Assessment Policy 2022

This policy covers assessment practices in:
- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocational Education and Training (VET)

The Victorian Curriculum and Assessment Authority (VCAA) is the controlling authority for assessment and this policy is consistent with the processes described in the VCAA Administrative Handbook 2022. This policy should be read in conjunction with the:

- Attendance Policy
- Moderation Policy
- Subject and Program Selection Guide (http://www.bssc.edu.au/college/publications/)

A summary flow chart for each of the VCE, VET and VCAL processes is provided in the Appendix.

1   VCE

1.1 Gaining an S-Satisfactory Achievement

- To pass a VCE Unit (assessed S - Satisfactory or N - Not satisfactory); students must meet each of the outcomes listed for the unit within the study design to a satisfactory standard as determined by the classroom teacher.
- Satisfactory completion of an outcome means:
  - The work required is submitted and meets the necessary standard;
  - The work is the student's own;
  - The work can be authenticated (therefore students must attend classes)
  - The work is completed in the current year;
  - The work has not been assessed previously against another VCE outcome;
  - There has been no substantive breach of rules;
  - The college attendance requirements have been met.
- The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and SACs/SATs related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required to meet the outcomes for each unit. As such students are expected to complete all School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT), Essential Learning Activities (ELAs) and any other components of assessment including examinations. Together this work makes up a portfolio of evidence. Where appropriate, teachers can also use additional work undertaken by students such as class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. At Unit 1 this could include performance on the end of semester exam.
- Subject teams will collaborate to develop the Essential Learning Activities that along with the SAC/s will enable students to meet the outcomes. When developing and uploading SACs/SATs and ELAs, the relevant templates on Compass must be used. ELAs must be uploaded onto Compass, be clearly named using the accepted naming conventions and ensure a due date is assigned so it appears in student's schedules.
- Students should be completing ELAs, attending class, engaging in class activities and developing their knowledge and skills progressively. Where teachers have a concern that a student is making limited progress and may be at risk of not meeting an outcome, parents are to be notified using the chronicle posting 'Concern about limited progress in VCE'. An appropriate

timeline should be available for students to complete outstanding work. This timeline should be decided by the subject team.

- If a student has ongoing unapproved absences and/or fails to complete the necessary work to meet an outcome students receive a Provisional N which is posted on Compass and parents and students are informed.
- Teachers are encouraged to use the flexibility of the study designs to make reasonable adjustments where students experience learning difficulties or where Special Provision applies.

1.2 Redemption Process (also see appendix 1)

- Where a student receives a Limited Progress posting students and parents will be notified that the student is to attend a catch up class to support them in completing outstanding work. Students who receive a Provisional N posting will be required to attend a redemption session. Students can complete the necessary work beforehand or attend the catch up class or redemption session and complete the outstanding work under supervision. Failure to complete the outstanding work can result in an N for the Outcome and therefore an N for the unit and a corresponding posting will be made on Compass. Where a student moves to a Provisional N, they will be required to attend multiple redemption classes.
- Students can appeal an N decision if they have completed the necessary work by speaking to their Student Engagement Coordinator and completing the appropriate appeals form.
- Where Outcomes are assessed over the whole Semester (eg Maths), a Limited Progress Posting and Provisional N can be awarded after each SAC/SAT and students will be required to attend a redemption session.
- Student progress will be monitored by Advisors and a Student Engagement Coordinator and communication with the student's parent/carer will occur if the failure of a unit or units results in an inability to achieve a senior secondary certificate.
- There is no redemption process or supplementary tasks for Unit 3 & 4 SATs however, if a student submits the SAT after the due date, and it meets a satisfactory standard, an S for the Unit will be recorded but a score of NA will be awarded. At Unit 1&2 level, there is a redemption process in place for SATs. Students must successfully complete their SAT to a satisfactory level to be meet the relevant outcomes.

1.3 Unit Guidelines

- At the beginning of each VCE unit, students will receive a Unit Guideline which lists the requirements for successful unit completion. Relevant templates can be found on Compass and must be used to ensure consistency. Unit Guidelines will include:
  - Outcomes for the unit;
  - Assessment for the unit (SACs, SATs, Assessment Tasks, Examinations);
  - Reference to the need to complete Essential Learning Activities, attend class and engage in classroom activities as a requirement for successful completion;
  - A list of the SACs and SATs to be completed and the due dates;
  - Homework guidelines for the unit;
  - Authentication information.
- Unit Guidelines are to be provided to all students. These can be emailed to students or provided in hard copy. Unit Guidelines must also be uploaded to Compass for student and parent/carer reference.
- Teachers must discuss the Unit Guidelines with students and students should retain Unit Guidelines for future reference and for discussion with their parent/carer.

1.4 Scored Assessment

- Scored assessments in Units 3 & 4 are completed through SACs, SATs and VCAA Examinations. These assessments are used by the VCAA to determine students' study scores for each subject which are then used to determine an Australian Tertiary Admission Rank (ATAR).
- Scored assessments in Units 1 & 2 are given for each SACs/SAT and for each end of semester examination.

- Feedback on students' performance will be provided as a percentage. This percentage is not designed to mirror any grades that are awarded by the VCAA. Numerical scores are provided to the VCAA. These scores are moderated and reported at the end of the year as a summary of Graded Assessment 1 and Graded Assessment 2.
- Ensuring rank order for Unit 3 and 4 assessment is a major responsibility for subject teams. Thorough moderation processes are necessary to ensure accurate and fair assessment for all students undertaking a subject. Teachers and subject teams must follow the moderation processes set out in the Moderation Policy.

1.5 Unscored Assessment
- In exceptional circumstances or where a student's primary enrolment is a VCAL program, students can undertake one or more of their VCE units as unscored. Exceptional circumstances typically relate to, but are not limited to, significant health issues. Students must see their Student Engagement Coordinator if these circumstances occur. Teachers will be notified via a posting on Compass and they will adjust the student's program appropriately in consultation with the Student Engagement Coordinator and/or their Learning Area Coordinator. Unless otherwise negotiated, students are still required to complete all SAC tasks, SATs and Essential Learning Activities, although the conditions under which they are undertaken may be modified.

