



VCE

Vocational Major

Student Handbook

**NEWHAVEN
COLLEGE**

CONTENTS

(1) INTRODUCTION.....	3
(2) PERSONNEL	3
(3) STUDENT EXPECTATIONS	4
(4) VCE VM GLOSSARY AND OVERVIEW	5
(5) VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR.....	7
BACKGROUND	7
AIMS OF THE QUALIFICATION.....	7
UNIT REQUIREMENTS	8
SATISFACTORY UNIT RESULT	8
(6) STRUCTURED WORKPLACE LEARNING AND WORK EXPERIENCE	9
(7) CAREERS AND PATHWAYS SUPPORT	9
(8) SCHOOL-BASED ASSESSMENT	10
(9) VCE VM AT - RISK PROCESS FOR SATISFACTORY ALAT COMPLETION	12
(10) AUTHENTICATION	13
(11) ATTENDANCE AND ABSENCES	14
(12) SPECIAL PROVISION.....	15
(13) BREACH OF RULES	16

(1) INTRODUCTION

This handbook provides information for all VCE VM students. It outlines the internal policies and procedures which will apply and those specified by the Victorian Curriculum and Assessment Authority (VCAA).

(2) PERSONNEL

For concerns about VCE VM/VET, please see the Learning Community Team:

Director of Learning:	Ms Karen Milkins-Hendry
Head of Senior School:	Mr Brett Torstonson
VCE/VM Coordinator:	Mrs Elaine Epifano
Careers Coordinator:	Mrs Anthea Bennett
House Leaders:	Bass House Leader Mrs Sharon Paterson Clarke House Leader Ms Aisling Fagan McHaffie House Leader Ms Hannah Blake Sambell House Leader Mr Cameron Pedersen
Head of Learning Support:	Mr Kurt Chadwick


(3) STUDENT EXPECTATIONS

At Newhaven College we hold high expectations of our students. Our VCE VM students play an important role in setting an example by demonstrating our expected behaviours, attitudes and work habits to the younger students at the college.

VCE VM students also play a role in representing the college at VET/TAFE and in their workplaces.

We hold the same high expectations in those places.

Our expectation is that VCE students exemplify the following:

 NEWHAVEN COLLEGE		The Newhaven Way POSITIVE BEHAVIOUR EXPECTATIONS	
	RESPECT	HONESTY / EMPATHY	EXCELLENCE / RESPONSIBILITY
ALWAYS	We use our manners at all times We are kind, helpful and mindful of others We look after others and our own environment We include everyone and celebrate differences We respect personal space and privacy	We are organised and prepared We are polite and patient We are honest and tell the truth We make good choices and own our actions We show empathy and care for others	We are positive and grateful We always try our best We celebrate others' successes We demonstrate resilience when challenged We take responsibility for our actions and belongings We complete homework in line with due dates
CLASSROOMS	We listen actively to teachers and classmates We raise our hand when we wish to speak We follow the classroom expectations model We keep our classrooms tidy We work well with and let others learn	We use equipment correctly and safely We keep our classrooms tidy We leave each room as we found it We work together to have a clean and tidy classroom at the end of each day	We put in our best effort We take risks and challenge ourselves We are responsible for our own belongings We promote a trial and error culture, understanding that mistakes help us grow
TECHNOLOGY	We follow school ICT guidelines We treat ICT equipment with care We seek consent before taking photos or videos	We take care of all ICT equipment We make good choices online We report inappropriate online conduct to an adult	We use technology responsibly and safely We try to solve problems when they arise We are respectful by only using phones when invited by a teacher
SHARED SPACES	We walk quietly and respectfully to and from class We respect personal space of others	We keep corridors and lockers tidy We line up quickly and quietly	We transition quietly to different classrooms We keep shared spaces clean for everyone We follow sub school guidelines
OUTDOORS	We share equipment and playgrounds We care for the environment and each other	We return any sports equipment We agree on rules before playing and play fairly We care for and include our peers We seek adult assistance if problems arise	We accept and follow the rules of games and play fairly We pick up rubbish and take care and pride in our environment
TOILETS	We give others privacy and use the toilets appropriately We wash and dry our hands before leaving bathrooms We use quiet voices	We report problems to an adult We use facilities and water appropriately and respectfully	We place all paper towel in the bin We keep the toilets tidy and use them responsibly
BUS	We sit quietly and wear our seatbelts We follow the order of JS, MS, SS as we board the bus.	We are polite, respectful and use appropriate language.	We wait for the bus to stop before approaching We report poor choices and behaviour to a bus captain.
CANTEEN	We use our manners at all times	We keep the canteen clean We line up and pay for our food	We make healthy food choices

