Senior Learning Community
Years 11 & 12

2014
INFORMATION
HANDBOOK

College Administrative
Policies and Procedures

This Handbook should be read in conjunction with the Victorian Curriculum and Assessment Authority publication “Where to now? - 2014 Guide to the VCE, VCAL and Apprenticeships and Traineeships”. 
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## APPENDIX 1-

UNSCORED VCE Contract
1. INTRODUCTION

This booklet contains information that students and parents need to choose courses in the Senior Learning Community - Years 11 and 12. It explains all aspects of senior education options and both the VCAA and Daylesford Secondary College Policy requirements, procedures and expectations around this level of study. More detailed advice on course selection, overall requirements and expectations is available from our Senior Learning Community Managers (coordinators) and unit advisors.

1.1 Assistance for Parents and Students

Parents and students who have questions or concerns are most welcome to contact coordinating members of our Senior Learning Community as follows:

- **Senior Learning Community Managers**
  - Ms Trish Matthews
  - Mr Nick Pethica
  
  *(For advice on all matters related to VCE/VCAL/VET courses)*

- **Careers Advice**
  - Mrs Bronwyn Barlow
  - Ms Marg Cattanach

- **General Enquiries**
  - Mr Phil White - Assistant Principal

  **Telephone**
  - 5348 2367

  **Fax**
  - 5348 2449

  **Email**
  - senior@daylesfordsc.vic.edu.au

  **In person**
  - Please come to our reception counter and ask to make a time to see the appropriate contact person.

1.2 Common Acronyms Used within this booklet-

- **ATAR**
  - Australian Tertiary Admissions Rank.

- **GAT**
  - General Achievement Test

- **MIPs**
  - Managed Individual Pathways

- **RTO**
  - Registered Training Organisation

- **SAC**
  - School Assessed Coursework

- **SAT**
  - School Assessed Task

- **VCAA**
  - Victorian Curriculum & Assessment Authority

- **VCAL**
  - Victorian Certificate of Applied Learning

- **VCE**
  - Victorian Certificate of Education

- **VET**
  - Vocational Education & Training

- **VQA**
  - Victorian Qualifications Authority

- **VTAC**
  - Victorian Tertiary Admissions Centre
1.3 The Subject (Unit) Selection Process

Students will – after considering their career directions, interests and abilities – choose the subjects they wish to study in 2014 by completing the following steps

1. Read this booklet in conjunction with the “2014 Detailed Unit Offerings Booklet”.


3. Complete the Course Planning Selection Form-
   HARD COPY- Submit to General Office
   Complete the ONLINE Course Selection Process-

   **Deadline for submission of the above is:**
   3.30pm FRIDAY 9th AUGUST 2013.

It is important that all students submit their initial selections as required above by the due date. Late selections may receive a lower priority.

1.4 Available Subjects (Units) and Higher Level Studies

- This booklet contains a summary list of all units being offered in the Senior Learning Community for 2014.

- See the 2014 Unit Description Booklet for a detailed description of Units on offer.

- Initial student choices are used to shortlist subjects that the college can deliver. Some subjects offered in this booklet may not be taught due to lack of student demand or staffing/scheduling issues.

- Subjects are “grouped” into blocks that run together on the timetable. This occasionally causes a “clash” for some students’ choice combinations. Where a student experiences a “clash” in unit choices, all effort will be made to either seek alternative ways to teach the unit, or discussions will occur with each student around other unit options. Course counselling will ensure that all students have a course that meets their career and future study needs.

- Students should keep in mind likely career (MIPs) and tertiary course requirements.

- They should seek the guidance of parents, teachers or the relevant learning area coordinator before making their selections.

- Finally, they should choose a balanced course that meets their own needs and keeps options open.

Students are often able to study a Unit that is normally taken a year later.