1.6 Attendance
- To receive an S for a unit, students must also satisfy the College Attendance Policy.
- Unless exceptional circumstances exist, for example illness, students must attend sufficient classes and engage in class activities to receive an S for a unit. This relates to the need to be able to authenticate student's work.
- Where a student has unapproved absences and their work is unable to be authenticated, a Limited Progress posting and/or a Provisional N or N posting can be made. In the case of approved absences, conversations should occur with the relevant Student Coordinator if work is unable to be authenticated.
- There is no appeal to the VCAA against an N awarded for breach of the College Attendance Policy.

1.7 Absence from School Assessed Coursework (SAC)
Where a student misses a SAC the following process applies:
- Students must complete a rescheduled SAC under supervision at the most appropriate session time as negotiated by the teacher and the student where possible. Where teachers reschedule a SAC for a student who is not present, the student will receive an email notification. Teachers must follow up with the student to ensure they are aware of the reschedule session. Teachers must reschedule SACs using the online system and SACs must be undertaken in the allocated SAC Reschedule Room under test conditions. For some rescheduled tasks where test arrangements are not practicable, an alternate arrangement will be put in place as directed by the relevant Learning Area Coordinator in consultation with the Assistant Principal Assessment and Reporting. The rescheduling of the SAC must still be noted on the online SAC reschedule system;
- When students reschedule a SAC they will receive an email with the relevant details.
- Where authentication issues may arise, students should be provided with an alternative rescheduled task to the one already completed.

1.8 Scoring a Rescheduled SAC Units 1-4
- A rescheduled SAC will not be scored (receive an NA) unless current and appropriate documentation is provided for the relevant absence; which includes either a:
  - Medical Certificate or medical report;
  - Report from social workers, youth workers or other professionals;
  - School Approved Absence eg: Excursion, Outdoor and Environmental Studies trip, VET Outdoor Recreation trip, Sport excursion;

- Phone call received from a parent/carer by the Student Engagement Coordinator on the day the original SAC is missed;
- The above also applies if a student is absent from a Rescheduled SAC.
- Students can appeal against a decision to have a SAC unscored. Students should inform their Student Engagement Coordinator of their intent to appeal and complete the appropriate paperwork.

1.9 Absence from a Rescheduled SAC

- If a student is absent from a rescheduled SAC, the process outlined above in 1.7, must be repeated.
- Where it has not been possible to complete a rescheduled SAC for a Unit 3 or 4 subject, the student should lodge an application for Special Provision through their Student Engagement Coordinator.
- Failure to complete a rescheduled SAC without a legitimate reason will result in an NA being awarded for the task. A decision on whether a student receives an S for the outcome will be determined by the classroom teacher who will take into consideration other work that has been completed as part of the portfolio of evidence. Where there is insufficient evidence, students receive a Limited Progress Posting and students will be supported to complete the work by attending a catch up session.

1.10 Absences leading up to SACs

Students with approved absences leading up to a SAC may be eligible to reschedule their SAC by applying to their Student Engagement Coordinator. (See Appendix for examples)

1.11 Notification of a SAC

- Subject teams will determine the timing of SACs and SATs and these dates will be forwarded to the Assistant Principal Assessment and Reporting who will prepare a SAC/SAT calendar that is provided to students at the beginning of each Semester.
- All SACs need to be undertaken or submitted at times listed on the college SAC/SAT Calendar and Unit Guidelines. However, if these dates must be varied, this can only be done so according to VCAA rules and in consultation with the Assistant Principal Assessment and Reporting.
- Teachers must provide SAC documentation to students in hard copy (a copy can also be emailed) at least five school days before the commencement of the task. The documentation must be consistent across all subject classes and a common template is available on Compass. SAC notification and relevant dates must be uploaded onto Compass to ensure these dates are automatically added to students' schedules. The notification must include:
  - Guidelines around the relevant content being assessed in the SAC;
  - Date being undertaken/due date (there may be some variation across classes due to timetabling);
  - Location and time;
  - Conditions under which the task will be completed;
  - Length of the task;
  - Support material permitted;
  - Criteria for assessment.
  - Formative assessment rubric as relevant

1.12 Notification of a SAT

- All SATs are undertaken at times listed on the College SAC/SAT Calendar and Unit Guidelines.
- For Units 3 & 4, these dates can only be varied according to VCAA rules and with the permission of the Assistant Principal Assessment and Reporting.
- Students must be notified by email of a SAT (Units 1-4). Students undertaking a Unit 3 & 4 subject must also be given a hard copy of this documentation at a time determined by the subject team. The documentation must be consistent across all subject classes and include:
  - Guidelines around the relevant content being assessed in the SAT;
  - Due date and time;

- Length of the task;
- Criteria for assessment (or when available from VCAA).

1.13   Collection and Submission of work

- Students must submit their SAC/SAT by the college deadline to receive a grade. All SACs/SATs submitted after the college due date will not be scored and will be reported as N/A (Not Assessed) and for the purposes of VASS, the student will receive no contribution to their study score.
- Students who cannot meet a deadline for medical or other serious personal or environmental causes should apply for Special Provision through their Student Engagement Coordinator. Appropriate documentation is necessary. Extension of time cannot be granted due to computer failure or loss of computer files.
- It is expected that the SACs/SATs will be handed to the classroom teacher in person. SACs can also be uploaded onto Compass or Google Classroom. Students will be responsible for the loss of any work if a breach of this rule occurs.
- The class teacher will keep an accurate record of SAC/SAT collection and recognition of submission must be made on Compass.
- Failure to submit a SAT by the due date may result in an N being awarded for the Unit but not before the class teacher posts a Chronicle item on Compass and a notification to a parent/carer is made.
- No student should fail by surprise nor should a parent/carer be surprised by their child's failure when reports are published.
- Student progress will be monitored and contact with a parent/carer will be made by the Student Engagement Coordinator if a student is at risk of failing their VCE program because of an N being awarded at Unit 3 and 4 level.

