



Assessment Policy

Contents

VCE/VCE VM

1. [Gaining an S](#)
2. [Redemption Process](#)
3. [Unit Guidelines](#)
4. [Scored Assessment](#)
5. [Unscored Assessment](#)
6. [Attendance](#)
7. [Absence from SACs](#)
8. [Scoring a rescheduled SAC Unit 1 - 4](#)
9. [Absence from a rescheduled SAC](#)
10. [Absences leading up to a SAC](#)
11. [Notification of a SAC](#)
12. [Notification of a SAT](#)
13. [Collection and Submission of work](#)
14. [Return of results](#)
15. [Authentication of work/breach of rules](#)
16. [Examinations Unit 3 & 4](#)
17. [Students not completing Unit 3 & 4 end of year Examinations](#)
18. [Unit 1 & 2 Examinations](#)
19. [GAT](#)
20. [Appeals](#)

VET

21. [Assessment of Competency](#)
22. [Student Progress](#)
23. [Completing a VET subject](#)
24. [VCE VET Scored Assessments](#)
25. [National Recognition/Credit Transfer/Recognition of Prior Learning \(RPL\)](#)
26. [Complaints policy for VET students](#)

Special ProvisionPolicy Review and ApprovalAppendix 1: Procedures for Determining Outcomes VCE Units 1-4Appendix 2: Guide for VET Competency AssessmentAppendix 3: Scenarios related to the implementation of the Assessment Policy

This policy covers assessment practices in:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education Vocational Major (VCE VM)
- 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. This policy should be read in conjunction with the BSSC:

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

A summary flow chart for each of the VCE/VCE VM and VET processes is provided in the Appendices.

VICTORIAN CERTIFICATE OF EDUCATION (VCE) and VCE VOCATIONAL MAJOR (VCE VM)

1. Gaining an S-Satisfactory Achievement (see Appendix 1)

- To pass a VCE or VCE VM 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 a sufficient number of classes to allow this)
 - The work is completed in the current year;
 - The work has not been assessed previously against another VCE/VCE VM outcome;
 - There has been no substantive breach of rules;
- 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, including Learning Tasks (LTs) and School Assessed Coursework (SACs)/School Assessed Tasks (SATs)/Progress Tasks (PTs) 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 SACs, SATs, PTs, LTs 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 Learning Tasks and all forms of formative assessment, that along with the SACs/SATs/PTs will enable students to meet the outcomes. When developing and uploading SACs/SATs/PTs/LTs, the relevant templates on Compass must be used. All

assessments 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 attending class, engaging in class activities, completing formative assessment and developing their knowledge and skills progressively. Each student should have the opportunity to meet the Outcome prior to a summative assessment task. Where a student has not been able to demonstrate that they have met the Outcome and now must do so with evidence from the summative assessment task (eg. SAC/SAT/PT), the teacher will make a post on Compass using the 'Concern about Limited Progress in VCE/VM' template, which will alert parents/carers and the student. The post will detail the work that needs to be completed to gain an 'S' and highlight the importance of the upcoming assessment task, as a way of meeting the Outcome. An appropriate timeline should be available for students to complete outstanding work.
- If, once additional work has been submitted and/or the assessment task has been completed, there is still not sufficient evidence for the student to gain an 'S' (considering all evidence that is available to date), the teacher will post on Compass using the 'Provisional N' template. This post will communicate to parents/carers and the student that the student has currently received an N for this subject. The student will be booked into a Redemption Class and will need to complete a Redemption Task, with a focus on the key knowledge and skills that are yet to be demonstrated. At this stage, the student can no longer submit previously overdue work, allowing for feedback to be freely given to the remainder of the cohort.
- After the Redemption Session, all evidence must once again be considered when determining if the student has met the Outcome. If there is still insufficient evidence, the student will receive an N for the Outcome. This will be communicated to parents/carers and the student using the 'N notification' template on Compass.
- Variations to above process for particular subjects:
 - For Unit 1 Mathematics units (all) and Unit 3 Foundation Maths, an additional Provisional N post will be used if the student is unable to meet the Outcome on the first topic only. This will be communicated using the Maths-specific Provisional N template on Compass.
 - For VCE VM Units, Outcomes may be studied concurrently, meaning that it is possible for a student to receive a Limited Progress post for up to two Outcomes, before receiving a Provisional N post for the first Outcome.
- Teachers are strongly encouraged to have personalised contact (eg. Phone call, email) with parents/carers to raise concerns and offer support, where a student is not making adequate progress. A record of this contact should be documented on Compass.
- At all times, teachers are required to use the flexibility of the study designs to make reasonable adjustments where students experience learning difficulties or where Special Provision applies.

