VCE and VCAL Administrative Handbook 2023

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Introduction

The VCE and VCAL Administrative Handbook 2023 provides detailed information for principals, teachers and administrators about implementing the Victorian Certificate of Education (VCE), including the new Vocational Major (VM) and the Victorian Certificate of Applied Learning (VCAL). It outlines the rules, regulations and policies that support the integrity of the certificates and equity of student access to fair and valid results. This handbook also provides instructions for principals, teachers and administrators who are required to use the Victorian Assessment Software System (VASS).

From 2023 the VCE includes the new VM, which replaces the VCAL Intermediate and Senior levels. The accredited Victorian Pathways Certificate (VPC) also replaces the VCAL Foundation level. For VPC administrative advice, see the [*VPC Administrative Handbook 2023*](https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/Index.aspx) on the VCAA website.

Transitional arrangements in 2023 include schools continuing to offer Senior VCAL units as part of the VM and the Intermediate VCAL being delivered and awarded to Year 12 students if they meet the eligibility requirements. The Senior VCAL certificate is no longer able to be awarded.

In 2024 all VCAL units will be discontinued and replaced by VCE VM and VPC studies.

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| Important note |
| **In this 2023 edition of the *VCE and VCAL Administrative Handbook*, information relating to the VCE includes the Vocational Major (VM), unless otherwise stated or when referring to scored school-based and external assessments and related processes and results.** |

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QUALIFICATIONS

# Victorian Certificate of Education

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VM is a new program within the VCE from 2023.

The VCE is designed to be completed over a minimum of two years and includes VCE curriculum components and programs from VET qualifications.

Students have two enrolment options:

1. The VCE – which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR).
2. The VCE VM – which includes studies with school-based assessments that do not provide a study score towards an ATAR.

The VCE is available for delivery on two academic years:

* the Victorian academic year, which is delivered across a calendar year
* the Northern Hemisphere academic year, which is delivered from July to June for selected VCE studies only.

There is one examination period in each academic year. The General Achievement Test (GAT) is conducted at the same time for both academic years.

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, students undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory unit completion is determined by the school, in accordance with VCAA requirements.

VCE levels of achievement for Units 1 and 2 are determined by schools and are not reported to the VCAA. Levels of achievement for VCE Unit 3–4 sequences, excluding VCE VM studies, are assessed using school-based assessment and external assessments (including examinations).

Each VCE study, excluding the VCE VM, has three graded assessment components: either one school-based assessment and two external assessments, or two school-based assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have two graded assessment components, comprising one school-based assessment and one external examination. Graded assessments are reported on an 11-point scale with a range of A+, A, B+, B, C+, C, D+, D, E+, E or ungraded (UG).

## VCE components

### VCE units

Most VCE studies are designed to provide a two-year program. Studies are nationally and internationally benchmarked at Units 1 and 2 levels to a Year 11 standard, and Units 3 and 4 levels to a Year 12 standard. Units 1 and 2 can be completed as single units though Units 3 and 4 must be completed as a sequence.

Although Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 to a Year 12 standard, student programs may include some Units 1 and 2 in the second or final year or some Unit 3–4 sequences in the first year or a combination of both.

#### Units 1 and 2

Units 1 and 2 may be undertaken separately or as a pair. Schools may timetable Units 1 and 2 in a sequence that is suitable for their program. Students may enrol simultaneously in Units 1 and 2.

#### Units 3 and 4

Units 3 and 4 of all studies must be undertaken as a sequence in the academic year; a student may not enrol in Unit 4 only. Students must undertake Unit 3 before commencing Unit 4 of a study. Students granted Interrupted Studies status are an exception to this rule.

Students can meet Unit 3 and 4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over a minimum of two semesters, or over multiple years, provided they complete the requisite number of units and sequences. VCE VM flexible delivery options cannot be used to accelerate completion of the VCE VM in less than two years.

### VET

The VCE can include components of nationally recognised VET qualifications. Training from a nationally recognised VET qualification contributes towards the VCE through the following recognition arrangements:

* enrolment in a VCAA-approved VCE VET program, or a School-based Apprenticeship or Traineeship (SBAT)
* enrolment in any other nationally recognised qualification at Certificate II level or above (block credit recognition).

