VCE and VCAL Administrative Handbook 2021: Summary of Changes

Updated 1 February 2021

1Qualifications: Victorian Certificate of Education

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| **1.2 VET** | The VCE can include components of nationally recognised VET qualifications. Training from a nationally recognised VET qualification may contribute towards the VCE through the following recognition arrangements:   * enrolment in a VCAA-approved VCE VET program, or a School-based Apprenticeship or Traineeship * enrolment in any other nationally recognised qualification at Certificate II or above (Block Credit Recognition). |
| **1.3 VCAL units** | The VCE can include Victorian Certificate of Applied Learning (VCAL) units if enrolment is transferred from VCAL to VCE before completing a VCAL certificate. Satisfactory completion of Intermediate VCAL units may contribute to the satisfactory completion of the VCE at Unit 1 and 2 level, and satisfactory completion of Senior VCAL units at Unit 3 and 4 level. Foundation VCAL units do not contribute to the VCE. Combinations of VCAL Senior units may contribute as a VCE Unit 3–4 sequence, but no study score is given. VCAL Literacy Skills units do not contribute to the VCE Unit 3-4 English sequence requirements. |
| **3.2 English requirement** | **Possible unit combinations from the English group**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | English group Units 1 and 2 satisfactorily completed | English group Units 3 and 4 satisfactorily completed | Is the English requirement met? | Sequences other than English | Units contributing to minimum 16-unit count | Notes | | 1 | English Units 1 and 2 | English Units 3 and 4 | Yes | 0 | 4 |  | | 2 | English Units 1 and 2 | Literature Units 3 and 4 | Yes | 0 | 4 |  | | 3 | English Units 1 and 2 | Literature Unit 3 | No | 0 | 3 | Students need a Unit 3–4 sequence from the English group to meet the English minimum requirement. | | 4 | Literature Units 1 and 2 | Literature Units 3 and 4 | Yes | 0 | 4 |  | | 5 | English Language Units 1 and 2 | English Language Units 3 and 4 | Yes | 0 | 4 |  | | 6 | English Units 1 and 2 | English Language Units 3 and 4 | Yes | 0 | 4 |  | | 7 | English Units 1 and 2 | English Units 3 and 4; English Language Units 3 and 4 | Yes | 1 | 6 | The study scores for both Unit 3–4 sequences can be included in the primary four for the ATAR.\* | | 8 | Foundation English Units 1 and 2 | EAL Unit 3 | No | 0 | 3 | Students need a Unit 3–4 sequence from the English group to meet the English minimum requirement. | | 9 |  | English Units 3 and 4; English Language Units 3 and 4 | Yes | 1 | 4 | The study scores for both Unit 3–4 sequences can be included in the primary four for the ATAR.\* | | 10 |  | English Units 3 and 4; Literature Units 3 and 4 | Yes | 1 | 4 | The study scores for both Unit 3–4 sequences can be included in the primary four for the ATAR.\* | | 11 | Literature Units 1 and 2; English Units 1 and 2 |  | No | 0 | 4 | Only one of these units count towards the English requirement. Students need a Unit 3–4 sequence from the English group of studies. | | 12 |  | English Units 3 and 4; English Language Units 3 and 4; Literature Units 3 and 4 | Yes | 2 | 6 | Only two Unit 3–4 results from the English studies study area grouping can be included in the primary four for the ATAR.\* The third study score can contribute as an increment. | | 13 | English Units 1 and 2 | English Unit 3; English Language Units 3 and 4 | Yes | 0 | 5 |  | | 14 | Bridging EAL Units 1 and 2; English Units 1 and 2 | EAL Units 3 and 4 | Yes | 0 | 6 | Only one unit from Unit 1 and 2 level count towards the English requirement. |   \* VTAC advises that satisfactory completion of a scored English Unit 3–4 sequence is required for the calculation of a student’s ATAR. |
| **4 Atypical VCE programs** | Students may vary the usual VCE program requirements if they:   * require additional support by completing VCE units without calculation of a study score * are adult students returning to study * have transferred from interstate or overseas * have results from an incomplete VCAL * are exchange students * have previously been enrolled in the International Baccalaureate (IB). |
| **4.1 Completion of VCE units without calculation of a study score** | Schools are encouraged to support all students to undertake scored assessment. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training.  The VCE does provide the flexibility to satisfactorily complete units without being assessed for levels of achievement in all or any graded assessments (two graded assessment scores are required to achieve a study score).  In some cases, where students are at risk of not completing or have other valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement in all the graded assessments or sitting examinations. In this case a study score will not be calculated for the study.  Schools are well placed to advise parents and students in individual cases where students may benefit from this option. It is important, however, that when students, with parental support, make the decision to complete a unit without a study score, schools remind them of the possible restriction this places on future pathways and ensure that students fully understand the greater number of pathways available when scored assessment is completed. |
| **4.7 Credit from the International Baccalaureate** | Students may transfer from the IB to the VCE. In general, students may not enrol in a mix of IB and VCE studies concurrently on the VCAA database. However, if a curriculum area cannot be studied as part of the IB, students may enrol in a single VCE study. In such cases the school should write to Student Records and Results at the VCAA, detailing the:   * student’s current curriculum program within the IB * proposed VCE study to be enrolled in.   The letter needs to display school letterhead and be signed by the principal. Following receipt, Student Records and Results will assess the request and enrol the student in the VCE study, if appropriate.  IB students enrolled in Year 11 may transfer from the IB to the VCE after completing two units of study. These students will be eligible for credit towards their VCE based on their IB results, providing they have not undertaken any unapproved VCE units at the same time. Students transferring from an IB program in Year 11 to the VCE in Year 12 may receive credit towards the relevant number of VCE units at Unit 1 and 2 level and Unit 3 and 4 level on the basis of their IB results (including any Year 12 IB subjects) obtained in Year 11.  Credit will be granted only if students have completed the equivalent of a unit or a full year of study in one or more subjects; partly completed subjects are not considered. Credit granted specifies the number and level of VCE units, but will not state the titles of studies or subjects except for English. The VCAA is able to grant a maximum of 12 units of credit at Unit 1 and 2 level and Unit 3 and 4 level to each student.  Schools are to provide to the VCAA the credit application together with the IB reports. These reports must contain a numerical score. The minimum score that the VCAA is able to use in the calculation of credit is 3.  Decisions on the amount of credit to be granted will be made by the VCAA. Credit granted will be recorded at the VCAA and may be viewed by the school through VASS. All applications for credit must be made on the Application for credit towards the VCE/VCAL form and be accompanied by copies (certified by the principal) of statements of results or certificates. Original documents must not be submitted. Credit granted will be reported by the VCAA on the Statement of Results. |

