Permission to deliver the VCE: Administrative Requirements

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| SCHOOL/PROVIDER DETAILS | |
| School/Provider name: |  |
| School/Provider type*:* | **Select** |
| Submission number: |  |
| Permission type:  Year # in permissions Process: | **Select**  **Select** |
| Type/s of permission sought | **VCE including the Vocational Major (VM)**  **VCE excluding the Vocational Major (VM)** |
| Contact name/s and position: |  |
| Contact telephone number/s: |  |
| Contact email address/es: |  |
| Principal name: |  |
| Principal telephone number/s: |  |
| Principal email address/es: |  |

Any education and training provider applying to become a senior or foundation secondary provider must seek permission from the VCAA to deliver the Victorian Certificate of Education (VCE), including the VCE Vocational Major (VM).

As part of the permissions process, schools/providers must give evidence to demonstrate their capacity to manage the administrative requirements associated with the delivery of the relevant course. When schools/providers are applying to deliver the VCE including the VCE VM, their responses to the questions below should identify the differences in these certificates.

For providers applying to deliver senior secondary education, the VCE administrative requirements requested in this form have been mapped to the **minimum standards for registration** and the conditions set by the VCAA under the **Education and Training Reform Regulations 2017,** Schedule 8.

Minimum standards for registration to provide an accredited senior secondary course or an accredited foundation secondary course

The sections in this form relate to the following minimum standards for registration to provide an accredited senior secondary or foundation secondary course, as set out in the Education and Training Reform Regulations 2017, Schedule 8:

Standard 2: Student learning outcomes

1. A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must—
2. deliver the course to the standards established by the awarding body for the qualification; and
3. ensure that a student who satisfactorily completes all of the course requirements will be entitled to be awarded the registered qualification.
4. A foundation secondary education provider that provides, or proposes to provide, an accredited foundation secondary course must—
   1. deliver the course to the standards established by the awarding body for the qualification; and
   2. ensure that a student who satisfactorily completes all of the course requirements will be entitled to be awarded the registered qualification.

(*Education and Training Reform Regulations 2017,* Schedule 8.2)

Standard 4: Student records and results

(1) A senior secondary or a foundation secondary education provider must have policies and procedures in place:

1. to maintain accurate student records and ensure the integrity of student assessments; and
2. if the provider is:
3. not the awarding body, to enable compliance with the requirements of the awarding body of the course with regard to the assessment program and the timely provision of student enrolments and results
4. also, the awarding body, to deal with the assessment program and the timely provision of student enrolments and results; and

(2) A senior secondary education provider or a foundation secondary education provider must:

1. prepare and maintain records of student assessments; and
2. comply with appropriate requests to provide copies of the student’s records to the student or a person authorised by the student to receive the records.

(3) A senior secondary education provider or a foundation secondary education provider must have processes in place that comply with the requirements of the awarding body for the course for:

1. the accurate and timely issuing of qualifications; and
2. for the retention, archiving and retrieval of sufficient information about student enrolments and results to enable the re-issue of statement and certificates if required.

*(Education and Training Reform Regulations 2017, Schedule 8.4)*

Standard 5: Teaching and learning

A senior secondary education provider or a foundation secondary education provider must have:

1. processes to ensure the consistent application of assessment criteria and practices; and
2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.

*(Education and Training Reform Regulations 2017, Schedule 8.5)*

Before completing this application, please NOTE:

* Government schools must contact the [School Registration Unit at the Department of Education](mailto:school.registration@education.vic.gov.au)
* Catholic schools must contact the [Victorian Catholic Education Authority (VCEA)](mailto:seniorsecondary@vcea.catholic.edu.au)
* Independent schools and Non-school Senior Secondary Providers must submit evidence for permission to deliver the VCE as part of their registration process to the [Victorian Registration and Qualifications Authority](mailto:VRQA%20Schools%20%3cvrqa.schools@education.vic.gov.au%3e)(VRQA).