### VCAL units

The VCE can include 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 Units 1 and 2 levels, and satisfactory completion of Senior VCAL units at Units 3 and 4 levels.

Foundation VCAL units do not contribute to the VCE.

Combinations of VCAL Senior units may contribute to a VCE Unit 3–4 sequence, but no study score is given.

## Entry to studies

VCE students may enter studies at Units 1, 2 or 3 levels. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or demonstrate equivalent experience or be willing to undertake some preparatory learning. The relevant advice is published in the study design for each study.

Units 3 and 4 are designed to be taken as a sequence. Students, excluding those enrolled in the VCE VM, must undertake Unit 3 before commencing Unit 4 of a study. For students enrolled in the VCE VM, Units 3 and 4 can be taken together over the duration of the academic year to enable these to be integrated.

### Specific eligibility requirements

There are specific eligibility requirements for:

* Chinese Language, Culture and Society
* English as an Additional Language (EAL)
* VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese
* VCE VM studies

See the Administrative information: Student enrolmentsection for details of these requirements.

## Eligibility for the award of the VCE

The VCE is awarded based on satisfactory completion of units.

For Units 3 and 4, the teacher collects evidence from a range of set work and assessment tasks (such as school-based assessments) that are designated for the study to demonstrate a student’s achievement of outcomes. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

A student may be eligible for the award of the VCE if they have submitted a range of set work and assessment tasks that include school-based assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed examinations.

In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing for levels of achievement. A student must be assessed for levels of achievement in two of the graded assessments in order to receive a study score.

If a unit result is not provided, an eligible VCE student will not receive a study score. When making their enrolment selection, students must consider the satisfactory completion requirements, as not undertaking graded assessments may limit their pathway options.

The VCE is normally completed over two years, but students may accumulate units over any number of years. It is possible for adults returning to study and students who have received credit equivalent to a full Year 11 in another jurisdiction to complete their certificate in a single year.

### VCE VM assessment

VCE VM assessments are school-based and assessed through a range of learning activities and tasks.

There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

VCE VM studies do not contribute to the ATAR.

### Minimum requirement

#### VCE, excluding the VCE VM

The minimum VCE requirement, excluding the VCE VM, is satisfactory completion of 16 units, which must include:

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

The [Victorian Tertiary Admissions Centre](https://www.vtac.edu.au/) (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student’s ATAR.

Students undertaking atypical programs may have their previous studies or experience counted towards the award of the VCE. This applies to adult students with no Year 12 results, adult students with Year 12 results dating before the VCE, students with credit from interstate and overseas studies and students who previously attained VET qualifications or credit from a VCAL qualification.

#### VCE VM

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

* three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
* two VCE VM Numeracy or VCE Mathematics units
* two VCE VM Work Related Skills units
* two VCE VM Personal Development Skills units
* a minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
* a minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of ‘Vocational Major’ on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

### English requirement

The minimum requirement English units may be selected from:

* Bridging English as an Additional Language Units 1 and 2
* Foundation English Units 1 and 2
* English Units 1–4
* English as an Additional Language Units 1–4
* English Language Units 1–4
* Literature Units 1–4
* VCE VM Literacy Units 1–4 (for VM students only)

English and English as an Additional Language (EAL) are equivalent studies, so only one study at each unit level may be counted towards the award of the VCE.

Further units from the English group may contribute to the requirement for other Unit 3–4 sequences. A student’s English units are calculated first to determine if they have met the minimum requirements for the award of the VCE. Once a student has met the English requirement by satisfactorily completing an English sequence, any additional sequences from the English group will be credited towards the requirement for at least three other Unit 3–4 sequences.

Adult students, students with credit from interstate study and students with credit from overseas study can use their previous studies to satisfy the English requirement.

Table 1 provides examples of how the English requirement will apply in 2023 for students who are not adults and have no credit from interstate or overseas study and have not previously attained their Intermediate or Senior VCAL.