Newhaven College Values

Respect

Honesty

Empathy

Responsibility

Excellence

(4) VCE VM GLOSSARY AND OVERVIEW

Victorian Curriculum and Assessment Authority (VCAA)	The governing authority who set the policies, procedures and guidelines associated with the VCE. They are responsible for designing the VCE curriculum (published in study designs) and external Unit 3-4 exams. Website: www.vcaa.vic.edu.au
Victorian Certificate of Education	Is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years and includes VCE curriculum components and programs from VET qualifications. Students have two enrolment options: 1. The VCE – which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions rank (ATAR). 2. The VCE VM – which includes studies with school-based assessments that do not provide a study score towards an ATAR.
The VCE Vocational Major (VM)	Students normally attend Newhaven College for four days of the week for set classes. Students complete a VET course and/or structured work placement or alternatively a school-based apprenticeship on the other day as per your individual schedule. The minimum requirement for a student's program for the award of the VCE VM is satisfactory completion of 16 units that include: <ul style="list-style-type: none">• Three VM or VCE units from the English group including a Unit 3-4 sequence• Two VM Numeracy or VCE Mathematics units• Two VM Work Related Skills units• Two VM Personal Development Skills units• A minimum of three additional Unit 3-4 sequences (VM, VCE or VET)• A minimum of 180 nominal hours of VET at Certificate II level or above
Outcomes	To satisfactorily complete a unit of work students must demonstrate the required key knowledge and/or key skills. These are known as Outcomes in the study design for VCE and VCE VM.
Vocational Education and Training (VET)	Vocational Education and Training (VET) refers to nationally recognised qualifications that students can study/achieve or work towards. Students enrolled in VCE VM are required to be studying a VET course alongside their VCE VM studies. A student must complete 180 hours of VET to achieve the 'VM' appellation on their VCE certificate (if successful).
Structured Workplace Learning (SWL)	As part of their VCE VM and VET studies, students are expected to engage in Structured Workplace Learning (SWL) on day each week. SWL develops student's workplace skills, builds their potential employment network and forms the basis for a number of VCE VM assessment tasks. Students are expected to find and organise their SWL arrangements.
Evidence of Learning (EoL) tasks	Class based tasks by which students demonstrate evidence of their satisfactory understanding of the key knowledge and/or key skills of each outcome.

VCE VM HANDBOOK

Applied Learning Assessment Tasks (ALATs)	Students in VCE VM are assessed through their ALATs. Students engage in multiple ALATs in their four subjects to demonstrate their learning of the key knowledge and skills from the outcomes described in the VCAA study designs,
General Achievement Test (GAT)	Is a pen-and-paper test of general knowledge and skills taken by students while completing their senior secondary studies. The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy standards expected at a senior secondary level. Any student enrolled in one or more VCE or scored VET Unit 3-4 sequence will complete both Section A & B. Students enrolled in one or more VCE VM Unit 3-4 sequences will complete Section A of the GAT only.
Special Provision	Policy designed by the VCAA to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Year 10 and 11 – applications processed internally by school. Year 12 – applications processed by the VCAA.
VTAC	The Victorian Tertiary Admissions Centre (VTAC) - the administrative body which processes applications for university institutions.