2. Redemption Process (see appendix 1)

- Students who receive a Provisional N posting will be required to attend a Redemption Session. At this stage, the student can no longer submit previously overdue work. At the Redemption Session, the student will complete a Redemption Task under supervision, as set by their teacher.
- Failure to complete sufficient work in this session, will result in an N for the Outcome, which will be communicated via Compass. When determining this, the teacher must consider all available evidence, not only the Redemption Task completion.
- 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 meet the relevant outcomes.

3. Unit Guidelines

- At the beginning of each semester, students will receive Unit Guidelines which lists the requirements for successful unit completion for each subject.
- Unit Guidelines will include:
 - Outcomes for the unit;
 - Assessment for the unit (SACs, SATs, Assessment Tasks, Progress Tasks, Examinations);
 - Reference to the need to complete LTs, 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;
 - Authentication information.
- Unit Guidelines will be provided to all students. These will be collated and emailed to students.
- Teachers must discuss the Unit Guidelines with students and students should retain Unit Guidelines for future reference and for discussion with their parent/carer.

4. Scored Assessment (VCE units only)

- 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 from 20-100 (less than 20% will be recorded as Ungraded – UG). 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. A percentage score on a SAC is not used to determine whether a student has passed or failed an Outcome, as this is determined on a judgement of all evidence available to the teacher.
- Ensuring rank order for Unit 3 and 4 assessment from SAC and SATs 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.
- Scored assessment is not available in VCE VM subjects.

5. Unscored Assessment

- In exceptional circumstances or where a student's enrolment is in a VCE VM 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 Teaching and Learning Coordinator. Unless otherwise negotiated, students are still required to complete all SAC tasks, SATs, Learning Tasks and/or Progress Tasks, although the conditions under which they are undertaken may be modified.

6. Attendance

- Students need to attend a sufficient number of classes to enable the teacher to authenticate their work. Where exceptional circumstances exist (eg. Chronic illness), the student must have regular contact with the teacher, to enable the monitoring of the progression of learning.
- 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 Engagement Coordinator if work is unable to be authenticated.
- Where a student is enrolled in a subject but is no longer attending the class, and has not submitted work for assessment, a J result can be entered into VASS.
- Where students have not been attending, their enrolment in the class will be removed. For Units 1 and 3, this will occur at the end of term 1. For Unit 2, this will occur at the end of term 3. This

outcome will be determined in consultation with the relevant Student Engagement Coordinator and communicated to parents/carers, students and teachers.

7. Absence from School Assessed Coursework (SAC) (VCE units only)

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.

8. Scoring a Rescheduled SAC Units 1-4 (VCE units only)

- 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 a psychologist, social worker, or other Allied Health professional;
 - 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.

9. Absence from a Rescheduled SAC (VCE units only)

- If a student is absent from a rescheduled SAC, the process outlined above in 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 would have already received a Limited Progress posting and this would now progress to a Provisional N posting and the student will need to complete a Redemption Task in a Redemption Session.

10. Absences leading up to SACs (VCE units only)

- 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 3 for examples).

11. Notification of a SAC (VCE units only)

- 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

12. Notification of a SAT (VCE units only)

- 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).

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 NA (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/VCE VM program because of an N being awarded at Unit 3 and 4 level.