Table 1: Possible unit combinations from the English group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Combination | English group Units 1 and 2 satisfactorily completed | English group Units 3 and 4 satisfactorily completed | Is the English requirement met? | Unit 3–4 sequences contributing to the requirement for at least three other sequences | 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 | One of these units counts 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 | Two Unit 3–4 results from the English group studies 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 | One unit from Units 1 and 2 levels counts towards the English requirement. |
| 15 | VM Literacy Units 1 and 2 | VM Literacy Units 3 and 4 | Yes | 0 | 4 | VCE VM Literacy is available only for students enrolled in the VCE VM. VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR. |
| 16 | English Units 1 and 2 | VM Literacy Units 3 and 4 | Yes | 0 | 4 | VCE VM Literacy is available only for students enrolled in the VCE VM. VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR. |
| 17 | VM Literacy Units 1 and 2 | English Units 3 and 4 | Yes | 0 | 4 | VCE VM Literacy is available only for students enrolled in the VCE VM. |

### Credit for Senior VCAL units completed in 2023

VCE and VET Unit 3–4 sequences may be accumulated over one or more calendar years.

Students who complete the following Senior VCAL, VCE or VET units in or before 2022 or in 2023 will receive a VCE VM Unit 3–4 sequence in accordance with Table 2.

Table 2: Senior VCAL, VCE or VET units that may be used to form a VCE VM Unit 3–4 sequence

|  |  |  |
| --- | --- | --- |
| Senior VCAL study | Equivalent VCE VM Unit 3–4 sequence | Note |
| Senior: Literacy Reading and Writing and Senior: Literacy Oral Communication | Literacy | \* |
| Numeracy Skills Senior Units 1 and 2 | Numeracy | \* |
| Numeracy Skills Senior Units 1 or 2 and Advanced Numeracy Skills Senior | Numeracy | \* |
| Senior: PDS Units 1 and 2 | PDS | \* |
| Senior: WRS Units 1 and 2 | WRS | \* |
| Any Senior VCAL Numeracy unit and 90 nominal hours of VET at AQF Level II or above | Numeracy | † |
| Senior VCAL WRS Units 1 or 2 and 90 nominal hours of appropriate VET training at AQF Level II or above | WRS | † |
| Senior: VCAL PDS Units 1 or 2 and 90 nominal hours of VET at AQF Level II or above | PDS | † |

\* Unit 3–4 sequences can be completed across multiple years.

† Unit 3–4 sequences must be completed by a Year 12 student in 2023 only. To create these combinations a student cannot carry forward existing VET credits from 2022 or before.

The English requirement can be met through successfully completing three VCAL Literacy units at the Intermediate and Senior levels, which must include two Senior VCAL Literacy units. Senior VCAL units can also contribute towards the VCE VM in 2023.

### Equivalent studies

Some VCE studies consist of more than four units. There are no restrictions within these studies on the number or combinations of units that students may undertake. For example, in VCE Applied Computing, students may obtain credit for Units 3 and 4 of both Data Analytics and Software Development. To obtain credit for a sequence, students must satisfactorily complete both Units 3 and 4 from the one study.

There are credit restrictions on including equivalent units towards satisfactory VCE completion. If a student undertakes an equivalent study of a unit they have already satisfactorily completed, only one of these units can be included towards satisfactory VCE completion.

Rules about combinations of studies or units satisfied before 2001 are not set out in detail in this document. Schools must run a **VCE student eligibility** report on VASS for all students and contact Student Records and Results if the report reveals any concerns.

The following deemed equivalences, including relating to the transition between VCAL and the VCE VM, apply in 2023.

### VCE Aboriginal Languages of Victoria

The VCE Aboriginal Languages of Victoria study design (Accreditation period 2023–2027) replaces the previous study of VCE Indigenous Languages of Victoria – Revival and Reclamation.

Students who completed VCE Indigenous Languages of Victoria – Revival and Reclamation units before 2023, and who subsequently enrol in VCE Aboriginal Languages of Victoria, cannot count Units 1–4 of VCE Aboriginal Languages of Victoria towards satisfactory VCE completion.

#### VCE Art Creative Practice

The VCE Art Creative Practice study design (Accreditation period 2023–2027) replaces the previous study of VCE Art. Students who completed VCE Art units before 2023, and who subsequently enrol in VCE Art Creative Practice, cannot count Units 1–4 of VCE Art Creative Practice towards satisfactory VCE completion.

