



Victorian Pathways Certificate (VPC) Policy

General Statement

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate. It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in Year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than 2 years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

Your school may allow you to start the VPC at any time during the school year. The time you take to finish the VPC is flexible. You should discuss the VPC's suitability for you with your school and your family. The VPC has replaced Foundation VCAL.

Broad Guidelines

Your VPC will include:

- VPC Literacy (or VCE English options like VCE VM Literacy)
- VPC Numeracy (or VCE Mathematics options like VCE VM Numeracy)
- VPC Work Related Skills
- VPC Personal Development Skills
- additional time in a workplace as part of your learning. This is known as Structured Workplace Learning.

You can also add more VCE or VCE VM options or choose to include vocational education and training (VET) in the VPC. Learn more about [VET in the Victorian Pathways Certificate](#). Your teacher or Community Support officer will help you develop a program that suits your learning needs and interests.

Most of our units are delivered on-site at and by JSA staff. Some units under Industry Specific Skills are delivered off site by one of our preferred RTOs including arrangements with Head Start, SBAT training facilities, TAFE institutions or specialist schools within our local network.

Rationale

Foundations VPC is an applied learning program. This means students achieve learning outcomes by completing practical tasks in meaningful contexts. Students must demonstrate that they have achieved learning outcomes, over time in a variety of contexts. Students demonstrate their learning by compiling a student portfolio. Parents and staff will collaborate to assess whether the student meets the necessary criteria to enroll in this course of study. Students at JSA have individual programs to meet their interests and develop their strengths. Students will only be enrolled in Foundations VPC units if it is deemed that the student can achieve the learning outcomes for that unit. In some cases, students may benefit from participating VPC units but will not be expected to meet the requirements of the VPC certificate.

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Implementation

In consultation with parents/carers, students at JSA may commence Foundations VPC units in their last 2 years of schooling. All students must complete a minimum of 12 units, including at least:

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

Many students will undertake more than 12 units in their VPC.

Coordination

Foundations VPC will be managed by the VPC Co-ordinator. The VPC Co-ordinator is also the Secondary Sub School Leader and is supported by the Community Support Officer. The VPC teacher(s) oversee all elements of the VPC learning program, in consultation with the VPC Co-ordinator, leadership team and school principal.

Assessment

The VPC Co-ordinator will oversee the VPC teacher(s)'s 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.

- The VPC teacher(s) will ensure Quality Assurance requirements for each VPC unit are completed.
- The VPC teacher(s) attends the VALA professional learning sessions to remain up to date with all assessment and curriculum requirements year to year.
- VET or Further Education will be delivered by a Registered Training Organisation (RTO) and will be assessed by the RTO staff members who have 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 Administrator (Student Careers and Transition Support or the HR Manager - Administration)

Intellectual Disability

- The principal has the discretion to approve the enrolment of students with an intellectual disability in the VCE and VPC. The VCAA does not place restrictions on this discretion. The principal is responsible for advising students of the likelihood of successfully achieving the published unit outcomes and for deciding appropriate arrangements at the school level.
- If a student will be unable to succeed within the specified framework of the VCE or VCAL, it may be more appropriate for the student to undertake a parallel, individualised teaching and learning program rather than enrol in VCE or VPC studies. This strategy allows the student to participate in class with their peers and continue social engagement and is more likely to eventuate in a positive outcome. In this case, the school would issue its own report on the student's individual achievement.

Monitoring and Analysing Administration of Results

- A member of the administration team will be trained as a VASS Administrator; relevant PD is available from VALA or the North-West Metropolitan region.
- Data entry will be undertaken by the VASS Administrator in the VASS database. The VASS Administrator will be supported by the VCAL NWVR consultant as required.

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Course Requirements

Students undertaking the Industry Specific Skills complete Certificate II modules in “TAFE Tasters”. Each module equates to 50 hours. Upon completion of two modules the student completes 100 hours or one unit, which contributes to their VCAL assessment.

