

VCE VM and VPC Coordinator Induction

28/2/23



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



VICTORIA
State
Government

Slido check in: How are you feeling?

- While we wait for everyone to log in, in the **poll section** please answer the two questions:

1: How confident are you feeling coordinating VM and/or VPC students?

Put a 1, 2 or 3 in the Q and A section, with 1 being not very confident and 3 being very confident

2: What is your background in coordination?

Put a 1 in the Q and A section if you have been a coordinator previously

Put a 2 in if you are new to coordinating

Welcome

- Introductions
- Acknowledgment of Country
- For closed captions click on the cc button



Purpose of webinar



- To provide information to coordinators of VCE VM and VPC
- To ensure consistency across the state in the roll out and delivery of the new certificates
- To provide clarity around any areas providers may be unsure about

Chat function and Q&A

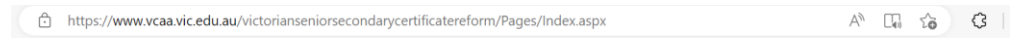
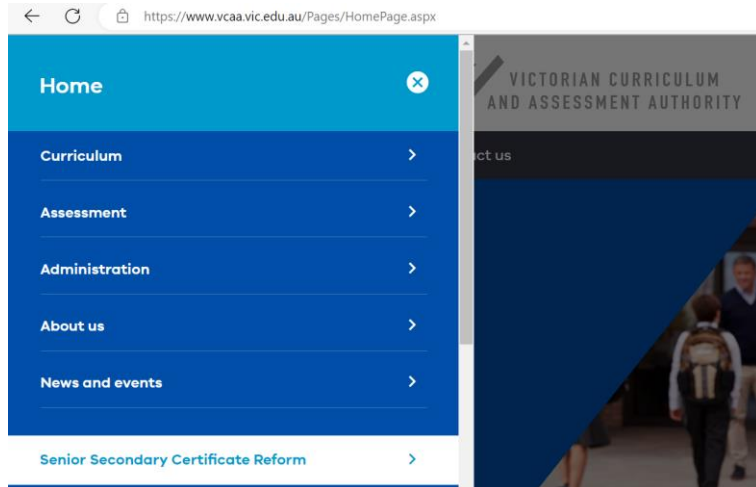
- A lot of information will be provided in today's webinar so there will be no Q&A session at the end. You can still ask questions in the Q&A section.
- The chat function in this session has been disabled. We would encourage you to email us to ask any specific questions.



Possible questions

Question	Solution
Transferring to the new model and set up	All of these questions can be answered by visiting the VCAA website .
2024 and beyond	Further information can be attained by emailing
VCAL teach out	vcaaseniorsecondaryreform@education.vic.gov.au
Entering students on VASS <ul style="list-style-type: none">- Do the credits automatically transfer?- Students completing a mix of VCE and VCE VM	Additional PL sessions are being developed and will run during 2023.

Further information SSCR:



On this page:

[Senior secondary pathway options in 2023](#)

[Delivering improved vocational and applied learning pathways for secondary school students](#)

[Transition arrangements](#)

[Teach-Out and Award of Intermediate VCAL in 2023](#)

[Transitional credit arrangements – for the Victorian Pathways Certificate \(VPC\) and/or VCE Vocational Major 2023 \(VCE VM\)](#)

[Fact sheets](#)

[Resources](#)

[Vocational and Applied Learning Pathways Review](#)

[Find out more](#)

VASS

VASS is now open.

Please refer to the administrative handbook for entering students on the system, changing student details, and/or setting this up in your school.

For any other enquiries:

Tel: + 61 1800 623 681

Email: vass.support@education.vic.gov.au

SWLR update

More information on Structured Workplace Learning Recognition will be available soon.

Language differences

Some language differences in the VCE checklist compared to the VCE VM and VPC coordinator checklist

Approaching your role

- Recognising different ways schools might be constructing or restructuring roles;
- Why your role is important;
- Challenges for schools and coordinators moving into the new certificates;
- We're here to help!