For example
- A Year 10 student may choose to take a (Year 11) Unit 1 and 2 VCE or VET sequence
- A Year 11 student may choose to include a (Year 12) Unit 3 and 4 sequence

Detailed advice about including a higher-level subject is given in the following sections devoted to subject selection for each year level and certificate (VCE or VCAL).
1.5 SUMMARY of Units on OFFER for 2014

VCE - Victorian Certificate of Education Units

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>1eEN1 1eLI1</td>
<td>English Literature</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1mGM1 1mMM1 1mFM1</td>
<td>General Mathematics Mathematical Methods Foundation Mathematics</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>1hAC1 1hLS1 1hHI1 1hPI1</td>
<td>Accounting Legal Studies History Philosophy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1sBI1 1sCH1 1sPH1 1sPS1 1sES1</td>
<td>Biology Chemistry Physics Psychology Environment Science</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>1tTE1 1tWO1 1tME1 1tFT1 1tSE1</td>
<td>Product Design &amp; Technology-Textiles Product Design &amp; Technology- Wood Product Design &amp; Technology- Metals Food &amp; Technology Systems Engineering</td>
</tr>
<tr>
<td><strong>The ARTS</strong></td>
<td>1aAR1 1aSA1 1aDR1 1aTS1 1aMU1 1aMS1 1aME1 1aVC1</td>
<td>Art Studio Art Drama Theatre Studies Music Music Style and Composition Media Visual Communication &amp; Design</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>1pHH1 1pPE1</td>
<td>Health &amp; Human Development Physical Education</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>1lIT1</td>
<td>Italian</td>
</tr>
</tbody>
</table>
### VCAL - Victorian Certificate of Applied Learning Units

<table>
<thead>
<tr>
<th>Compulsory UNITS</th>
<th>LEVEL</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Over 2 Years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>- Foundation</td>
<td>Students also complete as part of their VCAL program</td>
</tr>
<tr>
<td>VvLI1 VCAL Literacy <strong>or</strong> 1eEN1 English</td>
<td>- Intermediate</td>
<td>- A VCE Unit</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>- Senior</td>
<td>- A VET Unit</td>
</tr>
<tr>
<td>1mFM1 Foundation Maths <strong>or</strong> 1sES1 Environmental Science</td>
<td></td>
<td>And/or a VCE/VET Unit</td>
</tr>
<tr>
<td><strong>PDS- Personal Development Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VvPD1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRS- Work Related Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VvWR1 Plus a School Based Apprenticeship <strong>or</strong> Structured Workplace Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Students will complete the level that is appropriate to their learning needs and abilities.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### VET - Vocational Education & Training Units

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Straight VET UNITS</th>
<th>VET - VCE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td>Straight VET UNITS 2 Year Course</td>
<td>Units 1&amp;2</td>
</tr>
<tr>
<td>Technology</td>
<td>1vBC1 3vBC1 1vAU1 3vAU1</td>
<td>1vFU1 Certificate II- Building and Construction</td>
</tr>
<tr>
<td>The ARTS</td>
<td>1vMU1 Certificate II or III-Music</td>
<td>3vMU1 Certificate III-Music</td>
</tr>
<tr>
<td>ICT Specific</td>
<td>1vDM1 1vIT1</td>
<td>Certificate II- Creative Industries (Media)</td>
</tr>
</tbody>
</table>

### VETIS- Ballarat Cluster

**Note:**
- Students choosing this option may be required to make their own transport arrangements to Ballarat on either a Tuesday or Thursday afternoon.
- They will also be required to maintain all expectations and requirements from lessons they may miss at DSC due to the VETIS Program.

Certificates under this option are offered through the Highlands Local Learning and Employment Network (HLLEN).

- Please see offerings and scheduling at [www.highlandsllen.org](http://www.highlandsllen.org) under the “Schools” link.
- OR
- Contact can be made directly with the HLLEN VETIS Cluster Coordinator: Stacey Gill 5336 5017
2. CERTIFICATES

2.1 VCE - Victorian Certificate of Education

The VCE is a general-purpose certificate that is normally undertaken over 2 years. It is a recognised qualification within Australia and overseas and provides a pathway to further study at university, TAFE and employment. It is also possible to undertake a school-based apprenticeship or traineeship during your VCE years as part of the VCE qualification.

When selecting your VCE program, students should consider
- studies required for future education and training, particularly those which are prerequisites, or which provide bonus points or preferential entry to tertiary level studies.
- studies that may assist in gaining the required ATAR for a desired tertiary course;
- studies in which they have performed well in the past;
- studies they enjoy and believe they will find interesting;
- studies forming part of a well-balanced program.

