

VCE / VCAL Assessment Policy and Procedure

1. Purpose

The purpose of this policy and procedure is to provide clear guidelines to teachers and students within the Institute's VCE and VCAL programs on assessment requirements, standards and how issues will be managed.

2. Scope

This policy statement and procedure applies to all students enrolled directly into the Institute's VCE and VCAL programs and all teachers employed to deliver these programs.

3. Definitions

The following terms and abbreviations are specific to this procedure:

Statistical moderation: The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study

4. Principles

4.1 School Assessed Coursework (SAC)

Conditions are strictly common (the same) for all classes of a subject

Year 12 students will receive a SAC calendar at the beginning of the year detailing the week of the SAC, the exact date of which will be decided by the teacher.

Students will receive an outline of the nature of the task prior to the commencement of the SAC

Students must not bring materials to a SAC, other than those stipulated by the teacher

Students must not bring any mobile phone, smart watch, fitness tracker or unapproved electronic device into a SAC, and if they do, they must give it to the teacher prior to beginning the SAC

If a SAC is missed a makeup SAC will be completed in the same week that the rest of the cohort sat the original SAC and it will be an alternative task to the original.

4.2 Computers

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of work in progress are produced regularly
- Each time changes are made, the work is saved onto a backup file. The backup file should not be stored with the computer.

The Gordon provides all students with access to loaned laptops from the Library at each campus. Each campus has banks of computers, and printers which students can log onto and use during open hours (7.30am – 8.30pm). Therefore, Computer/printer problems will not be accepted as a reason for non-submission of an assessment by the due date.

4.3 Lost, Stolen or Damaged Assessment Work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement, signed and dated, explaining the circumstances. This must be provided to the Home Room Teacher, who will review the circumstances with the Senior College principal, and acting on advice from the teacher, and on the basis of records kept and previous authentication activities, shall determine the unit result for the student.

4.4 Feedback on School Assessed Coursework

- Students are provided with the marking scheme or criteria sheet
- Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external review process
- SACs will be returned to students once all students in the Study have completed the task and the SAC has been moderated.

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher

When providing marks, teachers must advise students that their total course work scores MAY CHANGE following statistical moderation.

Teachers may disclose to students, their grades for SACS. Again, these MAY CHANGE as a result of statistical moderation.

4.5 School Assessed Tasks (SATs)

School Assessed Tasks are set by the VCAA, and generally involve an extended project or folio work.

4.6 Satisfactory Completion

In order to satisfactorily complete a unit, students must satisfactorily demonstrate achievement of the learning outcomes assessed by the SAT.

Achievement of an outcome means:

- The work meets the required 'standard' as described in the outcome
- The work is submitted on time, by 3:30 pm on the due day
- The work is clearly the student's own and has been regularly verified by the teacher as the work is produced
- There has been no breach of VCAA and school rules

Note:

A medical certificate for illness/injury on the submission date of a SAT will not suffice. It is the responsibility of the student to organise delivery of the work by the set date. In the case of an emergency, students should contact the VCE/VCAL Co-ordinator for assistance if there are any issues.

4.7 Extension of Time

Extension of time is interpreted as the granting of extra time beyond that normally allocated to the SAT. Unlike redemption, the work completed during extension time is marked. Extra time is only granted in

cases of significant hardship. In very exceptional circumstances a student may be granted an extension of time to complete their SAT.

Procedure:

- Students complete an 'extension' form obtained from the VCE/VCAL Office Co-ordinator
- Applications must be made in writing at least three days before the SAT due date
- The application will be processed and the student will be informed of the result
- No more than three days extension will be granted

4.8 Feedback on School Assessed Tasks

SATs are subject to external review.

Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external moderation process.

SATs may be returned to students once all students have completed the task and the SAT has been moderated. The SAT grade may be reported to students as a numerical grade.

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher

When providing marks, teachers must advise students that their total course work scores MAY CHANGE following statistical moderation.

Teachers may disclose to students, their grades for SACS. Again, these MAY CHANGE as a result of statistical moderation.

4.9 Release / Storage of Student Work

It is expected that students will retain ALL work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling.

Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied/scanned form. Teachers should retain a representative sample of student work for each outcome to assist in the review of school courses.

4.10 Maintenance and Analysis of Results

Student assessment results and data are maintained and stored by each subject teacher all scores are to be provided to the Senior College Principal to collate data of results for all classes and for individual students. This data should be used to address improvement in learning outcomes.

Subject teachers are also required to submit scores and grades to the VCE/VCAL Co-ordinator in order to enter data onto the VASS system.

All teachers in all studies are provided with results of student achievement via the VASS VCE Data Service in February of each year. Professional learning in using data to improve student achievement is provided annually for all staff in order to improve learning outcomes.

The Senior School team, led by the Senior College Principal engage in annual monitoring of student data from a range of sources. This includes achievement data, engagement and well-being data including attendance, participation and completion rates and exit destination data.

4.11 Assessments requirement for SACs and SATs Absences

Students are required to complete each SAC or learning outcome on the date specified by their teacher.