Advice on completing this application.

* A response to each question must be provided before this application is returned to the [VCAA](mailto:VCAA%20Permissions%20%3cvcaa.permissions@education.vic.gov.au%3e).
* Each dot point within the grey guideline box at the top of each section should be addressed.
* Please refer to the current version of the VCAA’s[VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx)  when completing this form.
* The response to each question must be ***contextualised*** to your school/provider’s approach.
* If relevant information is contained within a policy or other document such as a student handbook or Administrative Policy, *copy and paste relevant sections into the application* Checklist – please ensure *all* relevant sections are complete prior to submitting:

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|  | 1. [**Administrative roles**](#Administrativeroles)   Question A  Question B |
|  | 1. [**Disseminating information to staff and students**](#disseminatinginfo)   Question A  Question B |
|  | 1. [**Attendance policy and processes**](#Attendance)   Question A  Question B |
|  | 1. [**Management of eligibility for the award**](#Eligibility)   Question A  Question B |
|  | 1. [**Satisfactory completion of units**](#satisfactorycompletion)   Question A  Question B |
|  | 1. [**Integrity of records and results**](#integrityrecordsresults)   Question A |
|  | 1. [**School-based assessment**](#Bookmark1)   Question A  Question B  Question C |
|  | 1. [**Management of authentication**](#authentication)   Question A |
|  | 1. [**Investigation of breaches**](#investigationbreaches)   Question A  Question B |
|  | 1. [**Special provision processes**](#specialprovision)   Question A |

1. Administrative roles

([Back to checklist](#Backtochecklist))

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| What the VCAA is assessing: | Schools/providers must have role descriptions which articulate the specialised requirements for staff members involved in managing the administrative oversight of the VCE Provision of professional learning for these staff members is also essential. |
| **Relates to the minimum standards** | * Student learning outcomes * Student records and results |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx)  particularly the section ‘Administrative information: schools and providers’ |
| **Other resources** | * [VASS webpages](https://www.vcaa.vic.edu.au/administration/schooladministration/vass/Pages/Index.aspx) on the VCAA website * [Professional learning page](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/Pages/index.aspx) on the VCAA website |

1. Identify member/s of staff involved in the administrative oversight of the VCE and outline their role descriptions:

Principals of schools/providers are the formal authorities for many important procedural and managerial requirements in the VCE. Member/s of staff should be allocated responsibilities overseeing the provision of VCE policies and processes, such as: VASS, Special provision, Attendance, Eligibility, Satisfactory completion, Student’s records and results, Investigation of breaches, oversight of VET.

Schools/Providers need to consider the following in their role descriptions:

* communicating with teachers regarding the rules and requirements of the VCE
* developing staff understanding of the school’s/provider’s processes and procedures as they relate to the VCE
* ensuring communication from the VCAA is distributed to relevant staff
* Administration of VASS
* Oversight of student attendance, eligibility and enrolment, student records and results, satisfactory completion and special provision
* Oversight of VET
* being the contact person for students, parents and guardians in relation to VCE matters
* ensuring staff have access to relevant professional learning.

And, if applicable:

* communication and administrative oversight when multiple campuses are delivering VCE
* agreements with external partners where these form part of the delivery of any part of the VCE, including single study providers.

1. What professional development and learning opportunities will be made available to VCE?
2. Disseminating information to staff and students

([Back to checklist](#Backtochecklist))

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| What the VCAA is assessing: | Schools/providers must ensure staff and students have access to accurate administrative and curriculum information in a timely manner. Procedures should be in place to ensure official VCAA correspondence is promptly distributed and available to appropriate staff and students.  This is essential for schools/providers to be able to deliver the course to the standards established by the awarding body (the VCAA). |
| **Relates to the minimum standards** | * Student learning outcomes |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) , particularly the section ‘Administrative information: Schools and providers’ |
| **Other resources** | * [VCAA Notices to Schools](https://www.vcaa.vic.edu.au/administration/schooladministration/notices/Pages/index.aspx) and [VCAA Bulletins](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) |

1. How will the school/provider ensure that their members of staff have access to the school’s/provider’s policy advice and information from the VCAA in a timely manner?