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 (whole number);
 - Teachers may also give students their marks on individual SACs and/or results that represent the subject 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.
 - For VCE VM subjects, feedback is provided via assessment rubrics. Students assessed at a Beginning or Consolidating level will receive an N; students assessed at an Achieving or Excelling level will receive an S.

15. Authentication of Work/Breach of Rules

- Students must only submit work for SACs/SATs/PTs/LTs 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/PT 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 LTs or a SAC/SAT/PT, 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 Engagement 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/PT was being undertaken.

16. Examinations (VCE units only)

Unit 3 & 4

- Almost all VCE 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, or for the half school day prior. Where the examination occurs on a Monday morning, students are not eligible for the half day on the previous Friday.

17. 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 the end of the first week 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.
- VCE VM 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 the end of the first week 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.

18. Unit 1 & 2 Examinations (VCE units only)

- 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. Students will only be able to reschedule this exam in extenuating circumstances. 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 Performance, Oral or 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.
- VCE VM students are encouraged to, but are not required, to undertake the end of semester examinations.

19.GAT

- All students enrolled in one or more sequences of VCE/VCE VM Units 3 & 4 or scored VET must sit the General Achievement Test (GAT).
- 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/VCE VM results, but it does not count towards tertiary selection. The Statement of Results will indicate whether or not the student has met the minimum Literacy and Numeracy standards.
- 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 a 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.

20.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:

<i>Decision</i>	<i>Appeals Process</i>
Awarding of N result (VCE Subject) (Non-satisfactory result)	<ol style="list-style-type: none"> 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.
Non Scoring of a rescheduled SAC	
Extension of time not granted	

	<p>7. The outcome of this appeal will be provided to the student in writing according to VCAA policy.</p> <p>8. Students can appeal to the VCAA within 14 days of receiving the outcome of the appeal from the Principal.</p>
Breach of Assessment Rules	<p>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.</p> <p>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.</p>
Special Provision (School Based Assessment)	<p>1. Student informs their Student Engagement Coordinator of an intention to appeal.</p> <p>2. An appeal can be made to the college Principal in writing within 14 days of receiving the decision.</p>

VOCATIONAL EDUCATION & TRAINING (VET) CERTIFICATE

21. Assessment of Competency

- Units of Competency (UOCs) form the structure of VET programs. They describe the knowledge and skills to be assessed in a VET program. 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.
- Demonstrating competency for a UOC means:
 - Knowledge and skills have been demonstrated according to the Performance Criteria for each of the Elements of the UOC, which are defined by the VET Training Package. This component relates to the Validity Rule of Evidence for VET.
 - The VET teacher is assured that the learner has demonstrated relevant, quality assessment evidence under their supervision (as the trainer and assessor) in accordance with the Nominal Hours associated with the UOC, with an appropriate Volume of Learning, evidenced through the completion of *both the formative and summative assessment tasks* for the UOC. This component relates to the Sufficiency Rule of Evidence for VET.
 - The VET teacher is assured the learning evidence presented for assessment is the learner's own work. This relates to the Authenticity Rule of Evidence for VET and VCAA authentication requirements.
 - The work is completed in the current year. This relates to the Currency Rule of Evidence for VET and VCAA assessment requirements.
 - Students have attended a sufficient number of classes to allow for the training, demonstration and assessment of competency.
- 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.
- Where students have not been attending, their enrolment in the class will be removed. For Semester 1 enrolments, this will occur at the end of term 1. For Semester 2, this will occur at the end of term 3. This outcome will be determined in consultation with the relevant Coordinator and communicated to Parents/carers, students and teachers.