The onus is on the student to supply documentation for their absence from the SAC. Otherwise, SAC absences default to an N result.

- If the student's absence is approved then they will have this time rescheduled and an alternative task to the original will be completed and will be assessed as S or N and graded
- If a student's absence is unapproved then they will have this time rescheduled and an alternative task to the original will be completed and will be assessed as an S or N only. This work will not be graded.

When a student is absent from a SAC the teacher will notify the VCE/VCAL Co-ordinator and Home Room Teacher so arrangements can be made, however the onus is on the student to still see either the VCE/VCAL Co-ordinator and Home Room Teacher to arrange a time to complete the SAC.

4.12 Rescheduled

Students are entitled to one (only) reschedule opportunity.

Units 1 & 2 If a student misses a SAC due to absence, they must be prepared to complete an alternative task at the first opportunity upon their return to school, as deemed appropriate by the subject teacher

The subject teacher will complete and lodge a SAC absence form to the appropriate Home Room Teacher and await the decision to either mark the SAC as an S or N only, or to also award a grade.

Units 3 & 4 If a student misses a SAC due to absence, they must reschedule a time to sit the SAC with the VCE/VCAL Co-ordinator

Students must be prepared to complete an alternative task at the first opportunity upon their return to school

The subject teacher will complete and lodge a SAC absence form to the appropriate Home Room Teacher and await the decision to either mark the SAC as an S or N only or to also award a grade

4.13 Students Who Miss an Assessment Task without an Approved Absence:

Year 11 For an assessment task, a score of zero will be given. This will result in a UG grade (ungraded)

If a Satisfactory result for an Outcome relies on the missed assessment task, then a student will be allowed to do that task if appropriate, or be set a new one, in order to convert an N (Not Satisfactory) to an S (Satisfactory) result

Year 12 The VCAA rules regarding the VCE apply:

A Year 12 student will receive an NA (Not Assessed) for failing to submit a school assessment task (part of the School-assessed Coursework)

A new assessment task will be set in order to enable a student to convert an N (Not Satisfactory) for an Outcome, to an S (Satisfactory) result for the Outcome only; however, no score can be awarded to count towards the Study score.

4.14 Process for conducting Investigations into breaches of School based assessment

The Gordon is responsible for ensuring students abide by the VCAA rules for School-based Assessment in VCE and VCAL and the Standards for Registered Training Providers for VET studies.

The Gordon will investigate any breaches of these rules, applying appropriate penalties and consequences if necessary.

At the beginning of the school year, all students must sign a declaration that they abide by the rules and instructions relating to the VCE, VET and VCAL Assessment program. This includes all

- Student conduct
- 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 Senior School procedures, a student may lodge an application to the Senior College Principal appealing a decision. The student, or parent or guardian of a student, must lodge a written appeal to the Senior College Principal within 10 working days of the alleged breach or the completion of the School Based Assessment.

The Head of Centre or delegate will immediately form a panel to investigate the alleged breach. This panel will consist of the Senior College Principal, Home Room Teacher 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.

4.15 Penalties and Appeals

The Senior College 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 Senior College Principal to merit such a decision. For student breaches, this will result in awarding an N for the Outcome and a NA for scored assessment. This will result in N for the study for the unit. For school breaches, the decision of future action will take into consideration maintaining the integrity of the assessment for all students in the study and supporting the student's right for fairness and equality of assessment

Notification of the Senior College 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.

5. Responsibilities

POSITION	GOVERNANCE / RESPONSIBILITY
Senior College Principal	Ensuring the policy is available to all staff and VCE / VCAL students
Teachers	Recording student attendance / absences in the student management system Raising concerns about student attendance in staff meetings
Home Room Teachers	Monitoring student attendance and progress across their home group Organising student progress meetings where students fail to meet standards

6. Key aligned internal documents

Refer to the [Operational Management System \(OMS\)](#) for copies of all policies, procedures and supporting documents.

VCE / VCAL Assessment Tasks – Advice for Teachers SSC RD 02.01

VCE / VCAL Assessment Tasks – Advice for Students SSC RD 02.02

VCE / VCAL Attendance Policy and Procedure SSC PR 01

VCE / VCAL Authentication Policy and Procedure SSC PR 03

VCE / VCAL Special Provision Policy and Procedure SSC PR 04

VCE / VCAL Satisfactory Completion Policy and Procedure SSC PR 05

VCE / VCAL Administrative Procedure SSC PR 06

VCE / VCAL Management of Medical Conditions SSC PR 07

VCE / VCAL Student Records Management SSC PR 08

Student Conduct Policy QA PO 12

7. Key aligned external documents

[VCE and VCAL Administrative Handbook \(VCAA\)](#)

[Guide for Non-School Senior Secondary Education Providers \(VRQA\)](#)

8. Review and approval

	POSITION	AREA
Business Process Owner	Head	Centre for Culinary, Education and Teaching
Endorsed by (if applicable):	Nil	
Ratified by (if applicable):	Risk and Compliance Committee	
Review schedule:	This policy will be reviewed every 3 years (or earlier as required)	
Last reviewed / updated:	18 August 2021	