Background and overview

- Email: vcaa.seniorsecondaryreform@education.vic.gov.au
- In 2022 - no specific checklist for VCAL coordinators
- This document will provide guidance for those who are coordinating VM and VPC

What are the main differences between how to approach this checklist and the VCE's checklist?

1. Redemption tasks
2. Applied learning
3. Inclusion of the GAT

Who sits the GAT

Both Sections A and B

- Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment
- Includes students who have met the literacy and numeracy standards in a previous year

Section A only

- Students enrolled in one or more VCE Vocational Major Unit 3–4 sequence or Senior VCAL studies but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences
- If a student has already met the standards in a previous year and they are enrolled in VCE Vocational Major but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may opt to do so if they wish

More information: <https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/GATOverview.aspx#WhosittheGAT>

VCE VM and VPC Coordinator checklist

- This advice is general - need to determine who is responsible for each aspect of the checklist.
- The checklist covers administrative duties, how to support staff to develop curriculum, and how to assist students in maintaining attendance and achieving their learning goals.
- A copy of the checklist has been added to our website.



VCE VM and VPC set-up

VCE VM and VPC set-up

The principal ensures that students are provided with access to adequate facilities and resources to complete their course of study.

The VCE VM and VPC coordinator will:

1	Have in place an audit process to ensure teachers are using currently accredited VCE VM study designs and VPC curriculum designs.	
2	Ensure students are provided with clear, written details of both the VCAA rules and the school's rules and procedures, including rules for authentication of school-based assessment.	
3	Construct and distribute an internal school calendar for staff that ensures the Important Administrative Dates are met including key enrolment change dates for VCE VM and VPC students but does not place an undue burden on students.	
4	Ensure that processes to extend due dates for Unit and Module completion are understood by all staff administrating the VCE VM and VPC.	

Link

ADMINISTRATIVE DATES AND SCORED ASSESSMENT SCHEDULE

2023 important administrative dates

The [2023 administrative dates](#) are also available in [iCalendar format](#).

2023 scored assessment schedule

Information in the [2023 scored assessment schedule](#) should be used in conjunction with the 2023 administrative dates.

Date	Description	Handbook section references
Friday 27 January	Start of Term 1 Start of school year for government schools (student-free day)	
Friday 3 February	Last day for: <ul style="list-style-type: none"> students to lodge applications for Statement of Marks for 2022 VCE external assessments and the GAT. students to lodge requests to inspect response materials for 2022 VCE external assessments and the GAT. 	Final results: Reporting to schools
Tuesday 21 February	School-based Assessment Audit: Unit 3 audit questionnaire opens.	Quality assurance: VCE school-based assessment audit
Wednesday 22 February	Last day for schools to: <ul style="list-style-type: none"> lodge applications for alternative works/instruments for VCE Music Repertoire Performance and Music Inquiry. 	Scored assessment: External Assessment
Friday 24 February	Last day for: <ul style="list-style-type: none"> schools to notify the VCAA of alterations to 2022 unit results and initial School-based Assessments. After this date, a late fee may apply. principals to lodge requests for Confirmation of Grades for 2022 VCE external assessments and the GAT. principals to lodge applications for VCE Examination Score Review for 2022 VCE external assessments. 	Administrative information: Schools and registered training organisations

Student data

Student data

Schools must enter and store student result data securely and protect against misuse, loss, unauthorised access, modification, and disclosure. Information stored electronically, on databases or portable storage devices, must be managed and securely located so that records are not accessible to unauthorised users either at the time of entry or once stored.

The VCE VM and VPC coordinator will:

1	Develop an internal audit process to ensure data held on VASS is true and accurate.	
2	Run student full details report and eligibility report on VASS at the beginning of term 1 and 3. Review and revise individual student programs when a student's program of study is changed.	

School-based assessment

School-based assessment

VCE VM assessments are school-based and assessed through a range of learning activities and tasks.