22. Student Progress

- VET teachers will assign appropriate formative and/or summative tasks as Learning Tasks for Compass, to track and communicate student progress through the Training and Assessment Strategy of the VET program.
- These must be uploaded onto Compass, clearly named using the accepted naming conventions, with a due date assigned so it appears in student schedules.
- An AMBER posting for At Risk of VET Program Non-completion will be made where a student is not on track for timely demonstration of competency for a UOC (or grouped UOC module bundle) - refer to the flowchart Guide for VET Competency Assessment. The post will detail the work that needs to be completed with an appropriate timeline. It will be indicated if the work required is practical and/or theory. In the case of practical work suitable information will be provided about available catch-up opportunities.
- Subsequently a RED 'Provisional N' posting will be made for the UOC/s involved if the student is still not evidencing competency to gain an 'S'. This post will communicate to parents/carers and the student that the student has currently received an N for the UOC/s involved. The student will be booked into a Redemption Class to complete the outstanding theory work requirements (arrangements for practical work opportunities are to be made by the VET teacher).
- The 'N notification' template will be used for the situation where a student does not meet competency for the UOC/s involved, to communicate this outcome to parents/carers. Where this results in the student not being able to secure a Unit 3 or 4 credit, this must be clearly documented in the Compass posting.
- VET teachers are strongly encouraged to have personalised contact (eg. Phone call, email) with parents/carers to raise concerns and offer support, where a student is not making adequate progress. A record of this contact should be documented on Compass.
- 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. The appeal process will involve discussion with the Assistant Principal=VET & RTO Partnerships.

23. 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, which automatically uses the S/N assessments entered for the UOCs. The overall result is left blank in VASS documentation if there are insufficient UOCs with 'S' for satisfactory completion of a VCE VET unit to be awarded.
- At the completion of a VET subject the appropriate Certificate of Completion or Statement of Attainment will be issued by the RTO.

24. VCE VET Scored Assessments

24.1 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.

24.2 Student Completion of Scored Assessment

- All VET students are required to complete VET Scored Assessment Tasks which are also assessments of competency.
- Unscored assessment – VCE VM 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.

- Requests for final examination exemptions must be made by completing the BSSC Non-Scored Assessment Form. Students will have NA (not assessed) registered for the Assessment Plan and indicative grades on VASS by the VASS VET Administrator.
- 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.
- Students undertaking the first year of a VET subject with scored assessment will be required to complete an end of year examination.

24.3 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.
 - 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.

25. National Recognition/Credit Transfer/Recognition of Prior Learning (RPL)

- BSSC recognises Australian Qualifications Framework (AQF) Certificates, Statements of Attainment and Record of Results 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.

26.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.

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:

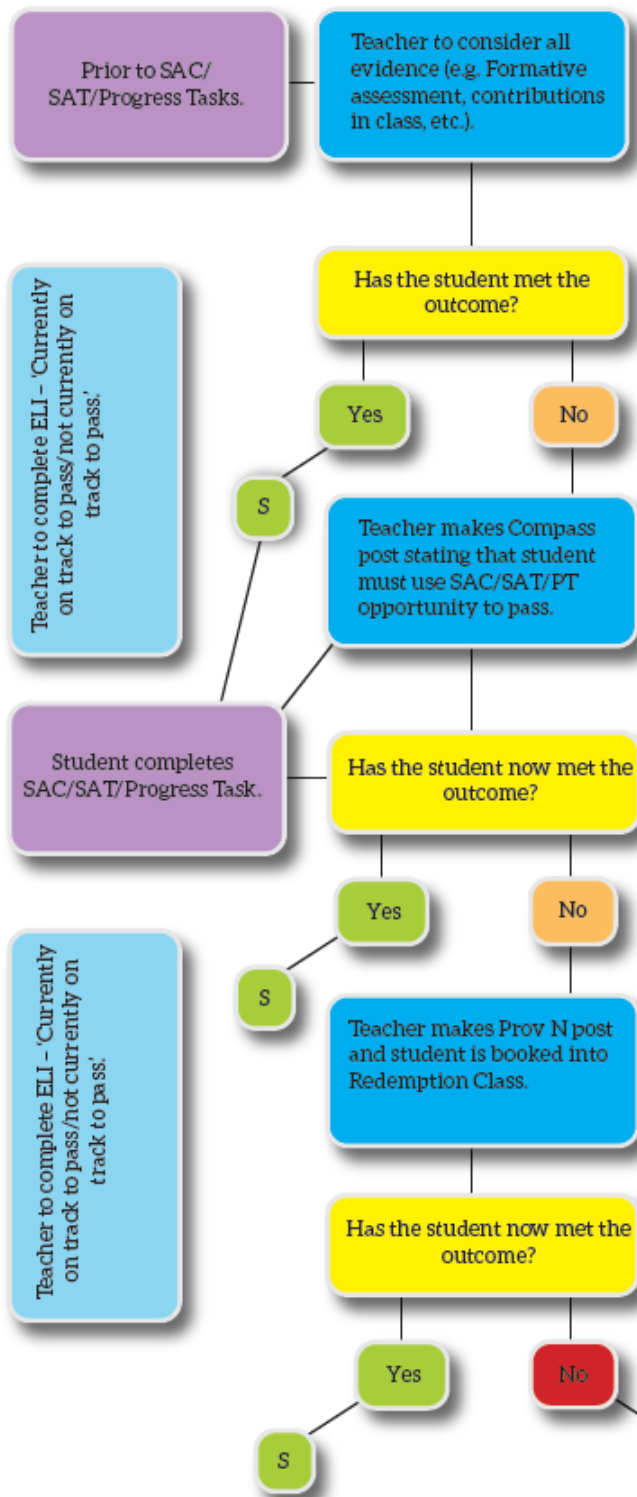
- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance. To support students, teachers are also encouraged to use the flexibility of the Study Designs to make reasonable adjustments.
- School-based assessment – 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.

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2022
Approved by	College Council
Next scheduled review date	December 2023

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



Teachers consider all evidence available to them in determining whether or not a student has passed. Subject teams should develop Learning Tasks to ensure that the outcome can be met prior to sitting a SAC/SAT/Progress Task.

If, after considering all evidence prior to the SAC/SAT/Progress Task, they cannot determine that a student has passed, the Teacher would make a post saying that a student was at risk of failing and they must use the SAC/Assessment Task/Progress Task opportunity to pass the subject (strengthen wording around current LP posts).

Teacher would need to consider all evidence, once again, before posting a Prov N. If, through the formative assessment, SAC/Assessment Task/Progress Tasks, the student still cannot demonstrate that they have passed, they would receive a Prov N and MUST attend a redemption class (to be held in common times on timetable).

Subject teams should create a Redemption Task that will remain quarantined for the purpose of redemption classes (components to be individualised based on student gaps).

If the student doesn't attend and/or doesn't successfully complete the Redemption Task, they receive an N (normal appeals process would apply).

Teacher strongly encouraged to have personalised contact (phone, email) with parent/carer to raise concerns and offer support. Document on Compass.

Teacher to complete ELI - 'Currently on track to pass/not currently on track to pass.'

Student completes SAC/SAT/Progress Task.

Teacher to complete ELI - 'Currently on track to pass/not currently on track to pass.'

APPENDIX 2: Guide for VET Competency Assessment

Application of this guide for specific VET subjects should be discussed with the aligned VET subject teacher/s.

Guide for VET Competency Assessment

The application of this guide to specific VET subjects should be discussed with the aligned VET subject teacher/s.

