



VCE / VCE VM Delivery and Assessment Policy

2024

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INTRODUCTION

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher level TAFE and VET certificate courses, apprenticeships, traineeships and opportunities in the workforce.

Bairnsdale Secondary College is committed to providing quality senior secondary qualifications to students. The College aims to support students to demonstrate their achievement of learning outcomes (VCE VM), Unit Outcomes (VCE) and complete graded assessment tasks in VCE Units to the best of their ability. This policy describes the procedures teachers will follow and the College's expectations of students to support the achievement of this aim.

AIM

This policy ensures that all VCE and VCE VM students and teachers of VCE and VCE VM studies are aware of their responsibilities and aims to:

- ensure compliance with all Victorian Curriculum Assessment Authority (VCAA) requirements for assessment
- enable all students to have opportunities to demonstrate their competency in learning outcomes and assessment outcomes
- ensure all students are adequately prepared for assessment tasks
- apply a consistent and fair assessment process across all VCE subjects
- ensure that all teachers are aware of expectations.

SCOPE

This policy applies to all students studying a VCE or VCE VM subject at Bairnsdale Secondary College. This policy should be read in conjunction with the Department of Education and Training's *School Attendance Guidelines* and the *BSC Attendance Policy*. It does not replace or change the obligations of Bairnsdale Secondary College, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITIONS

VCE: Victorian Certificate of Education

VCE VM: VCE Vocational Major

VCAA: Victorian Curriculum and Assessment Authority

VTAC: Victorian Tertiary Admissions Centre

ATAR: Australian Tertiary Admission Rank

VASS: Victorian Assessment Software System

VET: Vocational Education and Training

GAT: General Achievement Test

KLA: Key Learning Area (delivered as Victorian Curriculum according to VCAA for Years 7 to 10)

Common Assessment Task (CAT): a school-based assessment task used for the purpose of grading and giving feedback against a student's satisfactory understanding of an Outcome statement as per the relevant VCAA Study Design at VCE Unit 1 and 2 level, and VCE VM Units 1 to 4. VCE Units 1 and 2 CATs will be assessed and graded using the key knowledge and skills designated by VCAA. In these Units, S or N results are reported to VCAA. The College will provide students with marks and feedback for each assessment task and Outcome, including advice on how improvements can be made for further learning. Marks are not reported to the VCAA and are not subject to moderation.

Coursework and Learning Tasks: activities or tasks, developed by the class teacher, that enable 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 and are not assessed against VCAA guidelines.

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

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School Assessed Coursework (SAC): in VCE Units 3 and 4, the most commonly used form of graded assessment used to measure each student’s level of achievement based on the assessment tasks designated for the Unit. SACs will take place mainly in the classroom under teacher supervision over a specified period of class time. SAC scores are submitted to VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework*, which can be accessed on the VCAA website: www.vcaa.vic.edu.au.

School Assessed Task (SAT): When a student produces a piece of work for an Outcome which is assessed over an extended period of time, the VCAA assessment process is called a SAT. The following subjects assess student work as a SAT: Art, Design and Technology, Food Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design. Procedures for SATs will be provided by the VCAA each year. The VCE Coordinator will inform the relevant KLA Leader and subject teacher of SAT requirements annually via the VCAA Bulletin.

POLICY

Victorian Certificate of Education (VCE)

The Victorian Curriculum and Assessment Authority (VCAA) stipulates that in order to be successfully achieve the VCE, at least 16 Units must be satisfactorily completed, including three Units from the English group, which must include the Units 3 and 4 sequence. English Units may be selected from:

- English Units 1 to 4
- English Language Units 1 to 4
- English Literature Units 1 to 4
- Foundation English Units 1 and 2
- English as an Additional Language (EAL) Units 3 and 4.

It is the policy at this College that all VCE students select English (or EAL if English is not the first language of the student). English Language and English Literature may be selected as additional VCE Units. Students may apply to the VCE Coordinator to request a variation on this school-based policy.

The minimum VCAA requirement is for students to select at least three sequences of Units 3 and 4 studies other than an English. This may include any number of other English sequences once the English requirement has been met. Note that VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is required.

Victorian Certificate of Education – Vocational Major

The Victorian Curriculum and Assessment Authority (VCAA) stipulates that to be eligible for the VCE VM, at least 16 Units must be satisfactorily completed, including three Units from the English group, which must include the Units 3 and 4 sequence. To achieve the VCE VM, students must satisfactorily complete:

- 3 VCE VM Literacy or English Units, including a 3-4 sequence
- 2 VCE VM Numeracy or VCE Mathematics Units
- 2 VCE VM Personal Development Skills Units, and
- 2 VET credits at Certificate II level or above (minimum 180 nominal hours).

