



**Melba**  
COLLEGE

# **Melba College**

## **VCE: VOCATIONAL MAJOR & VET 2025 Handbook**

# Index

Melba College Staff	3
Career Action Plans	5
Career curriculum framework	6
What is VCE Vocational Major?	7
What is Victorian Pathways Certificate?	8
VCE:VM & VPC Enrolment	8
VCE:VM/VPC Subject Overview	8
VCE:VM Subject descriptions	10
VPC Subject descriptions	12
What is VET?	14
What is an SBAT?	15
Pathways beyond school	16
Coordination of Senior Programs	17
Expected standard of conduct	18
Student Agreement	18
Uniform	18
Attendance at sporting events & camps	19
Driving to school	19
iPad, computers & devices	19
Mobile phones	20
Attendance	21
Reporting Absences	22
Lateness, holidays, and attendance	22
Appeals- attendance	23
Timelines & dates	23
Satisfying completion	23
Authentication	24
Non-satisfactory work- redemption process	24
Extension policy	25
Release of results	25
Appeals	25
Storage of work	26
Resources	27
Program Agreement Contract 2024	28

## MELBA COLLEGE VCE: VM STAFF

### Administration Staff

Principal	Matt Lee	<a href="mailto:Matthew.lee@education.vic.gov.au">Matthew.lee@education.vic.gov.au</a>
Assistant Principal (10-12)	Allirra Scott	<a href="mailto:Allirra.scott@education.vic.gov.au">Allirra.scott@education.vic.gov.au</a>
Acting Assistant Principal (7-9)	Deb Stacey	<a href="mailto:Deborah.stacey@education.vic.gov.au">Deborah.stacey@education.vic.gov.au</a>
Senior Sub School Leader	Melissa Macdonald	<a href="mailto:Melissa.Macdonald@education.vic.gov.au">Melissa.Macdonald@education.vic.gov.au</a>
VM Leader	Will Morrison	<a href="mailto:Will.morrison@education.vic.gov.au">Will.morrison@education.vic.gov.au</a>
Careers Advisor and VET Coordinator	Dee Arambasic	<a href="mailto:Dragica.Arambasic@education.vic.gov.au">Dragica.Arambasic@education.vic.gov.au</a>
Senior School Administration & VASS	Kat Dowse	<a href="mailto:katherine.dowse@education.vic.gov.au">katherine.dowse@education.vic.gov.au</a>
MIPS & Careers Assistance	Kelly Andersen	<a href="mailto:Kelly.Andersen@education.vic.gov.au">Kelly.Andersen@education.vic.gov.au</a>

### Teachers– Year 11

Literacy	Jess Rennick	<a href="mailto:Jessica.Rennick@education.vic.gov.au">Jessica.Rennick@education.vic.gov.au</a>
	Lewis Parrett	<a href="mailto:Lewis.parrett@education.vic.gov.au">Lewis.parrett@education.vic.gov.au</a>
Numeracy	Melissa Macdonald	<a href="mailto:Melissa.Macdonald@education.vic.gov.au">Melissa.Macdonald@education.vic.gov.au</a>
	Sophie Williamson	<a href="mailto:Sophie.williamson@education.vic.gov.au">Sophie.williamson@education.vic.gov.au</a>
Personal Development Skills	Will Morrison	<a href="mailto:Will.morrison@education.vic.gov.au">Will.morrison@education.vic.gov.au</a>
	John Riddell	<a href="mailto:John.riddell@education.vic.gov.au">John.riddell@education.vic.gov.au</a>
Work related Skills	Will Morrison	<a href="mailto:Will.morrison@education.vic.gov.au">Will.morrison@education.vic.gov.au</a>
	Jess Rennick	<a href="mailto:Jessica.Rennick@education.vic.gov.au">Jessica.Rennick@education.vic.gov.au</a>
Life Skills & SWLR	Kasey Browne	<a href="mailto:Kasey.browne@education.vic.gov.au">Kasey.browne@education.vic.gov.au</a>
	Adua Cipolato	<a href="mailto:Adua.cipolato@education.vic.gov.au">Adua.cipolato@education.vic.gov.au</a>

