**[Alexandra Shepherd]:** There we go. All right. Welcome to this afternoon's webinar on management and administration of the VCE Vocational Major and Victorian Pathways Certificate within your schools. We are going to be looking at a combination of finishing up for 2024 tonight, but also looking ahead to 2025. First off, I would like to start by acknowledging the traditional owners on the lands in which we are meeting this afternoon, and I can see from our attendees that we are very spread out this afternoon across Victoria, so I would certainly like to pay my respects to any Aboriginal and Torres Strait Islander people who are with us this afternoon.

Okay. So today, we're going to have a look at all of the things that will be relevant for you. We've done a finishing-up and assessment webinar in 2024, so we're really going to be starting to look ahead to 2025 in today's webinar. We're going to have a look at a couple of checklists, the Pillars of Applied Learning checklist, the coordinators checklist. We're going to go over the certification requirements of the VCE, VM, and VPC. We're going to have a look at the student achievement profile. What happens if students are at risk of certificate non-completion? How do you transfer between certificates? And a reminder for the policies that you should have in place in preparation for 2025.

To start with, you would have seen, I'm sure, our symbol of our Pillars of Applied Learning that we have on our website. In more detail, our pillars are described in each of the study designs and in the curriculum designs for the VPC for each of the studies. So I'm not going to go through all of these individual pillars to start off today, but what we have done is we've tried to break these down a little bit further for people who may be coming into teaching for the first time in one or more of the studies, and also to start thinking about the pillars as being embedded within your practice.

So this lovely little slide that someone in my team made was designed to start thinking about the Pillars of Applied Learning as a way to be embedded in your practice, but as an indication that they do flow. They're not standalone ideas. They do flow one into the other. So we always talk about starting with the motivation to engage students in their learning and really connecting to getting to know your students and their interests to really start off on the best foot there with encouraging them to participate in the classroom practice. Then we move on to Applied Learning practices, which can look a little bit different depending on what you teach.

If you are teaching numeracy, for example, your Applied Learning practices might look quite different to what those are doing in teaching PDS or WRS, for example. But it does encourage you to think about how your students can engage with the school community and potentially the wider community just depending on your setting. And a reminder that the classroom can be a space for Applied Learning practices to take place. It doesn't have to be all explicit teaching, but equally, the explicit teaching that does take place in your classroom is important, as is the reflection practices that are hopefully becoming embedded as part of your teaching practice.

When we think about student agency and thinking about giving the students a little bit of ownership over tasks, we do encourage you to start small and to start thinking about not day one, term one, semester one, you're walking in and saying, "Oh, here's a project. Off you go. Figure it out for yourselves." We do encourage you to start small and to think about what are the stages in which you can build in that practice where students are developing autonomy over what they're learning. Sometimes you'll be the best person to be directing them or explicitly teaching them, and other times you can give over a little bit of that student agency.

And it's something that, from what we observe, it takes time to build up with a new class. So if you're starting off for the first time next year teaching in the VM or VPC space, then it's something that may not happen immediately and it might be a little bit scary to have full student agency in terms of students choosing projects or coming up with their own idea for projects and going out into the community, so it's a good reminder to sort of start small with these things.

And then we move to the student-centered and flexible approach. So it's the area in which you definitely will be able to get to know your students really well and their interests because creating a learning environment that really capitalizes on the industries that the students want to get into as a pathway once they finish school is really what the flexible approach is about in terms of understanding students and where they want to go in the future. You don't have to do everything as completely flexible. There will be times where you need to be quite rigid and firm in your practice.

And finally, assessment practice that promotes success. We've got here, "Be strategic. Think about assessments as opportunities to collect evidence of student learning," as opposed to the ranking system or exams that might be happening in the VCE space. We're thinking about how we can collect evidence of student learning over time, which is your outcome from your unit of study, plus the Bloom's taxonomy, which might be in the area of creating or applying, plus your AQF levels. So for students who are entering VM classes in units one and two, your AQF level is around level two. And in unit three and four, it is around level three or four, just depending on your cohort.