2 Qualifications: Victorian Certificate of Applied Learning

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| **1 VCAL program components** | **1.1 VCAL strands**  The VCAL has four compulsory curriculum strands. These strands are:   * Literacy and Numeracy Skills * Industry Specific Skills * Work Related Skills * Personal Development Skills.   Students must be enrolled in a program that includes curriculum from each of these strands. Information on the four curriculum strands is published on the VCAA website. To ensure coherence in designing a VCAL learning program, selected curriculum components must closely align with the purpose statement of the appropriate curriculum strand.  VCAL learning programs must be designed to meet the VCAL course requirements.  Each learning program should be designed to allow students to achieve the required credits and meet all course requirements, and be at the appropriate level.  To ensure that students are eligible to receive a VCAL certificate, providers should consult the table in section 3.1 and run the eligibility report in the Victorian Assessment Software System (VASS) as soon as possible.  **VCAL program components**  A VCAL learning program must contain a minimum of two VCAL units and may also contain:   * Additional VCAL units * VCE studies * VET units of competency * FE units of competency.   Locally developed non-accredited curriculum, structured workplace learning programs, and community and youth programs provide the context for the achievement of VCAL units. Delivery strategies for units should be consistent with the VCAL delivery principles and requirements outlined in accredited course documents, VCE study designs or VCAL curriculum documents on the VCAL webpages.  **1.2 VCAL units**  A VCAL unit contains learning outcomes that are generic by nature and enable content to be developed and/or planned at the local level to suit the individual needs of students.  Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.  VCAL units are available at the three VCAL award levels (Foundation, Intermediate and Senior) to cater for the different needs, abilities and experiences of students. |
| **2 Entry to VCAL studies** | There are no formal entry requirements for VCAL studies. The VCAL has been designed to accommodate flexible entry and exit. Students can enter at the appropriate VCAL level to suit their learning needs, abilities and interests. Parameters for entry and exit in schools will be determined by school regulations and enrolment guidelines. If a provider that is not a school delivers the VCAL, flexible entry and exit points will be determined by the policies and regulations of that education provider.  Students with particular needs may require additional resources to enable the successful completion of the learning program. Some students may require additional time to achieve outcomes. Students can gain more than one VCAL qualification in their senior secondary education program, depending on their abilities and learning goals. |
| **3 Eligibility for award of the VCAL** | **3.1 Course requirements**  To be awarded a VCAL qualification at any level students must successfully complete a learning program that contains a minimum of 10 credits,  The 10 credits must include:   * a minimum of one credit in each of the following strands: Personal Development Skills Strand, Work Related Skills Strand and Industry Specific Skills Strand * a minimum of two credits for Literacy and Numeracy Skills Strand – one for Literacy Skills and one for Numeracy Skills.  |  |  | | --- | --- | | VCAL Strand | Minimum credit requirement | | Literacy and Numeracy Skills | A minimum of one credit for Literacy, at the award level or above (if using VCAL units to meet the eligibility requirements of the Literacy Skills component, the Reading and Writing unit must be completed at the award level or above)  A minimum of one credit for Numeracy (If using VCAL units to meet the eligibility requirements of the Numeracy Skills component, the following units can be used:   * Foundation: Numeracy Skills Foundation, Numeracy Skills Intermediate Unit 1, Numeracy Skills Senior Unit 1 and Advanced Numeracy Skills Senior * Intermediate: Numeracy Skills Foundation, Numeracy Skills Intermediate Unit 1, Numeracy Skills Senior Unit 1 and Advanced Numeracy Skills Senior * Senior: Numeracy Skills Intermediate Unit 1, Numeracy Skills Senior Unit 1 and Advanced Numeracy Skills Senior) | | Industry Specific Skills | A minimum of one credit  At Intermediate and Senior level a minimum of 90 hours of completed VET units of competency (no credit is awarded for incomplete units) | | Work Related Skills | A minimum of one credit | | Personal Development Skills | A minimum of one credit, at the award level or above |   When planning a learning program, the following requirements should be taken into account:   * Six credits must be at the award level attempted or above. Of these six credits one must be for Literacy Skills and one must be for Personal Development Skills. * A minimum of two VCAL units must be included, one of which must be a Personal Development Skills unit, at the award level or above. * Only VCAL Personal Development Skills units can meet the strand requirement for Personal Development Skills. Either Personal Development Skills units at the award level or above meet the strand requirement. * One VCAL or VCE unit is equal to one credit.   Students may carry credit forward from the previous award level into the level in which they are currently enrolled. However, credits allocated at Foundation level cannot contribute to Senior Level.  VCAL providers can include additional curriculum, such as the VCAL Literacy Skills Oral Communication units, other VCE units and VET accredited curriculum in a VCAL learning program, to meet the requirement for a minimum of 10 credits.  At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand (see ‘VCAL learning requirements’ table). One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE/VET curriculum, or on successful completion of a VCE unit. No credit is awarded for incomplete units.  Upon successful completion, students will receive a VCAL certificate and a Statement of Results. Successful completion will be certified in July or December in each enrolment year. Additional Statements of Attainment or certificates will be provided by the registered training organisation (RTO) for successful completion of VET curriculum. Students who commence a VCAL program but do not complete it will receive a Statement of Results at the completion of each year of study. |
|  | **Curriculum options for meeting the VCAL strand requirements**  The ‘VCAL Strand requirements: Curriculum options’ table presents curriculum options that are available for meeting the satisfactory completion requirements of each VCAL strand.  This should not be confused with satisfactory completion of the VCAL. The following information needs to be considered when reading the table.  **VCE Units**  All VCE units will provide credit into the VCAL. Some units will meet a VCAL strand requirement, for example a VCE English unit (at the appropriate level) will meet the Literacy component of the Literacy and Numeracy Skills Strand requirement. Other VCE units will contribute as a general credit to the overall 10 credits required.  If a provider plans to offer VCE units, they must be authorised to deliver the VCE.  **General Education**  General Education qualifications are different in style and structure to VET qualifications. If units of competency within General Education courses are used to contribute to VCAL strand requirements, these are allocated at certificate level only. This includes VET units that have been imported into General Education courses.  **Completion of VET Certificates**  While individual VET units of competency may be selected for inclusion in a VCAL learning program, completion of the entire VET qualification is not a necessary requirement.  The relevant registered training organisation (RTO) will provide advice on the selection of appropriate accredited units of competency/modules in accordance with the selected training package or curriculum document requirement.  **General credits**  Any curriculum components that are included within a student’s VCAL program but which do not meet the purpose statement of any of the VCAL curriculum strands may contribute towards the overall minimum total credits required and/or minimum credits required at the award level.  The units Skills for Further Study – Senior and Portfolio Enhancement and Presentation – Senior contribute to the Senior VCAL as general credits.  **Student eligibility**  Providers should check the Curriculum Strand Report and run eligibility reports in VASS to determine if or how units contribute to a VCAL strand (or overall credit) and to ensure that the minimum requirements of the VCAL qualifications have been met.  Eligibility reports should be run as early as possible at the commencement of the academic year and every time a student’s enrolment is changed.  Individual student eligibility can be checked on VASS when students are enrolled in the learning program.  **VCAL Strand requirements: Curriculum options**   |  |  |  |  | | --- | --- | --- | --- | | Strand | Foundation | Intermediate | Senior | | Literacy Skills | * VCAL Literacy Skills Reading and Writing units * VCE units: * EAL * English * English Language * Foundation English * Literature * Bridging EAL * selected General Education literacy/reading and writing units of competency | * VCAL Literacy Skills Reading and Writing Intermediate/Senior units * VCE units: * EAL * English * English Language * Foundation English * Literature * Bridging EAL * selected General Education Certificates II/III literacy/reading and writing units of competency | * VCAL Literacy Skills Reading and Writing Senior units * VCE Units 3 and 4: * EAL * English * English Language * Literature * selected General Education Certificate III literacy/reading and writing units of competency | | Numeracy Skills | * VCAL Numeracy Skills units: * Numeracy Skills Foundation * Numeracy Skills Intermediate – Unit 1 * Numeracy Skills Senior – Unit 1 * Advanced Numeracy Skills Senior * VCE units: * any mathematics units * Chemistry * Environmental Science * Physics * selected General Education numeracy and mathematics units of competency | * VCAL Numeracy Skills units: * Numeracy Skills Foundation * Numeracy Skills Intermediate – Unit 1 * Numeracy Skills Senior – Unit 1 * Advanced Numeracy Skills Senior * VCE units: * any mathematics units * Chemistry * Environmental Science * Physics * selected General Education Certificate II or above numeracy and mathematics units of competency | * VCAL Numeracy Skills units: * Numeracy Skills Intermediate – Unit 1 * Numeracy Skills Senior – Unit 1 * Advanced Numeracy Skills Senior * VCE units: * any mathematics units * Chemistry * Environmental Science * Physics * selected General Education Certificate III or above numeracy and mathematics units of competency | | Industry Specific Skills | * VET units of competency * VCE units: * Accounting * Industry and Enterprise * Visual Communication Design * Studio Arts * Business Management * Media * Product Design and Technology * Systems Engineering * Agricultural and Horticultural Studies * selected VET units of competency within General Education Certificates I/II | * VET units of competency * selected VET units/modules within General Education Certificates at level II or above | * VET units of competency at Certificates II or above * selected VET units/modules within General Education Certificates at Certificate III or above | | Work Related Skills | * VCAL Work Related Skills units * VET certificates * VCE units: * Industry and Enterprise (Unit 1 only) * Product Design and Technology * Systems Engineering * Agricultural and Horticultural Studies * Studio Arts * selected General Education units of competency | * VCAL Work Related Skills units * VET certificates * VCE units: * Industry and Enterprise (Unit 1 only) * Product Design and Technology * Systems Engineering * Agricultural and Horticultural Studies * Studio Arts * selected General Education Certificates II/III units of competency | VCAL Work Related Skills Intermediate/Senior units   * VET Certificate II or above * VCE units: * Industry and Enterprise (Unit 1 only) * Product Design and Technology * Systems Engineering * Agricultural and Horticultural Studies * Studio Arts * selected General Education Certificates III units of competency | | Personal Development Skills | * VCAL Personal Development Skills Foundation unit | * VCAL Personal Development Skills Intermediate/Senior unit | * VCAL Personal Development Skills Senior unit | |
| **4 Atypical VCAL programs** | **4.1 Students with credit from the VCE**  Any VCE unit that has not already contributed to the satisfactory completion of the VCE may contribute to satisfactory completion of the VCAL. |

3Qualifications: Vocational Education and Training

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|  | Recognition of Vocational Education and Training (VET) within the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) ensures that students who complete all or part of a nationally recognised VET qualification drawn from a Training Package or Accredited Course may receive credit towards satisfactory completion of the VCE or VCAL. Students would typically undertake training at Certificate II or III level. |
| **1 VET programs** | VET qualifications have been coded on the Victorian Assessment Software System (VASS) as follows:   * VE1 – VET certificates approved by the VCAA for delivery to secondary students. They are typically drawn from Certificate II and III levels with qualifications and units of competency (UoC) packaged within VCE VET programs. * VE2 – VET certificates with training schemes approved by the VRQA for delivery as School-based Apprenticeships and Traineeships. Both VE1 and VE2 coded certificate types provide credit towards the VCE in the form of VCE VET units and nominal-hour credit towards VCAL. * VE3 – All other VET certificates are contained within this certificate type. These certificates offer Block Credit Recognition towards the VCE and nominal-hour credit towards VCAL.   Home schools must ensure that students are enrolled in the correct certificate type and that students receive accurate advice about eligibility for satisfactory completion of both the qualification and the VCE or VCAL.  The onus for reporting completion of VET certificates lies with the Registered Training Organisation (RTO).  Some VCAA-approved programs are available as both a VCE VET (certificate type VE1) and a School-based Apprenticeship or Traineeship (SBAT or certificate type VE2) qualification. All other VET, qualifications, are classified on VASS as certificate type VE3.  If the VET qualification is not available on VASS, schools should contact Student Records and Results for further advice, or download the Application for VET including Further Education Qualifications form and send it to the VCAA, accompanied by any information requested in the form.  VET programs appear on VASS in the following format: Certificate Code–Type–Description (for example, CUA20715-VE3-Certificate II in Visual Arts).  **Summary of certificate types**   |  |  | | --- | --- | | VASS certificate type | Credit arrangements | | VE1 (VCE VET program) | VCE   * Units 1 to 4 level * generally includes one Unit 3–4 sequence towards satisfactory completion of the VCE * automatic enrolment in VCE VET units through enrolments in units of competency * a study score may be available * may provide additional credit where the qualification is in excess of the hours that provide Units 1 to 4   VCAL   * credit awarded on satisfactory completion of 90 nominal hours of training | | VE2 (VRQA-approved certificates available as School-based Apprenticeship or Traineeship) | VCE  Unit 1 to 4 level   * in most cases includes one Unit 3–4 sequence towards satisfactory completion of the VCE * may provide additional credit where the qualification is in excess of the hours that provide Units 1 to 4 * automatic enrolment in VCE VET units through enrolments in units of competency   VCAL   * credit awarded on satisfactory completion of 90 nominal hours of training | | VE3 (Other VET program) | VCE   * contribution to VCE through Block Credit Recognition * Certificate II qualifications provide credit at VCE Units 1 and 2 only, credit is capped at six units * Certificate III qualifications provide credit at VCE Units 1 to 4 most includes one Unit 3–4 sequence, additional credit is available where the qualification is in excess of the hours that provide Units 1 to 4, credit is capped at 6 units * Certificate IV and above qualifications provide credit at VCE Units 3 and 4, credit is capped at 4 units * credit accrues within each qualification enrolment   VCAL   * credit awarded on satisfactory completion of 90 nominal hours of training | |
| **4.1 Recognition within the VCE for VCE VET programs** | For VE1 and VE2 programs only, enrolment in units of competency leads automatically to enrolment in VCE VET units. Schools will be unable to directly enrol students in, or withdraw them from, VCE VET units. This can be done only by enrolment in, or withdrawal from, units of competency.  As units of competency are completed, VCE VET unit completion is calculated automatically. The nominal hours for VCE VET units vary from program to program.  In VCE VET programs where a study score is available, the contents of the Unit 3–4 sequence are prescribed. Completion of the VCE VET units is dependent on completion of the prescribed units of competency in the Unit 3–4 sequence.  In VCE VET programs where a study score is not available, students will receive credit based on the accrual of hours from that program. This will typically be Units 1, 2, 3 and 4.  Credit will be up to a maximum of six units towards the VCE based on the nominal hours of units of competency.  **Duplication between VCE VET programs and VCE or other VET**  VCE VET units may make a contribution towards satisfactory completion of the VCE only if there is no significant duplication between a VCE VET program and VCE studies or other VCE VET programs. If there is significant duplication, students may enrol in the VCE VET program, VCE studies or other VCE VET programs identified, but a reduction in credit towards the VCE will then apply.  However, all satisfactorily completed VCE VET units will appear on the student’s Statement of Results.  Program coordinators should refer to VCE VET program booklets for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs.  Current duplication has been identified between VCE Languages Studies and the VET Applied Language certificates where they are undertaken in the same language. Where a student is enrolled in both a VCE Language study at Unit 3 and 4 and the VET Certificate III in Applied Language as the VCE Language study in the same language, the VCE Languages study will be the only one to contribute towards the satisfactory completion of the VCE. In this instance the results from the VET Certificate III in Applied Language will be reported on the VCE or VCAL Statement of Results.  Duplication between VCE VET programs and other VET qualifications available through Block Credit Recognition will be taken into account when determining the amount and level of credit towards the VCE. If units of competency sit within the scored Unit 3–4 sequence of a VCE VET program, they will not be included in VE3 qualifications in the same industry.  **Duplication of units of competency**  The same unit of competency may be contained in multiple VET qualifications, an example being any of the First Aid units. Students enrolled in multiple VET qualifications should only be enrolled in the duplicated unit of competency for VCE or VCAL credit in a single qualification. The RTO responsible for reporting the outcome of each VET qualification will report on each unit of competency in the respective qualification. |

4Administrative information: Schools and providers

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| **3.7 Accuracy of results data** | The accuracy of results data is a school’s obligation to its students. Data may only be entered into the VASS database manually.  **Unit results for VCE, VCE VET and VCAL**  Schools report students’ results as follows:   * VCE unit results are reported as S (satisfactory), N (not satisfactory) or J (discontinued a study without formal withdrawal and no form of assessment has been completed). Refer to the VCE Assessment section * VET unit of competency results are reported as S (satisfactory) or N (not yet completed) for all certificate types * VCAL unit results are reported as S (satisfactory) or N (not yet completed) * VET results entered as N (not yet completed) will appear on the Students Full Details Report from VASS but are not printed on the official documentation by the VCAA.   All VCE and VCAL unit results are due at the VCAA on a specific date; however, the VCAA recommends schools enter unit results as they are received, to reduce the amount of data entry required closer to the deadline.  **Scores for VCE School-based Assessment (Units 3 and 4)**  Scores may be entered continually until the relevant date. If a student withdraws early in the academic year, the school is advised to keep a paper record of any scores achieved by the student in that study. In the event that the student re-enrols in that sequence, these scores may then be re-entered.  Schools are advised that best practice supports the checking of all results before entry. Here is an example:   * VASS administrators distribute class lists to teachers for entry of School-based Assessment scores * teachers return completed lists to the VASS administrator for data entry * class lists that include the entered School-based Assessment scores are distributed to teachers for checking * all teachers check the results, make any changes and return signed class lists to the VASS administrator * any required changes are made and class lists are distributed to the teacher for final sign-off before collection.   Once scores have been entered they cannot be removed once the date for such changes on VASS has passed. Therefore, if a student no longer wishes to be assessed for levels of achievement for all or any graded assessments then the school should ensure that NAs are entered for the remainder of that study. The scores already entered will remain. |
| **4 School/provider obligations to students** | Schools should:   * advise students in writing of the VCAA’s rules and the school’s responsibilities * ensure that subject matter the students investigate through self-directed research and/or produce as an artwork, performance or product is consistent with community standards, appropriate for study by school students, and does not place students at risk of contravening Victorian or Australian law * ensure that teachers use the accredited VCAA curriculum and assessment documents as the source of content for the teaching and learning programs * provide comprehensive course advice to students, including the consequences of receiving an N or a J result for a unit * provide a process for students to check their personal details stored on the VCAA database on an annual basis * keep students’ personal details secure from unauthorised access * ensure that there are established procedures for VCE School-based Assessments and that these procedures are applied consistently * allow for student appeal on adverse school decisions * ensure that students understand and have access to Special Provision for VCE or VCAL studies * issue VCE examination timetables to students * ensure that VCE or VCAL student eligibility reports are run on a regular basis to ensure that students will meet the satisfactory rules of completion of the nominated senior secondary certificate. |
| **4.2 Checking the accuracy of student data** | **Students’ personal details**  Students must submit a VCE and VCAL Student Personal Details form that includes their intended program for the year. The information on this form should be entered on VASS. A student who does not identify as male or female may select Gender Diverse. The Gender Diverse category refers to any person who does not identify as either exclusively male or female including people of non-binary gender.  Each student’s personal details (particularly their date of birth), consent permissions, subject enrolment details. It is a school responsibility to ensure that and eligibility reports for the VCE and VCAL are run periodically, and checked and signed by the students and their teachers, using the Student Full Details Report from VASS. Failure to run this report could severely affect students’ eligibility for satisfactory completion of their VCE or VCAL certificate. Students should be provided with a new Student Full Details Report to sign at the end of each enrolment cycle to ensure any requested changes have been made. Students should also be advised that the address on their Student Full Details Report is the one their Year 12 results will be mailed to at the end of the academic year. Students must be enrolled on VASS using their legally registered name as per the Registry of Births, Deaths and Marriages Victoria, or the relevant state or national agency. Students, when signing their Personal Details form under the General Declaration, attest that they are enrolling using their legally registered name. |
|  | **Students’ addresses**  Only the preferred postal address for a student is stored on VASS. It is mandatory to enter an address line, suburb, state and postcode.  If a student’s address is unknown, schools should enter the school address as the student’s address. The postal address is used by the VCAA when mailing final results.  To ensure the successful delivery of final results, the VCAA undertakes to validate the addresses of all students enrolled in at least one Unit 3–4 sequence and all students who are claiming past results. If an addressing error is detected, schools will receive an email before results processing that lists the affected students. Schools should contact students to amend address information, if necessary.  **Students’ email addresses**  The VCAA requires that schools enter into VASS a non-school email address for each student enrolled at senior secondary level. This will support results delivery (at Unit 3-4 level) and communication with students, including the Premier’s VCE Awards. |
| **4.5 Integrity of VCE School-based Assessments** | At the beginning of the academic year, schools must provide students with clear written details of both the VCAA rules and the school’s rules and procedures.  Principals are responsible for the administration of the VCAA’s rules and instructions in their school. They must ensure that teachers are using only the currently accredited VCE study designs.  To ensure the integrity of School-based Assessment in all VCE units, schools should:   * develop a document that clearly states the school’s expectations in relation to the development and delivery of School-based Assessment and the steps teachers must take to ensure the security of the content * keep assessment tasks, including tasks in development, out of the reach, view and access of students until they are delivered * where possible, avoid storing assessment tasks on open school networks and unsecured media such as USB sticks, and avoid sending assessment tasks by unsecured means such as emails * have students sign a declaration that they will abide by their school’s policies and rules relating to the appropriate use of the internet * when delivering the same School-based Assessment across several different discrete classes, minimise the time lag between classes. If this is not possible, the assessment task should be suitably modified for each class * ensure that tasks are not recycled from one academic year to another to prevent student use of other student work from previous academic years * suitably modify commercially produced materials to ensure the school can authenticate student work * suitably modify publicly available materials to ensure the school can authenticate student work.   For all units in the VCE, schools must specify the work that a student must do to achieve an S for a unit and the conditions under which the work is to be done. The school must inform each student in writing of the following:   * all work they need to complete to achieve an S for the unit * all work they need to complete for School-based Assessment for the assessment of levels of achievement * class attendance requirements * how to submit work * timelines and deadlines for completing work * procedures for obtaining an extension of time * internal school appeal procedures.   Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.  In order to support students with additional opportunities to achieve a satisfactory result, schools should have an established process to support the delay of satisfactory completion decisions for the VCE that is applied consistently across studies and units. The teacher is responsible for judging satisfactory completion of a unit. By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to the rules set out by the VCAA and the school.  Schools should refer to the *Scored assessment: School-based Assessment* section for more information.  Each VCE unit result must be determined on the basis of evidence of achievement of outcomes completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the academic year before enrolment. These programs are generally one to three weeks in length; for Units 3 and 4, they must not include formal School-based Assessment for the assessment of levels of achievement. |
| **6 Partnerships** | The VCAA recommends that schools with fewer than five enrolments in any VCE Unit 3–4 study (note that English and EAL are separate studies) form a partnership with another school or with a community organisation to enhance the curriculum provision or assessment arrangements for students. These are the possible formal arrangements:   * VCE small-group partnerships for statistical moderation of School-based Assessment * VCAL partnerships for the extension of learning programs and resources. |
|  | **Exemption from partnership requirement**  Exemption from the requirement to form partnerships may be granted following written application to the VCAA outlining why the formation of a partnership is impossible or undesirable in a particular circumstance. The exemption request letter must be endorsed by the school principal. Exemption requests can be accepted up until the submission of student results in any given academic year.  Exemption requests will be processed within 10 working days. The outcome of each request will appear in the status column on the VCE Partnerships screen on VASS. If an exemption request is unsuccessful, the principal will be notified in writing.  Schools with moderation groups that comprise fewer than five enrolments at the time of moderation should retain all student work contributing to School-based Assessments and make this work available to the VCAA, if requested. |
| **7.2 Privacy** | Laws relating to the privacy of personal information affect collection, access to, use, disclosure, security and storage of student and parent/guardian information.  The Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic) set legal standards for the way the Victorian public sector collects and handles the ‘personal information’ and ‘health information’ of individuals. The Charter of Human Rights and Responsibilities Act 2006 (Vic) requires public authorities to act compatibly with human rights, including the right to privacy. Victorian government schools must comply with the Privacy and Data Protection Act, the Health Records Act and the Charter of Human Rights and Responsibilities Act. The Privacy Act 1988 (Cwlth) may apply to the collection and handling of personal information about individuals by non-government schools, who should seek their own advice in this regard. Schools may be required by DET or their sector authority to have a privacy policy. |
| **7.3 Access to student data** | Schools registered with the VRQA are required to ensure that parents of a student have access to accurate information about the student’s achievement and performance. This information must include at least two written reports per academic year relating to the student’s performance. This is a requirement of the minimum standards for registration of a school [regulation 60 and Clause 3 of Schedule 4 of the Education and Training Reform Regulations 2017 (Vic)].  Schools should seek their own advice from DET, the relevant sector authority or their legal adviser about providing information to parents/guardians and students, to ensure they comply with applicable privacy legislation.  Students should be allowed to access their VCE or VCAL records during the course of their study and, at the discretion of the principal, after completion of the course. |
| **7.4 Security and storage** | Schools should store student and parent/guardian personal information securely and protect it from misuse, loss, unauthorised access, modification and disclosure, and in accordance with applicable privacy legislation. This may mean a locked filing cabinet or cupboard within a locked room that is accessible only to persons authorised by the principal, or secure data storage for digital records.  School copies of results should be held separately from collections of student work. Duplicate master records should also be stored separately. Information stored electronically, on databases or portable storage devices, should be kept securely and in such a way that records are not accessible to unauthorised persons.  Schools should seek their own advice in relation to compliance with legislation and good practice for the storage of personal, confidential and sensitive information. School privacy policies (if required) should address data security. |

6 Administrative information: Student enrolment

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| Section | Change details |
| **1 Registration: VCE and VCAL Student Personal Details form** | Students must complete and submit the relevant VCE and VCAL Student Personal Details form to their home school for each academic year in which they enrol. The accuracy of student details should be audited against information provided on a student’s form. Students must use their legally registered names when enrolling in a senior secondary qualification. Schools should request the student’s birth certificate or change of name document, both of which are issued only by Births Deaths and Marriages to ensure the accuracy of student names and birth dates.  If a student’s enrolment changes, it is the school’s responsibility to ensure that VCE and VCAL eligibility reports are run on VASS; these should be run periodically during the year. By running such reports, schools will be able to identify where there are issues with students not being able to meet satisfactory completion of that Senior Secondary Certificate. If errors are reported, the errors must be fixed and then the eligibility report run again. |
| **2.2 Students seeking enrolment in VCE Second Language study** | **Eligibility for Second Language studies**  The criterion for eligibility for a VCE Second Language study is the number of years the student has been educated in a school where the specific language is the medium of instruction. Students who have learnt all they know of the language in an Australian school are eligible for VCE Second Language enrolment.   |  |  | | --- | --- | | Chinese Second Language | A student is not eligible for Chinese Second Language if they have either:   * completed one year (12 months) or more of education in a school where Chinese is the medium of instruction * completed three years (36 months) or more of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau). | | Chinese Second Language Advanced | A student is eligible for Chinese Second Language Advanced if:   * they have completed no more than seven years of education in a school where Chinese is the medium of instruction * the highest level of education they have attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.   As the formal education commencement age for a Victorian student is 5 years of age, all applicants will be deemed to have commenced formal education by the end of their fifth year of age, regardless of their setting. | | Indonesian Second Language | A student is eligible for Indonesian Second Language if they have completed no more than seven years of education in a school where Indonesian or Malay is the medium of instruction. | | Japanese Second Language | A student is eligible for Japanese Second Language if they have completed no more than seven years of education in a school where Japanese is the medium of instruction. | | Korean Second Language | A student is eligible for Korean Second Language if they have completed no more than seven years of education in a school where Korean is the medium of instruction. | | Vietnamese Second Language | A student is eligible for Vietnamese Second Language if they have completed no more than seven years of education in a school where Vietnamese is the medium of instruction. | |
|  | **Applying for VCE Second Language studies (Units 3 and 4 only)**  **Chinese studies enrolment**  There are four VCE Chinese studies available for enrolment; three of these studies have specific eligibility requirements.  Students planning to enrol in Units 1 and 2 Chinese Second Language or Chinese Second Language Advanced and who are also considering further studies at Units 3 and 4 level are advised to discuss the eligibility requirements with their VCE co-ordinator before finalising their VCE program.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Chinese First Language | LO04 | Units 1–2 | Application is not required for enrolment in Units 1 and 2 | Units 3–4 | Application is not required for enrolment in Units 3 and 4 | | Chinese Second Language Advanced | LO48 | Units 1-–2 | Application is not required for enrolment in Units 1 and 2 | Units 3–4 | Application is required for enrolment in Units 3 and 4 | | Chinese Second Language | LO39 | Units 1-–2 | Application is not required for enrolment in Units 1 and 2 | Units 3–4 | Application is required for enrolment in Units 3 and 4 | | Chinese Language, Culture and Society | LO57 | Units 1–2 | Application is not required for enrolment in Units 1 and 2 | Units 3–4 | Application is required for enrolment in Units 3 and 4 | |
| **2.4 Students seeking enrolment in VCE Modern Languages** | Enrolment in VCE Modern Language Units 3 and 4 studies does not need to be approved by the VCAA, however, does require students to declare their status as either a First Language Learner or a Second Language Learner.  A student will be considered a Second Language Learner if they have completed all their schooling in Australia or they have accumulated less than seven years of education in a school where the language they are enrolling in was the main language of instruction.  First and Second Language Learners undertake the same curriculum and examinations, however, the VCAA uses the two language learner categories in the study score calculation process for VCE Modern Languages.  For each applicable study, study scores will be calculated based on Second Language Learners. The outcomes from these calculations will then be applied to all students. This process maintains the rank order of all students within the study but ensures that the study scores of Second Language Learners are not impacted by First Language Learners.  This applies to students enrolling in: Arabic, Armenian, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish and Yiddish.  Students will need to complete the [Declaration for enrolment in VCE Modern Languages Units 3 and 4](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/EnrolmentinVCEModernLanguages.aspx) form and submit this to their home school. Students should submit declaration forms to their home school with the relevant supporting documentation for the principal’s certification, before enrolment in the language study.  The home school is responsible for recording each student’s status on VASS as either a First or Second Language Learner in the language of study. Language learner statuses are required to be entered on VASS before the enrolment deadline for VCE Unit 3–4 sequences. |
| **3 VCAL enrolment** | There are no restrictions on the VCAL studies students may enrol in. The decision about the level in which a student enrols should be made by the VCAL provider in consultation with the student and should take into account the student’s preparation and degree of readiness. It is critical that the certificate level is correct as this may affect the student’s satisfactory completion. |
| **6 Year 10 students without a program** | Schools are required to identify Year 10 students on VASS regardless of whether they are enrolled in a VCE, VCAL or IB program. The course type for these students will be VCE and if a student does not have a VCE, VCAL or IB program, the school will be required to tick the PDO box on the enrolment screen identifying the student as Personal Details Only (PDO). This information is collected for the purposes of the DET On Track project. The Year 10 Student Personal Details form must be completed by such students. The school should hold these forms until the following year. |
| **9 Fee-paying international students** | Fee-paying international students studying at a Victorian school who wish to undertake the VCE, VCAL or IB must indicate that they are a fee-paying international student on their **VCE and VCAL Student Personal Details** form. Note that IB and VCAL studies are not available to international students studying at a Victorian government school.  International students are students from overseas who do not hold Australian citizenship, do not have permanent residence, and are in Australia on a visa that permits them to study. Some international students are required to pay fees to study in Victoria and others are not. Fee liability is determined each education provider. International students in Australia on a recognised overseas exchange program are not required to pay fees to attend school in Victoria and are not required to pay VCAA fees.  In Victorian government schools, the fee-paying status of international students is set in accordance with 2.2.9 (1) of the Education and Training Reform Act 2006, Ministerial Order 819 – Fees for Overseas Students in Government Schools and the [International Student Visa Fee Table](https://www.education.vic.gov.au/PAL/isp-visa-fee-table.docx) (Fee Table) document. The Fee Table assists Victorian government schools to correctly identify which international students must pay fees based on the visa they hold. Fee-paying international students wishing to study at a Victorian government school must enrol in the Department of Education and Training’s International Student Program, administered by the Department’s International Education Division. If you have any queries on the fee-liability of international students at Victorian government schools, contact the International Education Division: (03) 7022 1000 or international@education.vic.gov.au.  In non-government schools, such as schools operating under the Catholic Education Commission of Victorian (CECV) or Independent Schools Victorian (ISV), the fee-paying status of international students is set by each school. Contact the relevant schools for further information on the fee liability of international students at these schools. |
| 9.1 VCAA administration fee for fee-paying international students | The VCAA administration fee invoiced to fee-paying international students covers the cost of enrolment, assessment and examination procedures, printing and delivery of results, and the forwarding of results to VTAC. The VCAA invoices students through their schools after the last day for enrolment in a Unit 3–4 sequence. No payments should be sent until invoices have been received. A tax invoice for the school will not be issued. If the accounts department at the school requires a tax invoice in order to issue a cheque, the control report and student invoices may be photocopied before being distributed to the students.  The VCAA fees for fee-paying international students are listed in [Summary Schedule of Fees and Charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website. These fees are GST exempt.  As fees are dependent on unit enrolments, it is essential that student enrolments are correct at the time of invoicing. Students must be enrolled in their complete program for the academic year before the last day for enrolment in a Unit 3–4 sequence. Schools should pay particular attention to the enrolments of students who are studying units at other assessing schools, for example, VCE Language providers.  First-, second- and third-round invoice and payment due dates for fee-paying international students are listed in Important Administrative Dates. Schools are required to distribute invoices, collect payments and submit one payment either by cheque or bank transfer to cover all students invoiced. Note that payments made by students directly to the VCAA will not be accepted and will be returned to schools.  Fee-paying international students should be made aware that failure to pay all VCAA invoices received over the period of their enrolment in the VCE program (which may be over one or more years) will result in final results being withheld from the student, the school and VTAC.  Principals are required to ensure that the list of fee-paying international students provided by the VCAA is a complete record of all VCE and VCAL students with this status in the school. The list, which needs to be certified by the principal as correct, must be returned to Student Records and Results, VCAA.  If any student’s status needs to be amended, either to or from fee-paying status, the required amendment is to be made on VASS and the Student Full Details Report forwarded to Student Records and Results with a brief explanation. |
| 9.2 **VCAA fee refund policy for fee-paying overseas students** | If VCAA fees have been received for a student who has been incorrectly flagged as a fee-paying international student or who formally withdrew prior to the enrolment date, the VCAA will refund the school. An international student who is granted Australian residency status after the enrolment date must still pay the fees invoiced. |
| **10.1 VCE attendance** | All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of the school’s attendance policy, the school may be unable to authenticate the student’s work completed across the outcome. Where the school chooses to assign an N result for the unit because the work cannot be authenticated, the school must assign an N for the outcome that cannot be authenticated. |
| **10.2 VCAL attendance** | Within a school setting, a VCAL learning program would normally be based on a full-time load of scheduled and unscheduled learning (1000 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.  VCAL 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.  A school policy and set of procedures related to VCAL attendance should be published and made available to staff, students and parents. |

7 Satisfactory completion of results

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| Section | Change details |
| **1.1 Satisfactory VCE unit result** | The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:   * produced work that demonstrates achievement of the outcomes * submitted work that is clearly their own.   Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.  At the beginning of the academic year, schools must provide students with clear written details of both the VCAA rules and the school’s rules and procedures. For all units in the VCE, schools must specify the work that a student must do to achieve an S for a unit and the conditions under which the work is to be done. More details are provided in 4.5 Integrity of VCE School-based Assessments in the *Administrative information: Schools and providers* section. |
| **1.2 Not satisfactory VCE unit result** | The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:   * the work does not demonstrate achievement of the outcomes * the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision * the work cannot be authenticated, for example through lack of attendance * there has been a substantial breach of VCAA rules and the school’s rules and procedures. |
| **1.4 VCE unit result of J** | If a student is no longer attending a unit but they have not officially withdrawn by signing a Student Exit form, the symbol J will be included on VASS.  The J result can only be used if the student:   * is no longer attending class * has not submitted work for assessment. |

8 Scored assessment: School-based Assessment

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| Section | Change details |
| **1.3 Strategies for avoiding authentication problems** | To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:   * teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and thereby compromising the assessment. Tasks should not be sent by mail or electronically without due care * a significant amount of class time should be spent on the task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with each student * students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research * copies of each student’s written work should be filed at given stages in their development * assessment tasks should not be recycled, unless modifications are made to ensure that students are unable to use other students’ work from a previous academic year * where commercially produced materials are being used for School-based Assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated * where publicly available materials are being used for School-based Assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated * if there is more than one class of a particular study in the school, the school should apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross-marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action * students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member. |
| **3.1 Determining initial School-based Assessments where there is more than one class in the school** | If there is more than one class in a study, teachers should engage in consultation to arrive at School-based Assessments. Schools have considerable experience in assessment, but the following approaches will help schools to review their arrangements or establish new practices with regards to cross-marking and/or internal moderation. |
| **10.3 Investigation** | The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or School-based Assessment authentication rules. If so, the evidence should be put to a decision-maker for determination as to whether the allegations are proven, or not proven.  The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded; this evidence should not be discounted.  The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students. |