See our MIPS/Careers Coordinators for information regarding tertiary prerequisites.

Qualifying for the VCE - VCAA Requirements

In order to be awarded the VCE by the Victorian Curriculum and Assessment Authority (VCAA) a student must successfully complete 16 units, including:
- at least three units of English in an approved combination; and
- at least three unit 3 and 4 studies in sequence other than English (i.e. three other Year 12 subjects).
- Some of these may be from VCE VET programs.
- To obtain an ATAR a student must take a 3-4 sequence from the English group.

Unit 1 and 2 studies are usually taken in Year 11.
Unit 3 and 4 studies, which are more advanced, are usually taken in Year 12.

VCE at DSC

- Full time students normally undertake 6 subjects per semester in Year 11 and 5 sequences of unit 3 and 4 subjects in Year 12 including English.
- At Unit 1 / 2 level, students do not have to do sequential units of a subject.

VCE Assessment

- Satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of the set of “outcomes” for that unit as specified in the VCAA Unit Study Design.

The decision about the satisfactory completion of an outcome is based on the teacher’s professional judgment of the student’s performance on assessment tasks designated for the unit.

To achieve the outcome means

(a) the work meets the required standard
(b) the work is clearly the student’s own.
Teachers will set the dates for assessment tasks and inform students of the nature of the coursework, the modes of assessment and the levels of performance required to satisfy the outcomes.

**Note: An N for ‘one’ outcome means an N for the ‘whole’ Unit.**

- **School Assessed Coursework (SACs)**
  These are part of satisfactory completion but this work is assessed. It is the assessment of a range of tasks designated in the study design. There will be a number of different modes of assessment – essays, practical activities, tests, analysis tasks, PowerPoint presentations, oral presentations, etc. These will be undertaken as part of the regular teaching and learning program and occur mainly during class time. This will assist teachers to authenticate the work. Students will receive SAC grades. At the end of the year these will contribute to the study score and ultimately the ATAR.

- **School Assessed Tasks (SATs)**
  A SAT is a large folio/production piece or written work over an extended period. They are done during a specified period of time. Students are usually required to present progress reports to assist with authentication of this work.

- **Examinations**
  These are a significant mode of assessment in the VCE units 3 and 4. Student performance in examinations will contribute to study scores and the ATAR.

**Emergency procedures regarding exam non-attendance - contact either of the Senior Learning Community Managers immediately.**

**General Achievement Test (GAT)**

All students undertaking a 3 and 4 sequence at Daylesford Secondary College must complete the GAT. The GAT does not count towards students’ individual grades. It is primarily used as a check on grade levels awarded for SACs and SATs.

**Tertiary Entrance**

Please see our MIPS and Careers Coordinators for all information regarding Tertiary Entrance.

**Submission of SACs**

- Details of each SAC will be distributed to students. An indication of outcomes, content, presentation, resources, length, process to be followed etc. will be given. What is required for satisfactory completion will be clearly identified. A due date will be specified.

- **Authentication - see attached policy.**
- **Redemption.** This is a process for students who have not satisfactorily met all outcomes for a specific piece of work or SAC. This may include not meeting the work deadline and/or producing work that is ungradeable. See also our College Attendance Policy.

- When students make a legitimate and serious attempt to demonstrate key knowledge and skills, which are specified as part of an outcome, but are unsuccessful, they may attempt to redeem the outcome. Students may use the redemption process to obtain an S. However, any grade earned on the original assessment will stand.

- **Return of work.** Assessed work may be returned to the student. Students are responsible for the retention of returned work until final results are obtained. Grades or marks will be communicated to students at the discretion of the teacher. Students should be aware that coursework marks are statistically moderated by the VCAA.

### Attendance

The VCAA has very specific rules regarding attendance. Please refer to our College Attendance Policy.

### Reporting

The primary purpose of reporting is to provide students and parents with useful, accurate and clear information about a students’ performance.

Formal reporting on progress towards the satisfactory completion of units and assessment tasks will occur at the end of Term 1 (interim report and interview), at the end of Term 2 (written report) and at the end of Term 3.

Final grades are calculated by the VCAA after a statistical moderation process has been completed.