So I've also popped a little link in here. Some of you may have seen this before. This is a breakdown of the Pillars of Applied Learning, a checklist that you can use in a couple of different ways. Number one is to encourage your teaching teams to get together and to identify what elements of Applied Learning pedagogy are being reflected in your own practice. The other thing that you can do is to provide this to your students as a way to generate some feedback about your practice in terms of improvement. And you can certainly look at what the students think, whether they think that they're getting student agency or assessment practices that promote success, and build on your understanding of your practice from that perspective.

So I've popped the link in there for this document and you can download it, and you can focus on just maybe one area or play with it as you like, but it's there as well to help support teaching teams in terms of finishing up the year and reflecting on the practice, but also preparing for 2025, which brings me to the Continua of Practice. So each school and class will be at different stages on the Continua of Practice, and many schools have been able to adapt outstanding Applied Learning practice developed over the years, while others are at the very beginning of the journey.

One thing that we like to say on our team and to remind people is to be aspirational, but to also be realistic because some of the really great programs that we spotlight and highlight throughout what we see from the perspective of supporting all Victorian teachers in implementing the VM and VPC is not going to be appropriate for every school. And certainly, teams that are just coming together and figuring it all out from the beginning, it's not realistic to put yourself on that sort pedestal or that level. So we encourage you to be realistic when you're starting the process of change for what's going to work in your context in your setting.

The Continua of Practice, again, I've linked this online page, but these were developed for VCE, VM, and VPC to provide support and guidance for school leadership and for teachers. So they're designed to prompt thinking and aid planning for the next steps of implementation. It's not by any means mandatory. It's just purely a guide for teachers and school leaders to reflect on and to consider areas for improvement. The actual document is about 20 pages long. It's quite lengthy. So what I did was I just broke down all of the key areas with which we look at defining success in the different areas for leaders, for teachers, and for both if we think about professional learning, which is just slightly different.

So for leaders, we've got a breakdown of what it looks like to be just starting out and embedding strategic and annual implementation plans, your Applied Learning pedagogy, the culture of your school, time and resources, flexibility for students to access VDSS and SBAT programs, supporting students with individual learning needs, and careers education and how that plays into the VM and VPC. And so it goes from Embedding all the way up to Excelling, and it shows you almost like a rubric ... well, it is a rubric ... of the different areas where you might be at and what you need to do to get to the next level.

For teachers, thinking about classroom practice and thinking about the fact that teachers could just teach in one study area or some out there are teaching all four if you've got an integrated program, all four study areas in the VM or VPC. Knowledge and fidelity of the study designs is in there, Applied Learning pedagogy, Applied Learning assessment practices, impact of assessment on teaching, dialogue with students and how to engage students, supporting students with additional needs, and reflecting for improving student outcomes all a part of that for teachers. Again, Embedding all the way up to Excelling.

And with professional learning, we're thinking about external professional learning opportunities that are available for teaching staff, teacher observation as professional learning, so thinking about that observation and then reflection cycle there to improve practice, and the curriculum leaders' expertise. How can they be adding to improving the overall running of the programs and upskilling teachers?

So this is what it looks like for ... I've just drawn out one of the areas, which is Applied Learning pedagogy, and I've got Emerging all the way up to Excelling. So this is what it says in each of the categories. You can notice that the language changes and obviously gets a bit lengthy, but from Emerging, we've got "working towards a shared understanding." Then in Evolving, we've got "a shared understanding about Applied Learning practices." In Embedding, we've got "understanding and commitment to Applied Learning pedagogical practices." And by the time we get to Excelling, we've got "a shared understanding and commitment to the ongoing growth and expert skill development." And then if we have a think about what these actually are ... So again, with the language, we've got, "The delivery of VCE VM studies is beginning to be informed by the applied learning," all the way up to, "The delivery of all aspects of the VCE VM studies is deeply informed by the applied learning practices embodied in VCAA's Pillars of Applied Learning.

So I'm going to keep this on the screen for a moment and ask you. We've got a Slido that's just happening at the side there, and just the first question that I'm going to ask you around this concept of the learning continua and Applied Learning pedagogy specifically. The first question there is, "Where do you think that your school is sitting in terms of the Applied Learning pedagogy?" Are we sitting at Excelling, "Everything's amazing. It's going really well for us," or is it maybe in the Evolving stage, "We need to do a little bit of work on bringing it all together in consistency," or are we really maybe just starting out in the Emerging phase and, "Kind of still trying to bring it all together to understand everyone's needs and the needs of our students?"