(5) VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR

BACKGROUND

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of 2 years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work, and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

AIMS OF THE QUALIFICATION

The purpose of the VCE VM is to provide students with the best opportunity to achieve personal goals and aspirations in a rapidly changing world by:

- equipping them with skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

The curriculum is engaging, based in real-life and gives students in-demand skills needed for the future world of work.

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing, and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interests, goals, and experiences.

CERTIFICATE REQUIREMENTS

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units over a minimum of two years, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3-4 sequences as part of their program. Units 3 and 4 of VCE VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

VCE VM HANDBOOK

UNIT REQUIREMENTS

For satisfactory completion of a VCE VM unit, a student must demonstrate achievement of the set outcomes for the unit as specified in the Study Design. This decision will be based on the teacher's judgement of the student's overall performance on a combination of set work and assessment tasks related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

SATISFACTORY UNIT RESULT

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance in classroom-based tasks designated for the unit. Evidence of achievement is collected by the teacher through a range of tasks. How a student performs in an ALAT is not the only indication that the student has satisfied the key knowledge and skills.

A student receives S for a unit when all outcomes are achieved satisfactorily, demonstrated through their EoL tasks. To achieve an outcome a student must:

- Produce work that meets the required standard
- Submit all required tasks on time
- Submit work that is clearly their own
- Observe the VCAA and school rules.

A student receives N for a unit when one or more outcomes are not achieved because of one or more of the following:

- Tasks are not submitted or of the required standard
- The student has failed to meet a college deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated, for example through the lack of attendance
- There has been a substantial breach of VCAA or College rules and procedures

NON-SATISFACTORY UNIT RESULT

A 'N' result will be recorded after a student has been given multiple opportunities to demonstrate key knowledge and skills and has been unable to do so, even after completing an 'at-risk' intervention.

VOCATIONAL EDUCATION AND TRAINING (VET)

For a student to achieve the full VCE VM certificate, they must successfully complete 180 hours of VET. If a student does not achieve this and successfully complete their 16 VCE VM Units, they will receive a VCE certificate without the 'VM' appellation.

(6) STRUCTURED WORKPLACE LEARNING AND WORK EXPERIENCE

STRUCTURED WORKPLACE LEARNING (SWL)

All VCE VM students are required to complete SWL one day per week, unless they are enrolled in an approved two-day VET program. Learning in the workplace is a crucial component of VCE VM. Students learn and practice their workplace skills and build industry connections. Whilst the Careers & Pathways team may assist in identifying possible employers, it is the responsibility of the student to make contact and the arrangements. The SWL is to be arranged for either Wednesday or Friday – whichever day the student does not do their VET/TAFE course on.

By law, students are NOT to engage in any SWL arrangement until all paperwork is completed and signed by:

- The employer
- The student
- A parent or legal guardian
- The Principal

STRUCTURED WORKPLACE LEARNING ARRANGEMENT FORM

<https://content.sdp.education.vic.gov.au/media/swl-arrangement-form-2504>

WORK EXPERIENCE

Students in VCE VM may engage in a block of work experience or a work trial, if approved by the college. A student who wishes to undertake an opportunity must first speak to Careers who will provide the next steps.

(7) CAREERS AND PATHWAYS SUPPORT

The college has a highly experienced Careers team who provide expert advice and guidance for students. Students, along with parents and carers can book in for an in person or phone/Teams appointment. Students are encouraged to book in, rather than walking up to the Careers & Pathways Office during break times.

To make an appointment contact Mrs Bennett via direct message on SEQTA.

(8) SCHOOL-BASED ASSESSMENT

There are two forms of school-based assessment for VCE VM.

1. EVIDENCE OF LEARNING IN THE CLASSROOM

Students in VCE VM can demonstrate evidence of their understanding of the key skills and knowledge for each outcome in a variety of ways, both formal and informal. Teachers will both provide and keep record of key skill and knowledge demonstration within the classroom, alongside the ALATs.