#### VCE Art Making and Exhibiting

The VCE Art Making and Exhibiting *s*tudy *d*esign (Accreditation *p*eriod 2023–2027) replaces the previous study of VCE Studio Arts. Students who completed VCE Studio Arts units before 2023, and who subsequently enrol in VCE Art Making and Exhibiting, cannot count Units 1–4 of VCE Art Making and Exhibiting towards satisfactory VCE completion.

#### VCE Australian and Global Politics

The VCE Australian and Global Politics *s*tudy *d*esign (Accreditation *p*eriod 2018–2023) replaces the previous study of VCE International Politics. There are two Unit 3–4 sequences in VCE Australian and Global Politics; they are Australian Politics and Global Politics. Students who have completed:

* either Unit 1 or 2 or both of VCE International Politics cannot count either Units 1 or 2 or both of VCE Australian and Global Politics towards satisfactory VCE completion
* both Units 3 and 4 of VCE International Politics cannot count the VCE Global Politics Unit 3–4 sequence towards satisfactory VCE completion
* the National Politics Unit 3–4 sequence of VCE International Politics cannot count the VCE Australian Politics Unit 3–4 sequence towards satisfactory VCE completion.

#### VCE Computing

TheVCE Applied Computing *s*tudy *d*esign (Accreditation *p*eriod 2020–2024)replaces the previous study of VCE Computing and Information Technology. Students who completed VCE Computing and Information Technology units before 2020, and who subsequently enrol in VCE Applied Computing, cannot count Units 1–4 of VCE Applied Computing towards satisfactory VCE completion.

#### VCE Food Studies

The VCE Food Studies *s*tudy *d*esign replaces all previous study designs for VCE Food and Technology from 2017. Students who completed VCE Food and Technology units before 2017, and who subsequently enrol in VCE Food Studies, cannot count Units 1–4 of VCE Food Studies towards satisfactory VCE completion.

#### VCE Languages

There are 48 languages available for VCE enrolment and students may study more than one language. However, for satisfactory VCE completion, students cannot count the same units of:

* Chinese First Language, Chinese Second Language, Chinese Second Language Advanced and Chinese Language, Culture and Society
* Indonesian First Language and Indonesian Second Language
* Korean First Language and Korean Second Language
* Japanese First Language and Japanese Second Language
* Vietnamese First Language and Vietnamese Second Language.

Students who are enrolled to study the same language in both a VCE Languages study and a Certificate II or III VET language qualification (either simultaneously or sequentially) will receive credit for only the VCE Languages study.

#### VCE Mathematics

The *VCE Mathematics study design (Accreditation period 2023–2027)* will replace all previous study designs of VCE Mathematics. Students who have completed Units 3 and 4 of Further Mathematics units before 2023 and who subsequently enrol in Units 3 and 4 of General Mathematics cannot count Units 3 and 4 of General Mathematics towards satisfactory VCE completion.

#### VCE Music

The *VCE Music study design (Accreditation period 2023–2027)* will replace all previous study designs of VCE Music. Students who have completed:

* either Units 1 or 2 or both of Music Performance before 2023 cannot count either Units 1 or 2 or both of Music (2023–2027) towards satisfactory VCE completion
* both Units 3 and 4 of Music Performance before 2023 cannot count Units 3 and 4 of Music Repertoire Performance (2023–2027) towards satisfactory VCE completion
* both Units 3 and 4 of Music Investigation before 2023 cannot count Units 3 and 4 of Music Inquiry (2023–2027) towards satisfactory VCE completion
* both Units 3 and 4 of Music Style and Composition before 2023 cannot count Units 3 and 4 of Music Composition (2023–2027) towards satisfactory VCE completion.

