate a student's work, they will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken. For more information go to: <http://www.vcaa.vic.edu.au/>.

### 4. Special Provision

- a) Students who experience chronic or significant hardship throughout their education or during the school year due to medical, physical and/or other serious reasons can apply for Special Provision. VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support:
  - rescheduling classroom activities and/or an assessment task
  - allowing the student extra time to complete work or an assessment task
  - setting a substitute task of the same type
  - replacing a task with a different type
  - using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks
  - deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).
- b) It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. Medical practitioner's or psychologist's reports must be provided by the student to support their application. Students wishing to apply for Special Provision should see the VCAL Coordinator at the beginning of the school year. Responsibility for collecting evidence and documentation lies largely with students and their families.

### 5. Computer Use

When students use a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
- work is saved onto a back-up file. The back-up file should not be stored in the same location as the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home
- computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

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## 6. Teaching Expectations

- a) It is the responsibility of VCAL teachers to ensure they are following the current VCAA curriculum guidelines and be familiar with the learning outcomes required to achieve each unit. Teachers should collaborate with other teachers who teach or have previously taught the course of study.
- b) All students must be advised in advance of the assessment outcomes which must be satisfactorily completed to pass each unit. This information should be included in a document outlining the course and provided to students in the first week of each semester. Teachers will regularly remind students about work requirements and provide time and support to plan the semester.
- c) Teachers should use a variety of assessment tasks which provide a range of opportunities for students to demonstrate achievement of each learning outcome.
- d) Students must be informed in advance when they will be assessed for the satisfactory completion of an outcome using a designated assessment task. Students must be provided with the assessment date, scope and duration of the task, criteria for assessment and any other relevant information for each outcome.
- e) If the work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student - provided it meets the same requirements. A teacher may permit a student to submit further work to meet satisfactory completion of a unit.
- f) Teachers will keep accurate records of outcome requirements and student achievements.
- g) Students who are away or fall behind will be required to catch up on any incomplete work. VCAL teachers should ensure Coordinators are regularly informed of student progress. This may also require a conversation with the student and parent.
- h) Students who have been unwell or have other documented extenuating circumstances may apply for Special Provision (refer to page 5 of this policy for more details).
- i) Teachers in common studies are expected to meet regularly to share examples of coursework and to ensure that coursework requirements are applied equitably across studies and teachers.
- j) The College requires an attendance rate of 90% to support effective learning and authentication of work. See *BSC Attendance Policy* for more information.