School-based assessment refers to any work students in the VCE VM and VPC complete which contributes to teacher judgement about their satisfactory completion of an outcome in the VCE VM or learning goal in the VPC.

The teacher judges that the student has achieved a VCE VM Unit or VPC Module based on the range of set work and assessment tasks completed by the student for the outcomes or learning goals.

The VCE VM and VPC coordinator will:

1	Ensure teachers understand that VCE VM students must undertake school-based assessment to demonstrate their achievement of the outcomes in each Unit.	
2	Ensure teachers understand that VPC students must undertake school-based assessments to demonstrate their achievement of learning goals in each module.	
3	Ensure teachers understand that the decision to award an S for a Unit or Module is based on evidence collected by the classroom teacher.	
4	Evidence should be retained and held securely for audit processes.	

Satisfactory completion

Satisfactory completion

Decisions about satisfactory completion are solely the responsibility of the school.

The VCE VM and VPC coordinator will:

1

For all units, ensure teachers specify and communicate how a student will demonstrate their achievement of all learning outcomes, or learning goals in VPC, which will culminate in the satisfactory completion of a Unit or Module and the conditions under which the assessment is to be completed.

Special provision

Special provision

The VCAA Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The VCE VM and VPC coordinator will:

1	Check that arrangements to assist students in their learning and assessments are consistently applied across the school. This includes arrangements for classroom learning and school-based assessments, which are approved at a school level.	
2	Have an understanding of the General Assessment Task (GAT) and identify where Special Examination Arrangements are appropriate for a particular student and ensure that all applications are completed as stipulated (including the provision of evidence) and are submitted by the due date.	

School-based assessment audit

School-based Assessment Audit Ensure that the delivery and assessment of VCE VM and VPC studies is compliant with VCAA requirements. The VCE VM and VPC coordinator will:		
1	Ensure teachers are promptly notified of and supported to complete the audit process for VCE VM and VPC studies. Further information about this audit process will be available in Semester 2, 2023.	
2	Ensure teachers are supported in the development of school-based assessment tools that are equitable, balanced, efficient, valid, and reasonable.	

Breach of rules

Breach of rules

The school's policy and procedures should make it clear who is responsible for receiving reports of allegations of a breach of rules in school-based assessment.

The VCE VM and VPC coordinator will:

1	Treat each allegation sensitively and maintain the confidentiality of the process.	
2	In developing and reviewing policy, ensure that the decision-maker is not the investigator of the allegation.	