### Unsupervised learning

Students have access to the Senior Learning Centre and the library for private study sessions.

### Implications of VCE Policies

- **Students need to be organised**

  Due dates and progressive deadlines should be recorded in the student’s diary. All VCE administration material, subject folders, etc. should be carefully arranged and all work kept in an appropriate place. An efficient filing system is needed.

- **Students must work continuously and with consistent effort**

  The successful completion of a unit will require students to meet a number of outcomes. The process towards meeting these outcomes will include a number of coursework activities in a range of assessment modes.

  Students cannot expect to satisfactorily complete a coursework activity, which is supposed to be undertaken in class time, or in a limited period of time, if they do not use class time productively or are absent without good cause.
• **Students must be responsible for their own learning**

It is vital that all set tasks are completed satisfactorily by the due date. Teachers will give guidelines about the use of time and resources, but it is the student who is responsible for using them wisely and effectively.

**VCE studies at Year 10 and Year 11**

Units of the VCE may be taken by students at lower year levels. For example we regularly have year 10 students completing a unit 1 / 2 sequence or a year 11 student attempting a unit 3 / 4 sequence.

Students undertaking studies at unit 1 / 2 level do so for many reasons. For example, preparation for VCE or employment. As educators it is our responsibility to prepare these students for the requirements they will be subjected to in the following years.

**UNSCORED VCE**

Students who wish to obtain their VCE, but *do not* wish to acquire an ATAR score for entrance to a university degree, may choose to undertake an ‘unscored’ VCE.

Any student wishing to elect this option must undergo a counselling process with a College Senior Learning Community Manager and seek advice from the MIPS/Careers Coordinators.

Parent/Guardian approval is required for this option, and the “Unscored VCE Contract” must be signed and returned to the College by the end of April, 2014- See Appendix 1.

**2.2 VCAL - Victorian Certificate of Applied Learning**

**What is VCAL?**

The Victorian Certificate of Applied Learning (VCAL) is a “hands-on” alternative for Year 11 and 12 students.

The flexibility of VCAL enables you to undertake a study program that suits your interests and learning needs. You will select a combination of VCAL, VCE and/or VET subjects from the four compulsory strands:

A. Literacy and Numeracy Skills  
B. Work Related Skills  
C. Personal Development Skills  
D. Industry Specific Skills

VCAL sits alongside the VCE as an accredited senior secondary qualification undertaken in Years 11 and 12. You will receive a certificate and statement of results that details the areas of study you have completed.

**Frequently Asked Questions about VCAL**

• **Why would I choose to do VCAL instead of VCE?**

The VCE is the appropriate option for students who would like to go straight from school to further education at university. The VCE allows them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC). However, you might feel that this is not the right option for you.
Students who choose to do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. The VCAL will give you 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.

- **What are the VCAL levels?**

  The VCAL has three levels – Foundation, Intermediate and Senior. Most Year 11 students will begin at Intermediate level.

  You will receive a VCAL certificate and statement of results at the end of each year when you successfully complete your VCAL program for the level you have chosen. Your statement of results will list all VCAL and VCE units that you have completed, and also a statement of attainment for VET or Further Education courses.

- **What if I begin VCAL and change my mind?**

  If you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. Any VCE Units successfully completed as part of VCAL will count towards your VCE.

- **How is the VCAL assessed?**

  Students must successfully achieve (by demonstrating ‘competency’) each learning outcome in each unit or module in the VCAL program. You do not need grades. If you do VCAL at the senior level, then you will be enrolled in VCE Units 3 and 4. You will only sit the GAT (General Achievement Test) if you want a score for your VCE units.

  If you successfully complete the requirements of a VCE unit or VCE VET unit, you will receive a Statement of Results. If you successfully complete a VET or Further Education unit or module, you will receive a Statement of Attainment. These will list all units you have successfully completed as part of your VCAL program.

- **What are my options once I have completed VCAL?**

  The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together, these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

  Some people study a vocational education and training course at TAFE, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL can contribute to this pathway.

- **What support is there for VCAL students?**

  In addition to the teachers involved in the delivery of the VCAL program our Senior Learning Community Managers are responsible for coordinating and managing your individual program.