1.14   Return of Results

- After work is submitted, marked and moderated, teachers will provide feedback to students. Appropriate feedback includes:
  - Advice on problem areas;
  - Advice on where and how improvements can be made for further learning;
  - Reporting S or N decisions with written comments on performance;
  - Overall performance expressed as a percentage expressed as a whole number;
  - Teachers may also give students their marks on individual SACs and/or results that represent the class average. This must be consistent across all subject classes.
- Students' work is to be returned to them once all students have completed the SAC/SAT and moderation processes have been completed. This work is required to assist students in their revision studies at the end of the year.
  - Reporting student results is an important aspect of the feedback to students. The timeline for this process will vary across units and will be determined by teachers in the subject team. Feedback will occur as soon as practicable but generally not before all students have completed the assessment task. Teachers will provide feedback on each SAC/SAT undertaken throughout the year.
- When providing percentages for Units 3 & 4, teachers must advise students that their total course work percentages may change following statistical moderation undertaken by the VCAA. This notification will also appear on Semester 1 and Semester 2 reports.
- Teachers will provide feedback to students on their performance for SATs. At Units 3 & 4 level these are provided as percentages and a written comment.
- Where a SAC or SAT is submitted after the due date or not submitted, a student will be awarded NA (Not Assessed) and for the purposes of VASS, the student will receive no contribution to their study score.

1.15 Authentication of Work/Breach of Rules

- Students must only submit work for SACs/SATs that is their own work and completed in the current year. All references and additional assistance must be appropriately acknowledged.
- To avoid potential breaches of authentication, Test SACs undertaken by different classes in the same subject at different times in the week, must be provided with an alternative but comparable task to complete where practicable.
- Assessment tasks should not be recycled unless modifications are made to ensure that students are unable to use other students' work from a previous academic year.
- As a requirement of the VCAA, where commercially produced tasks are being used for school-based assessment it is the responsibility of the school to ensure the tasks meet the requirements of the study design and that modifications are made for authentication purposes.
- Teachers must monitor the development of the SAC/SAT (where appropriate) by sighting progress plans and drafts of the student's work. The teacher will keep appropriate records indicating when and how often work has been sighted. Students may be asked to demonstrate their understanding of the work at or around the time of submission.
- Students must not accept undue assistance from any other person in the preparation and submission of work. This includes providing actual adjustments or improvements to a student's work, or dictating or directing a student to insert particular text. Student's may however, be given general advice about the nature of adjustment or improvements to their work.
- Where appropriate, students must regularly produce the documentation of the development of work to enable the teacher to monitor its development, to keep a record of the process and to attest that the work is the student's own.
- A student who knowingly assists another student in the completion of Essential Learning Activities or a SAC/SAT, is in breach of rules.
- Work which cannot be authenticated will be dealt with as a breach of rules relating to assessment. Any breach of rules relating to assessment at the college will be investigated in accordance with VCAA guidelines.
- Students must attend class in order for their work to be authenticated. Special provision may apply where there are approved absences. The relevant Student Coordinator must be consulted.
- A student awarded an N for an outcome as a penalty for a substantive breach of rules will not be awarded satisfactory completion of that unit.
- Students have the right to appeal to the VCAA against a decision to not authenticate work but only if their work has been sighted during the period when the SAC/SAT was being undertaken.

1.16 Examinations
Unit 3 & 4

- Almost all studies have an examination as prescribed by the VCAA.
- Practice exams will be undertaken in the last week of September/October term break and all students are expected to attend.
- Examination timetables will be published at the earliest available opportunity.
- Students who have applied for Special Provision will have arrangements organised as appropriate.
- All examinations MUST take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Unless otherwise directed by a medical professional, students are expected to attend examinations even if there are difficulties in them doing so (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA). Students must see their Student Engagement Coordinator if they wish to apply for Special Provision.

- Unless medical exemptions exist, students will be required to remain in the examination room for the entire length of the examination time.
- Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the examination period.
- Students completing any VCAA examination whilst classes are still in operation are not required to attend timetabled classes prior to the VCAA examination on that day.
- If students have a Performance or Oral VCAA end of year examination whilst their Unit 4 classes are still running they are not required to attend timetabled classes in the preceding half day leading up to the performance or oral examination. Where these performance or oral examinations occur on a Monday morning, students are not eligible for the half day on the previous Friday.

Students Not Completing Unit 3 & 4 End of Year Examination

- VCE students are required to complete all assessments including the end of year examination. Where students decide to transition into the workforce prior to the examination period they can apply for an exemption from the end of year examinations. Students must make an application to their Student Engagement Coordinator and have parent/carer approval. Subject teachers will be notified via a Compass posting. In these circumstances, a student can also apply for an early exit from classes. This will be considered only if a student has met all Learning Outcomes. This typically will not be considered until week 1 of Term 4.
- Where a student has not gained employment, yet exceptional circumstances exist, they can apply to the Student Engagement Coordinator to be released from class after week 1 of term 4 if they decide not to complete the end of year Unit 3 and 4 examinations.
- VCAL students undertaking a VCE Unit 3 & 4 subject are encouraged to complete the end of year examination but are not required to do so. These students can apply for an early exit from the class if they have met all Learning Outcomes. This typically will not be considered until Week 1 of Term 4. Students must make an application to their Student Engagement Coordinator and have parent/carer approval. A posting will be made on Compass informing teachers.

Unit 1 & 2 Examinations

- VCE students undertaking Units 1 & 2 are expected to complete the mid-year and end of year exams. If a student misses an exam, parents/carers will be contacted via a Compass Chronicle posting. If a student's absence from the examination is approved, they will be able to reschedule this exam. If an absence is unapproved, the student will receive NA on their semester report.
- Year 11 students undertaking a Unit 4 subject, for which the VCAA exam clashes with their Unit 2 exam, MUST attend their VCAA exam. The Unit 2 exam will be rescheduled.
- Year 11 students undertaking a VCAA end of year exam can reschedule any Unit 2 exams occurring on the same day as their VCAA exam.
- Year 11 students undertaking a VCAA Written Exam whilst their Unit 2 classes are running are not required to attend timetabled classes in the preceding half day leading up to the exam unless the VCAA exam takes place on a Monday morning. Where this occurs, students are not exempt from class on the previous Friday afternoon. Students are not required to attend classes following a morning VCAA exam.
- Year 11 or 12 students undertaking a Performance or Oral VCAA end of year examination whilst their classes are still running are not required to attend timetabled classes in the preceding half day leading up to the performance or oral examination, unless the examination is taking place on Monday morning. Where this occurs, students are not exempt from classes on the previous Friday afternoon.
- VCAL students are encouraged to, but are not required to undertake the end of semester examinations.

