

Victorian Certificate of Applied Learning

Dandenong High School Policy & Procedures

NOTE: This is a policy and procedure for 2020 and 2021. All feedback about this policy and procedure should be emailed to Senior Studies Improvement team senior.studies@dandenong-hs.vic.edu.au

Introduction

The VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of curriculum, as well as connecting VCAL learning programs to work and industry experiences and active participation in the community.

A student can complete a VCAL Certificate at a Foundation*, Intermediate or Senior Level.

* Foundation Level Certificate is not considered a Senior School Certificate.

Eligibility for the Award of VCAL

VCAL is awarded on the basis of a minimum requirement of satisfactory completion of 10 credits, six of these credits must be at level (or above) and include:

- One credit from Literacy Skills (Reading and Writing) Strand at level
- At least one credit from Personal Development Skills (Unit 1 / Unit 2) Strand at level
- One credit from Numeracy Skills (Unit 1) Strand
- At least one credit for Work Related Skills (Unit 1 / Unit 2) Strand
- At least one credit from Industry Specific Skills (VET) Strand. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

General credits are awarded for Literacy (Oracy) Strand, Numeracy (Unit 2) Strand, Skills for Further Study Strand (Senior only) and other selected VCE Units.

Students may carry a maximum of four credits forward from the previous award level into the level in which they are currently enrolled. However, credits allocated at Foundation level cannot contribute to Senior Level.

Students who do not achieve the minimum of 10 credits at Intermediate will not receive their Intermediate Certificate.

Assessment

The purpose of VCAL assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of that learning outcome. Evidence of student learning is anything that supports the teachers claim that a student has achieved competency of the learning outcome. This can

include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage. Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed demonstrating an outcome on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is valid, consistent, reliable, fair, flexible and equitable.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in any other VCAL Unit or VCE study. The specific requirements for each strand can be located at [VCAL Curriculum Documents](#) and are clearly outlined in the elements of each learning outcome.

All school-based assessments must comply with those detailed in the [VCE/VCAL Administrative Handbook 2020](#) and comply with the [VCAA Assessment Principles](#).

VCE Studies in VCAL

Assessment of a VCE unit must be in accordance with the relevant VCE Study Design and policy and procedure [Awarding VCE – Determining S/N and Levels of Achievement](#).

General Achievement Test and General Test

In 2022 all VCAL Intermediate and Senior students will be required to sit the General Achievement Test (GAT).

At Dandenong, we know how important it is for a VCAL student to be confident when completing tests in the future as many move on to further study. Therefore from 2021, VCAL students will have two tests, one for Literacy and one for Numeracy. They will go for 70 minutes and will cover content covered during that semester or future work related skills.

Integrated Projects

Where possible, VCAL assessment should focus on integrated tasks or projects. In developing an integrated VCAL delivery, a number of outcomes from one or more strands can be grouped into logical and assessable tasks.

When designing assessment for an integrated task or project, there needs to be clearly identifiable assessment tasks for each VCAL Unit.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL Units.

Partnerships

VCAL teachers are encouraged to form cooperative partnerships with external education providers, businesses, community organisations and individuals. VCAL partnerships provide advantages, such as:

- access to a wider range of opportunities to meet curriculum learning outcomes
- better quality learning programs
- access to particular expertise
- provision of resources
- more innovative delivery and assessment strategies
- links to industry that focus on developing a student's work readiness, mapping employment opportunities and identifying particular employment skills
- access to specialist organisations or individuals

Satisfactory VCAL Unit Result

All [VCAL Assessment](#) activities should be assessed by the teacher to verify their successful completion. The elements in the [VCAL Curriculum Documents](#) further describe the learning outcomes, and the skills/knowledge (competency) students must demonstrate to be awarded an S in that unit

To be credited with a satisfactory (S) unit result, students must demonstrate achievement in all learning outcomes in that unit.

Students will receive an S or N (not yet completed) result for each VCAL unit.

Cross-marking and Moderation

All VCAL teachers are expected to cross-mark and moderate school-based assessments in their teaching teams to ensure consistency in assessing competency.

Professional development opportunities and time will be offered to teachers to undertake moderation processes.

Attendance

'Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.'

(VCAL and VCE Handbook pg. 17)

At Dandenong High School, consistent and timely attendance at school has a significant impact on a student's learning and achievement at school. Students are expected to be at school and on time over 90% of the time. If a student is not attending class, teachers are expected to notify the student's HLT by adding a Compass Chronicle entry and selecting the "Student at Risk" form. If a student is regularly late to class, the teacher is responsible for administering consequences.

Procedure for teachers about VCAL students declining attendance:

1. When a student's attendance falls below 90% attendance the teacher is responsible for alerting the House via a 'Student at Risk' chronicle in Compass.
2. The teacher is to have a conversation with the student regarding their attendance.
3. If the attendance of the student improves the teacher alerts the HLT again.
4. If the attendance continues to decline and reaches the threshold of 80% a meeting with HLT is required warning the student and their parents/guardian of N result, as the minimum class attendance requirement class time has not been met.
5. In the event a student sits below 80% of class time at the completion of a unit, the student would receive an N due to failure to meet the VCAA requirements.