Evidence of Learning needs to be authenticated and gives students a range of ways they can demonstrate their learning throughout the unit. This may include, but is not limited to:

Case studies

Entry and exit tickets

Textbook/practice questions

Quizzes

Class discussion

Performances

Visual representations (concept maps, annotations)

Assessment checkpoints

Exam style questions

VET or Work placement reflections

Drafts (e.g. Essay planners)

Multimedia presentation

Conferencing (with teacher)

Oral responses

2. APPLIED LEARNING ASSESSMENT TASKS (ALATs)

ALATs are the major pieces of work/tasks that students are assessed through. ALATs are not the only opportunity for students to demonstrate evidence of their understanding of the key skills and knowledge.

Students will be clearly informed of the timelines and conditions under which assessment the ALATs are to be conducted, including if any resources are permitted.

Students will be informed of any ALAT dates and conditions, at least two weeks prior through the set-up of a learning task on Compass.

VCE VM ACHIEVEMENT STANDARDS

Students are assessed using the VCE VM levels of achievement, which are reported to parents and carers via Seqta and end of semester reports. The levels of achievement include:

- Excelling
- Achieving
- Satisfactory
- Non-satisfactory
- Not submitted

Students who achieve Excelling results in their studies may be eligible for academic honours in their VCE VM studies.

FEEDBACK TO STUDENTS

Teachers are required to provide feedback to students for ALATs. Feedback is expected to be provided within 2 weeks of completing the task.

Appropriate feedback includes:

- Advice on where and how improvements can be made.
- Areas for further learning.
- Reporting VCE VM Achievement Standards and written comments on students' performance against each outcome.

LOST, STOLEN OR DAMAGED WORK

It is the responsibility of the student to see that all work is handed into their teachers and recorded as being received. It is essential that students keep their rough drafts, notes, and work in progress.

The teacher or student who has work lost, stolen or damaged will need to complete a written statement describing the circumstances. The statement needs to be signed and dated. The college will keep a record of the loss or damage but does not have to report the situation to VCAA.

Note: None of the above applies to work lost or damaged due to computer use or malfunction. A student who uses a device to produce school-assessed coursework is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress and back-up versions are produced regularly

(9) VCE VM AT-RISK PROCESS FOR SATISFACTORY ALAT COMPLETION

Students may be deemed as 'at-risk' and required to attend an after-school session/s for any of the following reasons:

- An ALAT submitted by a student does not satisfactorily demonstrate the required key skills and knowledge and requires resubmission
- An ALAT is overdue as it was not submitted by the due date
- A student is deemed to be considerably behind on progress and is unlikely to complete an ALAT by the due date (low progress)
- A student is sitting an alternative assessment due to exceptional circumstances as deemed appropriate by either the VCE/VM Coordinator, Head of Senior School in negotiation with VM Teachers and Careers Coordinator.

In granting a resubmission, teachers may require students to resubmit the whole task, or if applicable, the part that was not satisfactory. Tasks which are required are completed at the discretion of the teacher and are to be completed at lunchtime or after school, through official assessment sessions. Teachers will give advanced notice to students who are required to attend afterschool sessions (1 week minimum – the Wednesday prior). The following outlines the process for an at-risk unit result:

1. The student receives a 'VCE VM at-risk' Seqta entry.
2. The student is enrolled into the after-school session to complete the required task/s.
3. The House Leader has been notified and delivers a paper copy of the at-risk letter to the student and notifies the parents.
4. A signed acknowledgement is to be returned to the House Leader at least 1 day prior to undertaking the task/s.
5. The student is made aware that failure to complete the form or submit by the due date may result in an unsatisfactory result for the task and the subject.
6. The student completes the required after school session.
7. The outcome of the further assessment is added to the original Seqta post and student, and family is notified.

LUNCH TIME SESSIONS

Students may be required to catch up on small pieces of work where needed. Teachers will inform students of any lunchtime sessions they are required to attend.

(10) AUTHENTICATION

Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided.

