Procedure	Assessment and Reporting Procedure
Person Responsible	Principal
Staff Involved	Compliance Manager, Assistant Principal, Learning Specialist and Teachers
Frequency of Performance	Daily
Related Documents	Curriculum and Teaching Policy
	Teaching and Learning Framework

This procedure provides the framework for assessment in relation to ensuring integrity, consistency and compliance with curriculum and administration guidelines, as well as guidance for applying reasonable adjustment in assessment.

1.   Assessment

The purpose of 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. These requirements are clearly outlined in the elements of each learning outcome.

Teachers should use a variety of formative and summative assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

A range of evidence can be used to demonstrate that a student has achieved the learning outcomes. This includes, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to make sure the assessment is valid and reliable, fair, flexible and efficient.

1.1   Curriculum documents

The curriculum components in a VPC/VM learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units of competency delivered in the learning program.

Teachers should access and read these documents when they are designing assessment tasks.

The curriculum documents include:

- VCE and VPC/VM Administrative Handbook

- VPC/VM Industry Specific Skills Strand and Work Related Skills Strand Curriculum Planning Guide

- VPC/VM Personal Development Skills Strand Curriculum Planning Guide

- VPC/VM Literacy and Numeracy Skills Strand Curriculum Planning Guide

- VPC/VM Literacy Skills Units Advice for Teachers

- VPC/VM Numeracy Skills Units Advice for Teachers

- Literacy Teacher Interviews

- VPV/VM Skills for Further Study Senior Curriculum Planning Guide

- Sample assessment task templates

The elements in the VPC/VM curriculum planning guides further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

The Principal will ensure that all VCAA documents are available to all teachers (hard copy and electronic).

The Principal and Assistant Principal will also ensure that all teachers have access to the following College documents as required:

- College policies and procedures

- Forms and documentation

1.2   VPC/VM Principles of Assessment

The curriculum components in a VPC/VM learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units.

Assessment within the VPC/VM should be based on the following principles:

- Assessment should be valid and reliable

    - Assessment tasks should be designed to reflect the nature of the outcomes/elements of the unit.

    - Students should be assessed across a range of different tasks and contexts.

    - Assessment should be conducted on a number of occasions.

- Assessment should be fair

  - Assessment tasks should be grounded in relevant context and be sensitive to gender, culture, linguistic background, physical disability, socio-economic status and geographic location.

  - Instructions for assessment tasks should be clear and explicit.

- Assessment should be flexible

  - Assessment should be open-ended and flexible to meet the specific needs of students.

  - Students should have the opportunity to demonstrate achievement at their own level and pace.

- Assessment should be efficient

- Assessment instruments that provide evidence of achievement across a range of outcomes/units should be used.

2. Designing assessment tasks

When designing assessment tasks, teachers need to follow the advice outlined in the VCE and VPC Administrative Handbooks. These handbooks are available on the VCAA website and updated annually.

2.1 Assessment of integrated programs in VPC/VM

Where possible, VPC/VM assessment should focus on integrated tasks or projects. In developing an integrated or holistic approach to VPC/VM 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 VPC/VM unit or VET unit of competency.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VPC/VM unit cannot be used to demonstrate achievement in other VPC/VM unit learning outcomes, or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal development skills unit cannot be used to demonstrate achievement of learning outcomes in the VPC/VM Literacy reading and writing unit.

3. Evidence of student learning

Evidence of student learning is anything that supports the assessor's claim that a student has achieved a learning outcome. This can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

3.1   Features of evidence

The following features of evidence should be considered when designing VPC/VM assessment tasks.

Valid	The task is consistent with the VPC/VM unit purpose statement.
	The learning outcome has been taken into account.
Sufficient	There is sufficient evidence to enable a decision to be made. This is important for activities involving a group of students working on an activity.
	There is a balance of direct and indirect evidence.
Authentic	The work of the student is their own.
Current	The work of the student is current and is not work submitted last year by another student.
Consistent	The evidence has been collected over time and in different contexts to ensure there is a consistent demonstration of competencies in the learning outcomes.

4.   Quality assurance processes

Quality assurance of VPC/VM units is the process that ensures there is a common understanding and consistency among teachers regarding assessment judgements and the design of assessment tasks.

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

Participation in quality assurance will be included in teacher position descriptions and, where applicable, in performance plans.

The College participates in Quality Assurance (QA) to ensure that assessment tasks will achieve the VPC/VM learning outcomes for which they are designed and that a student's work is at the appropriate level. The College is advised of Quality Assurance (QA) dates via the VCAA website: VCAA VPC/VM Quality Assurance

The Principal and the Compliance Manager are subscribed to receive correspondence from the Western Region VPC/VM Liaison Teacher relating to annual quality assurance requirements.

5.   Special provision

Students may apply for special provision where factors such as learning styles, physical or intellectual ability, language, literacy and numeracy levels, cultural background or socio-economic factors are affecting their capacity to satisfactorily complete assessments.

The College identifies students eligible for special provision at enrolment via the enrolment agreement and application interview the student and their Parent/Guardian/Carer, discussion with the previous school (where possible) and a formal Literacy and Numeracy Assessment. The College's decision will be based on the best interest of the student following these discussions and provision

of other professional or medical advice. If required, The College will form an ongoing support group for the student made up of stakeholders and professionals.

Special provision may result in reasonable adjustment in assessment and/or special consideration. Special provision will be documented in the student's Individual Learning Plan.

Students deemed eligible for special provision will still need to complete all work related to satisfactory completion of all outcomes. The College will ensure that any student granted special consideration will not have an advantage over other students in the program.

Special provision/reasonable adjustment strategies may include:

- rescheduling classroom activities and/or an assessment task

- allowing the student extra time to complete work or an assessment task

- setting a substitute task of the same type

- replacing a task with a different type

- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended

- using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks

- deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).

6.   Assessing learning outcomes

All VPC/VM assessment activities should be assessed by the teacher to verify their successful completion.

Students should be observed demonstrating competence on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

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.

7.   Assessment outcomes

7.1   Satisfactory VPC unit result

A student is awarded the VPC when they have satisfactorily completed 12 units, including a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all modules within that unit have been completed. Module completion is based on the teacher's decision that the student has demonstrated achievement of the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks.

Students can include other curriculum in their VPC learning program, such as VCE units, VCE VM units and VET, to meet the VPC minimum requirement.

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 Goals without disadvantage.

Schools will report a student's result for each module to the VCAA as S (satisfactory) or N (not yet complete). By reporting satisfactory completion, the teacher is certifying that the student has achieved the learning goal(s) for the module according to the rules set out by the VCAA and the College.

Students receive an S (satisfactory) for a module when the teacher determines that the student has:

- produced work that demonstrates achievement of the learning goal(s)

- submitted work that is clearly their own.

The College is solely responsible for decisions about satisfactory completion. Results for each module must be based on a judgement of satisfactory (S) or not yet complete (N) for each learning goal(s).

7.2   Satisfactory VM unit result

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)

- 2 VCE VM Numeracy or other units from the Mathematics studies group

- 2 VCE VM Work Related Skills units

- 2 VCE VM Personal Development Skills units

- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency [UoCs] to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation

7.3   Delay of satisfactory completion

A delay of satisfactory completion can occur if a student misses too many classes or the work presented does not meet curriculum components in accordance with assessment guidelines for the accredited curriculum.

Students must commit to make up lessons missed and complete all outcomes.

Students have the option of applying for an extension of time for submission of assessments. An extension of time will be discussed individually with the Teacher and/or the Principal.

Teachers will work with students who are assessed as 'N' and provide opportunities to satisfactorily complete VPC/VM units and VET units of competency in order to achieve an 'S' result.

Reasonable adjustments in assessments can be made to meet the needs of individual students.

Refer to the Assessment and Teaching Policy for strategies to be implemented for students at risk of non-completion

7.4   Assessment appeals

The College acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. Djerriwarrh ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision.

Valid grounds for an appeal against an assessment decision (where the student feels the assessment decision is incorrect) could include the following:

- the judgement as to whether competency has been achieved and demonstrated was made incorrectly;

- alleged bias of the teacher;

- alleged wrong information from the teacher regarding the assessment process;

- faulty or inappropriate equipment; and/or

- inappropriate conditions.

7.5 Process for appeals

Informal appeal

A student wishing to appeal an assessment decision should first discuss the assessment outcome with their teacher. The teacher may:

- reassess the assessment task; and/or

- request additional evidence

If the student remains dissatisfied with the outcome of the initial discussion, they may submit a formal appeal to the Principal.

The teacher must provide information on how the student may formally appeal the assessment decision and provide them with a copy of this procedure.

Formal appeal

The student has 14 working days from the date they received their result in which to lodge an assessment appeal.

A formal appeal must be submitted using the Assessment Appeal Form.

The Principal will contact the student within two working days of receiving the appeal to acknowledge and confirm mutual understanding of the appeal details and further steps in the process.

The outcome of the appeal will be provided to the student in writing within ten working days.

An assessment appeal may result in one of the following outcomes:

1. Appeal is upheld; in this event the following options will be available:

   - The original assessment will be re-assessed, potentially by another assessor.

   - Appropriate recognition will be granted.

   - A new assessment shall be conducted/arranged.

2. Appeal is rejected/ not upheld; in this event the student will be required to:

   - undertake further training or experience prior to further assessment; or

   - re-submit further evidence; or

   - submit/undertake a new assessment.

Recording and reporting results

The College coordinates the assessment and collection of results for all curriculum components within the learning program. Students will receive an S or N (not yet completed) result for each VPC/VM unit.

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

The College will collect and analyse data on student completion rates and student outcomes available through Compass. This data will be used to inform teaching methods and practice and improve curriculum delivery and adjustment of assessment tasks where required.

8. VPC/VM certificates

VPC/VM certificates are issued by the Department of Education and Training and are sent to the College on the scheduled date set by the Department.

Each certificate contains the student's full name, but does not list individual studies or results. A certificate is issued in the academic year in which the student first satisfies all requirements.

8.1 VPC/VM Statement of Results

The VPC/VM Statement of Results is issued to students enrolled in the VPC/VM and contains:

- a cumulative record of achievement for all VPC, VM, VCE and VCE VET units undertaken, and the academic year in which the result was obtained. VPC/VM units awarded an N result and VCE units awarded a J result are not printed

- graded assessment and study scores for each sequence of VCE and VCE VET Unit 3 and 4 studies undertaken either in the current year or earlier; if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed

- credit obtained for study undertaken overseas, interstate, as part of the International Baccalaureate or for a vocational certificate

- a statement indicating if the student sat the GAT

- a declaration stating whether the student has or has not been awarded the VPC/VM

- the number of credits and a list of strands the student has satisfied towards the VPC/VM.

9. Issuance and approval

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