#### VCE VM studies

Students who have received credit for completed VCAL units cannot count the corresponding VCE VM units towards satisfactory VCE completion. This means students who have received credit for:

* Intermediate Literacy units before 2023 and who subsequently enrol in VCE VM Literacy, cannot count Units 1 and 2 of VCE VM Literacy towards satisfactory VCE completion
* Intermediate Numeracy units before 2023 and who subsequently enrol in VCE VM Numeracy, cannot count Units 1 and 2 of VCE VM Numeracy towards satisfactory VCE completion
* Intermediate Personal Development Skills units before 2023 and who subsequently enrol in VCE VM PDS, cannot count Units 1 and 2 of VCE VM PDS towards satisfactory VCE completion
* Intermediate Work Related Skills units before 2023 and who subsequently enrol in VCE VM WRS cannot count Units 1 and 2 of VCE VM WRS towards satisfactory VCE completion
* Senior Literacy units before 2023 and who subsequently enrol in VCE VM Literacy, cannot count Units 3 and 4 of VCE VM Literacy towards satisfactory VCE completion
* Senior Numeracy units before 2023 and who subsequently enrol in VCE VM Numeracy, cannot count Units 3 and 4 of VCE VM Numeracy towards satisfactory VCE completion
* Senior PDS units before 2023 and who subsequently enrol in VCE VM PDS, cannot count Units 3 and 4 of VCE VM PDS towards satisfactory VCE completion
* Senior WRS units before 2023 and who subsequently enrol in VCE VM WRS, cannot count Units 3 and 4 of VCE VM WRS towards satisfactory VCE completion.

### Recognition of VCE VET programs in the VCE

VCE VET units contribute towards satisfactory VCE completion only if no significant duplication exists 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 reduced VCE VET unit entitlement will apply. Schools should refer to VCE VET program booklets on the VCAA website for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs.

Duplication between VCE VET programs and other VET, including qualifications available through block credit recognition, will be considered when determining the amount and level of credit towards the VCE.

Recognition of Higher Education studies in the VCE

Higher Education studies (HES) are offered by higher education institutions and are designed for independent, high-achieving and interested VCE students.

Satisfactory completion of an approved HES within the VCE will contribute towards a student’s:

* satisfactory VCE completion, as an unscored Unit 3–4 sequence
* ATAR calculation
* progression to the second year of that study at the higher education institution.

The VCAA publishes the list of approved studies annually on the VCAA website.

It is the school’s responsibility to:

* advise a student that only one HES can be undertaken as part of their VCE program
* make sure the student has met the prerequisite or co-requisite requirements for their selected HES.

Students must be approved by their school principal for participation in the program. The school principal must certify that the selected student meets the guidelines provided by the higher education institution, which may include specific tests. Where a school principal has determined that there is a need to further extend a student, they should contact the VCAA to discuss the possibility of additional HES enrolments.

If students have completed the VCE prerequisite of the HES in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Unit 3–4 sequence towards the VCE in the same year in which they enrol in the HES. Usually, for enrolment in HES, students will have demonstrated high achievement across all studies and have a VCE study score of at least 40 in the prerequisite study, if applicable.

#### Extension and advanced study

Two types of study – extension and advanced standing – are offered through the HES program.

An extension study is:

* equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20–25% of a full-time first-year university course
* of a level for a high-achieving student and comparable in workload with an additional VCE study
* of a level that will normally allow the student, on successful completion, to proceed to second-year study in that discipline at the higher education institution.

An advanced standing study:

* is a clear advance on an existing VCE Unit 3–4 sequence
* comprises curriculum not available in any current VCE Unit 3–4 sequence.

#### ATAR increment

If a student successfully completes their approved HES, and if applicable prerequisite or co-requisite conditions were met, the study can contribute to the student’s ATAR as a fifth or sixth study, subject to the restricted combinations outlined in the Victorian Tertiary Entrance Requirements, which are set by VTAC.

If a student withdraws from, or fails to satisfactorily complete, the VCE prerequisite or co-requisite study that is a requirement of the HES, they will not be eligible for a HES increment in their ATAR calculation, regardless of their HES performance.

### VCE – Baccalaureate

The VCE – Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE – Baccalaureate, students must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

* a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above
* a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics
* a Unit 3–4 sequence in a VCE Language
* at least two other Unit 3–4 sequences.

Upon satisfactory VCE – Baccalaureate completion, the student will receive an appellation on their VCE certificate. If a student has previously satisfactorily completed their VCE and received a VCE certificate, they will not automatically receive a subsequent VCE – Baccalaureate certificate.