All right, so this brings us to our coordinator checklists. These are available in the VCE Administrative Handbook. When I say "these," there's a VCE one and then the VCE, VM, and VPC coordinator checklists are together. So if that is your current role or your new role potentially that you've just picked up for 2025, these might be of interest to you. They are on our website as well. And what they basically refer to are all of these administrative things that you should be thinking about when you are setting up your programs and what you can do to support your students, but also your staff, your teaching teams, and any other administrative staff that you might be working with, such as a VET coordinator and your VET programs that are running in your school or alongside your program and things like that. Just things to think about. Again, it doesn't have to be really, strictly everything that you're marking off has to be done because every school is going to have a different situation with their programs, but it's just something to think about in preparation for next year.

Okay. So these are the certification requirements for the VCE, and I've just got here a bit of a breakdown for the minimum. These are the minimum requirements that need to be included on a student's enrollment before they can appear as eligible to receive their certificate. So the minimum requirement across the VCE is 16 units need to be undertaken by the students. For them to be eligible for the vocational major appellation, the students need to be eligible for the VCE first. And that's why you'll notice on the eligibility reports, it does say eligible for both, but VM students, it'll say that they're eligible for the vocational major. If they're VCE students, it'll say eligible for the VCE, but it'll probably have a whole list of reasons why they're not eligible for the VM if they haven't undertaken those studies.

So need to have the 16 units in there, four unit one and two subjects and four unit three and four subjects each year is recommended, but of course students can go longer if they require. And if you need flexible delivery options for your school, that is something that you can contact our team to discuss. So if a student who is enrolled in the VCE VM program meets the VCE certificate requirements, but not the VCE VM requirements, they will be awarded a VCE, which might mean that depending on their program, if, say for example, they've entered into a VET subject that they haven't quite completed that, but they've still got 16 units in everything else, and they've got at least three English units, two of which are a three/four sequence, then they will be able to achieve the VCE certificate. They won't, though, be able to get a study score or an ATAR, unless they've undertaken scored subjects.

And for the Victorian Pathways Certificate, again, I've just got the minimum requirements listed here. This is straight from the VPC Administrative Handbook. So these are the minimum requirements: two units of VPC literacy, numeracy, PDS, and WRS. With VPC students, we do still encourage you to ensure, there is a course counseling process that is taking place, that students aren't placed in this course because it is not a Senior Secondary Certificate and it may not be in line with the student's pathway. So we do heavily encourage course counseling to take place before students are entered into the VPC.

One thing that we've been really stringent about is the suitability guidelines that we have listed on our website, and I've got the link in there if you haven't seen these before or if you are coming in as a new VPC leader potentially and you're not familiar with these. We ... when I say we, I mean our Senior Secondary curriculum team ... have been to lots of different schools where we've spoken to teachers of the VPC, especially last year in the first year of implementation and also this year, and students, and we've worked out the most appropriate, I guess, ways to determine if students are suitable for entering into the VPC. If you contact us and ask us whether a student should go into one certificate or the other, we are not going to tell you that you have to do one thing or the other because that is a school-based decision. So it is just something to keep in mind as you're sorting out which students are going to be doing which program.

So preparation for the end of year, we've got our VASS critical date, which is the 18th of November. Results are due on the 18th for all VCE, VM, and VPC students for all units one, two, three, and four. Just a reminder that if you've got students who have started with units one and three in semester one, and they haven't quite ... excuse me, I was going to sneeze ... achieved an S in those subjects, they still have till the 18th of November. We don't require a mid-year S or an N. If your school does, that's fine, and you might have sorted that out. But for our purposes of reporting and results processing, all results need to be in on the 18th of November. Award of the S or N grade is based on the outcome statement in the VM, a learning goal in the VPC, and this is to be decided by the classroom teacher who should have all of the evidence.