## Teachers– Year 12

Literacy	Will Morrison	<a href="mailto:Will.morrison@education.vic.gov.au">Will.morrison@education.vic.gov.au</a>
	Jessica Rennick	<a href="mailto:Jessica.rennick@education.vic.gov.au">Jessica.rennick@education.vic.gov.au</a>
Numeracy	Dee Arambasic	<a href="mailto:Dragica.Arambasic@education.vic.gov.au">Dragica.Arambasic@education.vic.gov.au</a>
	Neil McMorran	<a href="mailto:neil.mcmorran@education.vic.gov.au">neil.mcmorran@education.vic.gov.au</a>
Personal Development Skills	Melissa Macdonald	<a href="mailto:Melissa.Macdonald@education.vic.gov.au">Melissa.Macdonald@education.vic.gov.au</a>
	Seetha Ravimandalam	<a href="mailto:Seetha.Ravimandalam@education.vic.gov.au">Seetha.Ravimandalam@education.vic.gov.au</a>
Work related Skills	Lewis Parrett	<a href="mailto:Lewis.parrett@education.vic.gov.au">Lewis.parrett@education.vic.gov.au</a>
	Matt Sandells	<a href="mailto:Matthew.Sandells@education.vic.gov.au">Matthew.Sandells@education.vic.gov.au</a>
Life Skills	Kasey Browne	<a href="mailto:Kasey.browne@education.vic.gov.au">Kasey.browne@education.vic.gov.au</a>
	Adua Cipolato	<a href="mailto:Adua.cipolato@education.vic.gov.au">Adua.cipolato@education.vic.gov.au</a>

## Career Action Plans

A career action plan is a dynamic planning document owned and managed by young people intended to reflect their increased career development learning.

The plan helps young people:

- set their goals
- clarify the actions needed to achieve these goals
- commit to participating in the planned activities.

Young people should assume ownership of their career action plan. Parents and staff can work with them to help them complete the plan. The young person must be actively involved in the process.

Parents, family members, community members, carers, guardians or other trusted adults are encouraged to comment on their young person's plan

The career action plan is used as an ongoing tool to help students make informed choices about their passion focus, individual learning plan goals and future direction.

## Career Action Plans for years 11 & 12

The career action plans for young people in years 11 and 12:

- concentrate on career management information through additional components
- address career choices and the attributes and skills required to achieve them.

The additional components include:

- **My future:** Career exploration information to assist young people to consider attributes, skills, education/training requirements, courses and labour market information relating to their career choices

- **My plan:** Career management information to assist young people to reflect on past goals before setting new goals that align with their career choices.

## Career Curriculum Framework

Another component of the career action plan involves the six steps in a young person's acquisition of skills and knowledge for lifelong career self-management. Although young people complete all six steps each year, the career action plans focus on a different step each year



The six steps are:

- **Year 7 - I Discover:** young people discover their strengths and talents
- **Year 8 - I Explore:** young people explore the world of work and their place in it
- **Year 9 - I Focus:** young people focus on their values and interests
- **Year 10 - I Plan:** young people use decision-making skills to plan their learning and career programs
- **Year 11 - I Decide:** young people decide on their best options and opportunities
- **Year 12 - I Apply:** young people apply their skills and knowledge to their learning and career planning.

## What is VCE: Vocational Major?

As part of Melba College's Senior Program, all year 11 and 12 students have the opportunity to enrol in the Victorian Certificate of Education or the Victorian Certificate of Education Vocational Major pathway.

Vocational Major (VM) is a senior secondary qualification that gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. It provides students to earn a qualification in their interest area while they are still in secondary schooling. Students have real-world learning in workplaces as part of their weekly timetable, along with TAFE, community programs and group work.

The subject's students will undertake in the VCE: VM program include:

- VCE VM Literacy or VCE English units
- VCE VM Numeracy or VCE Mathematics units
- VCE VM Work Related Skills units
- VCE VM Personal Development Skills units
- Life Skills units (including Structured workplace Learning Recognition)
- VET credits at Certificate II level or above.

Unit 1 & 2 subjects are completed in year 11 and Unit 3 & 4 subjects are completed in year 12.

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.

## What is Vocational Pathways Certificate?

The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework.

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.

Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment. The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

## VCE: VM & VPC Enrolment

Enrolment into VCE: VM & VPC is achieved by students enrolling into the VCE: VM program during Course Counselling. Parents, students and staff will collaborate to assess whether the student meets the necessary criteria to enrol in this course of study. Students at Melba College have individual programs based on their interests and future pathways which are developed to complement their individual strengths.

### Year 10

Applied learning opportunities  
VET (school-based)  
SWL / SBATs

### Year 11

VPC 1 & 2 Units  
VCE:VM 1 & 2 Units  
VET  
SWL / SBATs

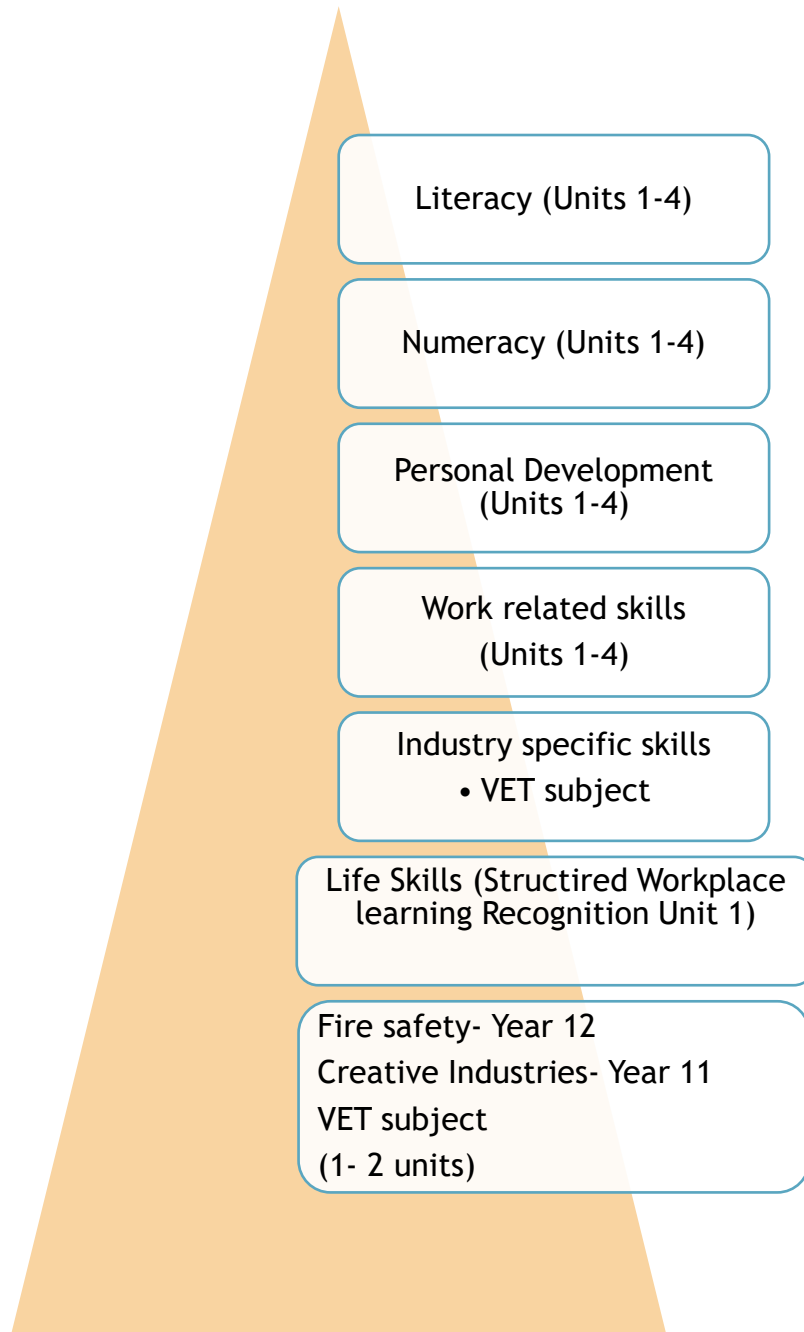
### Year 12

VPC 3 & 4 Units  
VCE:VM 3 & 4 Units  
VET  
SWL / SBATs



# VCE: VM/VPC Subjects Overview

## What will I learn?



# VCE: VM Subject Descriptions

## VM Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

The focus areas of each unit are:

Unit 1 – Literacy for personal use

Unit 2 – Understanding issues and voices

Unit 3 - Accessing and understanding informational, organisational and procedural texts

Unit 4 - Understanding and engaging with literacy for advocacy

Throughout VM Literacy, students will:

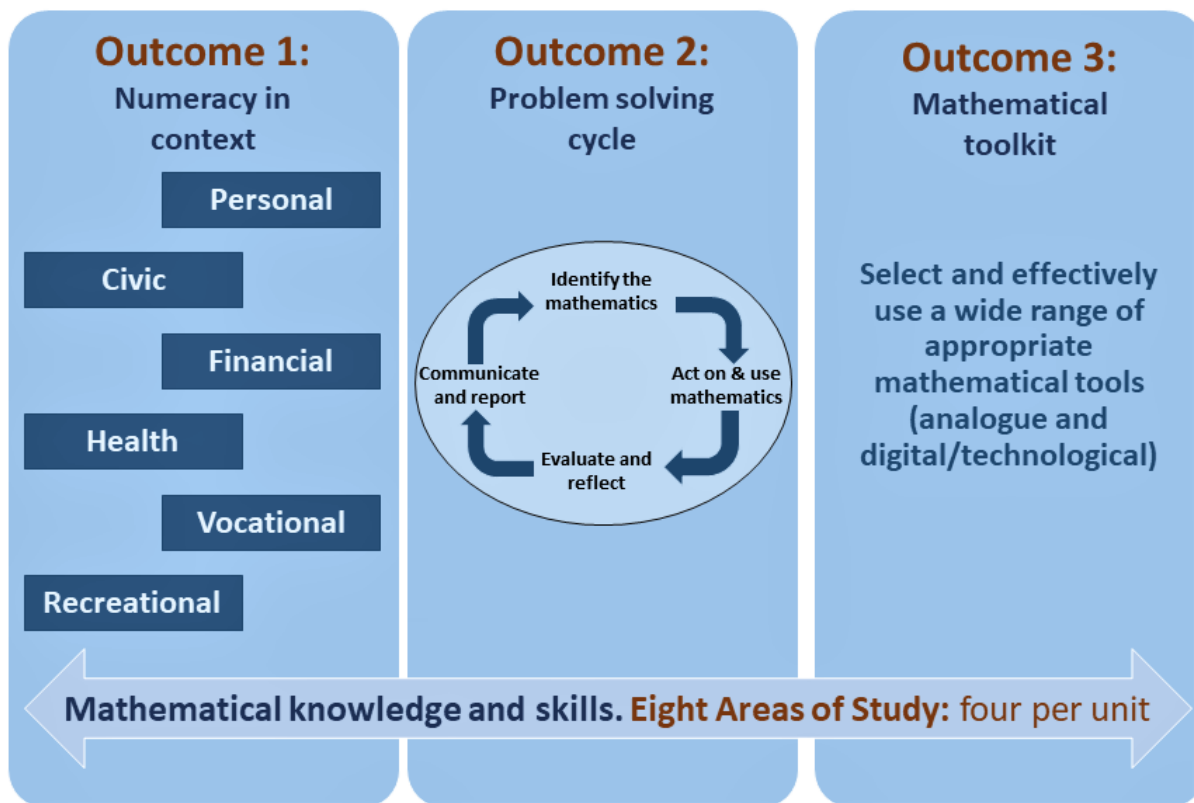
- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

## VM Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks and projects which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The VM Numeracy structure:



## VM Personal Development Skills

VM Personal Development Skills provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

The units are:

Unit 1 -Healthy Individuals. The unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing

Unit 2 – Connecting with community. This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal.

Unit 3 – Leadership & teamwork. This unit considers the role of interpersonal skills and social awareness in different settings and contexts.

Unit 4 – Community Project. This unit focuses on student participation in an extended project relating to a community issue.

## **VM Work related skills**

VM Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas:

Unit 1 - The future of work

Unit 2 – Workplace skills and capabilities

Unit 3 - Industrial relations and the workplace environment and practice

Unit 4 - Development of a personal portfolio

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

## **VM Life Skills**

This subject focuses on integrating, PDS, WRS, Numeracy, Physical Education, and Food Studies to teach students skills that they will take into their adult lives. The units consist of:

Unit 1- Planning for a Smart future

Unit 2 – Living a Healthy life

## **VPC Subject Descriptions**

### **VPC Literacy:**

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

## **VPC Numeracy:**

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

## **VPC Personal Development skills:**

The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

## **VPC Work Related Skills:**

VPC Work Related Skills provides a framework through which students can continue to build their educational knowledge and skills, prepare to transition to the workforce and to further education, best placing them for success. This study helps students develop an understanding of the motivation, behaviours, rights and responsibilities of self and others, as well as the skills to communicate effectively, to work within a team and the capacity to reflect and improve when applying knowledge, experiences and skills to a real-world situation.

## **Structured workplace Learning (SWL)**

SWL is on-the-job training that allows school students to develop their work skills and understand employer expectations. This is usually done one day a week with an employer. At year 11, students will also complete Unit 1 of Structured Workplace Learning Recognition alongside Structured workplace learning to gain one credit towards their VCE: VM certificate.

Students in year 12 in 2024 will be undertaking their Public Safety certificate (year 2) alongside their external VET and VM subjects. They will receive a VCE Vocational Major Certificate at the end of the year after successful completion of their Unit 3 & 4 subjects.

Students in year 11 in 2024 will be commencing the Creative Industries certificate, an external VET and the curriculum outlined above. This will be the first year of their two-year VCE:VM & VPC programs, undertaking Unit 1 & 2 subjects.

## **What is VET?**

Vocational Education and Training (VET) programs provide students with the opportunity to combine their passion exploration with a nationally recognised certificate or partial completing of a certificate at a local TAFE provider. VET allows students to take a more vocational approach and gain hands- on experience in their chosen area of interest. The VET delivered to secondary students (VETDSS) program is designed to give students 'real world' learning and experience while they are still in secondary schooling.

VET is one component of a student's VM program and occurs offsite at year 11 & 12 at a TAFE or an RTO one day a week. Melba College offers VET Music and VET Visual Arts on the College campus.

## VET Subjects Overview

This is a few of the VET areas on offer:



## What is an SBAT?

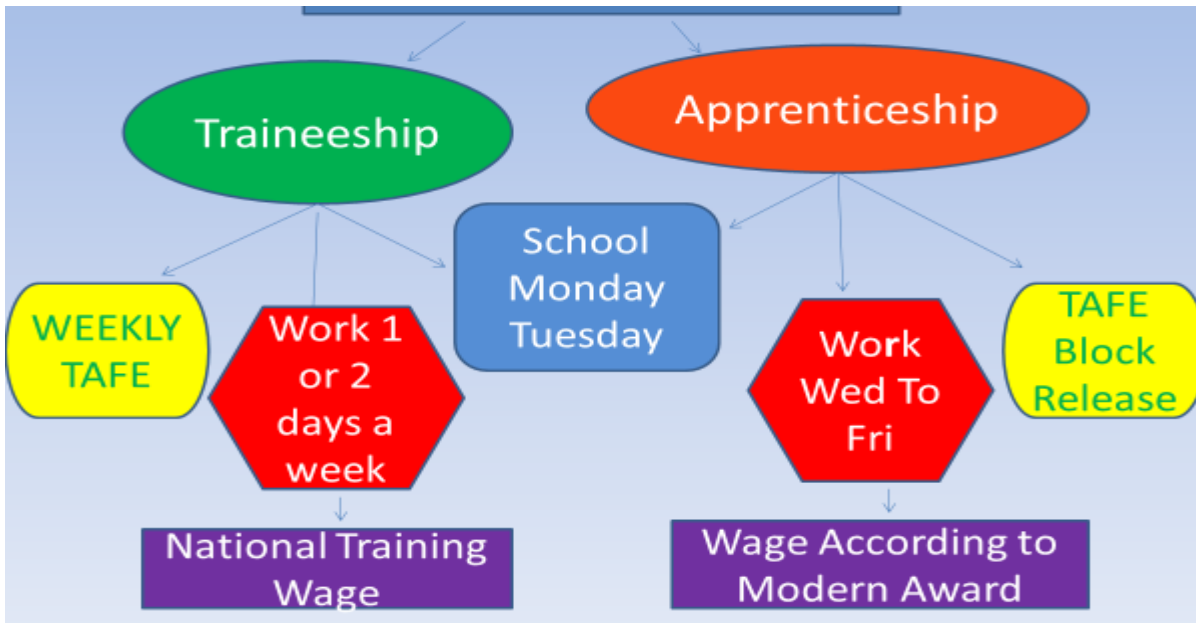
An SBAT is a school-based apprenticeship or traineeship.

An SBAT offers students the option of combining a senior secondary program with:

1. part-time employment,
2. school
3. and training.

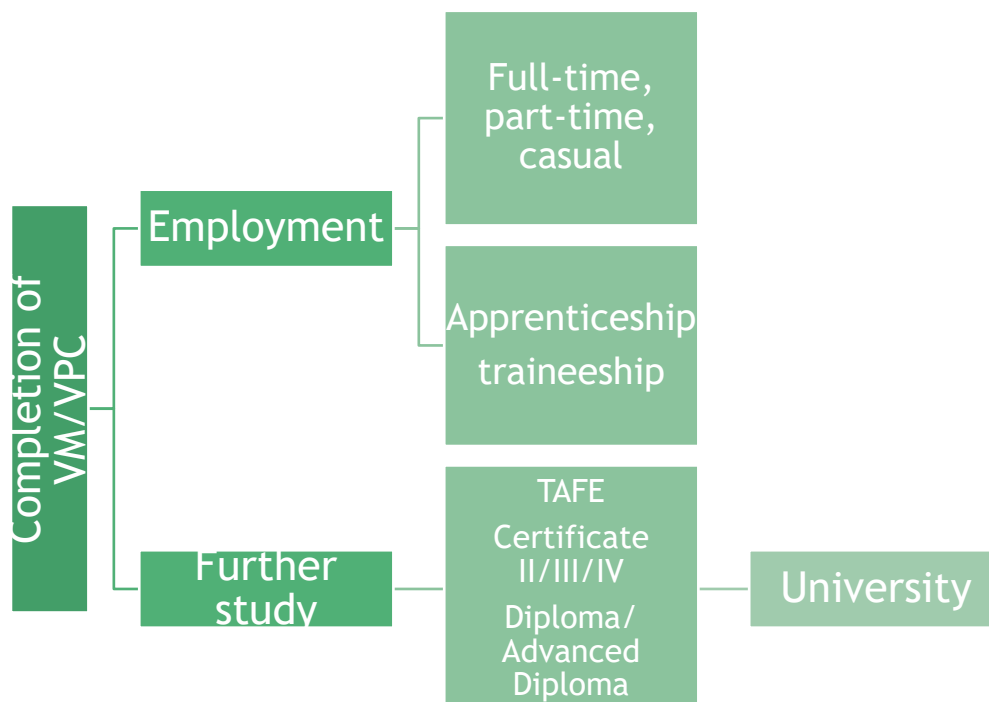
Students can undertake an SBAT with Headstart. They assist students in obtaining successful SBAT's, set up training, visit students at work, TAFE and school and help keep students on track as they progress through the year.

## A typical SBAT program:



## Pathways Beyond School

All students will meet with the Pathways Coordinator to discuss and plan their future pathway. They will use their career action plan as planning tool for these discussions. Events, programs and employment will be shared on the school career noticeboard and in class time.





# Coordination of Senior Programs

VCE: VM & VPC will be managed by the Senior Sub School Leader with the assistance of the VM Leader. The Senior Sub School Leader oversees all elements of the VM & VPC Learning Programs in consultation with the VM Leader, the 10-12 Assistant Principal and the Principal.

## VCE: VM Program

The VCE: VM program requires students complete at least 16 units. Each unit is nominally 100 hours of study.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units over two years. This will include at least:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- VCE VM Numeracy or VCE Mathematics units
- VCE VM Work Related Skills units
- VCE VM Personal Development Skills units
- 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.

## VPC Program

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy
- at least two units of VPC Numeracy
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition.

- The Sub School Leader will ensure Quality Assurance requirements for each VCE: VM & VPC units are completed.
- VET or Further Education will be delivered by a Registered Training Organisation (RTO) and will be assessed by the RTO staff members who hold the Certificate IV in Workplace Assessment & Training. These assessments will then be verified by the RTO as part of their Quality Assurance processes.
- All student results will be entered into the VASS system by the VASS Coordinator.

## Expected Standard of Conduct

### Student Agreement

At the beginning of each year, students in VCE:VM at Melba College are required to sign a program agreement contract acknowledging that they have read and understood the information in the VCE:VM & VET handbook and agree to abide by the College's policies and expectations as well as the VCAA regulations. The agreement must be returned to the VM or Senior Sub School Leader by the end of week 3 in Term 1.

### Uniform

Students are required to follow school policy regarding the appropriate wearing of the College uniform. Failure to not wear the correct uniform without a parent note will result in an afterschool detention. Subsequent incidents may result in removal from the program. Students will be required to remove the out of uniform item of clothing and will be given a replacement uniform item to wear if needed. This must be returned at the end of the school day.

Students are required to wear their school uniform to their VET course, unless the VET provider requires the student to change into work wear or a uniform.

## Attendance at Sporting Events and Camps

The College encourages all Senior students to participate in the wide range of extracurricular activities on offer, including Sporting events and Camps. However, it is essential that students are up to date with all of their work if they wish to attend these events.

It is the student's responsibility to discuss their participation in sporting events with the Senior Sub School Leader. This must be done at least one week prior to their participation.

Students are required to catch-up with any work missed when attending these events.

## Driving to School

Students are to follow the College and DEECD guidelines regarding driving to school. Any student that wishes to drive to school must speak to the VM or Senior Sub School Leader and complete the appropriate application process.

Guidelines are as follows:

To protect the safety and welfare of all students:

- You adhere to road rules and drive in a safe and responsible manner
- You are not permitted to transport other students to and from any College program or function
- You are not permitted to drive other students to and from College
- You must not accept an offer of a ride to or from College from another student

To be able to drive to the College you must complete the parent/guardian and student permission agreement form

- You must comply with the College policy
- Cars are parked at the owner's own risk

Failure to follow this policy may result in your enrolment at the College being revoked.

Application paperwork to drive to school must be returned to the Senior School Administration Office.

## iPads, Computers & Devices

Senior students are able to organise for a device to be connected to the school network (BYOD). Students are reminded they must

adhere to the Acceptable Use Agreement and follow the teacher's instructions in relation to use of devices. Failure to comply with a teachers instructions, inappropriate researching or breach of the school internet and computer usage policy, could place their position within VM in jeopardy.

When students use a device to produce work for assessment, it is the student's responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction
- Those hard copies of the work in progress are produced regularly
- Each time changes are made, the work is backed-up. The back-up document should not be stored with the computer

While encouraging the use of devices, the college is not able to make computer facilities available to all students at all times. Computer/printer breakdown or mishap is not an acceptable excuse for late submission or non-submission of evidence.

## Mobile Phones

Student mobile phones are not to be seen at school between the hours of 8:50am – 3:00pm.

The Department of Education policy states that Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours.

Research has found that it doesn't matter whether a person's smartphone is turned on or off, or whether it is lying face up or face down on a desk – having a smartphone within sight or within easy reach reduces a person's ability to focus and perform tasks because part of their brain is actively working to *not* pick up or use the phone.

At Melba College, mobile phones are not approved devices for use during classes. If a student is seen with a mobile phone the teacher must ask them to hand it over and the student must comply. Confiscated mobile phones will be stored at the Senior Administration Office in the locked safe.

If students to not comply with staff to hand over their phones when see using them, they will be sent home. Parents will be notified, and students will go home and continue their work

from home. If a student refuses to go home, they are failing to comply with clear and reasonable teacher instruction, which may result in a suspension.

## ***Attendance***

For all VCE:VM/VPC units:

Students will be expected at school three days a week unless they are at TAFE, workplace or other approved external school activity. Every effort will be made, through the provision of alternative learning and assessment opportunities, to support a student experiencing attendance issues. Students are expected to be on College grounds all day and are not to leave during lunchtime.

Attendance for all VET units:

- Students having unapproved absences in excess of 20% in any unit shall be ineligible to receive a satisfactory grade for that unit. This is the decision of the TAFE provider.
- All absences must be approved and have a medical certificate. TAFE must be contacted on the day of the class of the absence.

## ***Approved Absences***

1. Absences may be approved for the following:

- School related activities.
- Illness.
- Family commitments.
- College Principal's discretion.

2. The mechanism for having an absence approved is:

for it to be logged by the parent or carer on the Compass Management System or to present a note or letter to the VCE Leader or Senior Sub School Leader. This must contain:

- The student's name.
- The date(s) of the absence.
- A brief explanation of the absence. (or Medical certificate)
- A parent or guardian signature.

3. Approval must be sought within two weeks of the last day of absence. Beyond this time no absence may be approved without a medical certificate.
4. VCE:VM teachers will mark their class rolls on the Compass Management system accordingly and will use this information to determine whether the student has met the attendance requirements.
5. The Senior Administration Officer is responsible for having school rolls amended to show approved absences.

### **Reporting Absences**

- Parents/guardians are required to notify the of any absences before 9:00 am. Ph: [0398704551](tel:0398704551)
- Upon return to the College, students are expected to provide a medical certificate or note (for a bereavement) to the Senior administration office.
- Students are required to contact their teachers (including VET teacher) via email to ensure they remain up to date.

Attendance is to be reported to parents weekly and as required.

Teachers should notify the VM Leader & Senior Sub School Leader of any student who has unapproved absences of more than two sessions in a fortnight.

### **Pre-approved Lateness and Early Departures**

In addition to reporting upon arrival or departure to the Senior Administration Office, students are required to contact the VM or Senior Sub School Leader to report that they will be late or to seek permission for an early departure. A signed note from the student's parent/guardian is required to verify the need for lateness or early departure.

### **Extended Holidays and Attendance**

Extended family holidays are not approved absences for the purposes of meeting the VCE:VM attendance requirements. Parents are asked to consider this in relation to planning holidays outside the regular school vacation periods. The school will not provide make-up opportunities for missed assessments (unless the absence is approved) and absent days will contribute to the total unapproved absence count for Units being studied. Any missed assessments may lead to an inability to meet the outcomes within a Unit and therefore make the student ineligible

for their Senior certificate.

### **Appeals- Attendance**

Students are advised to regularly check their approved attendance record with their teachers. Where a student has not met the attendance requirements for a particular subject, they may appeal in writing to the Senior Sub School Leader or Principal who will establish a review of their absences. Where appropriate, a meeting will be called with the teacher, the student, a parent or guardian, Senior Sub School Leader and the VM Leader to discuss the circumstances. The VM & Senior Sub School Leader will make the final decision.

### **Timelines and Dates**

The teacher of each class will provide students in their class with a work program showing a week-by-week course outline with dates for all assessment tasks. Students will also be given a semester outline showing when assessment tasks for all subjects are due.

### **Assessment**

The VM Leader and Sub School Leader in consultation with VCE: VM/VPC teachers will oversee the assessment of student work to ensure it adheres to the study design guidelines provided by the Victorian Curriculum and Assessment Authority (VCAA). Consistency of assessment criteria will be ensured through moderation of work samples and multiple opportunities for assessment. Students will keep all work for assessment in the classroom in the designated areas for each subject.

### **Satisfactory Completion**

For satisfactory completion of a unit, students must satisfactorily complete each of the learning outcomes for that unit.

Satisfactory completion of an outcome means:

- The work meets the required standard.
- The work is submitted on time.
- The work is clearly the student's own.

## **Authentication**

Students and teachers are required to attest that all unacknowledged work is genuinely the work of the student. Should work submitted for a learning outcome or coursework be deemed not to be that of the student, that work will not be assessed as part of the unit.

Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Melba students are expected to demonstrate honesty and ethical behaviour in completing all of their assessment tasks.

All academic work, written or otherwise (including oral presentations), submitted by students to their teachers is expected to be the result of their own thought, research, or creative ideas and expressed in their own words.

When a student submits work purporting to be their own, but which in any way borrows ideas, organisation, wording, or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

In cases where a student feels unsure about a question of plagiarism involving their work, they are strongly recommended to speak with their teacher on the matter before submitting their work. Teachers are more than happy to offer guidance to students regarding how much information can be legitimately taken from other sources and how it can be used properly.

When a student's assignment involves group work, they must ensure that the written component of the task is in their own words and that they have been a consistent contributor to the activity/project. If the words of someone else are used, the student must write that the words come from a fellow student and name them after the sentence/s.

## **Non-Satisfactory Work- Redemption Process**

When students do not submit or complete work to a satisfactory standard, the teacher will record this on Compass and schedule a Work Catch-Up session. The classroom teacher will book a catch-up session on a day that VM/VPC students attend school (Monday, Tuesday & Thursday).



If the student does not attend the catch-up session due to an unapproved absence or if they are unable to complete the work to a satisfactory standard following the catch-up session, the teacher will be required to contact home and complete a Not Satisfactory Work entry on Compass Chronicle. The teacher will record the students result as Not Satisfactory on the Learning Task on Compass. A meeting with the VM & Senior Sub School Leader will be held to discuss opportunities for redeeming the result to a Satisfactory result.

### **Extension Policy**

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances. Students who have been given an extension for an assessment task may be required to undertake an alternate task. Students may apply to the Senior Sub School Leader for an extension of time.

### **Release of Results Policy**

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.
- Reporting S or N decisions and/or written comments on students' performance against each outcome.
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the unit teacher.

### **Appeals**

Students have the right to appeal decisions about:

- Non Satisfactory Completion.
- Special Provision.
- Extensions.

The process for appeals is as follows:

- Student notifies the Principal of intention to appeal.

- A formal interview will be undertaken with a school-based appeals panel.
- Composition of the panels will be the Principal or nominee, VM Leader and Senior Sub School Leader.
- Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented, and outcomes must be conveyed to the student in writing.

### **Storage of Student Work Policy**

Student assessment results and data are stored in each student's personal file for the duration of their enrolment at Melba College.

It is expected that students will retain **ALL** work completed during a year in their display folders, in the classroom, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling. Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college course

# Resources

## VCE:VM resources

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

## VCE Handbook

<https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx>

## VPC Handbook

<https://www.vcaa.vic.edu.au/administration/vpc-handbook/Pages/index.aspx>

## VCE:VM curriculum units

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

## Get VET

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>



Victorian Certificate of Education: Vocational Major

### **PROGRAM AGREEMENT CONTRACT 2025**

Dear Student,

You have enrolled in the VCE: VM program for 2025, you are preparing for the workforce or further study at TAFE.

As a VM student, you should be able to work independently, as well as follow instructions, enthusiastically and conscientiously.

Melba VM students take responsibility for their work and the manner in which they conduct themselves. They also recognise that as students of Melba College, you must always behave in a manner which brings credit to yourself, your family and your College.

**In accepting a place into the VCE: VM program for 2025, you the student acknowledges the following responsibilities:**

<b>COOPERATION AND PERFORMANCE EXPECTATIONS</b>	<b>CAN I MEET THIS</b>
Students are expected to cooperate fully and behave in a polite manner with the program coordinator, VM teaching staff, towards employers and VET / TAFE staff.	
Students are required to complete and submit to the best of their ability evidence of all activities, tasks and projects to required standards and submit them on time.	
<b>STRUCTURED WORKPLACE LEARNING (SWL)</b>	
Students are primarily responsible for obtaining a Structured Work Placement each Semester. They are supported by the staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.	
Students are required to complete the Structured Work Placement Learning Agreement with their employer or supervisor and register the agreement with the Careers team prior to the commencement of their placement.	

Students will participate in Portfolio interviews.	
<b>UNIFORM</b>	
Students are required to follow school policy regarding the appropriate wearing of the College uniform. Occasionally students may be asked to bring "work clothes" in order to complete manual tasks, in these instances' students will still be expected to wear school uniform to and from school.	
Students are expected to be appropriately attired and well-groomed at their Work Placements and VET / TAFE courses. Jewellery, hair and footwear styles need to be selected in accordance with Occupational Health and Safety standards. Students should confirm the appropriate work dress standard with each employer or trainer.	
<b>ATTENDANCE</b>	
Students are required to attend regularly VET / TAFE placements, VM studies and Work Placement / Employment (minimum 90% attendance at all places required, unless VET provider requires a higher attendance).	
Students are expected to attend key Melba College events such as College Activity Days and VM organised excursions.	
Students attain competencies by repeatedly performing tasks at an expected standard. In order for students to achieve these competencies, mandatory attendance is required for specific events and courses throughout the year. In addition, a number of competencies require the completion of nominal hours, before satisfactory attainment is awarded.	
<b>ABSENCES</b>	
Parents are required to notify the Senior Sub school administration office of any absences before 9:00 am. Students are required to notify the Careers office, in addition if they are to be absent at their VET Course as well as contacting their Work placement supervisor if their absence affects these commitments.	
Subject assessments are conducted continually throughout the VM curriculum. Medical Certificates are required for absences on mandatory assessment days and are also required for any other absences, as per VCAA requirements.	
<b>MELBA COLLEGE</b>	

Holds the right to withdraw a student from the VCE: VM (& VPC) program in the event that the student fails to meet the aforementioned responsibilities. Holds the right to terminate placements and enrolments in the event of serious misdemeanour in the course of a term.	
---	--

I understand the commitments of the course as outlined in the VCE: VM Contract and agree to abide by all requirements and actively engage in the learning programs.

Student signature

Date

Parent Signature

Date

Senior Sub School Leader Signature

Date