

VCAL POLICY HANDBOOK 2021

The purpose of this handbook is to provide teachers, parents and students with a reference manual of current Victorian Curriculum and Assessment Authority (VCAA) policies for VCAL at both the State and College level. It contains general rules about VCAL and specific procedures followed at Rainbow P-12 College.

References

VCAA, VCE and VCAL Administrative Handbook, 2020.

www.vcaa.vic.edu.au

PREFACE

This policy handbook has been developed as a resource to assist students and teachers at Rainbow P-12 College in matters relating to Victorian Certificate of Applied Education (VCAL) studies to reinforce our desire to be consistent in our practices, expectations and assessment guidelines. It also contains some information based on the Rainbow P-12 College Student Code of Behaviour.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCAL. The information in this booklet is based on the VCAL Administrative Handbook, an official publication of VCAA.

Rainbow P-12 College is fully accredited to deliver VCAL. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCAL students are given access to a copy of this policy handbook to ensure that they have ready access to the correct information and processes regarding their senior school studies.

Students enrolled at Rainbow P-12 College must abide by the administrative guidelines and regulations of the VCAL and also the Student Code of Behaviour.

It is the responsibility of teachers to be fully aware of VCAA and Rainbow P-12 College rules relating to VCAL. All issues regarding the VCAL will be managed using the VCAA “VCE and VCAL Administrative Handbook”, updated annually by VCAA.

‘Child Safe’ Statement

Rainbow P-12 College is a ‘Child Safe’ environment in accordance with the Victorian Government Guidelines. Our College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. Rainbow P-12 College has a Child Safety Code of Conduct consistent with the Department of Education and Training’s exemplar.

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Victorian Certificate of Applied Learning (VCAL)

The VCAL (Victorian Certificate of Applied Learning) qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about pathways to work and further education. Personal development, students' interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCAL.

Our focus in VCAL is on nurturing and working with students in a holistic manner, which takes into account their personal strengths, interests, goals and previous experience. We emphasise the relevance of what is being learned to the real world and make those connections as immediate and transparent as possible supporting the transition from school to work. It is important that students are treated in an adult like manner with the intent of assisting them to become more independent and responsible for their own learning. To facilitate this approach, it is essential that we develop partnerships and connections with organisations and individuals outside of school in order to demonstrate the relevance of what students are learning.

The principles of applied learning are central to the development of curriculum, pedagogical approaches and assessment of student learning.

They are as follows:

1. Start where students are at in regard to their learning and educational goals.
2. Negotiate the curriculum. Engage in a dialogue with students about their curriculum.
3. Share knowledge. Recognise the knowledge students bring to the learning environment.
4. Connect with communities and “real-life” experiences.
5. Build resilience, confidence and self-worth – consider the whole person.
6. Integrate learning – the whole task and the whole person. In life we use a range of skills and knowledge. Learning should reflect the integration that occurs in real-life tasks.
7. Promote diversity of learning styles and methods. Everyone learns differently. Accept that different learning styles require different learning or teaching methods, but value experiential, practical and ‘hands on’ ways of learning.
8. Assess appropriately. Use the assessment method that best ‘fits’ the learning content and context.
9. Personal attributes that are consistent with the national *Employability Skills Framework (Appendix D)* will be nurtured and developed.

This document is a supplement to the VCE Policy Handbook 2021 and as such should be read in conjunction with that document.

Award Levels

- VCAL units are available at the three VCAL award levels (Foundation, Intermediate and Senior) to cater for the different needs, abilities and experiences of students.
 - **At Foundation level (Year 10)**, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
 - **At Intermediate level (Year 11)**, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
 - **At Senior level (Year 12)**, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.
- On exit, students will, regardless of year level, be awarded the certificate that is based upon the completion of the assessment related to their level of skills, knowledge and attributes
- Please note that while it typically takes one year to complete a VCAL certificate, some students may take two or more years to satisfactorily complete the outcomes for one or more of their Units

Course Requirements

- The Rainbow P-12 College VCAL program must contain a minimum of two VCAL units and may also contain curriculum components from:
 - additional VCAL units
 - VCE studies
 - VET-accredited curriculum or training packages or FE-accredited curriculum.
- 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. ***See Appendix B : Curriculum options for meeting VCAL strands.***
- Each of the three award levels has a nominal duration of **1000 hours**, which typically is a mix of class time and independent learning.


VCAL Units

- 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.
- To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of **10 credits** and includes:
- curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand*: one credit is required for Literacy Skills and one credit is required for Numeracy Skills*
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- a minimum of two VCAL units, one must be a VCAL Personal Development Skills unit at the respective level.
- curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills.
- **Note: If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above.*
- *If using VCAL units to meet the eligibility requirements of the numeracy component of the VCAL Literacy and Numeracy Skills Strand, a Unit 1 numeracy unit must be completed. At Foundation level, Numeracy Skills Foundation meets the eligibility requirements.*

General credits

- VCE units that are included within a student's VCAL program but which do not meet the purpose statement of any of the VCAL curriculum strands may contribute towards the overall minimum total credits required and/or minimum credits required at the award level.
- The units Skills for Further Studies and Portfolio Enhancement and Presentation unit contribute to the Senior VCAL as general credits.

Student eligibility

- The VASS co-ordinator will check the **Curriculum Strand Report** and run eligibility reports in VASS to determine if or how units contribute to a VCAL strand and to ensure that the minimum requirements of the VCAL qualifications have been met.
 - This will be completed early in term one.
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Entry to the VCAL Program

- In Year 10 there is every effort to enrol all students in Foundation VCAL to give them experience of the type of learning and assessment involved. This is to provide them with information and knowledge to make a more reasoned and informed choice when entering their senior years of schooling
- All students at Year 10, 11 & 12 level will be involved in career and pathway interviews during August/September of each year in preparation for the next year's course.
- All selection decisions will be informed by a personal interview and previous reports as well as teacher feedback.
- Attendance rates, HOL (Hands On Learning) involvement and commitment to studies will also be considered

Program Planning

- At Foundation level the program will be structured to accommodate a combination of the following:
 - VCAL classes
 - VCE classes*
 - Year 10 classes
 - VETis* (Vocational Education & Training in Schools)
 - SBAT/SWPL /HOL*

(* are all optional, and will be supported where appropriate)

- At Intermediate & Senior level the course will be structured so that students can attend:
 - School three days a week
 - VET one day a week
 - SBAT/SWPL one day a week
- Through timetabling and other factors the College will determine the days when each component runs, however, it is understood that SBA & SWPL days may be negotiated for individual students.
- At all levels, and through consultation with the VCAL teachers and the Principal, the course may be varied to meet the individual learning needs of students to assist them in meeting the career goals identified in their Pathway Plan (located on WIRL)

VET Requirements

- Students are strongly encouraged to complete VETiS modules that support their interests and career aspirations or to enrol in VETiS taster programs that will help them to identify potential career path
- At Foundation level VETiS is not compulsory and Industry Specific Skills can be covered by undertaking a selected VCE subject (units 1&2)
- At the VCAL Intermediate and Senior levels, the learning program **must** include accredited VETiS curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand. This can be achieved over the life of intermediate and/or Senior VCAL (*eg. can be completed at intermediate level and so does not need to be undertaken in the Senior certificate*)
- One credit is awarded on the successful completion of **90 nominal hours** of accredited VET curriculum.
- While individual VETiS/FE units of competency may be selected for inclusion in a VCAL learning program, completion of the entire VETiS/FE qualification is not a necessary requirement.

SBAT (School Based Apprenticeships and Training)

- School Based Apprenticeships & Training (SBAT) are a serious and long-term commitment.
- It requires students to attend school and at least one (if not two) different venues each week and to juggle the demands of a number of different providers. This requires personal qualities of initiative, motivation and organisation to be successful. As a result, it is not the default program for students who are doing VCAL to enrol in a SBAT.
- A SBAT is a **contract** between the student, employer, training provider and the College. This is very important.
- While the SBAT off-site learning will need to be negotiated it is important that the day/s selected do not adversely impact on the provision of the VCAL program. The College will nominate a preferred day based on the timetable for the year. It is important that all parties are involved in the negotiations.
- It is the responsibility of the **student** to provide information to the College, at least a week in advance, in regard to the following:
 - Changes to circumstances (location, working conditions)
 - Trade school/training dates (the earlier the better)
 - Additional days
- It is also the responsibility of the **student** to keep up to date with all SBA workbooks, modules and journals. However, the College is here to support the students with their learning in regard to their SBAT commitments.

SWPL (Structured Work Place Learning)

- SWPL is not a formal VCAL requirement but is strongly encouraged at Foundation level.
- Structured Work Place Learning is a core element of an Intermediate or Senior VCAL Certificate.
- SWPL at Rainbow P-12 College is informed by the DET guidelines as outlined in the SWPL manual.
- VCAL students can complete, on average one day of SWPL per week, not in excess of 40 days per year. (it can be taken in block release)
- The DET guidelines recommend students have a maximum of only 20 days with one employer per year. Where it is appropriate for the student's learning and career development the principal through their delegate will grant and exemption for a student to stay with the same employer in excess of the recommendation.
- It is an expectation at Rainbow P-12 College that VCAL students actively look for work that they can undertake that fits with their Pathway Plan.
- The VCAL team will provide support and guidance to students to develop their capacity to independently approach employers regarding SWPL.
- It is the responsibility of the **student** complete all the necessary documentation prior to starting a placement. If this is not completed the College cannot legally recognise it as SWPL and as such the student will not be covered by insurance.
- While the work placement will need to be negotiated it is important that the day/s selected do not adversely impact on the provision of the VCAL learning program. It is important that all parties are involved in the negotiations.

Satisfactory Completion

- To receive an “S” for a Unit, students must satisfactorily complete ALL learning outcomes for the Unit in accordance with the specifications set out in the Unit Study Design.
- VCAL assessment for each unit is **competency based**. Students must demonstrate the competency in Learning Outcomes established by VCAA.
- When developing learning activities and assessments teachers must ensure that the assessment is **fair, flexible, reliable** and **valid**. Where possible assessment should take place in an authentic learning environment.
- Teachers must ensure that assessment is **fair and flexible**. The individual needs of learners must be considered in the assessment process, reasonable adjustments must be made, and the students should have the opportunity to question the final result if needed.
- Assessment of student competencies must be **reliable**. Students should be able to demonstrate the competency on a least three separate occasions.
- Where a student has not demonstrated a competency any rescheduling of the assessment should be done in consultation with the student to allow them time to consolidate the learning they have not yet demonstrated.
- Students are also expected to model the standards of behaviour defined in the *Employability Skills Framework*, including harmonious communication, productive teamwork, personal initiative and self-management. A copy of the Framework is attached as an appendix to this policy.
- Students who fail to complete set work or to model the standards of behaviour defined in the *Employability Skills Framework* will be given a two-week period to work towards achieving the expected standards. A record of their unsatisfactory progress will be entered on Compass by the relevant classroom teacher who will also make contact with the student’s parents/guardians.

Attendance

- VCAL students are expected to adhere to the College's VCE attendance policy of **85%**.
- If their attendance falls below 85% students will be required to make this time up during a set redemption period.
- An absence is regarded as school approved when a medical certificate or other professional documentation can be provided. All other absences (parental approval without documentation) are regarded as unapproved and will be not counted in the attendance data.
- If the time is not made up during the set redemption period, the student will receive an N for the subjects that don't meet the 85% threshold.
- Year 11 and 12 VCAL students who have met all of the Program requirements will be permitted, on request and at the discretion of the Principal, to exit school at the end of term 3

Start of Year / Mid-Year Transfer to and from VCAL

- At the start of the year students will be given a two-week window of opportunity to make sure their VCE/VCAL choices are the correct fit for their Pathway Plan.
- Upon request, students may be permitted to transfer between VCAL and VCE at the Semester break.
- Students will be given a two-week trial period at the start of the second semester to determine if they wish to formalise their transfer. Unless there are exceptional circumstances, students cannot transfer between VCAL and VCE outside of this two-week window.
- Please note that students who transfer from VCAL into VCE still need to complete a minimum of 16 Units in order to satisfactorily complete their VCE certificate. Depending on the Units they select, this may take longer than the standard period of two years. Students are advised to consult the Career and Pathways Co-ordinator before making a decision.

Excursions and Incursions

- Planned excursions and incursions form a critically important part of the VCAL Program's applied learning framework
- Students are expected to attend all excursions and incursions unless they have a valid reason not to – e.g. illness, bereavement
- All absences for excursions/incursions must be approved (medical or other professional documentation provided) and all unapproved absences must be redeemed
- An estimate of associated costs for excursions & incursions will be made available by the start of the year

Communication

- Parents and teachers will work in partnership to support students throughout their VCAL.
- The College will keep parents informed with key information about the implementation and delivery of the VCAL, student progress and advice for supporting students at home.
- The College will run an information session for parents in relation to the structure and assessment of the VCAL.
- The College will provide parents with additional information to assist in supporting students, including, but not limited to: guest speakers, newsletter articles and other reference materials.
- Parents of VCAL students will be strongly encouraged to attend Parent, Student, Teacher interviews. Parents will be advised when VCAL students are at risk of not demonstrating learning outcomes.

Teacher Responsibilities and College Expectations

Teachers have responsibilities and these must be abided by. Students can expect their teachers to do the following;

- Be punctual to class and be well-planned and organised
- Teach the Study Design and keep up to date with course requirements via the VCAA Bulletin
- Ensure all students have access to timely advice, support and feedback
- Return work in a timely manner (within two weeks of submission date)
- Be available to help them within class and, if previously arranged, out of class time
- Make sure that all students (in multiple classes) have the same conditions and arrangements for assessment activities
- If a teacher is absent, wherever possible, work is left for students to complete

It is the professional responsibility of the subject teacher to access the **current** Study Design and keep up to date with requirements of the subject and assessment activities. In the case of multiple classes and teachers all assessment tasks and coursework **must** be moderated. Teachers must ensure that all students are treated in a fair and consistent manner, particularly in the case of assessment activities and tasks.

It is the responsibility of the teacher to ensure that work is assessed and returned to students in a timely manner (within two weeks from the date of submission) with constructive, written feedback for students to act upon.

It is an expectation of the college that all teachers will be at school ready to teach their VCAL classes as prolonged or frequent absences can interrupt the programs and learning of VCAL students. Absences due to illnesses and other serious circumstances are clearly outside the control of teachers.

Teachers should be prepared to cater for students within the classroom who display the full spectrum of application and engagement levels. This will range from those students who are self-directed, ready to work and fully motivated to those students who are not. However, our college sets high expectations for students and endeavours to offer all students the opportunity to succeed at the highest level. As part of the role and responsibility of a teacher, it is necessary for teachers to plan their classes and activities using the agreed Rainbow P-12 College Instructional Model to cater for a range of student learning preferences and abilities. Teachers should not hesitate to discuss any issue with the relevant Wellbeing Coordinator if classroom expectations are not being met, as well as recording these issues on Compass Chronicle.

Teachers are also expected to communicate in a timely fashion with the Wellbeing Coordinator and record on Compass when students are at risk, not completing work, or needing to redeem their work.

Student Responsibilities and College Expectations

It is an expectation of our College that all VCAL students will be fully engaged in their learning and achieve their best in everything they do. Students are responsible for their own learning and behaviour and must work in partnership with their subject teachers. All VCAL students are expected to follow the school rules set out in the Student Code of Conduct. It is also a requirement that no student will interfere or stop students from learning or the teacher from teaching. Students who do not follow the Student Code of Conduct or who continually interfere with the learning of others may find that they are not able to maintain their enrolment in VCAL classes. If a student is experiencing difficulties with either the teacher or other students, they should talk to the teacher first (out of class time where possible) and if there is a serious issue, they should contact their Wellbeing Coordinator.

Students must complete and submit the relevant Student Personal Details form to their school for each year in which they enrol. This should be completed in the first two weeks of the school year. The accuracy of student details should be audited against information provided on a student's form and the school should check the all details for accuracy. Before undertaking, any studies all students must sign an agreement to abide by VCAA regulations.

The mechanisms of the VCAL contain a curious blend of terminology, acronyms and procedural requirements. It is the responsibility of both teachers and students to be current and familiar with this information using the resources provided. If students have any questions in relation to these issues, they should seek clarification from their VCAL teachers.

Our college expects all senior students to obey the VCAA and college VCAL rules as well as:

- Choose their course with care and have a strong commitment to their studies
- Attend school on time
- Attend all classes
- Come prepared for work, with the correct books and equipment
- Participate in all school activities
- Work quietly and productively in class and in all study periods
- Be attentive and follow all reasonable directions from teachers
- Keep records of work set and due dates in their diary
- Satisfactorily complete all work requirements and outcomes
- Do sufficient home study to maintain progress in learning
- Obey the VCAA and college VCAL rules
- Behave in a mature manner, speak politely and consider the rights of others
- Stay in class until the bell sounds and the teacher dismisses you
- Model the college values & expected behaviour guidelines
- Wear correct college uniform.

BALANCING STUDY, WORK AND RECREATION

Senior students are expected to complete home study each night and on weekends. In busy assessment times, students may be required to work even harder and longer. Ensure that a sensible balance of social activities, part time work, sport, study and sleep is achieved. If students are not able to manage home study requirements and are falling behind with course work, then you should seek guidance from the school and adjust your other commitments so that schoolwork does not suffer. Your VCAL should be your number one priority.

PERSONAL PROBLEMS AFFECTING YOUR STUDY

You should see Teachers, Form Teacher, VCE Improvement Coordinator, Wellbeing Coordinator, Assistant Principal or Principal immediately if you;

- Have any problems affecting your course or units
- Are having difficulties managing your chosen studies
- Need help with personal or family problems.

We are here to help! You just have to let us know.



Change of Subject and Withdrawal from a Subject

Students will only be permitted to change subjects within the first two full weeks of starting Units 1 to 4. Changes will not take place mid-way through completing units to limit the disruption to the school program. Students must follow the procedure for changing a subject as outlined in the 'Change of Subject' form. This form can be found in the appendix at the end of this booklet.

NOTE

Students may choose to withdraw from their studies at any time. **BUT**, the records of their enrolment can only be withdrawn from a unit if the **ENROLMENT DATE** for that unit has not passed. Also, student enrolments cannot be withdrawn from the VCAA database if there are already results recorded for the enrolment. Students withdrawing **after** the 'enrolment date' will receive an 'N' (Not Satisfactory) for the unit.

Enrolment Expectations and Minimum Subject Selections

Students enrolled as Year 11 are **expected to be enrolled in 6 subjects**. These can include:

- VCE classes
- VET classes
- VCAL classes
- SBAs and other school-approved work placements

The minimum enrolment for Year 11 VCAL students is 5 subjects (or equivalent). Students will **ONLY** be permitted to undertake 5 subjects in Year 11 if:

- They are undertaking additional rigorous study such as TAFE or a University subject outside of Rainbow P-12 College (with a minimum of 40 hours of class time per unit), or
- They are a Special Needs/Special Provision student, or
- They are undertaking a special program outside of school necessitating significant amounts of work and/or absence from school that could not reasonably be put off until after VCAL

Students enrolled as Year 12 are **expected to be enrolled in 5 subjects**. These can include:

- VCE classes
- VET classes
- VCAL classes
- SBAs and other school-approved work placements

The minimum enrolment for Year 12 VCAL students is 4 subjects (or equivalent). Students will **ONLY** be permitted to undertake 4 subjects in Year 12 if:

- They are undertaking additional rigorous study such as TAFE or a University subject outside of Rainbow P-12 College (with a minimum of 40 hours of class time per unit), or
- They are a Special Needs/Special Provision student, or
- They are undertaking a special program outside of school necessitating significant amounts of work and/or absence from school that could not reasonably be put off until after VCAL.

Special Provisions

Special Provisions can apply when students have legitimate reasons (i.e. circumstances outside their control) for not working to the best of their ability, including the submission of work or attendance at school-based assessments.

Special provisions are designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do. These provisions are not allowances. The objective is, as far as possible, to remove the barriers which may prevent a student demonstrating their capabilities in a study. Each student's case will be evaluated individually. The guiding principles which must be satisfied in all forms of special provision are:

- The provision should provide equivalent, alternative arrangements for a student.
- The provision should not confer an advantage to any student over other students.

Eligibility for special provision

Students may be eligible for Special Provision if, they are adversely affected in a significant way by:

- An acute or chronic illness (physical or psychological).
- Factors relating to personal circumstance.
- An impairment or disability, including learning disorders.

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all schoolwork related to satisfactory completion of the VCAL.

Student Appeals

Students have the right to appeal decisions about:

- Non-Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

Process for conducting investigations into breaches of School based assessment

Rainbow P-12 College is responsible for ensuring students abide by the VCAA rules for School-based Assessment in VCE and VCAL and the Australian Quality Training Framework (AQTF) for VET studies. We will investigate any breaches of these rules, applying appropriate penalties and consequences if necessary.

At the beginning of the school year, all Senior School students at Rainbow will sign a declaration that they abide by the rules and instructions relating to the VCE, VET and VCAL Assessment program. This includes all School-based Assessment.

Student appeals to School Based Assessment procedures

Where a student believes the procedures for school-based assessment were not carried out as per College procedures, a student may lodge an application to the Principal appealing a decision. The student, or parent or guardian of a student, must lodge a written appeal to the Principal within 14 days of the alleged breach or the completion of the School Based Assessment. The Principal will immediately form a panel to investigate the alleged breach. This panel will consist of the Assistant Principal, Principal's Delegate and one other appointed person. A member of this panel will investigate the allegation, conducting interviews with class teachers, assessment supervisors, the student who lodged the appeal or other students. If this investigation suggests there is substance to the allegation, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the appeals at this point of the investigation. The school may contact the VCAA to discuss any aspect of the allegation or investigation.

Hearings

The panel undertaking the hearing must understand the purpose of the hearing and have sufficient knowledge of the study to allow full participation in the discussion and decisions.

The Principal will give the student 24 hours written notice of the hearing. This notice will state: The allegation or breach, the purpose of the hearing, the date, time and place of the hearing, the composition of the panel, advice that a parent/guardian or relevant person may accompany the student to the hearing in a support role.

During the hearing, the panel must present any evidence collected earlier to support the case, give the student an opportunity to be heard and pose questions in such a way that allows the student to feel comfortable as possible given the circumstances.

The outcome of the hearing will be reported to the Principal within 24 hours of the panel's findings. This outcome will include the recommendations of the panel. The Principal has the power to determine what action should be taken.

All evidence from the hearing and investigation must be maintained by the school.

Penalties and Appeals

The Principal may decide to do one of the following:

- Reprimand the student
- Give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept the work that infringes the rule and make a decision on the award of an S or N on the remainder of any work.
- Refuse to accept any work if the infringement is judged by the principal to merit such a decision.

Notification of the Principal's decision and consequences must be provided to students within 14 days of the decision being made.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision of the school.

Full details of the appeals process can be found in the VCE and VCAL Administrative Handbook, or alternatively on the VCAA website.

Examinations

Year 12

All VCE studies will hold an end of year examination as prescribed by the VCAA. 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. It is not possible to reschedule an examination. Students are therefore expected to attend examinations even if there are difficulties in them doing this (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). Applications for Special Provisions are to be made to the VCE Coordinator. Details of conditions, rules, approved materials etc. will be provided by the VCAA.

Year 11

Students will be expected to sit an exam in all VCE subjects at the end of the year. Exams are not to be counted as SAC Tasks. However, they can be used to establish satisfactory completion of unit outcomes. A Year 11 examination period will be set aside for these exams, and an examination timetable published and distributed to Year 11 students. The Unit teacher will carry out assessment of each exam.

Year 10

Students will be expected to sit an exam in all VCE subjects in which they are enrolled at the end of the year. Exams are not to be counted as SAC Tasks. However, they can be used to establish satisfactory completion of unit outcomes. These particular exams will be at the same time as those being conducted for students in years 11 and 12. The Unit teacher will carry out assessment of each exam. Year 10 students may also be required to sit exams in their other, non-VCE, subjects.

SWOTVAC

SWOTVAC (Study Without Teaching Vacation) is the time given to students before their Unit 3 and 4 subject exam(s) so that they can best prepare themselves for these exams.

Year 12

In Year 12, students will have their last day of school **four full school days before** the English exam. In the unlikely event that they have any Unit 3 and 4 subject exams before this, they will get two full days of SWOTVAC for this exam.

Year 11

In Year 11, students will have two SWOTVAC days before any Unit 3 and 4 subject exam. If they have two exams on the same day, or on consecutive days, they will still only be entitled to two SWOTVAC days. If they have any full days between exams, they can have those days for SWOTVAC to a maximum of two days. The **maximum number of consecutive SWOTVAC days is therefore always two**.

General Achievement Test – The GAT

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June. Exemptions from the GAT may be given only in exceptional circumstances.

The General Achievement Test is a test of general knowledge and skills in these broad areas:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

GAT results:

- Do not count directly towards a student's VCE results
- Help check that school-based and external assessments have been accurately assessed
- Contribute to statistical moderation of school-based assessment results
- Help calculate Derived Examination Scores
- Determine scores in school-based assessment, external assessment and if a derived examination score is required due to illness, accident and trauma.

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 the other VCE results, but it does not count for tertiary selection.

As the GAT is used as a comparison for SACs and SATs, students should be aware of its significance in these studies.

Appendix

A: Glossary

B: Curriculum Options for Meeting the VCAL Strand Requirement

C: VCAL Comparison Table

D: Employability Skills Framework

E: Parent and Student Declaration

F: Redemption Notice Form

G: Change of subject/unit request form (VCE/VCAL/VET)

H: Study Planner

Appendix A: Glossary

Award levels	There are three levels of the VCAL Award – Foundation, Intermediate & Senior.
Competency based learning	Learning based on students demonstrating that they have learned the knowledge and skills .
Employability Skills Framework	This is the framework that VCAL uses to develop skills and employability qualities. <i>See Appendix C</i>
FE	Further Education. This is often undertaken as the training component of a SBAT.
HOL	Refers to Rainbow P-12 College’s Hands On Learning program which runs one day a week.
SBAT	School Based Apprenticeship & Training.
Strands	The VCAL award is made up of 5 strands: Literacy, Numeracy, Personal Development Skills (PDS), Work Related Skills (WRS) & industry Specific Skills.
SWPL	School Work Place Learning.
VASS	Victorian Assessment Software System – the database that records and maintains all VCAL & VCE data.
VCAL	Victorian Certificate of Applied Learning.
VETis	Vocational Education & Training in Schools.