Schools/providers must explain the processes or structures in place to ensure that staff have access to up-to-date school/provider policy advice and information from the VCAA:

* school/provider policy documents including: attendance policy, eligibility for the award of the VCE, satisfactory completion of VCE information pertaining to scored and unscored achievement in school-based assessment management of authentication, investigation of breaches of school-based assessment rules and special provision
* accredited VCE study designs
* relevant support materials
* assessment criteria sheets and assessment advice for VCE School-assessed Tasks (SAT) (if applicable)
* relevant VCE VET program booklets, extracts or summaries; current units of competency; relevant VCE VET assessment guides (if applicable)
* VCE Administrative Handbook
* VCAA Bulletins/Notices to Schools/Important Administrative dates
* VCE Data Service
* Post-Results and ATAR Service.

1. How will the school/provider ensure that students have access to school policy advice and information from the VCAA in a timely manner?

Schools/providers must explain the processes or structures in place to ensure that students have access to up-to-date school/provider policy advice and information from the VCAA:

* the VCAA’s rules and school/provider responsibilities
* school/provider policy documents including attendance policy, eligibility for the award of the VCE, the VCE VM; requirements for satisfactory completion of all the VCE; information pertaining to scored and unscored achievement and authentication in school-based assessment; investigation of breaches of school-based assessment rules and special provision
* comprehensive VCE course advice including the VCE VM and VET
* curriculum and assessment modules and areas of study; outcome or learning goal statements, assessment methods and dates, in each study at the commencement of the year/unit
* VCAA important administrative information including key dates, examination timetables and changes to studies
* relevant *VCAA Bulletin* articles and Notices to Schools
* changes to accredited VCE studies
* student personal details form
* VCE Exams Navigator
* Post-Results and ATAR Service.

1. Attendance policy and processes ([Back to checklist](#Backtochecklist))

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| What the VCAA is assessing | Schools/providers must have an attendance policy.  This is an aspect of delivering the course to the standards established by the awarding body (the VCAA) and ensuring that students who satisfactorily complete all course requirements are entitled to be awarded the registered qualification. |
| **Relates to the minimum standard** | * Student learning outcomes |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx)  particularly the section ‘VCE attendance’, in the ‘Administrative information: Student enrolment’ section. |

1. Outline the school’s/provider’s VCE attendance policy:

The policy must address the following:

* the minimum class time and attendance rules
* what a substantial breach of the attendance rules is
* a set of procedures to cover a student’s absence from school-based assessments
* Special Provision exemptions from VCE attendance rules.

1. What processes or structures will be in place to support the VCE attendance policy?

Processes/structures must address the following:

* processes and support in place to manage students who may potentially substantially breach attendance rules
* processes and support in place to manage students who do substantially breach attendance rules
* how staff are supported to implement the attendance policy
* how students, their parents/guardians, are informed of the attendance policy.

1. Management of eligibility for the award of the VCE including the VCE VM

[(Back to checklist)](#Backtochecklist)

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| What the VCAA is assessing | Schools/providers must ensure that students and teachers are fully aware of the minimum requirements of the VCE so that students who satisfactorily complete all the course requirements are entitled to be awarded the registered qualification. Schools/providers applying for permission to deliver the VCE must demonstrate an understanding of the different requirements for each of the courses being applied for.  Schools/providers delivering the VCE VM must ensure that students and teachers are fully aware of the minimum requirements of the program so that students who satisfactorily complete all of the program requirements are entitled to be awarded the VM as an appellation on their VCE certificate. |
| **Relates to the minimum standard** | * Student learning outcomes |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) particularly the section ‘Qualifications: Victorian Certificate of Education’. While the section ‘Eligibility for award of the VCE’ focuses specifically on eligibility for the award of the VCE, the whole section contains pertinent information. The section ‘Administrative information: Student enrolment’ may also assist. |