1.17   General Achievement Test (GAT)

- All students enrolled in one or more sequences of VCE Units 3 & 4 or scored VET must sit the General Achievement Test (GAT) ~~in June~~.
- Exemptions from the GAT are given only in exceptional circumstances and students must see their Student Engagement Coordinator to apply for an exemption.
- A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all their other VCE results, but it does not count towards tertiary selection.
- Although GAT results do not count directly towards a student's VCE study score, they can play an important role in assessment:
  - Where there is a clustering of marks state-wide, elements of the GAT can be used to separate student's marks;
  - The GAT is also used to check that school assessments and examinations have been accurately assessed;
- If students require a Derived Exam Score the GAT is the major assessment used to calculate the exam score.
- It is essential that students sit the GAT and complete it to the best of their ability.
- Unless medical exemptions apply, or otherwise indicated, students will be required to remain in the examination room for the entire length of the GAT.

1.18   Appeals

Students have the right to appeal decisions about:
- Awarding of an N (Non Satisfactory result);
- Non scoring of a rescheduled SAC;
- Special Provision;
- Breach of Assessment rules;
- Extensions of time not granted.

The process for each of these appeals is described below:

Decision	Appeals Process
Awarding of N result (VCE Subject) (Non-satisfactory result) Non Scoring of a rescheduled SAC Extension of time not granted	1. The student must complete all outstanding and subsequent work for the unit 2. The student informs their Student Engagement Coordinator of an intention to appeal and completes a form which is used to lodge an appeal within 14 days of the N posting being made on Compass. 3. The completed form must be returned to the Student Engagement Coordinator within three days of collection. 4. The appeal is referred to the Assistant Principal Assessment and Reporting who investigates the grievance and makes a recommendation to the Assistant Principal: Teaching & Learning. 5. The outcome of the appeal is provided to the student in writing. 6. A final appeal can be made to the college Principal in writing within three days of receiving advice of the outcome. 7. The outcome of this appeal will be provided to the student in writing according to VCAA policy. 8. Students can appeal to the VCAA within 14 days of receiving the outcome of the appeal from the Principal.
Breach of Assessment Rules	1. Students can appeal to the Principal any decision made by an interview panel once the outcome of an investigation by the panel has been provided to a student in writing. 2. Students can appeal to the Chief Executive Officer of the VCAA in writing within 14 days of receiving written notice of the outcome of the appeal from the Principal.
Special Provision (School Based Assessment)	1. Student informs their Student Engagement Coordinator of an intention to appeal. 2. An appeal can be made to the college Principal in writing within 14 days of receiving the decision.

2. VOCATIONAL EDUCATION & TRAINING CERTIFICATE

2.1 Authentication
- All unacknowledged work submitted for competency assessment must be the student's own work. The rules applying to VCE students when preparing for assessment also apply to those enrolled in VCE VET programs. (refer to 1.1)

2.2 Assessment of Competency
- The sequence and timing of delivery of the Units of Competency for a VET subject are defined in the VET subject Training and Assessment Strategy, which is prepared by the VET teacher/trainer with the RTO.
- Students are assessed as Competent 'C' or Not Yet Competent 'N' for each Unit of Competency (UOC) in the Training and Assessment Strategy.
- Timing for the completion and submission of work for a VET subject is identified in the Training and Assessment Strategy and is communicated to students at commencement, during use of the Pre-Enrolment Checklist.
- Reassessment - A student who is assessed as 'Not Yet Competent' can undertake further study and/or training and be assessed again. The VET teacher/trainer is responsible for setting suitable task completion dates. Compass VET notifications will be posted, visible to parents/carers, to communicate the requirements for reassessment of competency.
- Reasonable Adjustments – The VET subject teacher/trainer can provide advice about their training package requirements and the existing flexibilities for the various types of reasonable adjustments.

2.3 Completing a VET Subject
- Requirements for the completion of VCAA VCE VET units are described in VCAA Program Guides.
- Overall satisfactory completion of VCAA VCE VET units are calculated through VASS automatically using the assessments entered for the Units of Competency. The overall result is left blank in VASS documentation if there are insufficient Units of Competency with 'S' for satisfactory completion of a VCE VET unit to be awarded.
- At the completion of a subject the appropriate Certificate of Completion or Statement of Attainment will be issued by the RTO.

2.4 VCE VET Scored Assessments
2.4.1 Integration with competency-based assessment
- An Assessment Plan will be developed by the VET teacher/trainer in accordance with the relevant VET subject Program Guide and the VCAA VET Assessment Guide. It is expected by VCAA that the VET teacher/trainer will plan and implement a single assessment scheme, which allows for both the assessment of competency and assessment for a Study Score.
- Students are only eligible to receive a Study Score for a VET subject if they have been assessed as competent in all Units of Competency.
- The Assessment Plan will be entered into VASS by the VASS VET Administrator for each BSSC student enrolled in a VCE VET subject with scored assessment.

2.4.2 Student Completion of Scored Assessment Tasks.
- All VCE and VCAL students are required to complete VET Scored Assessment Tasks which are also assessments of competency.
- Unscored assessment - VCAL enrolled students are encouraged to undertake scored assessment for VCE VET subjects but are not required to do so. In exceptional circumstances VCE students can apply to undertake their VCE VET subject as unscored. As with VCE subjects these circumstances typically relate to, but are not limited to, significant health issues. Classroom teachers will be notified and the student's program will be adjusted appropriately in consultation with the classroom teacher and Student Engagement Coordinator.
- Communication of scoring and exam status to VASS VET Administrator:

- The examination status for all students must be identified by the VET teacher/trainer and communicated to the VASS VET Administrator by the closing date for indicative grades (mid-October). This record will ensure that the VASS VET Administrator is aware of the eligibility status of each student.
- Communication of examination status to students:
  - Teachers/trainers will ensure that VET students are notified if they are not eligible for a Study Score, on the basis of not completing a full Unit 3&4 sequence. Such students will be required to complete the BSSC Non-Scored Assessment Form, to record that they and their parent/carer are aware of the situation. This notice will also be made on Compass.
- Final Exam - Requests for final examination exemptions must be made by completing the BSSC Non-Scored Assessment Form, which requires students and parents/carers to confirm arrangements for VASS data entry.
  - VCE enrolled VET students with a direct pathway to the workforce can apply for exemption from the end of year examination (refer to 1.4);
  - VCAL enrolled VET students are encouraged to complete the end of year examination but are not required to do so.
- Students not completing the examination, who have completed the Non-scored Assessment Form, will have NA (not assessed) registered for the Assessment Plan and indicative grades on VASS by the VASS VET Administrator.
- Students undertaking the first year of a VET subject with scored assessment will be required to complete an end of year examination.

2.4.3   Conducting Assessments

- Completion dates - Students must be provided with completion dates for the submission of each Scored Assessed Task. If an assessment task is not submitted by the deadline, the VET teacher/trainer may record 'NA' for that task and the task will make no contribution to the student's coursework score. Optimal completion dates for VET Scored Assessment Tasks must be published in the BSSC SAC/SAT Calendar where these can be given.
- Scoring and VCARs- Assessment of the student's level of performance on coursework for Scored Assessed Tasks is based on a set of criteria. Assessment will be based on the set of descriptors provided by VCAA, with a 1-5 rating scale. The minimum score is 5, the maximum is 25. The overall coursework score will be calculated and reported to VCAA as three separate scores, one per required Scored Assessment Task for the Units 3&4 sequence. These are recorded on three separate VCAA VET Coursework Assessment Records (VCARs) using templates supplied by VCAA.
- **Re-submission**
  - Re-submitted work cannot result in an altered score. Students who have submitted a satisfactory task for study score purposes are not allowed to re-submit work in order to achieve a higher score.
  - Students who have been assessed as 'Not Yet Competent' for a VCE VET Unit or for Units of Competency may be allowed to re-submit a task for competency assessment as an additional assessment event.
  - A student who did not submit a satisfactory task for study score purposes and who later successfully re-submits the task for course completion purposes should have the minimum coursework score (5) recorded for that task.
- **Special Provision –** can be applied in circumstances where students have legitimate grounds for not submitting work required for assessments at the appropriate time. The VET teacher/trainer is responsible for setting suitable task completion dates. Compass VET notifications will be posted, visible to parents/carers, to communicate the requirements for reassessment of competency. The VET subject teacher/trainer can advise about their training package requirements and the existing flexibilities for the various types of reasonable adjustments to Scored Assessment Tasks.
- **Lost, stolen or damaged work (by student or assessor) –** A written and signed statement of the circumstances is required, to be retained by the RTO and the school. The assessor then determines the score of the task on the basis of the available evidence.

2.5 Student Progress and Use of Redemption Days

- VET teachers/trainers will designate appropriate UOCs, modules and/or learning tasks and activities as Essential Learning Tasks on Compass, with an optimal date for completion. ELT will be used in the stem for identification, eg ELT: Construction Induction Card.
- Additional Learning Activities and Tasks can be posted on Compass. These are selected from the Training Plan and decided by the teacher/trainer in consultation with subject team members, where these exist.
- VET Compass postings will be used by VET teachers/trainers to communicate student progress throughout the delivery and assessment of training.
- At Risk of Failing (VET Program non-completion) Compass post will include information about the overdue work that must be completed and a timeframe of two weeks given for completion (refer to the BSSC Academic Chronicle Template Summary).
- Students can be referred into Catch up Classes and Redemption sessions, for supervised catch up on theory modules.
- The use of Provisional N for VET follows on from multiple opportunities, including feedback, for the resolution of work non completion.

2.6 National Recognition/Credit Transfer/Recognition of Prior Learning (RPL)
- BSSC recognises Australian Qualifications Framework (AQF) Certificates and Statements of Attainment issued by other RTOs. To claim Credit Transfer or National Recognition, a verified copy of the qualification must be provided to the Assistant Principal - VET/RTO.
- The college also recognises that students undertaking VET programs may have prior learning/life experiences, informal or formal training, or other qualifications that may provide exemption for part(s) of their course. The process for claiming RPL will be explained by teachers during Step Up classes.

2.7 Complaints Policy for VET students
- Students who wish to appeal against a VET related assessment outcome, or discuss problems with the delivery of training should follow the steps below until the matter is resolved:
  - Discuss the issue with their teacher or trainer.
  - Refer the problem to the Assistant Principal - VET/RTO.
  - The Principal, Assistant Principal - Teaching & Learning, Assistant Principal - VET/RTO will consider the issue.
  - The Principal will arrange for an independent conciliator if the College is unable to resolve the issue internally.

3. VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

3.1 Completing Victorian Certificate of Applied Learning (VCAL) units

- VCAL specific units pertain only to Work Related Skills, Personal Development Skills, Literacy and Numeracy Skills.
- The decision to award an 'S' must be consistent with the requirements and guidelines outlined in the appropriate VCAL Strand Curriculum Planning Guides. There are specific requirements for the number of Learning Outcomes that must be met for each of the individual VCAL Strands.
- Each VCAL unit Learning Outcome has a set of assessment criteria. They provide guidance to the teacher in determining if the Learning Outcome has been met and for the design of Essential Learning Activities.
- Students need to develop a portfolio that contains evidence of successful completion of the Learning Outcomes required for each VCAL unit they are enrolled in. The assessment process should not unduly disadvantage any student and must provide flexibility in the range of methods used to cater for the needs of individual students.
- Successful demonstration of the Learning Outcomes for a VCAL unit may occur during integrated assessment activities or may be spread over several different activities.
- Teachers must develop learning programs that provide students with opportunities to demonstrate achievement of the Learning Outcomes for a VCAL unit. Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.
- Students will receive clear, explicit instructions about what is expected and the criteria by which satisfactory completion will be established. Students should have the opportunity to demonstrate achievement at their own pace, with negotiation and opportunities for reflection.
- The decision to award an 'S' will be made by classroom teachers using informed judgements based on the student's portfolio of evidence. The on-balance judgement of formal and informal assessment tasks and learning experiences will be supported by a high level of familiarity with the VCAA guidelines for VCAL, a high level of shared understandings within specific VCAL subject teaching teams and the annual VCAA VCAL Quality Assurance process.
- Where a student has not been deemed as Competent in their Semester 1 VCAL strand, their enrolment in Semester 2 on the VASS system may be withdrawn. Students will have the opportunity to complete Unit 1 across the entire year. Withdrawal from VASS will not occur in situations where students have been deemed competent in Semester 1 but are at risk of not achieving the Semester 2 unit. In these circumstances, students will be counselled to re-enrol the following year at the same level and may be eligible for mid-year certification.
- Students who have not satisfactorily completed the necessary Learning Outcomes in a VCAL unit will receive an N for that unit. However, students will have the opportunity to complete the outstanding Learning Outcome/s in subsequent years (up to two years), to enable them to convert the N to a satisfactory result for the relevant Unit/s.
- Students at risk of not meeting a Learning Outcome will be notified by the subject teacher and a chronicle posting will be made on Compass to ensure parents/carers are aware.

3.2 Completing a Victorian Certificate of Applied Learning (VCAL) Level.

- Satisfactory completion of a VCAL level requires a student to gain 10 credits across specific curriculum strands. These strands are Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills. Six Credits must be at the level being attempted, one of which must be Literacy (Reading and Writing) and one of which must be Personal Development Skills. Within the 10 credits there must be at least two VCAL units and at least one credit for Numeracy.
- At the Intermediate and Senior levels, the program must include at least one unit (100 nominal hours) of accredited Vocational Education and Training (VET) curriculum components.

3.3 Attendance

- Determining whether a student passes or fails a VCAA unit credit overall will be based on whether they have demonstrated the full set of Learning Outcomes with the required reliability, validity, authenticity and sufficiency. The ability to do this is dependent upon attendance in class and engagement in classroom activities. Students are expected to attend all timetabled classes and must satisfy the College Attendance Policy.
- Where a student has unapproved absences and their work is unable to be authenticated, a Limited Progress posting and/or a Provisional N or N posting can be made. In the case of approved absences, conversations should occur with the relevant Student Coordinator if work is unable to be authenticated.

3.4 VCAL Recognition of Prior Learning (RPL)

- RPL can be applied to the VCAL Work Related Skills and VCAL Personal Development Skills at the Foundation, Intermediate or Senior levels. To be assessed for RPL students must make an application for RPL to the VCAL Learning Area Coordinator. An evidence plan will be required.

3.5 VCAL and the VET Unit Assessment

- Satisfactorily completed VCE or VET units can constitute credit towards the VCAL in any of; the Literacy and Numeracy Skills Strand, Industry Specific Skills or Work Related Skill Strand. VCE and VET unit assessment is governed by the VCAA.
- Unit examinations undertaken at the end of VCE or VET units are recommended but are optional forms of assessment for students enrolled in the VCAL.
- VCAL students undertaking a scored VCE or VET subject is also required to sit the GAT in June unless an application for non-scored assessment has been granted by their Student Coordinator.
- VCAL students are required to attend their VCE or VET classes until the cessation of timetabled classes for the semester.
- VCAL students undertaking a VCE Unit 3 & 4 subject are encouraged to complete the end of year examination but are not required to do so. These students can apply for an early exit from classes if they have secured at least 25 hours of work per week. This will be considered only if students have met all Learning Outcomes. This typically will not be considered until Week 1 of Term 4. Students must make an application to their Student Engagement Coordinator and have parent/carer approval.
- When assessing students with particular needs the validity and reliability of assessment must be maintained. Flexibility in assessment methods should be used to ensure alternative methods are utilised to allow the demonstration of completion of outcomes without disadvantaging students.

VCAL VASS entry and S & N Policy

3.6 Distinction between Primary VCAL and Primary VCE enrolments

- Students will be awarded only one senior certificate in any single academic year. Students need to nominate one certificate type, VCE or VCAL, as their senior certificate of enrolment. Students will be enrolled into VASS at the level they select on their enrolment at the college.
- In the event of this being identified as no longer being appropriate, there will be a conversation between the student, their parent/carer and Student Engagement Coordinator. A subject change form will be completed to inform the VASS Administrator that a change to the records is required.
- Once credits have been used for the award of either a VCE or VCAL certificate, the credits cannot be transferred from one certificate to the other.

3.7 Transferring primary enrolment from VCAL to VCE

- If a VCAL student who has not yet completed a VCAL Intermediate or Senior certificate transfers into the VCE, they must complete the minimum VCE requirements for continuing students. This includes:
    - three units from the English group, which must include Units 3 and 4,
    - at least three sequences of Units 3 and 4 in studies other than English.

*VCE and Intermediate and Senior VCAL level units successfully completed **can** be counted. Details of credit contributions are provided in the VCAA VCE and VCAL Administrative Handbook. This transfer will not show on VASS eligibility until the following year.*

- Students who have successfully completed the VCAL at Intermediate or Senior level and who enrol in VCE in a subsequent year will be eligible to complete the VCE if they satisfactorily complete:
  - Two units of the English group that have not been completed during the VCAL qualification. These must include Units 3 and 4.
  - Three sequences of VCE Units 3 and 4 studies other than English

VCE and VCAL units successfully completed for the VCAL qualification cannot be reused for VCE credits.

3.8 Award of VCAL certificate level.
- VCAL students who successfully complete the requirements for VCAL will be awarded the certificate at the level in which they are enrolled on VASS.
- Students may also be eligible to be awarded the VCAL at another level.
  - If a student is seeking the award of a level they are not enrolled in, BSSC must contact VCAA Student Records & Results for advice.
  - If a student is requesting such an award, they must contact the Student Engagement Coordinator, who will advise the VASS Administrator.
  - If a student is unable to receive the VCAL award for which they are enrolled, the Student Engagement Coordinator, student and parent/carer can adjust downwards, the VCAL certificate level the student is enrolled in. This change in enrolment will be communicated to the VASS Administrator and the classroom teacher will be notified.

3.9 Appropriate curricula at award levels and VASS entry.
- VCAL learning programs must be designed to meet VCAL course requirements. Each student should be enrolled in a learning program that includes curriculum for developing literacy and numeracy skills, industry specific skills, work related skills and personal development skills. Each learning program should be designed to allow students to achieve the required credits to meet all course requirements, at the appropriate level.
- VCAL students will be enrolled in an eligible learning program at the VCAL level of enrolment. Eligibility checks will occur through VASS as soon as possible to identify students with non-eligible learning programs.
- Adjustments to the standard learning program enrolment in VASS will be made in accordance with the BSSC Assessment Policy.

4.0 VASS S&N entry for Learning Outcomes.
- VCAL teachers will provide the VASS Administrators with S/N results at the outcome level for all students. The Student Engagement Coordinator will use this information to assist in determining the relevant VCAL level of enrolment for a student in subsequent years.
- In the event of carry forward credit being awarded, N will be recorded into VASS for the unit, with individual S and N results recorded for each individual Learning Outcome.
- It is not compulsory to apply existing Learning Outcome credit when a student repeats a unit. A decision about the benefits of applying the credit, or a student repeating Learning Outcomes for which an S had been previously awarded, will be decided through discussions with the VCAL Learning Area Coordinator, Student Engagement Coordinator, student and parent/carer.

4.1 Mid-Year Certification.
- The VCAA mid-year certification process is available at the discretion of the VCAL Learning Area Coordinator to ensure that identified, eligible students requiring more than one year to complete a VCAL level, have the opportunity to receive a certification and Statement of Results in mid-July. The Student Engagement Coordinator will work with the VASS Administrator to complete the necessary documentation. Subsequent to this, students will be enrolled in the

next VCAL level, to enable the opportunity for additional certification. This will be communicated by the Student Engagement Coordinator to the appropriate VCAL teachers, so they are aware of the assessment and reporting level for their VCAL subject. Certification at this level will be automatic by the VCAA.

4. SPECIAL PROVISION

Special Provision enables students whose learning and assessment programs are affected by
- illness
- impairment or
- personal circumstances, to demonstrate their capabilities.

A student who believes they may be eligible for Special Provision should apply for Special Provision through their Student Engagement Coordinator. This must be done as soon as possible. Documentary evidence will be required to support the application.

There are four forms of Special Provision for the VCE:
- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance. To support students, teachers are also encouraged to use the flexibility of the Study Designs to make reasonable adjustments.
- School-based assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task;
- Special Examination Arrangements – for example, where a student may be given extra time to complete an exam, or permission to use technology;
- Derived Examination Scores – where a student's exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done. This occurs only in exceptional circumstances.

It is the student's responsibility to apply for Special Provision, and to supply the supporting documentation. Any student who believes they may be eligible should speak to their Student Engagement Coordinator. The student's Statement of Results does not indicate that Special Provision has been applied.

APPENDIX 1: Procedures for Determining Outcomes VCE Units 1-4

ESSENTIAL LEARNING ACTIVITIES

- Set by subject teams.
- Can be used in addition to performance on SACs to determine S/N result.
- Should be rigorous and differentiated
- Limited Progress posting made to notify parents/carers of concern where work is not being completed.
- Student allocated to Catch up Session or completes work beforehand

SAC TASKS USED AS ADDITIONAL EVIDENCE OF SATISFACTORY ACHIEVEMENT OF OUTCOMES

Feedback on performance is provided as a percentage which on its own may not demonstrates satisfactory level of attainment for these tasks or the meeting of outcomes).

IS THERE SUFFICIENT EVIDENCE TO MEET THE OUTCOME?

Yes → **STUDENT RECEIVES AN "S" FOR THE OUTCOME**

No

PROVISIONAL N POSTING MADE – STUDENT IS REQUESTED TO ATTEND REDEMPTION SESSION TO COMPLETE THE REQUIRED TASKS.

IS THE WORK SATISFACTORY PRIOR TO REDEMPTION SESSION?

Yes → **STUDENT RECEIVES AN "S" FOR THE OUTCOME, PROVISIONAL N POSTING IS RESOLVED TO SHOW OUTCOME HAS BEEN MET**

No

STUDENT ATTENDS REDEMPTION SESSION TO COMPLETE OUTSTANDING WORK AND/OR REDEMPTION TASK UNDER SUPERVISION

IS THE WORK SATISFACTORY?

Yes → **STUDENT RECEIVES AN "S" FOR THE OUTCOME, PROVISIONAL N POSTING IS RESOLVED TO INDICATE OUTCOME HAS BEEN MET.**

No → **STUDENT RECEIVES AN "N" FOR THE OUTCOME AND "N" FOR THE UNIT, COMPASS NOTIFICATION OF N RESULT. STUDENT CAN APPEAL IF ALL WORK IS COMPLETED**
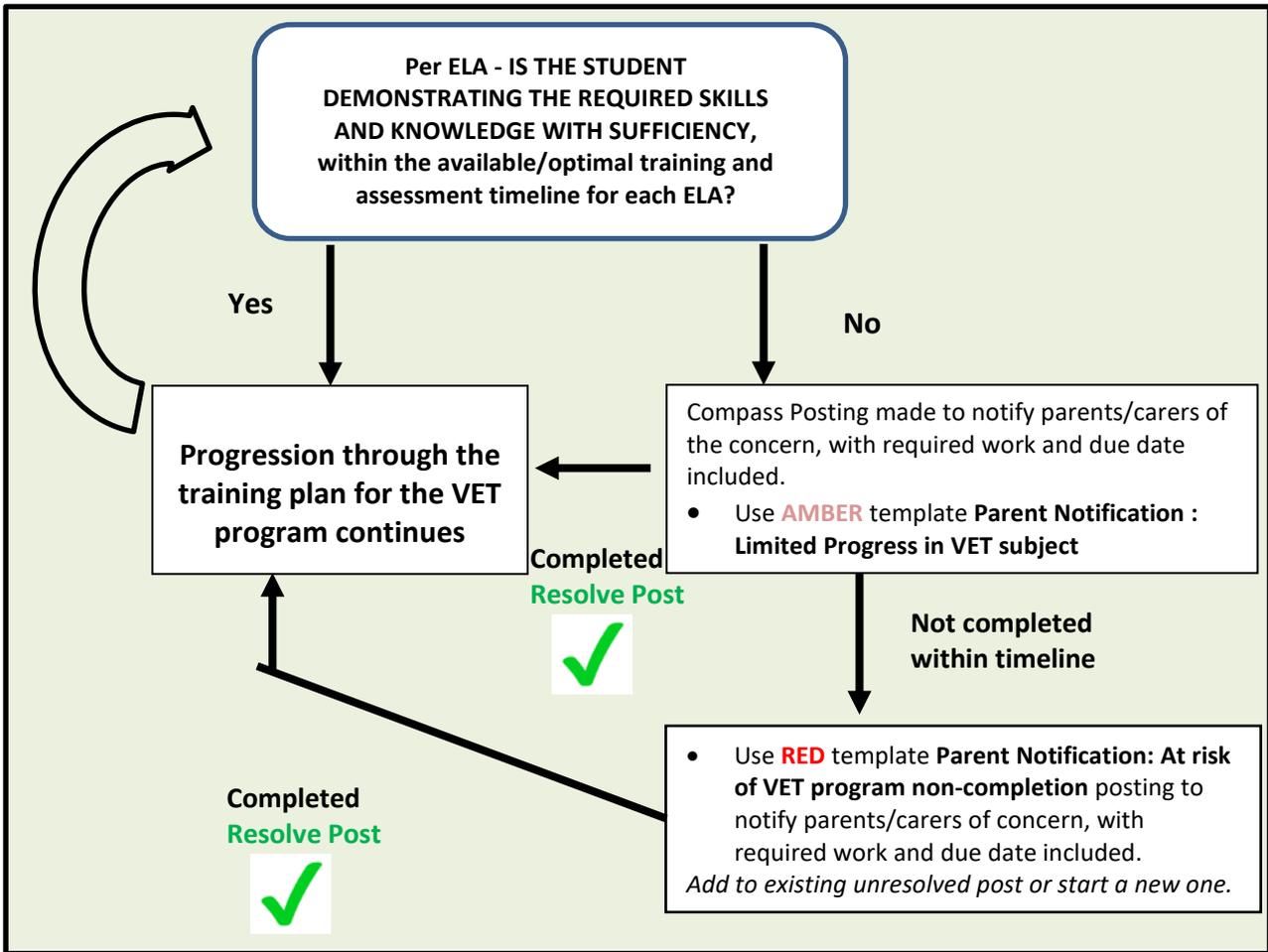
APPENDIX 3: Guide for VET Competency Assessment
Application of this guide for specific VET subjects should be discussed with the aligned VET subject teacher/s.

VET ESSENTIAL LEARNING ACTIVITIES
ELAs are aligned to the VET subject Training and Assessment Strategy (TAS).
ELAs may be linked to key activities and assessments for individual UOC progressions, or integrated UOC delivery presented as module. For VET with Scored Assessment ELAs can be link to scored tasks.

- ELAs are set by VET subject teachers/teams.
- ELAs are listed on Compass and student progress with these is checked by VET teachers.

Per ELA - IS THE STUDENT DEMONSTRATING THE REQUIRED SKILLS AND KNOWLEDGE WITH SUFFICIENCY, within the available/optimal training and assessment timeline for each ELA?

Yes

No

Progression through the training plan for the VET program continues

Compass Posting made to notify parents/carers of the concern, with required work and due date included.
- Use AMBER template **Parent Notification : Limited Progress in VET subject**

Completed
Resolve Post

✔

Not completed within timeline

- Use RED template **Parent Notification: At risk of VET program non-completion** posting to notify parents/carers of concern, with required work and due date included.
Add to existing unresolved post or start a new one.

Completed
Resolve Post

✔

Other posts, for use with discretion for VET Programs.

- Following multiple opportunities for resolution on work non-completion, post a RED **Notification of Provisional N** posting Compass to notify parents/carers, with context provided in the comment box (be specific about the work and the UOC/s involved.

Not completed within timeline

Student in this situation may not be able to progress to the subsequent year of training for the qualification. Overall VCE/VCAL eligibility may be impacted on.

- Post a RED **Notification of N** posting to notify parents/carers, with context provided in the comment box.

APPENDIX 3: Procedures for Determining Outcomes in VCAL

Completes classroom activities, discussions, worksheets etc.

No → Limited Progress notification made (Student attends redemption)

If engages, then resolve post

If doesn't engage, then progress to At Risk

Yes ↓

Completes Progress Task on time and to standard (Achieving or Excelling)

No → At Risk notification made (Student attends redemption session)

Work handed in to standard prior to redemption session

Work completed in redemption to a standard

Work not completed to a standard

Yes ↓

Meets Outcome(s)

Resolve post

Provisional N posted

Outcome(s) met in future opportunities

Outcome(s) not met in future opportunities

Yes ↓

Passes subject

Notification of N and does not pass the subject

APPENDIX 4

Scenario 1:
Student has had 2 or more contacts absent directly prior to the SAC which is supported by documentation and they are present on the day of the SAC:

- Can be rescheduled
- Confirm with the Student Engagement Coordinator
- Derived Score may also be appropriate

Scenario 2:
Student is absent on the day of the SAC:

- Can be rescheduled
- Student must supply medical certificate or a direct conversation between parent/carer and Student Coordinator must take place, to ensure the SAC is scored
- Students must still complete the SAC regardless of whether the absence is approved

Scenario 3:
Student is present on the day of the SAC but is clearly unwell:

- Teacher must send student directly to the SEC/Student Manager to confirm re-scheduling

    - Parent/carer contacted to collect student and arrange a medical appointment or have a direct conversation with the relevant SEC.

        OR

- May do the SAC and receive a Derived Score if medical certificate is provided

Scenario 4:
Student misses 1 class leading up to the SAC

    - No re-scheduling
    - May apply for Special Provision if appropriate

Scenario 5:
Student has been on a school approved excursion leading up to the SAC but is present on the day of the SAC.

- If the student has been absent for 2 or more days leading up to the SAC, it can be rescheduled.
- Absences two days or less will generally not be rescheduled but students are encouraged to speak to their SEC if special circumstances apply.