

Wyndham Community and Education Centre Inc Policy and Procedure

Policy name	Senior Secondary Programs- VCE VM/VPC/VCAL Assessment Policy and Procedure
Responsible person	Senior Secondary Education Manager
Staff involved	Education Manager, VCAL Coordinator, VET Coordinator, VCAL Senior Secondary Programs Teachers & VET Trainers
Review dates	2024

Policy Context

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 Senior Secondary Programs- The Victorian Certificate of Applied Learning Vocational Major (VCE VM), the Victorian Pathways Certificate (VPC) and the Victorian Certificate of Applied Learning (VCAL) program. Wyndham Community and Education Centre Inc (Wyndham CEC) only enrolls students into a Senior Secondary Program- VCE VM/VPC/VCAL program with the reasonable expectation that they will be able to complete the qualification successfully.

Policy

This policy provides the framework for:

Assessment of VCE Vocational Major studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement.
- articulates and maintains standards

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- provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected that assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students. School moderation of tasks ensures fairness in assessment. In order to be equitable, assessment tasks should neither privilege nor disadvantage certain groups of students based on gender, culture, physical disability, socio economic status or geographical location. To be balanced, assessment task should be designed to provide a range of opportunities for students to demonstrate their learning. In order to be efficient, each assessment task should balance the demands of precision with those of efficiency, ensuring they do not create workload or stress that diminishes the performance of students.

Assessment of Victorian Pathways Certificate studies

Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. Wyndham CEC will report a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

There are no external assessments of VPC studies. VPC studies do not contribute to the ATAR.

assessment strategies should be based on the Applied Learning Principles.

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

Assessment should be valid and reliable

- Assessment tasks/activities should be designed to reflect the nature of the outcomes/elements of the study.
- Students should be assessed across a range of different tasks/activities and contexts.
- Students should be provided with multiple opportunities when required to satisfy the learning goal.

Assessment should be fair

- Assessment tasks/activities should be grounded in a relevant context and be sensitive to gender, culture, linguistic background, disability, socioeconomic 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.

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- 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/studies should be used.

VCAL Assessment of Learning Outcomes

The purpose of VCAL 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 assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

Evidence of achievement can include, 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.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in any other VCAL unit, VET unit of competency or VCE study.

Assessment within the VCAL 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.

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Procedures in relation to meeting compliance and integrity of assessment. The Senior Secondary Education Manager and compliance and reporting team are responsible for the coordination and collection of results for assessment of curriculum components in the Senior Secondary Programs- VCE VM/VPC/VCAL program. This includes assessment of competency standards from Further Education (FE) accredited curriculum and VET training packages that students are enrolled in as part of their Senior Secondary Programs- VCE VM/VPC/VCAL course.

To ensure the integrity of assessment in Senior Secondary Programs- VCE VM/VPC/VCAL, Wyndham CEC is in the VCAA VCE/VPC/VCAL Administrative Handbook and the requirements of the Further Education (FE) curriculum and VET training packages. All units from Further Education curriculum and VET training packages must be assessed in accordance with AQTF Essential Conditions and Standards for Continuing Registration. This is clearly outlined in Wyndham CEC's Training and Assessment Strategies (TAS) for the Senior Secondary Programs-VCE VM/VPC/VCAL.

Procedure

The Senior Secondary Programs-VCE VM/VPC/VCAL does not require any exams however students undertake assessment tasks in relation to the VCE VM/VPC/VCAL units, Further Education (FE) units and VET units of competency.

These assessment tasks are undertaken according to the rules of the FE curriculum, VET training package and the VCE VM/VPC/VCAL units.