JSA offer Foundation level units in Personal Development Skills (units 1 and 2), Work Related Skills (units 1 and 2), Reading and Writing Skills, Oral Communication skills and Numeracy Skills.

Expected Standard of Conduct

Attendance

The ‘2023 VPC Administrative Handbook’ states that:

‘Within a school setting, a VPC learning program would normally be based on a full-time load of scheduled and unscheduled learning (1200 hours). Attendance in a school setting is determined by school regulations. In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student. There is no maximum time limit for completion of VPC units.

VPC programs often include learning outside the school, including VET classes and structured workplace learning. Expectations related to these settings are set by the RTO or workplace.

When a student is absent from school for prolonged periods or has been unable to complete all tasks because of illness or other special circumstances, the school may, upon application from the student, grant **special provision** for classroom learning. In this case, the student should not be penalised for lack of attendance. Special provision may allow a student to work from home for a period of time. Schools should ensure they retain documentation about any decisions relating to granting provisions, including supporting evidence.

In the situation where a student is allowed to **work from home**, the school must have in place additional measures to be able to authenticate the student’s work as their own. Advice about authentication measures is provided in the ‘Assessment: Satisfactory completion of units’ section.’

Regarding attendance at JSA, we expect the following:

- Students having unapproved absences more than 20% in any unit shall be ineligible to receive a satisfactory grade for that unit.
- Students having unapproved absences of between 10% and 20% shall only be eligible to receive a satisfactory grade in exceptional circumstances.
- Students having unapproved absences of less than 10% shall be eligible to receive a satisfactory grade provided that all learning outcomes are satisfactorily completed.

Approved Absences

1. Absences may be approved for the following:

- School related activities
- Illness
- Family commitments
- Principal’s discretion

2. The mechanism for having an absence approved is to present a note or letter to the relevant teacher. This must contain:

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

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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. Class teachers will mark their class rolls accordingly and will use this information to determine whether the student has met the attendance requirements.
5. The principal is responsible for having school rolls amended to show approved absences.

Reporting Absences

- Attendance is to be reported to parents as required
- Teachers should notify the principal of any student who has unapproved absences of more than two sessions in a fortnight

Appeals

Students are advised to regularly check their approved attendance record with their teacher(s). Where a student has not met the attendance requirements for a particular subject, they may appeal in writing to the campus principal who will establish a review of their absences. Where appropriate, a meeting will be called with the teacher(s), the student, a parent or guardian and the principal to discuss the circumstances. The teacher(s) and principal will make the final decision.

Maintenance and Analysis of Results

Student assessment results and data are stored electronically in each student's on-line folder for the duration of their enrolment at JSA. This database is maintained by classroom teachers.

Individual Education Plans

Each semester, students and their teacher(s) plan specific learning outcomes and re-evaluate their previous education plan. This plan gives an overview of student current educational direction.

Portfolio of Evidence

Students will keep a portfolio of evidence to demonstrate successful completion of their VPC learning outcomes.

Timelines and Dates

The teacher(s) of a VPC class will provide students with a timetable showing the course outline with dates. Assessments are built into all tasks across the school year.

Satisfactory Completion

For satisfactory completion of a unit, students must satisfactorily complete each of the 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.

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 principal for an extension of time.

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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, assistant principal and relevant teachers.
- 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.

Release of Results Policy

After work is submitted and marked, teacher(s) should provide feedback to students. Appropriate feedback includes:

- Advice on 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.

Release / Storage of Student Work Policy

It is expected that students will retain ALL work completed during a year, 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(s) in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college courses.

References:

- DET Policy and Advisory Library - <https://www2.education.vic.gov.au/pal/vocational-education-and-training-vet-delivered-secondary-students/policy>
- 2023 VPC Administrative Handbook - <https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/Index.aspx>
- Victorian Registration and Qualification Authority - <http://www.vrqa.vic.gov.au/>

Resources:

Funds will be allocated annually for the provision of VPC programs.

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Evaluation: This policy will be reviewed as part of the school's review cycle.

Ratified at School Council	29 th November 2020 Last revised 3 August 2023
Next Review Date	Term 3 2026

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