Appendix B: Curriculum Options for Meeting the VCAL Strand Requirements

Strand	Foundation	Intermediate	Senior
Literacy Skills	<ul style="list-style-type: none"> • VCALLiteracySkillsReading and Writing units • VCE units: <ul style="list-style-type: none"> – EAL – English – English Language – Foundation English – Literature – Bridging EAL • selected FE reading and writing modules 	<ul style="list-style-type: none"> • VCALLiteracySkillsReading and Writing Intermediate/ Senior units • VCE units: <ul style="list-style-type: none"> – EAL – English – English Language – Foundation English – Literature – Bridging EAL • selected FE Certificates II/III literacy/reading and writing modules 	<ul style="list-style-type: none"> • VCALLiteracySkillsReading and Writing Senior units • VCE Units 3 and 4: <ul style="list-style-type: none"> – EAL – English – English Language – Literature • selected FE Certificate III literacy/reading and writing modules
Numeracy Skills	<ul style="list-style-type: none"> • VCAL Numeracy Skills units: <ul style="list-style-type: none"> – Numeracy Skills Foundation – Numeracy Skills Intermediate – Unit 1 – Numeracy Skills Senior – Unit 1 – Advanced Numeracy Skills Senior • VCE units: <ul style="list-style-type: none"> – any mathematics units – Chemistry – Environmental Science – Physics • selected FE numeracy and mathematics units of competency 	<ul style="list-style-type: none"> • VCAL Numeracy Skills units: <ul style="list-style-type: none"> – Numeracy Skills Foundation – Numeracy Skills Intermediate – Unit 1 – Numeracy Skills Senior – Unit 1 – Advanced Numeracy Skills Senior • VCE units: <ul style="list-style-type: none"> – any mathematics units – Chemistry – Environmental Science – Physics • selected FE Certificate II or above numeracy and mathematics units of competency 	<ul style="list-style-type: none"> • VCAL Numeracy Skills units: <ul style="list-style-type: none"> – Numeracy Skills Intermediate – Unit 1 – Numeracy Skills Senior – Unit 1 – Advanced Numeracy Skills Senior • VCE units: <ul style="list-style-type: none"> – any mathematics units – Chemistry – Environmental Science – Physics • selected FE Certificate III or above numeracy and mathematics units of competency
Industry Specific Skills	<ul style="list-style-type: none"> • VET certificates <ul style="list-style-type: none"> – VCE units: <ul style="list-style-type: none"> – Accounting – Industry and Enterprise – Technology studies – Visual Communication Design – Studio Arts – Business Management – Media – Product Design and Technologies – Systems Engineering – Agricultural and Horticultural Studies • selected VET units of competency within FE certificates at level I/II 	<ul style="list-style-type: none"> • VET certificates II or above • selected VET units/modules within FE certificates at level II or above 	<ul style="list-style-type: none"> • VET certificates II or above • selected VET units/modules within FE certificates at certificate III or above

Strand	Foundation	Intermediate	Senior
Work Related Skills	<ul style="list-style-type: none"> • VCAL Work Related Skills units • VET certificates • VCE units: <ul style="list-style-type: none"> – Industry and Enterprise (Unit 1 only) – Product Design and Technologies – Systems Engineering – Agricultural and Horticultural Studies – Industry and Enterprise (Unit 1 only) – Studio Arts • selected FE units of competency 	<ul style="list-style-type: none"> • VCAL Work Related Skills units • VET certificates • VCE units: <ul style="list-style-type: none"> – Industry and Enterprise (Unit 1 only) – Product Design and Technologies – Systems Engineering – Agricultural and Horticultural Studies – Industry and Enterprise (Unit 1 only) – Studio Arts • selected FE Certificates II/III units of competency 	<ul style="list-style-type: none"> • VCAL Work Related Skills Intermediate/Senior units • VET certificates II or above • VCE units: <ul style="list-style-type: none"> – Industry and Enterprise (Unit 1 only) – Outdoor and Environmental Studies* – Product Design and Technologies – Systems Engineering – Agricultural and Horticultural Studies – Industry and Enterprise (Unit 1 only) – Studio Arts • selected FE Certificates III units of competency
Personal Development Skills	<ul style="list-style-type: none"> • VCAL Personal Development Skills Foundation unit 	<ul style="list-style-type: none"> • VCAL Personal Development Skills Intermediate/Senior unit 	<ul style="list-style-type: none"> • VCAL Personal Development Skills Senior unit

Appendix C: VCAL Comparison Table

VCAL Level Comparison Table

	Foundation	Intermediate	Senior
	At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.	At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.	At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.
<i>Planning Curriculum Tasks</i>	At this level curriculum should be planned to develop: <ul style="list-style-type: none"> • basic and preparatory skills for employability, further education and training • the application of skills and knowledge to familiar tasks and everyday contexts. 	At this level curriculum should be planned to develop: <ul style="list-style-type: none"> • the application of abstract concepts and technical skills • the application of skills and knowledge to tasks that are unfamiliar and challenging. 	At this level curriculum should be planned to develop: <ul style="list-style-type: none"> • the application of high level literacy and communication skills to abstract and technical skills • specialisation of knowledge, skills and understanding appropriate to the project • conceptual analysis and problem solving for complex and/or abstract tasks.
<i>Designing Assessment Tasks</i>	At this level assessment should be planned to: <ul style="list-style-type: none"> • provide high levels of teacher support and assistance (e.g. step-by-step approaches) • link to familiar and everyday contexts (for the student) that lead to transferable knowledge and skills development. 	At this level assessment should be planned to: <ul style="list-style-type: none"> • provide some teacher support and assistance, but with the expectation that students will demonstrate independent learning and study skills • link to existing skills and experience to unfamiliar and challenging contexts. 	At this level assessment should be planned to: <ul style="list-style-type: none"> • provide opportunities for students to work as independent learners with teacher support and assistance available on request • link to complex tasks that require integration and application of a range of knowledge and skills (specialised technical skills, literacy skills and communication skills) to problem solving and abstract contexts.