All schools should ensure that, that they have read and checked their student eligibility reports. And I did a separate VASS and eligibility report-related webinar last week, and so if you'd like any information from that, please email our team. I'll put our email contact details at the end and we can get back to you about that. If any amendments need to be made after the closing date, which is the 18th of November, you just need to download the relevant amendment form on VASS and send it to the student records team for checking, and changes post-deadline can incur a fee.

Okay, so the Student Achievement Profile summary. I wanted to talk a bit about this because I want to make sure that all schools and staff and anyone who is supporting a student in the VM and VPC have the most up-to-date information around the Student Achievement Profile summary. So I've got a little bit of background information here if you are not familiar with or you've missed the notice to schools, information that we have sent out about this. But basically, the Student Achievement Profile summary presents a holistic strength-based summary of everything that the students have done at the point in time they're enrolled in their certificate on VASS. So whether that's VCE, VM, or VPC, the summary will be able to list everything out. So if they choose to exit the school for whatever reason, you can organize for that. It is done through organizing it from a school level, but obviously in consultation with the student and their family. And we'll have all the results listed. I'll show you what it looks like in a moment.

But really important to remember that the Student Achievement Profile summary provides a great opportunity to formally recognize students who would've previously attained an Intermediate VCAL certificate and who are not able to attain the full VCE VM. Okay? So it really is the best opportunity to be able to give students and to recognize their achievements formally if they want to go, if they want to leave school, if they want to go into the workforce. And it does not preclude them from doing or completing their VCE in the future. So all of their results just still sit on VASS. We don't get rid of them. Once you've applied for the SAP, it just stays there. They get the SAP. And if they, for whatever reason, go to another institution and decide to take up the rest of their VCE, they can do so and those credits will credit across. They'll sit there on the program for them.

So this is what it looks like when we've got all of our satisfactory units that we've completed in there, the description of what they've done with their VET or structured workplace learning, if they've sat the GAT, they'll have the literacy and numeracy standards in there, and also the capabilities the student has had the opportunity to develop through the units that they've satisfactorily completed. There are eligibility requirements for students who are looking to attain the Student Achievement Profile summary. That is eight units minimum in the VCE or VCE VM and one unit minimum in the VPC. And this is because if you think about the eight units, it's halfway through a two-year program roughly in the VCE, as I said before. The idea is that it replaced that intermediate leaving point for students in what they would've done in VCAL.

Okay, so what happens if students are identified as "at risk" for certificate non-completion? What I've done here is I've broken this up into what happens for students who are in year 11 or who may be halfway through their studies, and what happens for students who are in year 12 or towards the end of their studies, considering that students within a flexi- program may be undertaking their study over multiple years. If you've started your students year 11, they've attempted eight unit one and two subjects and maybe their VET, but they've not received an S for every single subject and there maybe are additional needs for that student, maybe there are engagement issues or attendance issues, there are a few things that you can be thinking about in terms of supporting that student within the class, but also as a coordinator potentially.

You definitely can move students between certificates that might be from VCE to VCE VM or from VCE VM to VPC, or going the other way as well. If a student, say, for example, has not completed or satisfactorily demonstrated their learning for unit one of, let's say, numeracy, but they have satisfactorily completed unit two and they're moving to unit three and four numeracy, for example, at the point in time you enroll them for unit three, they can redo unit one. So you can enroll them concurrently and you don't need to apply to VCAA to have that as part of a flexible delivery program. You can just do that yourself on VASS.

How your school timetables something like that and how you organize the nominal hours that the student may have to complete and the assessment they have to complete is a school-based decision. So we can give you guidance on that. We can certainly come up with a few suggestions for you, but we can't tell you the definitive answer for that. But students can have additional units added to their year 12 program. And just making sure that special provision has been considered for students with additional needs, and I've got a slide on special provision that'll show separately coming up.

In year 12, it does become a little bit more difficult with students who have not completed a number of their studies. They can continue. So let's say that you've got students in year 12 at the moment who are not going to complete their studies in 2024. They might have gotten an N for, I don't know, unit four numeracy and PDS. They can complete into 2025. And please remember that the change to the delivery options for units three and four means that for VM studies, you can swap them around. So it doesn't have to be unit three then four in semester one, then unit four in semester two. You can swap them around and do unit four in semester one and unit three in semester two. So when I say that students haven't completed and can complete in the following year, that is an option as well.