- **Where can I get more information?**

  You can speak to the College’s Senior Learning Community Managers who can provide sample VCAL courses and help design a personal program for you. Our MIPS and Careers Coordinators can also answer any questions you may have about VCAL and VET subjects or this pathway in general.
How to Choose a VCAL Course

Students must select a combination of VCAL, VCE and/or VET subjects from the four compulsory strands:

A- Literacy and Numeracy Skills
B- Work Related Skills
C- Personal Development Skills
D- Industry Specific Skills

A. Literacy and Numeracy Strand

The purpose of this strand is to develop literacy and numeracy skills. Students can choose a combination of the subjects listed below to fulfil their literacy and numeracy requirements.

- In general, Year 11 VCAL students choose either English or VCAL Literacy.
- For Numeracy, students generally take VCAL Numeracy.

Students must complete one literacy subject and one numeracy subject.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy – Intermediate</td>
<td>VCE- Environmental Science</td>
</tr>
<tr>
<td>VCAL Literacy – Senior</td>
<td>VCE- Foundation Maths</td>
</tr>
<tr>
<td>VCE- English</td>
<td>VCE- General Maths</td>
</tr>
<tr>
<td>VCE- Literature</td>
<td></td>
</tr>
</tbody>
</table>

B. Work Related Skills Strand

The purpose of this strand is to develop skills, knowledge and behaviours that enable pathways development of skills and personal attributes valued by employers.

At Daylesford Secondary College, students undertake VCAL work related skills units that are based on students working one day per week on work placement.

VCAL Work Related Skills units aim at developing skills, knowledge and attitudes necessary for employment.

At Intermediate level, students are required to participate in career planning which includes research, accessing outside agencies, updating their resume and undergoing mock interviews. They must complete occupational health and safety training; attend work placement; document an on the job journal and present a Power Point presentation to an audience in response to their work placement.

They are expected to demonstrate attributes and skills such as motivation, enthusiasm, work ethic, reliability, punctuality, initiative, effective communication skills, problem-solving skills, organisational skills and the ability to work in teams.

In Year 11, students would complete two intermediate units. In Year 12 students complete the senior units. Assessment tasks at this level are negotiated between student and teacher based on the student’s individual work placement.

Work Placement

Students are expected to organise their own work placements when in Year 12 under the supervision of the VCAL Coordinator, but there is assistance available for Year 11 students. Most students will
attend work placement one day per week. If there is a circumstance where the employer would prefer to have the student for a more concentrated period of time, students can do their work placement on the school holidays. Students will collect the appropriate work placement forms from the VCAL Coordinator when they are ready to organise a suitable placement.

**Part-time work**
If students already have a part-time job they may be able to credit this to their VCAL Work Related Skills, rather than take on work placement for the entire year.

**Occupational Health & Safety**
It should be noted that a student would not be allowed to commence work placement until they have completed all exercises in their VCAL Occupational Health & Safety Workbook and any other related activities – as designated by their VCAL teacher. The College takes this requirement very seriously. All students must demonstrate adequate knowledge of OH&S prior to work placement.

**C. Personal Development Skills Strand**

VCAL Personal Development units aim to develop skills, knowledge and attitudes that lead toward building community and civic responsibility and improving self-confidence and self-esteem.

At Intermediate level, students are required to undertake voluntary work on a regular basis in school and community settings; maintain a journal; identify and implement occupational health and safety measures; use effective communication and listening skills; and give an oral presentation in response to their voluntary work placement.

**Short courses**
From time to time, opportunities may arise for students to undertake short courses as part of their personal development units, for example, First Aid Certificate.

**Projects**
Students will also have the opportunity to work on school-based and community projects depending on what is available. For example, students have worked on such projects as the Daylesford Skate Park and the “Small Day Out” and “Longest Lunch” events.

**D. Industry Specific Skills Strand**

The purpose of this strand is to develop skills, knowledge and behaviours to enable the development of industry specific skills.

**Options for this Strand**

1. Students select VCE subjects to satisfy this strand, and, at **Intermediate and Senior levels** students **must also** undertake a VET subject (see explanation on VET below).