Students must observe and apply the following VCAA authentication rules when preparing work for assessment. These rules apply to all forms of school-based assessment:

- Students must ensure that all work submitted for assessment is their own.
- Students must not plagiarise the work of someone else.
- Students must not cheat.
- Students must acknowledge all resources used, including text and source material; the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- Students must not receive undue assistance from any other person, including their teacher, in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable levels of assistance include:

- use of, or copying of, another person's work, including their teacher's work, or other resources without acknowledgement.
- use of or copying sample answers provided by their teacher or another person.
- corrections or improvements made or dictated by another person, including their teacher.
- Students must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- Students must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- Students must not knowingly assist another student in a breach of rules.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

(11) ATTENDANCE AND ABSENCES

Students must attend 100% of timetabled classes in a subject to satisfy VCE attendance requirements. If a student is absent, the student must provide acceptable documentation (e.g. a medical certificate) when they return to school so that an absence can be recorded as authorised. Authorised absences do not count against a student's attendance rate. For absences due to personal reasons, parents/guardians should contact the relevant Home Group Mentor or House Leader.

Approved reasons for absences

Illness (including COVID-19) – medical certificate

Funeral – Parent note

Year 12 Examinations

Health practitioner/dental appointments (which cannot be arranged out of class time) – medical certificate

Court appointments – letter from court

Approved school event, excursion, camp, extra-curricular activity, or suspension

State/National representation in sport – if outside school, letter from coach & only if an absence learning plan has been secured before leaving and work is completed upon return from your House Leader.

Unapproved reasons for absence

Truancy

Driving lessons, L or P plate licences

Personal issues (without further explanation)

Family commitments

SAC / SAT preparation or completion of work due in other subjects

Part time work commitments

Sleeping in or missing the bus

Car or bike breakdown (without further explanation)

Note from parent or guardian for reasons not covered in approved absences column

FAMILY HOLIDAY / NATIONAL OR STATE REPRESENTATION

Absences due to an extended family holiday or National or State representation will only be approved if the College is given adequate notice. An absence learning plan must be completed before leaving and the work must be completed upon return. Any missed assessment must be completed on the first Wednesday on return. Students are responsible for checking in with their teachers prior to leaving to understand their schoolwork requirements to ensure that all tasks are completed.

(12) SPECIAL PROVISION

The underlying principle of the VCAA Special Provision Policy is to make sure students are offered the most appropriate, fair and reasonable options to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Schools may approve special provision for both classroom learning and School-based Assessments to enable students with a disability, illness, impairment or a personal circumstance to demonstrate what they know, and to participate in classroom learning and/or School-based Assessments. Decisions on whether to approve school-based provisions are made by schools.

The most common form of Special Provision is extension of time. A student may apply for an extension due to absences or unforeseen circumstances or have been genuinely struggling with the work and need more time. If a student needs to apply for an extension, they must collect the appropriate documentation from the VCE/VM Coordinator. Extensions are negotiated between the student, teacher, and the VCE/VM Coordinator; however, the VCE/VM Coordinator will decide if the extension is granted. It is the student's responsibility to apply for an extension.

- If the student is present at school, the student should apply at least 48 hours (two school days) prior to the due date.
- If the student has been absent for more than 2 school days prior to the due date, the student should apply on the day they return to school if they could not make contact while absent.

The maximum period for an extension is normally one week unless there are exceptional circumstances. Where the extension relates to School Assessed Tasks an extension of up to a fortnight may be permitted.

OTHER GENERAL SPECIAL PROVISION

The school may grant other Special Provision based on documented mental health, physical disability, health impairment, special learning disorder, language disorder, motor coordination disorder, hearing impairment and vision impairment. If a student qualifies for special provision under these categories, information will be communicated to teachers via VCE/VM Coordinator as to what requirements can be put into place.

Students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study.

(13) BREACH OF RULES

Should a teacher believe that a student has breached the rules in school-based assessment, the teacher will notify the VCE/VM Coordinator and present the evidence who will investigate further.

If the investigation suggests there is any substance to any allegation, the student and parent/guardian will be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation to a hearing panel.

Adequate notice of the interview will be given to the student, who will be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If the panel is satisfied that there has been a breach of rules, possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule.
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

The student has the right of appeal against the College's decision. An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA.