Melbourne Archdiocese Catholic Schools

Curriculum, Assessment and Reporting Procedures Year 11–12

PADUA COLLEGE

1. Purpose

This procedural document sets out the processes and actions required for the implementation of a Year 11–12 (senior secondary) curriculum that meets regulatory and statutory requirements, as referenced in the Melbourne Archdiocese Catholic Schools Ltd (MACS) Curriculum, Assessment and Reporting Policy. As a school, we adhere to the regulatory and statutory requirements.

2. Scope

This procedural document supports our school to deliver a senior secondary or a foundation secondary qualification to meet the minimum standards for schools as set out in the:

- *Education and Training Reform Act 2006* (Vic) (ETR)
- *Schedule 4 ETR Regulations 2017* (Minimum standards for registration of schools)
- *Schedule 8 ETR Regulations 2017* (Minimum standards for registration to provide an accredited senior secondary or foundation secondary course).

2.1. Qualifications

This procedure covers the following qualifications:

- Senior secondary qualifications:
    - Victorian Certificate of Education (VCE)
    - Victorian Certificate of Education Vocational Major (VCE VM)
    - International Baccalaureate (IB).

- Foundation secondary qualification:
    - Victorian Pathways Certificate (VPC).

2.2. Vocational Education and Training (VET) within the VCE, the VCE VM, and the VPC

The delivery of VET requires a partnership with a registered training organisation (RTO). It is noted that VET can contribute to the award of the VCE and the VPC, and that it is a mandated component for the award of the VCE VM.

2.3. School personnel

This procedure applies to:

- Staff involved in the delivery of curriculum components contributing to the award of a senior secondary or a foundation secondary qualification, including VET.
- School leaders and staff involved in supporting the delivery and administration of a senior secondary or a foundation secondary qualification, including VET.

3. Procedures

In implementing curriculum provision for the VCE, the VCE VM and/or the VPC, schools must abide by the current *Victorian Curriculum and Assessment Authority (VCAA) VCE Administrative Handbook* and/or the current *VCAA VPC Administrative Handbook* and/or consult the *International Baccalaureate Information System (IBIS)* as relevant. These handbooks:

- Outline the rules, regulations and policies that support the integrity of the respective qualifications and the equity of student access to fair and valid results.
- Specify the required program components for the award of the respective qualifications.
- Provide instructions on using the VCAA's Victorian Assessment Software System (VASS).

3.1. School registration

In order to deliver a Victorian senior secondary or foundation secondary qualification, schools must be registered with the Victorian Registration and Qualifications Authority (VRQA) with Permission to deliver granted by the VCAA.

In order to deliver the International Baccalaureate (IB) Diploma Program (DP), schools must be registered with the VRQA, with Authorisation granted by the International Baccalaureate.

The requirements for registration to deliver the VCE, the VCE VM, the VPC or the IB DP, ensure that schools are able to demonstrate they can provide a quality program to their students in the final years of their school education.

3.2. Curriculum framework

In order to meet the minimum standards relating to student learning outcomes for a senior secondary and/or a foundation secondary qualification, schools must:

- Deliver the course to the standards established by the awarding body for the qualification
- Deliver the course according to current accredited Study Designs (VCE/VCE VM) and Curriculum Designs (VPC/IB)
- Ensure that a student who satisfactorily completes all of the course requirements will be entitled to be awarded the registered qualification.

3.3. Program provision

VCE and VCE VM

VCE

The minimum VCE requirement is satisfactory completion of 16 units that must include:

- 3 units from the English group, including a Unit 3–4 sequence
- 3 Unit 3–4 sequences, which can include further sequences from the English group.

Note: VCE VM Literacy is only available to students enrolled in an eligible VCE VM program.

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies (excluding VCE VM Literacy) is required to calculate a student's Australian Tertiary Admission Rank (ATAR).

VCE VM

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or other units from the Mathematics studies group
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

Each VCE and VCE VM unit requires 50 hours of scheduled classroom instruction.

VPC

The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:

- At least 2 units of VPC Literacy (or units from the VCE English group, including VCE VM Literacy)
- At least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE VM Numeracy)
- At least 2 VPC Personal Development Skills units
- At least 2 VPC Work Related Skills units.

The remaining 4 units may include other VPC units and other curriculum, such as VCE units, VCE VM units and UoCs from nationally recognised VET.

Each VPC unit requires 100 nominal hours, of which at least 50 hours need to be scheduled classroom instruction.

International Baccalaureate (IB)

The IB Diploma programme curriculum is made up of the 3 DP core (Creativity, Activity, Service; Extended Essay; and Theory of Knowledge) and of six subject groups (Studies in Language and Literature; Language acquisition; Sciences; Mathematics, Arts, Individuals and Societies). Each student takes a minimum of three or a maximum of four subjects at higher level, and the remaining at standard level.

The IB recommends between 150 hours (standard level) and 240 hours (higher level) of recommended scheduled classroom instruction per subject.

VET

Regarding VET UoCs, the nominal hours determined for each unit of competency represent the supervised structured learning and assessment activities required to sufficiently address the content of each unit of competency (acknowledging that progress can vary between students).

3.4. Assessment and Reporting

For rules and requirements regarding assessment, results and reporting, schools must adhere to the *VCAA VCE Administrative Handbook* and/or the current *VCAA VPC Administrative Handbook* as relevant, and/or the *International Baccalaureate Information System (IBIS)* as well as the relevant VCE Study Designs and/ or VPC/ IB Curriculum Designs.

Note: The following information is not applicable to students enrolled in the IB DP.

A school may enter a partnership with an RTO to deliver VET to its students. An agreement between a school and an RTO enables:

- A school to deliver components of the VET course or the whole course. The RTO is then responsible for determining final assessment results and issuing statements of attainment and awarding qualifications for the course(s) delivered by the school (as relevant).

- An RTO to be contracted to deliver the whole course. The RTO is then responsible for delivering, assessing and issuing statements of attainment and awarding qualifications for the courses that it delivers (as relevant).

- A school to enter into a partnership with another provider for VET to be delivered to its students, where the external provider (such as another school) delivers VET on behalf of the RTO under a Third Party (Auspicing) arrangement. The RTO is then responsible for determining final assessment results and issuing statements of attainment and awarding qualifications for the course(s) delivered by the external provider (as relevant).

For rules and requirements regarding assessment, results and reporting relating to VET, schools must be guided by the individual Training Package or state-accredited curriculum (as relevant), to be read in conjunction with the *VCAA VCE Administrative Handbook* and/ or the current *VCAA VPC Administrative Handbook* as relevant.

Note: The RTO must provide services under a VET partnership arrangement and in accordance with the RTO standards (or the AQTF Standards) and the VRQA VET Guidelines and comply with the obligations as set by its VET Regulator, i.e. Australian Skills Quality Authority (ASQA) or the VRQA.

3.5. VASS

Enrolment, unit completion and assessment data must be entered into VASS in accordance with the VCAA's administrative requirements and critical dates. It is imperative that schools maintain the accuracy, privacy and security of VASS data at all times.

3.6. Partnership arrangements

If a school shares responsibility for delivering a senior secondary or foundation secondary course with another provider, there must be evidence in the form of a copy of a written agreement between the school and the provider stating how the requirements of the minimum standards for delivery of a senior secondary or foundation secondary course will be met.

4. Definitions

Definitions for standard terms used in this document can be found in the [Glossary of Terms.](#)

Accredited course
An accredited course is a course that leads to an Australian Qualifications Framework (AQF) qualification or a Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed standards.

In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA). The Victorian Certificate of Education (VCE), including the VCE Vocational Major (VCE VM) is an accredited senior secondary course under the *Education and Training Reform Act 2006* (Vic) and is a senior secondary certificate of education within the AQF. The Victorian Pathways Certificate (VPC) is an accredited foundation secondary certificate.

Australian Qualifications Framework (AQF)
The national policy for regulated qualifications in Australian education and training.

Education and Training Reform Act 2006 (Vic)
The *Education and Training Reform Act 2006* makes provision for compulsory education, vocational education and training, the government school system, the regulation of schools, school boarding premises and home schooling, the development and accreditation of courses and issuing of qualifications, the employment of the teaching service in government schools, and regulation of the teaching profession.

Education and Training Reform Regulations 2017 (Vic) (ETR)
Legislation that provides definition and sets minimum standards required for school registration and governance in Victoria.

International Baccalaureate (IB)
The IB is a continuum of educational programmes, Primary Years Programme, the Middle Years Programme, the Career-related Programme and the Diploma Programme.

International Baccalaureate Diploma Programme (IB DP)

A two-year pre-university course for Year 11 and 12 students. The IB DP is a credential recognised worldwide for university entry.

Registered Training Organisation (RTO)

Organisation registered by the Victorian Registration and Qualifications Authority (VRQA) or the Australian Skills Quality Authority (ASQA) to deliver and issue VET qualifications.

Student

Student means a person who is enrolled at or attends a MACS school.

VCE Vocational Major (VCE VM)

An applied learning program of study with a vocational focus within the VCE designed to be completed over two years.

Victorian Assessment Software System (VASS)

The internet-based system used by schools to record school details, register school students, maintain student personal details, and enter student VCE and VPC program enrolments, assessment information and results directly onto the VCAA's central database.

Victorian Certificate of Education (VCE)

An accredited senior secondary course leading to the award of a senior secondary qualification.

Victorian Curriculum and Assessment Authority (VCAA)

Statutory authority primarily accountable to the Victorian Minister for Education and serving both government and non-government schools.

Victorian Pathways Certificate (VPC)

An accredited course connected to years 11 and 12 that leads to a foundation secondary qualification. The VPC is a non–Australian Qualifications Framework (non-AQF) qualification and is not a senior secondary course.

Victorian Registration and Qualifications Authority (VRQA)

Regulator of education and training providers in Victoria.

Vocational Education and Training (VET)

Vocational education provides practical, hands-on skills for specific industries leading to qualifications such as certificates and diplomas. VET can be pursued through TAFE or RTO and is available to school students as part of a senior secondary course.

5. Related policies and documents

Supporting documents

This document is to be read in conjunction with:

- The current *VCAA VCE Administrative Handbook*
- The current *VCAA VPC Administrative Handbook*
- Current VCAA VCE Study Designs and current VCAA VPC Curriculum Designs
- Current VCE VET Program booklets, individual Training Packages and state-accredited curriculum developed by the Department of Education (as relevant)
- *Education and Training Reform Act 2006* (Vic) (ETR)
- *Schedule 4 ETR Regulations 2017* (Minimum standards for registration of schools)
- *Schedule 8 ETR Regulations 2017* (Minimum standards for registration to provide an accredited senior secondary or foundation secondary course).

Related MACS policies and documents

The MACS Curriculum, Assessment and Reporting Policy – Schools

Policy Information

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