2. **SBAs - School Based Apprenticeships**

   Daylesford Secondary College supports the idea of SBAs. Students who begin a SBA traditionally are at school 3 or 4 days per week and attend the workplace for up to 2 days per week. The college will liaise with the employer or RTO when trade school is required. Students who miss class work due to work placement or trade school commitments are required to catch up on the coursework missed.

   A school-based part-time apprenticeship or traineeship involves a student attending school part-time and working part-time. Students are paid for the time they are at work and, as part of their
training agreement, undertake vocational training registered with the Office of Training & Tertiary Education (OTTE). This gives students a nationally recognised qualification. In their workplace, they receive on the job supervision, feedback and support – just the same as any other apprentice or trainee.

School based apprenticeships and traineeships contribute to the satisfactory completion of VCE/VCAL and ATAR scores in the same way VET subjects do.

Our experience has been we have more students who want a part-time apprenticeship/traineeship than employers willing to take on students. If a student already has part-time work or an industry contact, this may be an advantage, as many apprenticeships are filled by “word of mouth”.

Students interested in school based apprenticeships should see Mrs Barlow or Ms Cattanach, who can provide further contacts and information. Students must register an interest in a SBA program prior to submitting their subject selection form.

2.3 VET - Vocational Educational & Training

What is VET?

VET stands for Vocational Education and Training. VET programs are designed to provide a more vocational senior certificate, to expand opportunities for senior secondary students, to link schools to industry and training providers, to help meet the needs of industry and to prepare young people for the workplace of the future.

This is achieved through the provision of nationally recognised training qualifications integrated into either VCAL or the VCE. All training qualifications are derived from the National Training Framework, reflect specific industry competency standards and are delivered by Registered Training Organisations. VCE VET units have equal status with VCE subjects – both can provide credit towards the VCE and VCAL certificates.

Frequently Asked Questions about VET

• What are the advantages of doing a VET subject?

Successful completion of a VET subject will
- contribute units towards gaining the VCE or VCAL
- contribute to the student’s ATAR, where taken at the unit 3 and 4 level and the requirements for gaining the VCE and an ATAR score are otherwise met;
- provide the recipient with a nationally recognised training qualification at an appropriate AQF level issued by a Registered Training Organisation;
- provide the recipient with a statement of results listing all VET modules/units of competence completed and issued by the VCAA;
- facilitate entry to and provide credit towards articulated courses (related TAFE studies at TAFE colleges, such as the University of Ballarat SMB campus). See our MIPs/Careers staff for further information.

• How much does it cost?

There is an enrolment cost to students for each VET unit at Daylesford Secondary College or within the VETis Cluster to cover course materials and administrative costs. There may be additional costs to this
that will vary depending on the course. However, if students were to undertake the same certificates in the TAFE system the cost would be considerably higher. See Mr Phil White, Assistant Principal, for further information.

VET Units may cost between $150 and $300 per year to complete. Please note: VET fees are subject to change due to VET Cluster funding decisions.

- **What VET units can I do at DSC?**

  See summary list at the beginning of this Handbook.

**Industry Recognition**

The VET certificates offered by the college can provide useful *entry-level* pathways into related jobs. Given the competitive nature of the current job market, it will – in almost all cases – be necessary for students to complete further vocational TAFE (or higher) training to receive industry recognition of their skills, increased job security, higher pay and a wider range of employment opportunities. See Mrs Barlow or Ms Cattanach for further advice regarding vocational pathways.
UNSCORED VCE CONTRACT

Request to study year 12 VCE for a satisfactory completion without an ATAR score.

1. I wish to undertake my Year 12 VCE this year in order to achieve a “satisfactory result” only.
2. I understand that this means I will not have SAC scores submitted to the Victorian Curriculum and Assessment Authority (VCAA) or be required to sit the June or November examinations.
3. I am aware that I will not receive an ATAR score as a result of my studies this year and will therefore be ineligible to apply for particular tertiary study courses.
4. I have explored my further study and career interests for next year with the Careers/MIPs teacher and have found that these do not require an ATAR score.

Student Name:.................................................. Signed......................................
Date:

Parent or Guardian Name:........................................ Signed......................................
Date:

Careers/MIPs Coordinator Name:.................................. Signed......................................
Date:

Senior LC Manager Name:.................................. Signed......................................
Date