These students may also benefit from the Student Achievement Profile. Maybe they don't intend to complete at the moment. Maybe there is a barrier to their education that they just can't quite get over. And so at the moment, the Student Achievement Profile might be an appropriate exit point for them. And again, thinking about special provision for these students is important in terms of supporting them to complete. And I've got there, as well, that yes, they can move between certificates and I'm going to talk about that in more detail as well.

The decision to change certificates is a school-based decision. If you feel that it's in the best interest of the student, they can be moved, as I said before, from the VM to the VPC or the VPC to the VCE VM, just depending on what they want to do and what their pathway is. We really want to emphasize that any of these discussions to change certificates should be a multifaceted approach that should be had with the student and their parent or guardian with the students' pathways and aspirations in mind. And if you do have, depending on your careers team, careers educators in your school setting, obviously we would encourage you to engage them as well to ensure that the students are being set up for positive outcomes following their schooling.

Things to note that are important around changing certificates. The enrollment on VASS needs to be accurate as to what the student is actually studying. So it's not appropriate to leave their enrollments on VASS as VPC, but move them to VCE and have them completing VCE classes. The VASS enrollment needs to reflect what the student is actually doing, and you can contact the student records team to amend the enrollment if it's after the cutoff date so that that is an accurate reflection of what the student is doing. Please keep in mind that if students are moving from the VCE vocational major and they've done two units of vocational major work-related skills and personal development skills, if they move to the VPC, they do need to do two units from WRS and PDS that are specific VPC units. So you can't use VM. You can for literacy and numeracy, but for PDS and WRS, you can't use VM units to credit across in that sense.

This isn't a decision by our team. This is a requirement from the VRQA who oversee VCAA and what we put out, so it's really important that those two units can't be substituted with anything else. VPC units generally don't credit that to the VCE VM. So if students are moving from the VPC to the VCE VM, they will need to do the full program of the 16 units of the vocational major. They can't use any VPC units to credit across. If they've undertaken a VET while doing the VPC and have decided to change, you can contact us if you're not sure, but most of the VET units will credit across if they're at a cert II level or above. And it's important, yeah, to think about the student pathway outside of school because, as I said earlier, the VPC not being a Senior Secondary Certificate may limit students in their capacity for what they want to do in the future.

Okay, so just a couple of things on special provision in the VCE. Special provision in the VPC is slightly different. But with special provision, students may be eligible if at any time they're adversely affected in any way by an acute or chronic illness, factors relating to personal circumstance, and impairment or disability, including learning disorders. And so what that means is that from a classroom perspective, as the teacher, that you are being flexible with, say for example, due dates of assignments, the way in which assignments are administered. If you are having a full, written assignment, you might switch that to an oral assessment so that the student still has an opportunity to demonstrate their learning. It just depends on what the circumstances are for that particular student. And I've got the links in there for where we talk about it in the handbook and also on our website.

And finally, policies that you need to have in place for 2025. So it's good to reference the VCE Administrative Handbook. The 2025 version will come out towards the end of the year, we're still working off the 2024 version obviously, but you need to ensure that you've got appropriate policies for things like special provision, including authentication of student work. Making reference to the Pillars of Applied Learning in each study and/or curriculum design is really important. And we've got here that these must be accessible for students and parents in a visible space. So whether that's on your school's website, whether that's in a handbook that is given out at the beginning of the year, these policies need to be accessible for students and parents. And I bring this up because all of these things are important in case you do get audited. If you're selected to be audited in the next couple of years, these are the things, as well as the curriculum, that we're going to be having a look at.

And as usual, I've got our contacts in for all of the ways that we can support you in your school setting. So links in there to our professional learning platform, our curriculum documents, ways to contact us just in case. If you do have any questions around anything from eligibility reports to the curriculum, we've got our implementation webinars that are on demand and our communities of practice as well. If you haven't joined up to your local community of practice, we can certainly support you in doing that.

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