To ensure that teaching and learning programs use the relevant curriculum documents, the following are included in the Senior Secondary Programs-VCE VM/VPC/VCAL Teacher Package, distributed at Induction and/ or annually for planning, delivery and assessment purposes. VCAL staff can also access these documents on SharePoint, Wyndham CEC's content management system via the website www.wyndhamcec.org.au

- VCAL Training and Assessment Strategy (TAS)
- VCE/VPC/VCAL Administrative Handbook
- VASS Important Administrative Dates
- VCE VM Study Designs
- VPC Curriculum Designs
- VCAL Curriculum Documents
- VCAL Advice for Teachers
- FE curriculum units
- VET training packages
- Individual Student Training Plans
- Final Unit Result (FUR)

Training and Assessment Strategy (TAS)

Wyndham CEC has a Senior Secondary Programs-VCE VM/VPC/VCAL Training and Assessment Strategy (TAS) for all courses. The TAS documents provide comprehensive

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qualification advice including the macro-level requirements of the assessment process covering:

- Purpose
- Evidence
- Completion
- Delay of satisfactory completion
- Reasonable adjustments in assessments
- Special Provision
- Authentication of student's work
- Validation, moderation and quality assurance processes
- Credit transfer and recognition of prior learning

Purpose

Wyndham CEC assesses learning goals/set outcomes by collecting evidence about the performance of students and making a judgement on whether the students have met all the required learning outcomes according to the rules of the FE curriculum, VET training package and/or VCE VM/VPC/VCAL units.

Evidence

Evidence is anything that supports the teacher's and trainer's claim that a student has achieved a learning goal/set outcome. The TAS outlines the types of evidence that can be collected including direct, indirect or supplementary evidence and details evidence which can be included in a portfolio. It lists the features of evidence: valid, sufficient, authentic, current and consistent and details criteria for good assessment including a statement on validity, reliability, flexibility and fairness.

Completion

VCE Vocational Major

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

Vocational Pathways Certificate (VPC)

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

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A VPC unit is satisfactorily completed once all modules within that unit have been completed. Completion of a module 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 Vocational Major units and VET, to meet the VPC minimum requirement.

VCAL

To satisfactorily complete a unit, students must satisfactorily complete all of the coursework, assessments and attend timetabled classes for the unit. Class teachers and trainers will decide whether students have satisfactorily completed the coursework, assessments and any units of competency. Details of coursework, assessments and due dates for work will be given to students, by class teachers.

Students will be assessed according to whether they have achieved the required learning outcomes when completing assessment tasks. Each assessment task will be given an 'S' (satisfied) or 'N' (not yet complete). After work has been submitted and assessed, teachers are required to provide feedback on assessment results to all students. This could include advice on particular problem areas, where and how improvements could be made and any consequences of not achieving an "S" result.

Students should discuss any issues they may have regarding assessment with their teacher and/or the Senior Secondary Education Manager.

See Wyndham CEC's Senior Secondary Programs VCE VM/VPC/VCAL *Attendance Policy and Procedure* for details of attendance requirements.

Delay of Satisfactory Completion

VCE VM to be added

VPC

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work that has been undertaken and submitted by the student for the module. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the module.

The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

VCAL to be checked.

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. Staff will work with students who are assessed

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as 'N' (not yet complete) and provide opportunities to satisfactorily complete the VCAL units, FE units and VET units of competency to achieve an 'S' result wherever possible. Students must commit to make up lessons missed and complete all outcomes prior to unit results being entered onto Victorian Administrative Software System (VASS) and aXcelerate, Wyndham CEC's student management system.

See Wyndham CEC's *Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment Procedure)* for more details.

Reasonable Adjustments in Assessments

Reasonable adjustments in assessment can be made to meet the needs of individual students. This includes factors such as learning styles, physical or intellectual ability, language, literacy and numeracy levels, cultural background or socio-economic factors.

Wyndham CEC has a procedure for *Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment Procedure)* which is followed by Senior Secondary Programs- VCE VM/VPC/VCAL staff.

Wyndham CEC has a *Special Consideration Policy and Procedure* which outlines the circumstances under which a student can apply for granting special consideration.

Special Provision

Special provision allows eligible students with the opportunity to demonstrate their learning and achievement through assessment to complete their Senior Secondary Programs- VCE VM/VPC/VCAL course. Wyndham CEC enrolls students into a Senior Secondary Programs- VCE VM/VPC/VCAL program with the reasonable expectation that they will be able to complete the course successfully. However, sometimes students may need special provision to successfully achieve this. Students who may be eligible include students who are adversely accepted by:

- Acute or chronic illness (physical or psychological)
- Any factors relating to personal environment
- An impairment or disability including learning disabilities

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

Wyndham CEC identifies students eligible for special provision at enrolment via the enrolment interview with the student and / or parent, discussion with the previous school and a formal literacy and numeracy assessment. Wyndham CEC'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, Wyndham CEC will form an ongoing support

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group for the student made up of stakeholders and professionals. Wyndham CEC has a *Special Consideration Policy and Procedure*.

Strategies will be determined on a case by case basis through support group meetings and could include (but not limited to):

- rescheduling an assessment task
- extra time to complete an assessment task
- providing a substitute task of the same type
- a replacement task of a different type
- planned tasks that assess more outcomes
- provision of ICT tools / resources

Authentication of Assessment

Wyndham CEC is committed to upholding the standards of educational integrity and honesty. Authentication is the process of ensuring that the work submitted by students has actually been completed by them. Students need to be able to prove this through regular attendance, by completing coursework during class time and by acknowledging any resources used in their work. This allows teachers to monitor a student's work done in class.

Student work submitted for assessment must be their own. Students must not receive undue assistance from any other person in the completion of their work or assessment tasks. This includes copying or plagiarising other work. Wyndham CEC has a *Plagiarism, Cheating and Collusion Policy and Procedure* which it follows in such instances.

Validation, Moderation and Quality Assurance Processes awaiting admin handbook-add info

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.

All staff attend validation, moderation and quality assurance throughout the year as determined by Wyndham CEC's *Validation, Moderation and Quality Assurance Policy & Procedure* and in line with the rules of training packages, accredited curriculum and the Victorian Curriculum and Assessment Authority (VCAA) annual VCAL Quality Assurance requirements. Participation in validation, moderation and quality assurance is a key performance indicator on Senior Secondary Programs- VCE VM/VPC/VCAL teacher and VET trainer work-plans.

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Credit Transfer and Recognition of Prior Learning (RPL) in Senior Secondary Programs- VCE VM/VPC/VCAL

Wyndham CEC recognises qualifications issued by other Registered Training Organisations (RTOs) see: *Recognition of Qualifications Issued by other RTOs Policy and Procedure*. Credit Transfer is available for any previously completed accredited units. If a student has already completed units from a Senior Secondary Programs- VCE VM/VPC/VCAL, Further Education, VET or VCE Course, these can count towards achieving the Senior Secondary Programs- VCE VM/VPC/VCAL certificate.

Add in Credit arrangement information-

Recognition of Prior Learning (RPL) is available to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skill (PDS) and Work Related Skill (WRS) units. Where students have been granted RPL, evidence will be completed and kept by Wyndham CEC that demonstrates successful completion of all the unit learning outcomes. Evidence that the learning outcomes have been achieved must be provided from activities in the previous year or in the current year of a student's enrolment. Students will need to provide evidence that demonstrates the achievement of the learning outcomes on more than one occasion and in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.

Add in further information

Information about RPL procedures and processes for VCAL PDS and WRS units can be found in the VCAL Curriculum available from the VCAA website at <https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/Index.aspx>—or, from Wyndham CEC's *Recognition of Prior Learning Policy & Procedure* in relation to credit transfer and RPL for FE and VET units of competency.

Senior Secondary Programs- VCE VM/VPC/VCAL Staff Qualifications

Wyndham CEC ensures that assessments are conducted by teachers and trainers with recognised qualifications which meet the requirements of the VCE VM/VPC/VCAL Curriculum, FE curriculum and VET training packages.

At Wyndham CEC qualifications accepted are:

- Appropriate teaching qualification in Education (minimum four year trained) and/or relevant VET qualification for the unit being delivered Certificate IV in Training and Assessment (TAE40116); or Certificate IV in Training and Assessment (TAE40110) including the units TAELLN411 & TAEASS502 or equivalent units

Assessor competencies for these courses are consistent with the requirements of Standard 1, Element 1.4 of the AQTF Essential Conditions and Standards for Continuing Registration.

Standard 1.4 requires trainers and assessors to:

- have the training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors, and

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- have the relevant vocational competencies at least to the level being delivered or assessed, and
- to be able to demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

Record keeping for training and assessment

- Student files are kept securely in a locked filing cabinet, in a secured room.
- Wyndham CEC adheres to the required dates within the annual VCAA (Victorian Curriculum and Assessment Authority) Important Administrative Dates.
- As soon as assessments and results are available the teachers/trainers will submit each Final Unit Result (FUR) together with the assessment for each individual student to the Senior Secondary Education Manager or Senior Secondary Education Coordinator, who will reflect the results onto the student's individual training plan. These results are then entered onto VASS. (*see: Training Plan Procedure*). Each student will also complete the Student Assessment Declaration. The VASS reporting is completed by the Senior Secondary Education Manager or one of the trained and authorised VASS administrators within the Senior Secondary Education VCAL Program. For Community VAL (CVAL) students the Senior Secondary Education Manager sends the resulted training plan to the student's home school to be entered onto the home school's VASS. *See: Providing Results and Relevant Records to Schools CVAL Procedure.*
- The training plan and assessments are given to the Compliance & Reporting Team for entry onto aXcelerate, Wyndham CEC's student management system. For students enrolled into Skills First subsidised training see: *Wyndham CEC's Processing and Checking evidence for Skills First Subsidised Training Procedure.*
- Skills First Program Reporting Policy & Procedure must be followed for students enrolled in Skills First subsidised training programs (*see Wyndham CEC's Skills First Program Reporting Policy and Procedure*).
- For all details on procedures in relation to management of records and record keeping, please see *Wyndham CEC's Record Management & Record Keeping Policy and Procedure.*

VASS

The Victorian Assessment Software System (VASS) is an online service. As a VCE VM/VPC/VCAL and VET provider Wyndham CEC enters and uses this data to enrol students and record results.

- Wyndham CEC adheres to the strict timelines for data entry in VASS within the annual VCAA Important Administrative dates.
- Wyndham CEC VASS entry will be undertaken by the Senior Secondary Education Manager who has undertaken appropriate training. The Senior Secondary Education

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and Administration Assistants are a back-up person for VASS entry and has also undertaken VASS training. Both are appointed by the CEO and have access to VASS via individual log-in and password.

- A copy of the VCE/VPC/VCAL Administrative Handbook, VCAA Administrative Important Dates and the VASS User Manual are available via SharePoint, Wyndham CEC's content management system via log in and password.
- Data is entered onto VASS, including results throughout the year.
- Accuracy, privacy and security of data is maintained at all times. See our *Records Management and Record Keeping Policy & Procedure* for full information on how Wyndham CEC meets accuracy, security and privacy requirements associated with VASS
- For CVAL Students the Senior Secondary Education Manager emails the Training Plan reflecting the results for each student to their home- school. It is the responsibility of the VASS Administrator at the student's home-school to enter the Senior Secondary Education Program onto the home-school's VASS.

Related Documents

Legislation: Education and Training Reform Act 2006 (Vic), Working with Children Act 2005 (Vic), Children, Youth and Families Act 2005 (Vic), Child Wellbeing and Safety Act 2005 (Vic), Public Records Act 1973 (Vic), Charter of Human Rights and Responsibilities Act 2006 (Vic), Disability Act 2006 (Vic), Disability Regulations 2018, Health Records Act 2001 (Vic), Privacy and Data Protection Act 2014 (Vic)

Policies: Senior Secondary Programs VCE VM/VPC/VCAL Student Selection, Enrolment, Induction & Delivery Policy & Procedure, Record Management & Record Keeping Policy & Procedure, Plagiarism, Cheating and Collusion Policy & Procedure, Training and Assessment Supervision Policy & Procedure, Special Consideration Policy & Procedure/Application Form, Recognition of Prior Learning Policy & Procedure, Recognition of Qualifications issued by other RTOs Policy & Procedure, Quality Management and Continuous Improvement Policy & Procedure, Validation, Moderation and Quality Assurance Policy & Procedure, Skills First Program Reporting Policy & Procedure, Record and Evidence of Participation Policy & Procedure, Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment) Procedure, Decision Making Responsibilities for Senior Secondary Programs VCE VM/VPC/VCAL Students Policy & Procedure, Training Plan Procedure, Providing Results and Relevant Records to Schools Community Vocational and Applied Learning (CVAL) Procedure, Processing and Checking evidence for Skills First Subsidised Training Procedure, Wyndham CEC's Processing and Checking evidence for Skills First Subsidised Training Procedure.

Other: VCAA VCE Vocational Major (VCE VM) Study Designs <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx>; VCAA Vocational Pathways Certificate (VPC)

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