Procedure for House Leaders about VCAL students declining attendance:

1. Receive Chronicle notification of students falling below 90% attendance from teacher.
2. House Leaders will update Chronicle to acknowledge the teacher notification. If this is occurring for the student across multiple subjects the House Leader will meet with the student and notify parents/guardians of potential at risk.
3. If student attendance continues to decline or the House Leader receives another Chronicle notification of students falling below 80% attendance.
4. House Leaders need meet with the student and parent to inform the student they have fallen below the threshold of 80% and, unless there is a special provision, this students will receive an N for the unit
5. The House Leader needs to update the teacher in the Chronicle about a N to be awarded to the student for the unit.

Breach of VCAA Rules

Students will receive a satisfactory result if the teacher determines that the student has produced work that demonstrates the outcomes and the work submitted is their own. If it is suspected that a student has produced work that is not their own or, in any other way may have breached the VCAA rules for school-based assessments, this must be investigated.

Further information about the DHS policy and procedure for breaching VCAA rules is available or teachers can contact the Senior Studies improvement team for advice.

It is the teacher's responsibility to ensure their students are informed about the VCAA rules and their roles and responsibilities in the context of VCAL and their subject at the start of the academic year.

Special consideration in VCAL

It is important to ensure students in the VCAL program are provided appropriate, fair and reasonable assessment options to demonstrate their competency. Special consideration applies to students if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not advantage any student over other students. Although there is no limit on the period of time allowed for a student to achieve the VCAL unit (in a given year), the provisions available seek to help a student complete the requirements in a timeframe comparable with their peers.

Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCAL unit. The programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

Flexibility exists within the VCAL for students who require more time to complete the work but extensions of time must not exceed the deadlines for the reporting of results to the VCAA.

Specific eligibility criteria apply to the granting of Special Provision for VCAL.

NYC result for an Assessment Task

It is the student's responsibility to manage their time and complete the work required by the deadlines with the support of their teacher. When scheduling a redemption due to a student receiving an NYC (Not Yet Competent), teachers are to speak with the student about what they have achieved and the skills or knowledge that still need to be demonstrated. This is to be communicated to the student and HLT, as well as parents, via a Compass Chronicle entry using the "Extension, Redemption, Absence and Change of Date" form.

For a student who is required to undertake a redemption/catch-up, the following process is to take place:

1. The student is to be assigned to the redemption/catch-up session through Compass Events. This can take place during lunchtime, supported study tutorial, after school or Friday P3/4 (if a student does not have a SWL). The event must confirm the date, time and place for the redemption/catch-up, including preparations students must do to demonstrate a satisfactory outcome for the assessment task.

2. The teacher is to complete (or update) the Compass Chronicle “Extension, Redemption, Absence and Change of Date” form, which will alert HLT of the redemption/catch-up date/time.
3. Once a redemption is completed and a satisfactory outcome achieved, the teacher must go back to the original Compass Chronicle entry for that student and update the entry which alerts HLT of the C (Competent) outcome.

If a VCAL student does not attend the scheduled redemption/catch-up or refuses to complete the redemption/catch-up the NYC result will remain for that assessment task. As the student has not demonstrated an adequate understanding of the outcome being assessed, the HLT of that student needs to be informed immediately using the Compass Chronicle entry using the Senior Studies “At Risk” form.

4. The NYC will stand for the assessment task until such time the student contacts the teacher and provides the satisfactory evidence required to demonstrate understanding of the outcome(s) being assessed.

Promotion from year 11 to year 12

To provide students with every opportunity to meet VCAA requirements for VCAL and to be promoted to Senior VCAL, DHS students must satisfy the following criteria:

- It is recommended that students satisfactorily complete a minimum of four credits in year 11; these credits must include Literacy (Reading and Writing) Unit, one PDS Unit, WRS Unit 1, and Numeracy Unit 1
- 90% attendance (this alone will not determine whether a student precedes to year 12).
- The student has completed the selection and enrolment procedures and confirmed their course during course confirmation.

If a student has not met the requirements:

- A Pathways Appointment will be arranged for the House Leadership Team in consultation with the VCAL Leader, the student and their parent/guardian. The purpose of the interview will be to evaluate the student’s progress, review the course selected and the number of units still required to satisfactorily complete the VCAL Certificate and re-assess the student’s pathway at the school
- The student will then be given the opportunity to select a more appropriate pathway based on their Intermediate VCAL results. This may result in a student repeating the units required to satisfactorily meet the VCAL Requirements
- The student and parent will be provided support from the careers team in order to ensure the student is aware of all available options and selects the most appropriate pathway