

VCAL Curriculum and Assessment Policy

Policy context

Djerriwarrh Community & Education Services (Djerriwarrh) is a community based Learn Local provider with non-school senior secondary registration to deliver the Victorian Certificates of Applied Learning (VCAL).

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) qualifications from within the AQF.

Policy

This policy provides the framework for the delivery, assessment and continuous improvement of Djerriwarrh's VCAL Program.

Djerriwarrh is committed to ensuring adherence to the VRQA Guidelines for Non-school Senior Secondary Education Providers: Minimum Standards for Registration to Provide an Accredited Senior Secondary Course and that delivery and assessment of the VCAL program is delivered in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements as detailed in the annual VCE and VCAL Administrative Handbook.

As a Registered Training Organisation (RTO), Djerriwarrh maintains compliance with AQTF Essential Conditions and Standards for Continuing Registration.

For eligible students funded through the Skills First Program, Djerriwarrh meets its obligations as outlined in the relevant funding contract.

As per the Access and Equity Policy and Procedure and the Statement of Purpose, Djerriwarrh undertakes to ensure that programs are accessible to all eligible members of the community and are responsive to individual needs.

No VCAL student will be discriminated against on the basis of gender, sexual orientation, race, religion or disability in relation to selection, enrolment, participation and assessment in a VCAL program.

Curriculum

Djerriwarrh's VCAL Program is targeted to young people age 15 to 19 years and offers the following VCAL levels:

- 21352VIC Victorian Certificate of Applied Learning (Foundation) VCAL FND 001
- 21353VIC Victorian Certificate of Applied Learning (Intermediate) VCAL INT 001
- 21354VIC Victorian Certificate of Applied Learning (Senior) VCAL SEN 001

The 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, are underpinning principles of the VCAL.

VCAL Teachers, in consultation with the VCAL Manager, will develop learning programs at each level that:

- provide opportunities for students to develop skills and knowledge, including employability skills, through learning experiences relevant to students' personal experiences, cultural backgrounds and further study and/or employment goals
- provide a holistic approach to the development of skills and ensure that students are able to identify and apply these skills within authentic social and working environment
- support students to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning
- meet VCAA accredited curriculum learning outcomes

Assessment

VCAL does not require exams however students undertake assessment tasks in relation to VCAL units and VET units of competency.

The purpose of assessment is to assess learning outcomes by collecting evidence and making judgements about the performance of learners. Judgements are formed about whether or not the competency has been achieved by meeting the requirements of the learning outcomes of all curriculum components and competency standards included in a student's VCAL program.

To ensure the integrity of assessment, VCAL Teachers develop and administer assessment activities guided by the general Principles of Assessment and the VCAL Principles of Assessment and in accordance with the assessment guidelines for training packages and accredited curriculum and the AQTF Essential Conditions and Standards for Continuing Registration.

General Principles of Assessment

Djerriwarrh will ensure that assessment, including pre-training assessment, RPL and VET units of competency, is valid, reliable, flexible and fair:

Valid: All teachers will participate in internal and external moderation or quality assurance activities.

Reliable: Teachers will use a range of assessment methods to ensure students have full opportunity to demonstrate their skills and knowledge and to show consistent results over a number of occasions.

Flexible: Flexibility in assessment methods should be used to ensure alternative methods are utilised to allow the demonstration of completion of learning outcomes without disadvantaging the student.

Fair: In developing assessment tasks teachers will ensure that no particular student or group of students is disadvantaged, particularly in relation to providing a range of methodologies that cater to the needs of individual students.

VCAL Principles of Assessment

VCAL Teachers develop assessments in line with the VCAL Principles of Assessment:

- assessment tasks/activities should be grounded in a relevant context and not be culturally biased
- students should have the opportunity to demonstrate achievement at their own pace
- instructions for assessment tasks should be clear and explicit. Students must know what is expected of them and the criteria by which satisfactory completion will be established

- time allowed to complete a task should be reasonable and specified, and should allow for preparation and reflection as appropriate to the activity
- assessment tasks/activities should be open-ended and flexible to meet the specific needs of students

Conducting assessments

Djerriwarrh will ensure that suitably qualified teachers/assessors conduct assessments.

Assessment criteria will be explained to students prior to the assessment.

Students are provided with feedback in relation to any assessments undertaken.

Facilities, equipment and training and assessment materials used by Djerriwarrh will be consistent with the requirements of the accredited course and/or Training Package and Djerriwarrh's own Training and Assessment Strategies.

Flexibility in assessment

Flexible assessment will be available for all VCAL students and this includes students with a disability. Flexibility in assessment may be achieved through:

- assessment task design
- use of alternative assessment strategies
- rescheduling an assessment task
- planned breaks
- allowing the student extra time to complete the task
- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to undertake assessment tasks

The satisfactory completion of curriculum components must be in accordance with the Assessment Guidelines for the accredited curriculum.

Teachers and Assessors

Delivery and assessment, including delivery and assessment of VCAL curriculum, training and assessment of VET units of competency, pre-training assessments and review of RPL applications, will be conducted by teachers/trainers and assessors who:

- have the necessary teaching qualifications and/or the training and assessment competencies as determined by the National Quality Council or its successors
- have the relevant vocational competencies at least to the level being delivered or assessed (if applicable)
- continue developing their teaching, vocational and training and assessment competencies to support continuous improvements in the delivery of the VCAL Program.

Validation, moderation and quality assurance processes

Validating and moderating the relevance and consistency of assessments and assessment judgements is critical to ensuring the assessments meet the accredited course and Training Package requirements. Quality assurance of VCAL units is the process that ensures there is a common understanding and consistency among teachers regarding assessment judgements and the design of assessment tasks.

Djerriwarrh participates in the VCAL Quality Assurance (QA) to ensure that assessment tasks will achieve the VCAL learning outcomes for which they are designed and that a student's work is at the appropriate level.

Assessment validation and moderation for VET units will be undertaken in line with PO 053 Validation Policy.

Participation in validation, moderation and quality assurance will be included in Teacher Position Descriptions and, where applicable, in performance plans.

Recording and reporting results

The VCAL Manager is responsible for the coordination and collection of results for assessment of curriculum components in the VCAL program. This includes assessment of competency standards from VET training packages and accredited curriculum that students are enrolled in as part of their VCAL course.

The results for all curriculum components in the VCAL program are entered into the Victorian Assessment Software System (VASS) in line with the designated timelines published by the VCAA.

Monitoring and analysing student results

The VCAL Manager is responsible for the monitoring and analysis of student results (including monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program). This data will be publicly available on the Djerriwarrh website.

Associated Policies	PO 001 Access and Equity Policy PO 010 Training Administration & Record Management Policy PO 030 Recognition of Qualifications issued by other RTOs Policy PO 035 Competency in Delivery and Assessment Policy PO 053 Validation Policy PO 066 VCAL Attendance Policy PO 067 VCAL Student Selection and Enrolment Policy PO 083 Child Safety Code of Conduct Policy PO 094 VCAL Code of Conduct Policy
Associated Procedures	PR 010a Training Administration & Record Management Procedure PR 066a VCAL Attendance Procedure PR067a VCAL Student Selection and Enrolment Procedure

	<p>PR 093a VCAL Program Management Procedure</p> <p>PR 093b VCAL Assessment Procedure</p> <p>PR 093c VCAL Recognition of Prior Learning Procedure</p> <p>PR 093d VCAL Teacher Requirements Procedure</p> <p>PR 094a VCAL Behaviour Management Procedure</p>
<p>Other associated documents</p> <p>Internal</p>	<p>VCAL Training and Assessment Strategies</p> <p>VCAL Student/Parent Handbook</p> <p>FO 298 VCAL Pre Training Review</p> <p>FO 302 VCAL LLN Assessment</p> <p>FO 329 VCAL Enrolment Form</p>
<p>Relevant Legislation</p>	<p>Education and Training Reform Act 2006 (Vic)</p> <p>Education and Training Reform Regulations 2017</p> <p>Equal Opportunity Act 2010 (Vic)</p> <p>Working with Children Act 2005 (Vic)</p> <p>Charter of Human Rights and Responsibilities Act 2006 (Vic)</p> <p>Child Wellbeing and Safety Act 2005 (Vic)</p> <p>Child Wellbeing and Safety Regulations 2017 (Vic)</p> <p>Disability Act 2006 (Vic)</p> <p>Disability Regulations 2018</p> <p>Occupational Health and Safety Act 2004 (Vic)</p> <p>Public Records Act 1973 (Vic)</p> <p>Information Privacy Act 2000 (Vic)</p> <p>Privacy and Data Protection Act 2014 (Vic)</p> <p>Ministerial Order No. 723 – Structured Workplace Learning Arrangements (Non-School Providers)</p> <p>Ministerial Order No. 724 – Work Experience Arrangements (Non-School Providers)</p>
<p>Other associated documents</p> <p>External</p>	<p>VRQA Guidelines for Non-school Senior Secondary Education Providers: Minimum Standards for Registration to Provide an Accredited Senior Secondary Course</p> <p>VRQA Guidelines for VET Providers</p> <p>AQTF Essential Conditions and Standards for Continuing Registration</p> <p>Skills First Program Standard VET Funding Contract</p> <p>VCAA VCE and VCAL Administrative Handbook</p> <p>VCAA VCAL Unit Assessment Planning Guide</p> <p>VCAA VCAL Curriculum Planning Guides</p>

	VCAA VCAL Quality Assurance Kit
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