For this Assessment Policy,

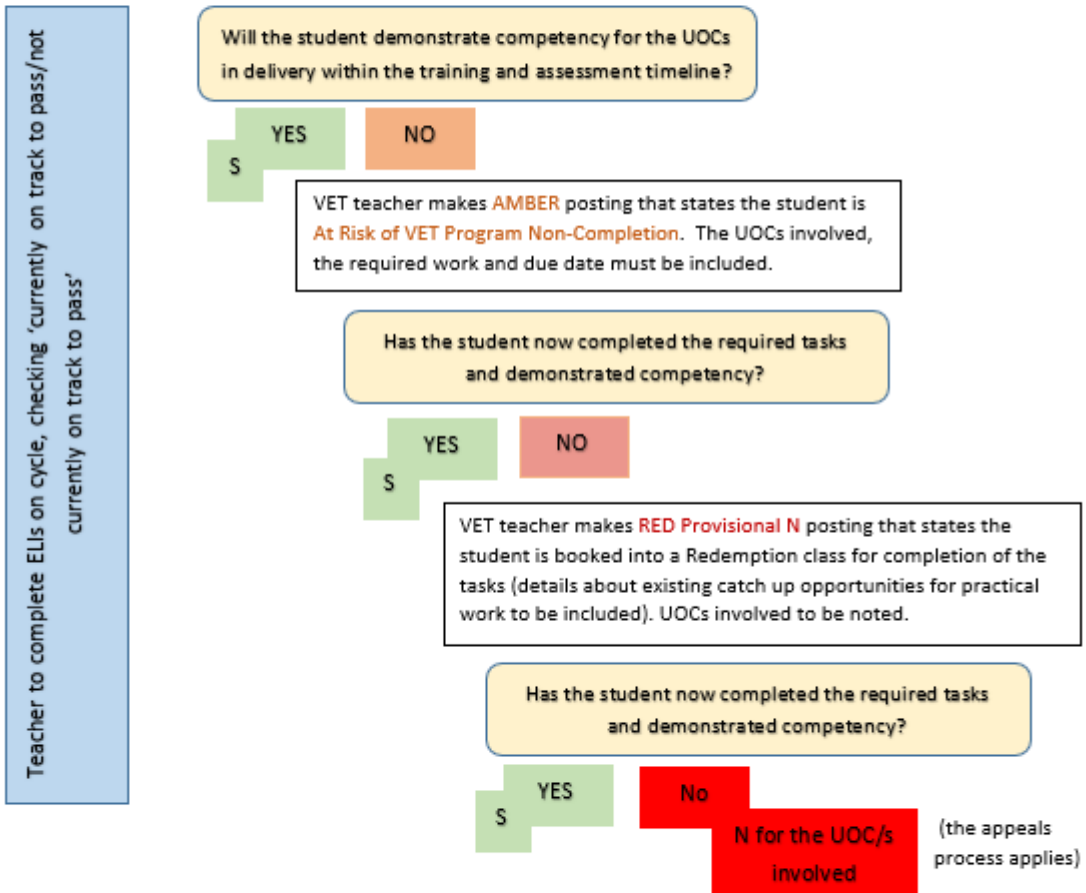
- Compass Learning Tasks for VET equate to the summative assessments for each of Unit of Competence (UOC) in the Training and Assessment Strategy for a VET subject.
- All summative assessments for a UOC must be satisfactorily completed by a student to demonstrate competency. These may be tracked a bundle per UOC.
- For VET with Scored Assessment 'Learning Tasks' can be linked to scored tasks.

Note:

1. The focus is on overall UOC completion, not using Compass posting to track progress with each individual assessment for a UOC.

2. Use posting when the learner is not demonstrating relevant, quality assessment evidence in accordance with the Nominal Hours associated with the UOC, with an appropriate Volume of Learning, evidenced through the completion of both the formative and summative assessment tasks for the UOC. This component relates to the Sufficiency Rule of

VET teacher tracks and considers the volume of learning achieved through formative assessments and the progress the student is making through the final summative assessments for each Unit of Competence in delivery.



Additional notes:

- For VET, the preliminary formative assessments for a Unit of Competence generate readiness to demonstrate competency. These are required for students to demonstrate the required skills and knowledge with sufficiency and an appropriate volume of learning for the nominal hours involved with a UOC.
- Formative assessments involve differentiation, to support and scaffold students towards competency completion at the AQF level of the qualification.
- Students may go several weeks without intervention, depending on ELI and Compass notification cycle synchronisation.

APPENDIX 3: Scenarios related to the implementation of the Assessment Policy

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 Engagement 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 Student Engagement Coordinator 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 contacts 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.