9 Scored assessment: External assessment

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| Section | Change details |
| **6 Student breach of VCAA rules for the conduct of VCE external assessments** | Students are required to observe all VCAA examination rules for the conduct of VCE external assessments conducted by or on behalf of the VCAA, as well as the day-to-day rules of the school or institution providing the venue for the external assessment.  Principals and chief supervisors are responsible to the VCAA for the conduct of VCE external assessments. Any alleged breach of the VCAA examination rules or any allegation that a student’s assessment has been obtained by fraudulent, illegal or unfair means in relation to any VCE external assessment must be reported to the VCAA. The CEO, VCAA may refer serious cases to a VCAA Review Committee, which will conduct a hearing to consider the circumstances of the alleged breach and, if applicable, determine any appropriate penalty. Further information about the role of principals and other school personnel in investigations is set out below.  All supervisors of VCE external assessments are issued with directions for the administration of the external assessment and are required to report all alleged breaches of rules to the VCAA. |
| **6.1 Identification of an alleged breach of VCAA rules** | If an alleged breach of rules relating to the conduct of a VCE external assessment is detected, the student must be permitted to complete the external assessment, and any discussion considered necessary must be conducted when the external assessment has finished. Unless there are exceptional circumstances, the student must be informed by the supervisor or the school that an incident report is being forwarded to the VCAA.  **Confiscated electronic devices, including mobile phones**  Students are required by the VCAA examination rules to surrender electronic devices for investigation. Schools should retain any confiscated electronic device. Devices should not be returned to students without the VCAA’s prior approval. Schools may contact VCAA Legal Services unit for further advice.  As part of its investigation into alleged breaches of rules involving the possession of electronic devices, the VCAA may ask the student’s school to inspect the device with the consent of the student. If the student is interviewed by the VCAA, the device may also be inspected during the interview in the presence of the student, with the student’s consent.  Electronic devices are inspected to check whether the device contains material or activity that indicates it was used to cheat during the student’s external assessment. If no suspicious material exists the device can be returned to the student upon VCAA’s instruction. If illegal or other material requiring mandatory reporting is discovered, this must be reported. Students should be informed of this before the inspection.  Students are required by the rules to cooperate with investigations. A student can withhold consent to inspection of their phone, which will then be treated as a separate breach of the VCAA examination rules. |
| **6.2 Initial investigation** | Upon receipt of incident reports about incidents during external assessments, the VCAA may conduct an investigation into:   * a suspected breach of VCAA examination rules * an allegation that a student’s assessment was obtained by fraudulent, illegal or unfair means.   The VCAA will contact schools to request additional information about the student and the incident. This information is considered by the VCAA in determining whether a formal investigation is required. The VCE Coordinator, subject teacher or year coordinator is usually best placed to provide this information.  In conducting an investigation, the VCAA may nominate a person on its behalf to interview the student and any other person who may have information regarding the alleged breach.  A person nominated to interview a student must give no less than 24 hours’ notice of the interview to the student, and this notice:   * need not be in writing * may nominate a time and place for the interview * must give particulars of the matter under investigation.   In addition to any other matter discussed at the interview, the student must be informed of possible further action by the VCAA and possible consequences to the student.  The person who conducts the interview must submit a written report of the interview to the Chief Executive Officer (CEO), VCAA as soon as practicable after the interview.  **Decision to proceed to hearing or issue a written reprimand**  The CEO, VCAA may, after considering a report of the interview, issue a written reprimand to the student or request that a Review Committee conduct a hearing into the matter under investigation.  The VCAA will notify the school if a student’s case has been referred to a Review Committee and will request that the school send a representative to the hearing. School support for students is important, and review committees will ask the school representative to speak about the student’s character and school experience. |
| **6.3 Review Committee** | **Decision of the Review Committee**  If a Review Committee is satisfied on the balance of probabilities that a student has contravened the VCAA examination rules or obtained a VCAA assessment by fraudulent, illegal or unfair means, the Review Committee may do one of the following:   * reprimand the student * amend or cancel the student’s grade for the external assessment in which the contravention occurred * amend or cancel the student’s grade for the external assessment in which the contravention occurred, and also amend or cancel any or all of the student’s assessments in the same study, including cancellation of satisfactory completion of the study * amend or cancel the student’s grades for external assessments or other assessments in one or more other studies, including cancellation of satisfactory completion of the study * cancel all the student’s grades for external assessments and other assessments conducted by the VCAA during the year in which the contravention occurred or the assessment was obtained, including cancellation of satisfactory completion of the certificate. |

10 Scored assessment: VCE and VET assessment summary

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| Section | Change details |
| **1. VCE studies and revised assessment in 2021** | |  |  |  |  | | --- | --- | --- | --- | | Study | Graded assessment | Type of assessment | Contribution to study score (%) | | Accounting AC03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Agricultural and Horticultural Studies AH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (1½ hours) | 30  30  40 | | Algorithmics AL03 | 1  2  3 | Unit 3 School-assessed Task  Unit 4 School-assessed Task  Written examination (2 hours) | 20  20  60 | | Applied Computing  Data Analytics IT02  Software Development IT03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (2 hours) | 20  30  50 | | Art AR03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 20  50  30 | | Biology BI03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 16  24  60 | | Business Management BM03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Chemistry CH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 16  24  60 | | Classical Studies CS03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Dance DA03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Performance examination (2½–5 minutes)1  Written examination (1½ hours) | 25  50  25 | | Drama DR03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Solo performance examination (7 minutes maximum)  Written examination (1½ hours) | 40  35  25 | | Economics EC03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | English  English EN01  English as an Additional Language EN09 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (3 hours) | 25  25  50 | | English Language EL01 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Environmental Science EV03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 20  30  50 | | Extended Investigation XI03 | 1  2  3 | Unit 3 School-assessed Coursework  Critical Thinking Test (70 minutes)  Externally-assessed Task | 30  10  60 | | Food Studies FY03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (1½ hours) | 30  30  40 | | Geography GE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Health and Human Development HH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | History  Australian History HI08  Ancient History HI17  Revolutions HI13 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Industry and Enterprise IE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Legal Studies LS03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Literature LI01 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Mathematics  Further Mathematics MA07 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Written examination 1 (1½ hours)  Written examination 2 (1½ hours) | 34  33  33 | | Mathematics  Mathematical Methods MA11  Specialist Mathematics MA09 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Written examination 1 (1 hour)  Written examination 2 (2 hours) | 34  22  44 | | Media ME03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (2 hours) | 20  40  40 | | Music Investigation MC05 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Performance examination (25–40 minutes)2 | 30  20  50 | | Music Performance MC04 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Performance examination (25–40 minutes)3  Aural and written examination (1½ hours) | 30  50  20 | | Music Style and Composition MS03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Externally-assessed Task  Aural and written examination (2 hours) | 30  20  50 | | Outdoor and Environmental Studies OS03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Philosophy PL03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Physical Education PE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Physics PH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 21  19  60 | | Politics  Australian Politics PS03  Global Politics PS05 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Product Design and Technology DT03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 20  50  30 | | Psychology PY03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 16  24  60 | | Religion and Society RE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Sociology SO03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Studio Arts SA03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 10  60  30 | | Systems Engineering SE03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 20  50  30 | | Texts and Traditions TT03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Theatre Studies TS03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Monologue examination (8 minutes maximum)  Written examination (1½ hours) | 45  25  30 | | VCE Languages  Classical Greek LO01 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (3 hours) | 25  25  50 | | VCE Languages  Classical Hebrew LO51 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (3 hours) | 25  25  50 | | VCE Languages  Latin LO17 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | VCE Languages  Arabic LO02  Chinese Second Language LO39  Chinese Second Language Advanced LO48  French LO09  German LO10  Greek LO22  Indonesian Second Language LO40  Italian LO14  Japanese Second Language LO46  Korean Second Language LO47  Spanish LO27  Vietnamese Second Language LO31 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component (approximately 15 minutes)  Examination: written component (2 hours)4 | 25  25  12.5  37.5 | | VCE Languages  Chinese First Language LO04  Indonesian First Language LO13  Japanese First Language LO15  Korean First Language LO37  Vietnamese First Language LO54 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component (approximately 10 minutes)  Examination: written component (2 hours)4 | 25  25  10  40 | | VCE Languages (CCAFL)5  Armenian LO44  Bosnian LO50  Chin Hakha LO53  Croatian LO05  Dutch LO07  Filipino LO45  Hebrew LO11  Hindi LO36  Hungarian LO12  Karen LO55  Khmer LO16  Macedonian LO20  Maltese LO21  Persian LO32  Polish LO23  Portuguese LO33  Punjabi LO49  Romanian LO42  Russian LO24  Serbian LO25  Sinhala LO34  Swedish LO28  Tamil LO43  Turkish LO29  Yiddish LO52 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component (approximately 15 minutes)  Examination: written component (2½ hours)4 | 25  25  12.5  37.5 | | VCE Languages  Auslan LO03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Interactive sign examination (approximately 15 minutes)  Sign comprehension and sign production examination (2 hours)6 | 25  25  15  35 | | VCE Languages  Chinese Language, Culture and Society LO57 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component (approximately 15 minutes)  Examination: written component (2 hours) | 25  25  15  35 | | VCE Languages  Indigenous Languages of Victoria: Revival and Reclamation LO38 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 30  30  40 | | Visual Communication Design VC03 | 1  2  3 | Units 3 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 25  40  35 | |
| **2 VCE VET programs with scored assessment in 2021** | |  |  |  |  | | --- | --- | --- | --- | | Program | Graded assessment | Type of assessment | Weighting of study score (%) | | Business (BU23) BSB30115 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Community Services (CT41) CHC32015 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Creative and Digital Media (MU07) CUA31015 | 1  2 | Units 3 and 4 School-assessed Coursework  Computer-based examination (2 hours) | 66  34 | | Dance (DN06) CUA20113 | 1  2 | Units 3 and 4 School-assessed Coursework  Performance examination (two performances of 2–5 minutes each) | 50  50 | | Engineering Studies (EG18) 22470VIC | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Equine Studies (EQ05) 22513VIC | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Furnishing (FN20) MSF20516 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Health (CT37) HLT33015 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Hospitality (HS31) SIT20316 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Hospitality (Kitchen Operations) (HS32) SIT20416 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Information, Digital Media and Technology (IN60) ICT30118 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Integrated Technologies (ET16) 22289VIC | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Laboratory Skills (LB21) MSL30118 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Music Industry (Performance)7 (MI19) CUA30915 | 1  2 | Units 3 and 4 School-assessed Coursework  Performance examination (duration varies)7 | 50  50 | | Music Industry (Sound Production) (MI30) CUA30915 | 1  2 | Units 3 and 4 School-assessed Coursework  Aural and written examination (1½ hours) | 66  34 | | Sport and Recreation (SR41) SIS30115 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | |

12 Reporting results: Scored aggregation

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| Section | Change details |
| **2.2 Small-group partnerships** | Schools with moderation groups comprising fewer than five enrolments, or schools that might expect such groups to occur as a result of circumstances arising during the year, should form partnerships with other schools of their own choosing, as early in the academic year as possible.  Schools with moderation groups that comprise fewer than five enrolments are encouraged to form partnerships.  See the *Administrative information: Schools and providers* section for information about forming small-group partnerships. |

14 Final results: Reporting to students

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| **7 Statement of Marks and Statement of Study Score** | Students may apply to the VCAA to obtain a Statement of Marks for any or all of their VCE external assessments and the GAT. Students will receive a personalised application form with their VCE results pack, and a general application form is available on the VCAA website. A Statement of Marks provides the marks obtained for each question or criterion on an external assessment, as well as the maximum marks available. A Statement of Study Score provides details of the calculation of a student’s study score for VCE Units 3 and 4 or scored VCE VET Unit 3–4 sequence.  Fees are not required when applying for these statements. Students with vision impairment can request a Statement of Marks in a nominated accessible format.  There is a closing date for applications. There is no provision for late applications. Applications received after this date will not be processed. |
| **8 Inspection of examination response materials** | Students’ examination papers and recordings remain the property of the VCAA and will not be returned to them, but may be made available for inspection under certain conditions. All written examination papers and audio recordings for Music Performance examinations may be available for inspection. The following materials are not available for inspection:   * video recordings for any performance examination * recordings of VCE Languages oral examinations and VCE Extended Investigation oral presentation.   Students may inspect their examination papers on application to the VCAA. Students receive a personalised application form with their VCE results that covers Statement of Marks, Statement of Study Score and Inspection of Scripts. A general application form is also available on the VCAA website. Students must obtain the relevant Statement of Marks before an inspection of papers. A fee is charged for each examination paper inspected.  Inspections take place at the student’s school, with the principal’s permission. The principal must sign the Inspection of Scripts application, which is forwarded to the VCAA. Material will be sent to the principal. An appointment must be made at the school for the inspection. When schools are closed, inspections may take place at the VCAA, in which case the VCAA will make an appointment with the student.  The VCAA allows 15 minutes for the inspection of each examination script. It is recommended that students have their study teacher present. If the study teacher is not available, students should contact their school to discuss a possible suitable substitute. The substitute should be a teacher who is teaching the study at the same level.  Under no circumstances are examination papers, authorised photocopies of the materials or recordings allowed to be taken from the inspection room or copied. Alteration of any material is also not allowed. Students must not take mobile phones into the inspection room. Marks or assessors’ comments do not appear on examination papers.  Examination papers and recordings are held only until the end of the inspection period, which is one month after the final day for lodging requests to inspect scripts. The VCAA has permission from the Keeper of Public Records to destroy the material after this date and this is normally carried out each year in April. After this deadline, all scripts and raw assessment data held at the VCAA are destroyed. |
| **9.1 VCE examination score review** | In exceptional cases the VCAA may consider an application by a principal who believes that there has been an error in the marking of a student’s response to one or more questions on a written examination and consequently, the student has been incorrectly assessed.  An application should not be submitted solely on the basis that a student was expected to achieve a higher overall mark. The VCAA will consider a VCE examination score review application made only by the principal or an authorised member of the principal class at the student’s school.  Applications must be made in accordance with the VCAA’s policy and procedures, which are available by download from VASS. It is a pre-condition of any such application that the student and study teacher have obtained a Statement of Marks and inspected the student’s examination response materials.  Schools should refer to the Confirmation of Grades process if they have concern about a student’s result for an oral or performance examination. |

15 Special Provision

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| Section | Change details |
| **3.1 Eligibility for Special Examination Arrangements** | **Early engagement and application**  The VCAA encourages schools to engage with the VCAA as early as possible to discuss any issues relating to managing students completing secondary level studies (Years 7–12) that may be eligible for or require special provision.  Through the early application process schools can apply for pre-approval for Special Examination Arrangements for a student’s future VCE Unit 3-4 external assessments, for chronic or ‘long-term’ conditions.  Where the student’s condition is considered to be acute or episodic in nature, schools may apply for provisional approval.  Should the arrangement still be required when the student first enrols in a Unit 3-4 sequence, updated evidence will be required.  Schools are encouraged to trial arrangements prior to submitting an application.  The school is responsible for informing the VCAA of the student’s Unit 3-4 external assessments, to which pre-approved arrangements will be applied. The VCAA will provide schools with the means to facilitate this process.  If a student’s condition changes during the period before their enrolment in a VCE Unit 3-4 sequence, the responsibility will rest with the school to contact the VCAA to discuss variations to a student’s approved special examination arrangements.  If an early application is declined, a new application can be submitted only if one or more of the following is met:   * evidence of deterioration in an existing condition * diagnosis or evidence of a new condition, and/or * new evidence associated with an existing condition.   Schools can contact VCAA Special Provision on (03) 9225 2219 or 1800 205 455 to discuss students in earlier year levels, including involvement in the early application process. |
| **3.6 Types of Special Examination Arrangements** | **Group rooms**  Where a school has two or more students requiring the use of a computer in the same examination session, a request can be made in each Special Examination Arrangements application to seat students in the same room.  The request will only be considered for students who have been assessed as having a specific learning disorder, motor coordination disorder or a physical injury/impairment.  Where a school has two or more students who experience anxiety or depression, who do not qualify for any individual separate room in the same examination session, a request can be made in each Special Examination Arrangements application to seat students in the same room. |
|  | **Auslan interpreters**  A person appointed as an interpreter should:   * be fluent in both English and Auslan * have a familiarity with the subject matter being examined * have patience and sensitivity to the student's requirements * remain impartial and objective and respect confidentiality.   The role of the interpreter is to facilitate communication between the student and the supervisor, or between the supervisor, the student, and the reader, scribe and/or clarifier. The interpreter must sign everything that is spoken and voice everything that is signed so that the student is able to participate fully and equally in the test/examination.  Interpreters cannot add or omit information or modify the original message. Interpreters cannot assist the student with their work, including advising or prompting for answers. |
| **4.3 How to make an application** | **Closing date for applications**  The closing date for submitting a DES application for each student's VCE examination is listed at the end of their individual Student Examination/Assessment Timetable. |