	Unit 1-2	Unit 3-4
Literacy	2	2
Numeracy	2	2
Personal Development Skills	2	2
Work Related Skills	2	2
VET		180 Hours

It is the policy at this College that all VCE VM students select Literacy. Students may apply to the VCE VM Coordinator for any variation in this school-based policy. Students can complete a sequence of VCE study within their Vocational Major. Students must apply to the VCE VM Coordinator to undertake a VCE Unit.

1. SATISFACTORY COMPLETION OF UNITS AND OUTCOMES

- a. To attain an S (satisfactory) for a VCE Unit, students must attain an 'S' for *all* Outcomes of the Unit. Achievement of each of the 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 *and*
 - there has been no substantive breach of rules.

If all Outcomes are achieved, the student is awarded 'S' for the Unit.

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 as the student's own
 - there has been a substantive breach of rules (**which may include school attendance expectation which is at least 90% VCE approved attendance**). Refer to the *BSC Attendance Policy* for more information.
- b. Students should complete the coursework and learning tasks before the CAT or SAC to give themselves the best opportunity to maximise their grade.
- c. All CATs and SACs must be scheduled at least five school days before the end of semester. Teachers should consult the College's Assessment Schedule and calendar of events on Compass when setting CAT/SAC dates.
- d. VASS deadlines are circulated to VCE and VCE VM teachers by the VASS Administrator early each year.
- e. **Redemption:** If a student does not meet the required standard for a CAT/SAC as described in the Outcome of the Study Design, they will be offered a redemption task. This task can be completed at a time agreed between teacher and student. The task may take on an alternative format from the original CAT/SAC to enable students to demonstrate the learning Outcomes. The process for assigning redemption tasks is outlined as an appendix to this policy. Teachers must fill out the Redemption Chronicle entry on Compass. If the student passes the Redemption SAC, the *original* SAC mark will be reported to VCAA.
- f. **Graduation:** All students who satisfactorily complete their VCE / VCE VM Certificate will be eligible to graduate. Students who are ineligible to graduate may present a case in writing to the Graduation Panel if they feel there is a reason why they should be invited to participate in the BSC graduation ceremony. Please refer to the *BSC Graduation Policy* for more information.

2. CHANGE OF ENROLMENT

Any changes to enrolment (including change of subject) requires a discussion with a Coordinator. If the change is approved, a Senior School Subject Change Chronicle must be completed and checked by a Careers Practitioner. The attached Chronicle Form must be printed and signed by the:

- parent/carer
- student
- VCE Coordinator
- Assistant Principal

3. COMPLETION OF COURSEWORK AND LEARNING TASKS

Completion of coursework is an integral component of the student learning process and the preparation for CATs/SACs. It is the College's expectation that students will complete coursework set by the class teacher before sitting the CAT/SAC.

Subject teachers develop courses that provide opportunities for students to demonstrate achievement of the Unit outcomes via coursework. Teachers provide clear guidelines outlining the variety of learning tasks students will be required to complete, allowing students to demonstrate their understanding of the Outcome and adequately prepare for CATs/SACs. Teachers also clearly indicate when learning tasks should be completed. This date must be before the date of the CAT/SAC to allow for timely feedback to students.

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4. STUDENT ATTENDANCE

All VCE and VCE VM Units involve minimum requirements for scheduled classroom instruction. A student must attend sufficient class time to meet the learning outcomes of each Unit and to have their work authenticated as their own.

If a student's VCE attendance is below 90%, the VCE Attendance Review Panel will convene to determine if students have met the learning outcomes and if work can be authenticated as their own. Each student's individual circumstances will be considered by the panel. If a student cannot demonstrate the learning outcomes and/or work cannot be authenticated, the panel will assign an N for the Outcome.

To ensure 90% VCE approved attendance is achieved, it is the student's responsibility to provide appropriate documentation to the Senior Attendance Office within 5 days of return to school after any absences.

VCE / VCE VM approved 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 / 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	No explanation given within 5 school days

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

5. ATTENDANCE AT CATs/SACs

Students must attend class on the date or dates scheduled by the class teacher for the CAT/SAC to be undertaken. Any student who misses a CAT/SAC can reschedule the CAT/SAC, provided specific requirements are met. It is the student's responsibility to contact the school as soon as practical when they know they are going to be absent for a CAT/SAC.

A student who is absent on the date scheduled for the CAT/SAC *must* provide either a Medical Certificate, Statutory Declaration or other evidence of a valid reason (e.g. bereavement or another unavoidable situation) attesting to their circumstance rendering them unfit or unable to attend school on that day. Although it is possible, it is not recommended for a school Principal class member to sign a Statutory Declaration on behalf of a student to avoid a potential conflict of interest.

Students absent with a Medical Certificate, Statutory Declaration or valid reason will have the opportunity to complete the CAT/SAC for grading at the *next available opportunity*. It is a VCAA expectation that the CAT/SAC will be completed within 5 school days of the original SAC date. The appropriate documentation must be provided to the school within five working days.

Students absent without a Medical Certificate or valid reason will not be graded for that section of the course but will be required to complete the CAT/SAC (or other reasonable task) to demonstrate a satisfactory understanding of the Outcome. Failure to complete or attempt the CAT/SAC may be reported as 'Not Assessed' (NA) which may result in an 'N' (not satisfactory) result for that Outcome and the whole Unit.

6. CAT/SAC/SAT DATES

- CAT/SAC/SATs dates should be provided to students at the start of each semester or Unit.
- When setting CAT/SAC dates, teachers will consult the College calendar of events to minimise clashes.
- Students involved in overnight camps/excursions on the date of the CAT/SAC must consult with their teacher or VCE Coordinator to arrange an alternative date for completion prior to the CAT/SAC taking place.
- SATs are usually completed over a semester or the entire school year.

7. SITTING A MISSED CAT/SAC

Students required to reschedule a CAT/SAC must do so at the next available opportunity. This must be within 5 days of the original SAC date. It is preferable to reschedule the CAT/SAC outside of regular timetabled classes. The exception to this requirement is if the task is of a practical nature requiring special equipment, facilities or supervision. In such cases, it is the responsibility of the subject teacher to arrange a suitable time and place for the student to sit a missed CAT/SAC. Appropriate supervision must be arranged to avoid authentication issues.

Whenever a student misses a CAT/SAC, the teacher must fill out a Redemption Chronical entry on Compass.

The VCE Coordinator will review the information presented on the documentation provided and determine whether the CAT/SAC will be marked for a grade or not and communicate relevant details to the subject teacher.

Students who do not sit a redemption CAT/SAC at the agreed time will be given only **one** additional opportunity to sit the CAT/SAC, after which an 'NA' will be recorded and could result in an 'N' for the Unit. This should take place within 5 school days of the rescheduled CAT/SAC.

8. AUTHENTICATION

- To meet the requirements for satisfactory completion of a Unit, students must submit work that is clearly their own and has not been submitted for assessment in any other Unit. 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 or derived from AI sources such as ChatGPT.
- To aid in the authentication of students' own work, teachers should use formative assessments and require the submission of draft versions of students' work to provide snapshots of student progress over time, which aims to minimise the use of content derived from AI sources.
- Authentication issues must be supported by evidence. Such issues must be reported immediately to the VCE Coordinator.
- An alternative CAT/SAC will be devised for students sitting CAT/SAC at alternative times to ensure that authentication practices can be maintained.
- All incidents of inappropriate behaviour will be referred to the VCE Coordinator.
- 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.
- Teachers will provide opportunities throughout the Unit to check each student's work as they proceed through the completion of assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of their work.
- If a teacher believes that a student has submitted work which is not their own, or that a student is in breach of other rules relating to school assessment set by VCAA or the College, the teacher will investigate the matter and report it to the VCE Coordinator, who will then conduct further enquiries as required. The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action would be taken. For more information see: <http://www.vcaa.vic.edu.au/>.

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9. VCE: INTERNAL EXAMS, EXTERNAL VCAA EXAMS AND NON-SCORED VCE

For all students undertaking VCE, excluding VCE VM students, exams will be a fixture of senior education. These exams are usually held in the Wallace Street Exam Centre supervised by external exam invigilators.

Unit 1 and 3 VCE students sit formal internal exams mid-year and then Unit 2 students complete internal exams in October/November. Exams are conducted in the Wallace Street Exam Centre, supervised by a team of external exam invigilators. Students studying Unit 4 subjects will complete external VCAA exams in October/November.

Study scores for each subject are calculated using the aggregate scores for SACs/SATs and external VCAA exam results. The study score for each subject is combined to create a student's ATAR score. Sustained effort on school assessed coursework throughout the year and good exam practice is vital to maximising study scores and ATARs.

All students undertaking their final year of VCE VM or any Unit 3 - 4 sequence of study in VCE will be required to sit the General Achievement Test (GAT). The GAT will generate a certificate of competency in literacy and numeracy and supports moderation process required to calculate student ATARs.