1. Outline how the school/provider will meet the VCE including the VCE VM course minimum requirements:

Schools/Providers must provide evidence which demonstrates the following:

* minimum requirements for each course being applied for
* provision of 50 hours scheduled classroom instruction for each unit in all courses being applied for
* provision of VCE Units 3 and 4 sequences in the same academic year

VCE

1. Outline how the eligibility requirements for the VCE including the VCE VM are provided to teachers and students:

The following must be included:

* minimum requirements for eligibility for the award of the VCE, including the VCE VM,
* English requirement for eligibility for the award of the VCE
* entry to VCE studies, including specific eligibility requirements into VCE studies which the school/provider intends to deliver
* rules regarding repeating units within the VCE
* VET unit contributions to the VCE (where relevant)

VCE

VCE VM

1. Satisfactory completion of units [(Back to checklist)](#Backtochecklist)

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| What the VCAA is assessing | Schools/providers must have processes in place to ensure students receive the appropriate unit result within the parameters set by the VCAA. Schools/providers applying for permission to deliver the VCE including the VCE VM must demonstrate an understanding of the different requirements for each of the qualifications being applied for.  This is an aspect of delivering the course to the standards established by the awarding body (the VCAA) and ensuring that students who satisfactorily complete all course requirements are entitled to be awarded the registered qualification.  This also has relevance to the minimum standards for Teaching and Learning regarding processes to ensure the consistent application of assessment criteria and practices. |
| **Relates to the minimum standards** | * Student learning outcomes * Teaching and learning |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) , particularly the section ‘Assessment: Satisfactory completion of units’. |

1. What information and support will the school/provider give to teachers to ensure transparency and equity in awarding an S or N on the completion of VCE?

The following information must be available to teachers:

* requirements for awarding a satisfactory unit result
* process for redeeming an outcome/learning goal and the role of teachers in an outcome/learning goal redemption process
* process for reporting lost, stolen or damaged student work
* distinctions between establishing a student’s satisfactory completion of VCE units and establishing a student’s level of achievement in assessment tasks.

1. How will the information above be provided to students?

The following information must be available to students:

* requirements for awarding a satisfactory unit result
* informing students of set work required to meet each unit
* process for redeeming an outcome/learning goal and the arrangements for students in a redemption process
* process for reporting lost, stolen or damaged student work
* expectations regarding care in the use of computers
* distinctions between the establishing a student’s satisfactory completion of VCE units and establishing a student’s level of achievement in assessment tasks

1. Integrity of records and results [(Back to checklist)](#Backtochecklist)

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| **What the VCAA is assessing** | Schools/Providers must demonstrate that they are able to manage student records and results. This includes the management of VASS (Victorian Assessment Software System), which is the web-based application that allows student personal details, enrolments for VCE and VET and results to be entered and stored on the central VCAA database.  Hardware and browser requirements for VASS are a school/provider responsibility. To operate VASS, it requires a Windows Operating System with Microsoft Windows 10 and Microsoft Edge.  This is an aspect of maintaining student records, preparing and maintaining records of student assessments, managing request provisions, and compliant processes. | |
| **Relates to the minimum standard** | * Student records and results | |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) , particularly the section ‘Administrative information: Schools and providers’ and subsections ‘Lost, stolen or damaged School-assessed Coursework’ and ‘Lost, stolen or damaged School-assessed Tasks’ in the section ‘Scored assessment: School-based Assessment’. | |
| **Other resources** | | * [Important Administrative Dates and Assessment Schedule](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) | |

1. How will the school/provider ensure the integrity of student’s records and results?

The following must be provided:

* process to ensure accurate student personal details records are maintained
* evidence of technical hardware to support VASS
* audit process to ensure accurate entry of student assessment results, including correct scores at Units 3 and 4 (if applicable)
* process to update student results in an outcome or learning goal redemption process
* process for managing requests to access student records
* process for administering student eligibility reports
* confidentiality arrangements for the handling of student details and results
* processes to ensure VCAA administrative dates and assessment schedule dates are met.

Schools/Providers may also need to consider the following, if relevant to their context:

* process for the notifying the VCAA of lost, stolen or damaged School-assessed Tasks
* processes to ensure accurate records and results are maintained across multiple campuses
* processes to receive and input student results from single study providers and RTOs

1. School-based Assessment

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| What the VCAA is assessing | Schools/Providers must ensure that students and teachers are aware that Units 1 and 2, and Units 3 and 4 are different with regards to reporting achievement. Schools/Providers must ensure scores for the two forms of School-based Assessment at Units 3 and 4 are provided and reported within the parameters set by the VCAA. All VCE studies (excluding VCE VM) offer scored assessment at Units 3 and 4. Where schools/providers are applying to deliver the VCE, and/or the VCE VM, responses to this section should clearly demonstrate an understanding of the different assessment methods used in these courses.  These are aspects of ensuring the consistent application of assessment criteria and practices.  They also have relevance to the minimum standards for Student records and results regarding ensuring the integrity of student assessments; management of the assessment program; and timely provision of student results. |
| **Relates to the minimum standards** | * Student records and results * Teaching and learning |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) , particularly the sections ‘Assessment: Satisfactory completion of units’ and the whole of ‘Scored assessment: School-based Assessment’. The section ‘Reporting results: score aggregation’ is also useful. |
| **Other resources** | * The [[Approaches to Applied Learning](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCWRS/Pages/AppliedLearning.aspx) ,](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCWRS/Pages/AppliedLearning.aspx) particularly the pillar ‘Assessment practice that promotes success’ |

1. What processes will guide the development and implementation of assessment for VCE studies by the school/provider?

The following must be addressed:

* how assessment criteria are developed
* the role of performance descriptors, rubrics and/or other assessment tools in assessing students against assessment criteria
* how teachers arrive at a shared understanding of the assessment criteria for an assessment task when there are multiple classes
* moderation practices used to ensure assessment criteria for an assessment task have been applied consistently
* what feedback is given to students after each assessment task.

1. How will the school/provider ensure that student achievement is appropriately assessed by teachers?

The following must be included:

* distinctions between the role of reporting achievement internally for Units 1 and 2 and reporting achievement for Units 3 and 4 to the VCAA
* how achievement levels are scored in Units 1 and 2 and in Units 3 and 4
* information about school-based assessment; including School-assessed Coursework, School-assessed Tasks (if applicable) and External assessments (if applicable), and how these contribute to study scores
* information about the General Achievement Test (GAT) and eligibility for exemption
* the VCAA’s statistical moderation process.

1. How will the school/provider ensure that students understand how levels of achievement are scored throughout the VCE?

The following must be included:

* distinctions between establishing a student’s satisfactory completion of VCE units and establishing a student’s level of achievement in assessment tasks
* distinctions between the role of reporting achievement internally for Units 1 and 2 and the requirements of reporting achievement to the VCAA for Units 3 and 4
* how achievement levels are scored in Units 1 and 2, and in Units 3 and 4
* information about school-based assessment; including School-assessed Coursework, School-assessed Tasks (if applicable) and External assessments, and how these contribute to study scores
* information about the General Achievement Test (GAT) and eligibility for exemption
* the VCAA’s statistical moderation process.

1. Management of authentication [(Back to checklist)](#Backtochecklist)

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| What the VCAA is assessing | Schools/Providers must ensure that students and teachers understand what authentication entails and that teachers understand what steps they should take before reporting a possible breach of rules.  This is an aspect of ensuring the consistent application of assessment criteria and practices and processes to oversee the conduct of assessments of the course. |
| **Relates to the minimum standards** | * Student learning outcomes * Teaching and learning |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) , particularly the section ‘Scored assessment: School-based Assessment - Authentication’. |

1. How will the school/provider ensure that teachers and students understand what authentication of student work entails?

The school’s/provider’s policy and/or processes must address the following:

* requirements regarding students acknowledging work that is not their own and strategies which students can use to avoid authentication problems
* processes for authenticating work completed outside class (this may need to be study-specific)
* measures in place to authenticate student’s work who are able to work from home
* processes for ensuring that school-based assessment is unique to the school/provider (e.g., modifying the use of commercially available/publicly available materials or recycled assessment tasks)
* school/provider rules regarding reviewing student work prior to assessment (e.g., viewing drafts)
* processes for scheduling and rescheduling assessment tasks for individual students or for whole classes
* processes should a student need to apply for an extension or to reschedule an assessment task
* process by which students will be notified should a teacher need to reschedule an assessment task
* authentication requirements when there are multiple classes of a study
* appropriate steps to take if a teacher suspects a student has submitted unacknowledged work which is not their own before reporting an allegation of a breach of rules
* student responsibilities for ensuring work can be authenticated
* student awareness of the implications should a teacher not be able to authenticate a student’s work
* the process(es) or structures in place which ensure that students are able to locate the relevant documentation in a timely manner and implement authentication processes.

If the school/provider intends to deliver VCE studies that include School-assessed Tasks (SATs) or Externally assessed Tasks (EATs), please include information on:

* authentication requirements for SATs
* authentication requirements for EATs.

1. Investigation of breaches of School-based Assessment rules

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| What the VCAA is assessing | Schools/Providers must develop their own policy and processes to conduct investigations and hearings into allegations of breaches of rules in School-based Assessment. These must be in line with the guidance provided by the VCAA in the VCE Administrative Handbook. |
| **Relates to the minimum standard** | * Teaching and learning |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) , particularly the section ’ School-based assessment: Breaches of rules and investigations’ |

1. How will the school/provider ensure that investigation of breaches of School-based Assessment rules are managed consistently?

The school’s/provider’s policy and/or processes must address the following:

* full process for managing investigation of breaches of School-based Assessment rules as it pertains to the teacher/s and student/s
* responsibilities of the teacher/s reporting a possible breach
* communications which will be provided throughout breach investigation pertaining to the teacher/s and student/s
* opportunities available to the student to respond to allegations
* possible penalties and avenues of appeal
* confidentiality arrangements pertaining to teachers and students.

1. How will the school/provider ensure that students are aware of breach investigations and their rights and responsibilities?

* How will students access information on investigation of breaches of school-based assessment rules?

10. Special Provision processes [(Back to checklist)](#Backtochecklist)

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| What the VCAA is assessing | Schools/Providers must ensure they are making available the most appropriate, fair and reasonable arrangements and options for students in defined circumstances to demonstrate their capabilities within the parameters set by the VCAA’s Special Provision policy.  This is an aspect of ensuring the consistent application of assessment criteria and practices and processes to oversee the conduct of assessments of the course. |
| **Relates to the minimum standard** | * Teaching and learning |
| **Compliance is measured against** | * the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) particularly the section ‘Special Provision’. |
| **Other resources** | * The VCAA [Special Provision](https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx) webpages |

1. Outline the policy and processes that will be in place to ensure that special provision processes are managed consistently and with equity of access for all students:

The school’s/provider’s policy and/or processes must address the following:

* full process for managing special provision
* descriptions of the types of Special Provision: classroom learning and School-based Assessment; Special Examination Arrangements and Derived Examination Score (DES) (where relevant)
* student eligibility for the types of Special Provision
* timelines for special provision processes
* arrangements to identify students who may be eligible for special provision in a timely manner
* confidentiality arrangements pertaining to staff and students.
* How will teachers access information on special provision?
* How will students access information on special provision?
* How will parents and/or guardians access information on special provision?