## VCE VM coordinator’s checklist

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| **VCE VM set-up**  The principal ensures students are provided with access to adequate facilities and resources to complete their course of study.  The VCE VM coordinator will: | | |
| 1 | have in place an audit process to ensure teachers are using currently accredited VCE VM study designs |  |
| 2 | ensure students are provided with clear, written details of both the [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) are met, including key enrolment change dates for VCE VM 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 administering the VCE VM. |  |
| **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 coordinator will: | | |
| 1 | develop an internal audit process to ensure data held on VASS is true and accurate |  |
| 2 | run the **Student full details report** and **VCE VM student eligibility report** on VASS at the beginning of Terms 1 and 3, and review and revise individual student programs when a student’s program of study is changed. |  |
| **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 complete that contributes to teacher judgement about their satisfactory completion of an outcome in the VCE VM.  The teacher judges that the student has achieved a VCE VM Unit based on the range of set work and assessment tasks completed by the student.  The VCE VM 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 VCE VM students must undertake school-based assessments to demonstrate their achievement of learning goals in each unit |  |
| 3 | ensure teachers understand that the decision to award an S for a unit is based on evidence collected by the classroom teacher |  |
| 4 | ensure evidence is retained and held securely for audit processes. |  |

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| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school.  The VCE VM coordinator will: | | |
| 1 | for all units, ensure teachers specify and communicate how a student will demonstrate their achievement of all learning outcomes, which will culminate in the satisfactory completion of a unit or module, and the conditions under which the assessment is to be completed. |  |
| **Unit and module completion**  For VCE VM, unit completion refers to the completion of a unit within the study design, per the *VCE Administrative Handbook*. | | |
| **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 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 Achievement Test (GAT), identify where Special Examination Arrangements are appropriate for a particular student and ensure applications, including required evidence, are submitted by the due date. |  |
| **School-based assessment audit**  Ensure that the delivery and assessment of VCE VM studies complies with VCAA requirements.  The VCE VM coordinator will: | | |
| 1 | ensure teachers are promptly notified of and supported to complete the audit process for VCE VM studies |  |
| 2 | ensure teachers are supported in the development of school-based assessment tools that are equitable, balanced, efficient, valid and reasonable. |  |
| **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 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. |  |

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| **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 coordinator will: | | |
| 1 | ensure all staff are aware of the [Pillars of Applied Learning](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) 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](https://www.vcaa.vic.edu.au/curriculum/VCEVMandVPCIntegrated/Pages/Integrated.aspx) 2 or more studies together where it would enhance student learning |  |
| 3 | ensure that the learning outcomes in integrated studies are assessed for each specific outcome in the studies. |  |
| **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 curriculum must follow the policy outlined by the school’s sectoral authority.  The VCE VM coordinator will: | | |
| 1 | ensure relevant policies and procedures for excursions, camps and adventure activities are being followed before, during and after off-campus activities, including developing risk assessments according to guidance provided by the relevant school sector |  |
| 2 | advise eligible parents and guardians about the [Camps, Sports and Excursions Fund (CSEF)](https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy), which provides payments for eligible students to attend camps and excursions. |  |
| **VET requirements**  Students completing the VCE VM must complete a minimum 180 nominal hours of VET at Certificate II level or above.  For students undertaking a VET as part of their program, the VCE VM coordinator will: | | |
| 1 | ensure 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 program. |  |

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| **SBAT requirements**  A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student as part of their VCE, including the VCE VM. 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](https://www2.education.vic.gov.au/pal/school-based-apprenticeships-and-traineeships/guidance) website.  The VCE VM 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 students are enrolled in structured training from a registered training organisation (RTO) |  |
| 3 | monitor student attendance in SBAT programs. |  |
| **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 of the VCE VM](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx) webpage.  The VCE VM coordinator will: | | |
| 1 | ensure the school provides relevant flexible delivery options for students enrolled in VCE VM |  |
| 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. |  |