Pillars of applied learning

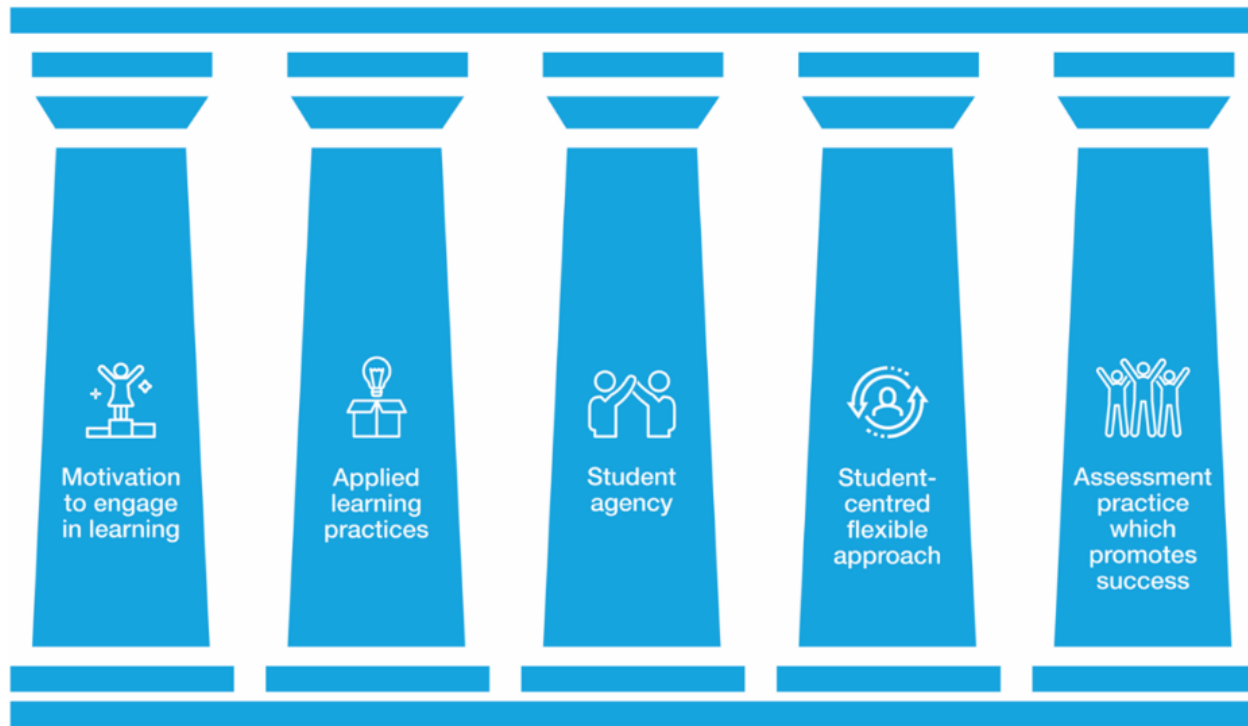
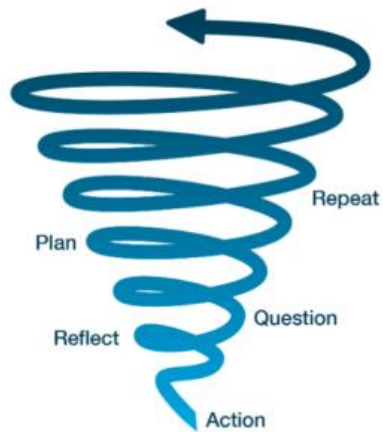
Pillars of Applied Learning

Applied learning involves students engaging in authentic and motivating learning experiences. It is a method of learning where theoretical information comes to life for students, in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE VM and VPC coordinator will:

1	Ensure all staff are aware of the Pillars of Applied Learning including: motivation to engage in learning, applied learning practices, student agency, student centred flexible approach, and assessment practice which promotes success.	
2	Support teachers to integrate two or more studies together where it would enhance student learning.	
3	Ensure that the learning outcomes in integrated studies are assessed specifically per study.	

Link: 5 pillars of applied learning



Link

VCE VM AND VPC INTEGRATED

VCE VM Study Designs



VPC Curriculum Designs



Integrated studies units

Units where studies are taught together.

▶ Unit 1

▶ Unit 2

Integrated VCE VM and VPC units

Units where VCE VM and VPC units are delivered in the same classroom.

▶ Unit 1

▶ Unit 2

Excursions and camps

Encourage the planning and delivery of excursions and camps

Although not compulsory, opportunities for students to apply their learning in a range of contexts can be applicable to many different school settings.

Excursions that form part of the VCE VM and VPC curriculum must follow the policy outlined by the school's sectoral authority.

The VCE VM and VPC coordinator will:

1	Ensure that relevant policies and procedures for excursions, camps, and adventure activities are being followed before, during, and after off-campus activities, including developing risk assessments. Please refer to your sector's guidance on this for details.	
2	Advise eligible parents about the Camps, Sports, and Excursions Fund (CSEF) which provides payments for eligible students to attend camps and excursions.	

VET requirements

VET requirements

Students completing the VCE VM must complete a minimum 180 nominal hours of VET at Certificate II level or above.

Students completing the VPC may access VET at a Certificate I level or above, however it is not a compulsory requirement.