Students who wish to obtain their VCE but do not wish to acquire an ATAR score may choose to undertake an unscored VCE - although the College does not encourage this. All students choosing to undergo an unscored VCE are still required to complete all the required SACS in order to pass the subject. They must also sit the GAT. Any student selecting this option must undergo a counselling process with the VCE Coordinator and Careers Coordinator.

Parent/carer approval is required for any student choosing to study an unscored VCE. The *Unscored VCE Contract* must be signed and returned to the College by the end of October that year. Students without an ATAR may be ineligible to access some tertiary or further educational institutions.

10. SPECIAL EXAM ARRANGEMENTS, SPECIAL PROVISION AND DERIVED EXAM SCORES (DES)

Students who experience some form of chronic or significant hardship throughout their education or during Year 11 or 12 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:

- extra time for SACs/SATs
- a separate room for completion of SACs and/or
- use of a computer or use of a reader and/or scribe/clarifier.

These forms of support may also apply to exams under the Special Exam Arrangements Applications.

It is imperative that any significant hardships are well documented throughout the student's schooling. 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 VCE Coordinator at the beginning of the school year. Responsibility for collecting evidence and documentation lies primarily with students and their families.

Year 12 VCE students who have experienced severe hardship due to personal, health, financial or other reasons (through the whole or part of the year), should complete a *SEAS (Special Entry Access Schemes) Application Form* on the VTAC website (www.vtac.edu.au).

The College will assist all VCE students to set up their own VTAC account and apply for scholarships during the year. VTAC website is generally open to students for lodgement of these details from August to October.

Sometimes a student may be prevented from completing the VCAA exam on the day due to extreme illness or other extenuating circumstances. The student may be in a position to apply to VCAA for a Derived Exam Score (DES) provided they have sat the GAT. This process must be supported by the VCE Coordinator and the College Principal. Medical certificates or other official documentation will be required.

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11. REVIEW PANELS:

- **Academic Review Panel:** Students may wish to question or negotiate a case for a change in result for a Unit for a very particular reason. In this situation, the student should approach the VCE Coordinator and discuss their individual situation. The VCE Coordinator, on advice from the Assistant Principal or Principal may convene a meeting of the VCE Review Panel. The VCE Review Panel will include an Assistant Principal, VCE Coordinator and the Year Level Coordinator. The student may nominate a support person to accompany them to the panel meeting where they will have the opportunity to put forward their case for consideration. The decision of this panel is final.
- **Attendance Review Panel:** A VCE Attendance Review Panel will be convened for students at risk of unsuccessful completion of their VCE or VCE VM due to VCE attendance below 90%. The VCE Attendance Review Panel will include VCE Coordinator or VCE VM Coordinator and Assistant Principal. The student may nominate a support person to accompany them to the panel meeting where they will have the opportunity to put forward their case for consideration. The decision of this panel is final.
- **Pathways Review Panel:** A Pathways Review Panel will be convened for students at risk of unsuccessful completion of their VCE or VCE VM due to attendance below 90% and/or failure to demonstrate the required learning outcomes. The VCE Pathways Review Panel will include VCE and/or VCE VM Coordinators, Year level Coordinator and Careers Practitioner. The student and parent/carer will attend the meeting to discuss pathways available to students inside and outside the College to plan for a successful outcome.

12. COMPUTER USE

When students use a computer to produce a work requirement or assessment task, students must 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 regularly saved onto a back-up file which must not be stored with the computer (at home and at school)
- computer errors and technical problems are NOT sufficient reasons for an extension of time to be granted to complete an of assessment.

13. TEACHING EXPECTATIONS

- It is the responsibility of VCE and VCE VM teachers to ensure they are using the current Study Design to understand course content, and to be familiar with this content. Teachers should:
 - be familiar with assessment tasks in particular
 - collaborate with other teachers that have previously taught, or currently teach the course of study
 - take up Professional Development opportunities as required
 - participate in the webinar presentation that VCAA offers every year for Unit 3 and 4 studies.
- VCE teachers should examine the data from the preceding years of the study to support their teaching. Additional data on students' other subjects can also be accessed. Student data is available on College data platforms along with professional development opportunities to support interpretation and implications on teaching and learning.
- VASS deadlines are circulated early in the year. It is the responsibility of all VCE and VCE VM teachers to adhere to VASS deadlines for assessment and results.
- It is advised that teachers remind students about their requirements regularly. Teaching staff and Coordinators may need to support students with study planners and interim deadlines.
- Teachers employ a range of class work, homework and coursework tasks, designed to engage students and ensure that students are:
 - creating a written and/or visual record of their developing knowledge and skills
 - consolidating their knowledge and skills through practice
 - demonstrating their grasp of the material covered in the course
 - creating a study resource for exam revision (VCE only).

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- Teachers must select assessment tasks from the designated list for each Outcome published in the VCAA Study Design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a specified timeframe.
- The overall Assessment Schedule for the Unit should include a variety of assessment task formats, ensure provision for authentication of student work and take into account the overall workload for students. Each teacher should share the Assessment Schedule with students at the beginning of the semester.
- Students must be made aware of the difference between assessment tasks used to demonstrate the satisfactory completion of an Outcome and coursework required by the teacher for the purpose of teaching and learning. Coursework tasks make a valuable contribution to students' learning, but completion of coursework cannot be used to pass or fail a student for a Unit.
- Students must be informed in advance when they are to be assessed for the satisfactory completion of an Outcome using a designated assessment task. Teachers must provide students with information about the task, including the date on which it will take place, the scope and duration of the task and the criteria for assessment.
- If, in the judgment of the teacher, 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 requirements set out. Students may **not submit** further tasks for the reconsideration of School Assessed Coursework scores awarded by the school.
- Teachers will keep accurate records of coursework requirements and achievements. Redemption Chronicles will be completed for all students failing to meet the learning outcomes for an assessment task.
- Students who are away or fall behind will be required to catch up. Coordinators should be informed if there are issues around student progress, which could be the subject of a conversation with the student and parent.
- For students who are unwell or have other documented extenuating circumstances Special Provision can be applied to allow extra time to complete work.
- Teachers in common studies are expected to meet regularly to share examples of coursework, moderate work and to ensure that coursework requirements are applied equitably across studies and teachers. CATs and SACs should be common across the same subject.
- The College has an attendance requirement of at least 90% and has attendance procedures in place to assist in a decision on satisfactory completion of a Unit if necessary. See the *BSC Attendance Policy* for further information.
- Teachers should note that any risk of unsatisfactory achievement should be communicated with the relevant Coordinator. Recording an unsatisfactory result for a Unit on the basis of attendance alone should only be done on the advice of the VCE Attendance Review Panel.

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Process for VCE Redemption

Student does not attend SAC/SAT/CAT, *OR*
 SAC/SAT/CAT is completed but is not satisfactory, *AND / OR*
 SAC/SAT/CAT is submitted late, *AND / OR*
 cannot be authenticated.



Unapproved Absence	<ul style="list-style-type: none"> Year 12 - Students will be offered a Redemption Task. S or N with no score awarded. Year 11 - Students will be offered a Redemption Task. VCE Review Panel to convene to discuss whether score will be awarded.
Approved Absence	Students will be offered a Redemption Task and the score awarded.
SAC/CAT is completed but unsatisfactory	Students will be offered a Redemption Task for S or N and the original mark stands.
SAC/CAT is completed but submitted late	VCE Review Panel to convene to discuss if Redemption Task offered and/or score is awarded.



Redemption Tasks

- Subject teacher completes Redemption Chronicle entry on Compass (notification chains include Year Level Coordinator, VCE Coordinator, Senior Hub AP) and contacts parents and student to inform of redemption requirements and date for Redemption Task.
- Student provides documentation (as per VCE Delivery and Assessment Policy) to have absence approved.
- Student sits Redemption Task within 5 school days (unless alternative agreed with VCE Review Panel).

Process for Assigning an S, N or J

All scored assessments must be completed at least 2 weeks prior to VASS deadlines to allow for potential redemption tasks and timely submission of data to VASS Administrator.



To attain an S (satisfactory) for a VCE Unit, students must attain an S for *all* Outcomes of the Unit. Achievement of each Outcome for the Unit as specified in the appropriate study designs means:

- the work meets the required standard as described in the Outcomes
- the work was submitted on time
- the work is clearly the students own and
- there has been no substantive breach of rules (e.g. attendance).

If all Outcomes are achieved, the student is awarded S for the Unit.



Approved attendance is greater than 90%	Successful completion of Outcomes	S
	Unsuccessful completion of Outcomes	N - VCE Review Panel will convene to discuss any exceptional circumstances. Students will be offered a Redemption Task through the redemption process.
Approved attendance less than 90%	Successful completion of Outcomes	N - VCE Review Panel convenes to discuss exceptional circumstances
	Unsuccessful completion of Outcomes	N
	No work submitted	J - Student has withdrawn from class but is still on class list