

## **VCAL Policy and Procedures**

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Please read this booklet carefully as it contains important information from VCAA and information on the School's Policies and Procedures.

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCAL delivery and assessment is located with teachers. The VCAA Administrative handbook VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

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The Transition to Life Senior School Leading Teacher and the VCAL co-ordinator are available at any time to assist and advise regarding delivery, assessment and learning within VCAL.

Parents (and students) will be provided with the Course Outline at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. Students will be helped-supported to develop an understanding of their strengths and ~~their weaknesses~~areas for further development. The focus will be on what the student is achieving, demonstrated with in work samples stored within their individual VCAL folder.

There will be coherence between assessment procedures and teaching and learning. In each unit there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment, as shown using the VCAL Unit Planner and evidenced in student progress reports bi-annually.

## **VCAL REQUIREMENTS**

### **8.1 STUDENT OUTCOMES**

#### **VCAL (Victorian Certificate of Applied Learning)**

VCAL aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work, training and further education. The VCAL has three award levels:

- Foundation

Each of the 3 award levels has a nominal duration of 1000 hours. Each VCAL unit is 100 nominal hours in length. Each unit successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

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The three qualification levels provide flexible entry and exit points for a range of students' abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

The VCAL units include:

- Work Related Skills/Structured Workplace Learning (SWL)
- Personal Development Skills
- Literacy Skills – Reading and Writing
- Literacy Skills – Oral Communication
- Numeracy Skills
- Industry Specific Skills, Usually VET studies.

**ASSESSMENT IN VCAL**

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Photos

Student assessment and evidence will be stored in an individual VCAL folder for each student that carries forward throughout the three years the student attends the course.

**8.2 STUDENT RECORDS AND RESULTS**

All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work. Internal Outcome achievement tracking templates will record progress over the three years of delivery.

**ENROLMENT in VCAL**

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VCAL is offered at PPSS in the Transition to Life sub-school. Parents and the Sub-school Curriculum Leaders will be consulted as to the appropriateness of the VCAL for students at an individual level. Enrolment in the certificate will be a consultative decision in the best interest of individual students.

Students enrolled in VCAL will also have an ILP with priority goals designed through the Student Support Group (SSG) structure.

VCAL outcomes will be formally reported with the individual student reports at the end of each semester.

Enrolment and student outcomes will be recorded on the VASS system.

At VCAL, students are required to successfully complete:

- all learning outcomes for each unit
- 6 out of 10 units over the year
- at least 4 out of 5 units in Semester 2

All students are required to attend a minimum of 90% of class time over each semester.

**APPEALS in VCAL**

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

Students have the right to appeal decisions about:

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

The process for appeals is as follows:

- Student notifies the Leading Teacher of intention to appeal
- A formal interview will be undertaken with a school based appeals panel
- Composition of the panels will be the principal or nominee, co-coordinator and relevant teachers. Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented and outcomes must be conveyed to the student in writing.

Consultation will also take place between the students' classroom teachers and the student and their parents to determine a recommendation regarding their promotion.

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For more Clarification and information, please go to the following websites;

- [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
- [www.vtac.edu.au](http://www.vtac.edu.au)

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**Quality Assurance**

PPSS will attend external quality assurance processes to confirm appropriateness of course delivery.

**8.3 STUDENT WELFARE**

Students with disabilities will be supported to access the VCAL program delivered at PPSS. Enrolment will be discussed with parents and decided within the contexts of the Individual Learning Plans and key priorities for each student. Planning will be focused on student success therefore; the appropriate course enrolment will include likelihood of achievable outcomes as discussed with parents.

Programs delivered offsite will be planned using the PPSS excursion procedures include risk assessment.

**8.4 TEACHING AND LEARNING**

Teachers delivering VCAL will be provided both internal and external professional development to ensure consistent application of delivery.

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