For students undertaking a VET course as part of their program, the VCE VM and VPC coordinator will:

1	Ensure that students are enrolled in VET programs from registered providers.	
2	Maintain regular contact with the VET provider/s and ensure that students are meeting attendance and coursework goals.	
3	Monitor and report on students' progress in their VET course.	

SBAT requirements

SBAT requirements

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE, VCE VM or VPC). Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week.

Please note, SBATs must be endorsed by your school and meet the guidelines published by the Department of Education. To view the SBAT guide, visit the [Department of Education](#).

The VCE VM and VPC coordinator will:

1	Ensure student timetables allow them to engage in at least one day of on-the-job training during the normal school week.	
2	Ensure that students are enrolled in structured training from a registered training organisation (RTO).	
3	Monitor student attendance in SBAT programs.	

Flexible delivery

Flexible delivery

VCE VM studies can be delivered flexibly to meet the needs of students who may learn at a different pace, need more time to complete units or transition into the VCE VM during the academic year.

Further information can be found on the [Flexible Delivery Policy](#) page.

The VCE VM and VPC coordinator will:

1	Ensure that the school provides relevant flexible delivery options for students enrolled in VCE VM and VPC.	
2	Where relevant, apply for permission to the VCAA to deliver VCE VM studies flexibly through the Northern Hemisphere Timetable or Atypical VCE VM delivery.	
3	Where relevant, attend flexible delivery VASS training.	

Links

▼ Flexible delivery of the VCE VM

VCE VM studies can be delivered flexibly to meet the needs of students who may learn at different paces or transition into the VCE VM during the academic year.

Summary of flexible delivery options

Option	Application process	To apply
Mid-year entry – deliver Unit 1 in Semester 2 and Unit 2 in Semester 1 in the following year	Not required	N/A
Mid-year entry – deliver Unit 3 in Semester 2 and Unit 4 in Semester 1 the following year in the standard time frame	Yes – via the Northern Hemisphere Timetable program	Email vcaa.permissions@education.vic.gov.au
Extended delivery – deliver a single VCE VM unit across more than a semester	Yes – via the Atypical VCE VM Delivery program	Email vcaa.permissions@education.vic.gov.au
Extended delivery – commence delivery of a VCE VM unit during a semester and continue in the next semester, including over multiple calendar years	Yes – via the Atypical VCE VM Delivery program	Email vcaa.permissions@education.vic.gov.au
Concurrent delivery – deliver Units 1 and 2 or Units 3 or 4 concurrently across 2 semesters	Not required	N/A

Suggested timeline

Term 1

Set up calendar of important school dates and any documents that need to be accessed in a yearly capacity

VASS – run student full details report

Student data kept privately

Check VET Units of competency

Term 2

Satisfactory completion of units and modules

Special provision documentation

Term 3

Ensure students are enrolled in correct units to meet certificate requirements

Term 4

Satisfactory completion of units and modules

Complete VET enrolments for following year

Ongoing

School-based assessment

Pillars of learning

Breach of rules

Excursions and camps

SBAT and VET check ins

Additional Support

Visit our [Professional Learning webpage](#):

- Webinars
- Face-to-face workshops
- On-demand learning modules on a range of topics (with more being added as they are ready)
- Communities of Practice



VCE VM and VPC Professional Learning Platform

Complete self-guided courses in your own time

Date: Ongoing
Time: On-demand
Mode: Online

[View all courses](#)



VCE VM and VPC Communities of Practice

Connect with your Community of Practice leader to support your work in the VCE Vocational Major (VM) and Victorian Pathways Certificate (VPC)

Date: Ongoing

[Find out more](#)



VCE VM and VPC Implementation Webinars

Access a range of webinars to support the VCE Vocational Major and Victorian Pathways Certificate

Date: Throughout 2023
Time: 3:30–4:30 pm
Mode: Webinar

[View all sessions](#)

QR code and feedback

Please use the QR code to provide us with feedback as we would like to know if there are any areas, we can be of assistance during this transition time

Email: vcaa.seniorsecondaryreform@education.vic.gov.au