Opportunity awareness

Employability skills

Employability Skills Framework

All young people need a set of skills and attributes that will prepare them for both employment and further learning. The Employability Skills Framework includes what employers think makes a good employee. The personal attributes and key skills are shown in the table below.

Personal attributes ... that contribute to overall employability

- Loyalty
- Reliability
- Common sense
- Motivation
- Ability to deal with pressure
- Commitment
- Enthusiasm
- Positive self esteem
- Adaptability
- A balanced attitude to work and home life
- Honesty and integrity
- Personal presentation
- A sense of humour

Skill	Element – (aspects of the skill that employers think is important. Note – the mix and priority of these aspects will vary from job to job)
Communication ... that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathising • Speaking and writing in languages other than English • Using numeracy • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information
Team work ... that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • Working across different ages irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving ... that contributes to productive outcomes	<ul style="list-style-type: none"> • Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues



Employability skills



Initiative and enterprise ... that contribute to innovative outcomes	<ul style="list-style-type: none"> • Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions
Planning and organising ... that contributes to long and short term strategic planning	<ul style="list-style-type: none"> • Managing time and priorities- setting time lines, co-ordinating tasks for self & with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participates in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
Self management ... that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility
Learning ... that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn - mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting - on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology ... that contributes to effective execution of tasks	<ul style="list-style-type: none"> • Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the physical capacity to apply technology e.g. manual dexterity

From Employability Skills for the Future, 2002

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm



Employability skills summary

Employability skills

Employability skills are the "key skills and personal attributes you need to enter, operate and thrive in the new world of work." These are the transferable skills that we take with us from one work situation to another, just like a tradesperson carries their toolbox.

Key skills are:

- communication;
- team work;
- problem solving;
- initiative and enterprise;
- planning and organising;
- self-management;
- learning skills; and
- technology.

Personal attributes are:

- loyalty;
- commitment;
- honesty and integrity;
- enthusiasm;
- reliability;
- personal presentation;
- commonsense;
- positive self-esteem;
- sense of humour;
- balanced attitude to work and home life;
- ability to deal with pressure;
- motivation; and
- adaptability.

(See http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm)

Parent & Student Declaration



Student name:

Year level:

Please complete the following and return to the Principal before the commencement of the VCE/VCAL school year.

I confirm that I have read the Rainbow P-12 College VCE and/or VCAL Policy Handbook, as applicable. I understand the policy and procedures and my responsibilities. I have retained a copy of the policy for future reference.

Student signature: Date: ____/____/____

Parent/Guardian signature: Date: ____/____/____

Redemption Notice Form



Student name:

Date of notice: ____/____/____

The following information pertains to an assessment or series of assessments where the student did not display a satisfactory understanding and therefore are at risk of failing a unit of work at VCE/VCAL level. They are being provided with an opportunity, as indicated below, to display a satisfactory understanding. Please note that the original score/grade will not be altered when submitted to VCAA.

Subject:

Date assessment submitted: ____/____/____

Date assessment returned: ____/____/____

Details of Original Task(s)

.....
.....
.....
.....
.....

Outcome(s) yet to be demonstrated

.....
.....
.....

Details of Redemption Task

.....
.....
.....
.....
.....

Subject teacher signature: Date: ____/____/____

Wellbeing Coordinator signature: Date: ____/____/____

Principal signature: Date: ____/____/____

Change of Subject/Unit Request Form (VCE/VCAL/VET)



Student name:

Date of request: ____/____/____

(no later than two full weeks after the unit has started)

Current VCE/VCAL/VET course (please list all subjects/units):

1.
2.
3.
4.
5.
6.

Change requested as follows:

Original subject/unit:Teacher's signature.....

Requested subject/unit:Teacher's signature.....

Please explain the reason for requesting the change:

.....

.....

.....

.....

Student signature: Date: ____/____/____

Parent/guardian signature: Date: ____/____/____

Careers & Pathways coordinator signature: Date: ____/____/____

Changes approved: YES / NO

Principal signature: Date: ____/____/____

Changes entered on VASS: ☐

Study Planner



Student name:

Week ending:

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6:00am							
7:00am							
8:00am							
9:00am							
9:20am							
10:10am							
11:00am							
11:30am							
12:20pm							
1:10pm							
1:50pm							
2:40pm							
3:30pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							

Time in hours allocated to each subject/study:

Subject	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total

- You will be able to develop **effective time management skills** if you keep better track of the time spent on all activities – school, employment, sport, social, family, relaxation, sleep etc.
- Efficient **reorganisation of time** when things seem to be getting out of control requires a clear understanding of where your time is being allocated
- Keeping these sheets accurate will enable you to determine just where the ‘extra’ time you may need at **critical times** of the year can be found!
- Completing these sheets over a few weeks can provide useful information in order for you to improve your ‘study habits’ or to balance your various activities.