### Repeating VCE units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3–4 sequence in the year of repetition.

## Students enrolling in VCE VM with previous VCAL enrolment

### Recognition for VCAL completion

Students who have successfully completed a Foundation VCAL and who enrol in the VCE in a subsequent year must meet the standard VCE satisfactory completion rules. VCE units and units from a VET Certificate II or above, completed as part of a Foundation VCAL, will contribute to the VCE in a subsequent year.

Students who have successfully completed the VCAL at Intermediate or Senior level and who enrol in the VCE in a subsequent year will be eligible to complete the VCE if they satisfactorily complete:

* a Unit 3–4 sequence from the English group that has not been undertaken in the previous VCAL qualification
* three other Unit 3–4 sequences.

#### Credit for VCAL units when a student transfers to VCE VM

If a VCAL student who has not yet completed a VCAL Intermediate or VCAL Senior certificate transfers to the VCE, they must meet the minimum VCE requirements of 16 units, which must include:

* three units from the English group, including a Unit 3–4 sequence
* at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group and can include VCAL and VCE units already successfully completed.

Intermediate VCAL units can contribute towards satisfactory completion of the VCE at Units 1 and 2 levels.

Senior VCAL units can contribute towards a VCE Unit 3–4 sequence as shown in Table 3.

Table 3: Senior VCAL contribution towards VCE Unit 3–4 sequence

|  |  |
| --- | --- |
| Senior VCAL | VCE VM Unit 3–4 sequence |
| Senior: Literacy Reading and Writing and Senior: Literacy Oral Communication | VCE VM Literacy Unit 3–4 sequence |
| Senior: Numeracy Skills Units 1 and 2 | VCE VM Numeracy Unit 3–4 sequence |
| Senior: Numeracy Skills Units 1 or 2 and Senior: Advanced Numeracy Skills | VCE VM Numeracy Unit 3–4 sequence |
| Senior: PDS Units 1 and 2 | VCE VM PDS Unit 3–4 sequence |
| Senior: WRS Units 1 and 2 | VCE VM WRS Unit 3–4 sequence |

### Meeting VCE VM requirements through previous VCAL enrolment

In 2023 only, students who have met the Intermediate or Senior VCAL strand requirements will be deemed to have met the mandatory VCE VM unit requirements in Numeracy, WRS, PDS and VET.

These students will still need to meet the minimum requirement for satisfactory VCE completion.

For example, students who:

* complete Intermediate VCAL Numeracy in 2022 will receive one VCE credit at Units 1 and 2 levels and will meet the VCE VM Numeracy requirement
* complete Intermediate VCAL PDS in 2022 will receive one VCE credit at Units 1 and 2 levels and will meet the VCE VM PDS requirement
* complete Intermediate VCAL WRS in 2022 will receive one VCE credit at Units 1 and 2 levels and will meet the VCE VM WRS requirement
* meet the VCAL Industry Specific Skills strand requirement at Intermediate or Senior level in 2022 by completing 90 nominal hours of VET will receive one VCE credit at Units 1 and 2 levels and will meet the VCE VM VET requirement.

## 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).

### Completion of VCE units without calculation of a study score

Schools are encouraged to support all students enrolled in the VCE, excluding students enrolled in the VCE VM, to undertake scored assessment. Scored assessment provides VCE students a more detailed record of student achievement and is the best way to maximise employment opportunities and pathways to further education.

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 those units or sitting examinations. Students must still undertake all requirements of the outcomes specified for the unit which includes any school-based assessment. All graded assessment will be entered as NA (not assessed) on VASS. In this case, a study score will not be calculated. Schools are well placed to advise parent(s) or guardian(s) and students in individual cases where students may benefit from this option. It is important, however, that when students, with support from parent(s) or guardian(s), make the decision to complete a unit without a study score, schools communicate to all parties the greater number of pathways available when scored assessment is completed.

### Adult students returning to study

Students must meet two criteria to be enrolled as an adult. They must:

* be at least 18 years of age on 1 January in the year of enrolment
* not have been enrolled in more than seven units in the full year preceding the first year of enrolment as an adult.

Table 4: Examples of adult enrolment in the VCE

|  |  |  |
| --- | --- | --- |
| Schooling | Age requirement | VCE with adult status |
| No senior secondary program in the full year preceding enrolment as an adult | 18 years of age or over as of 1 January in the year of enrolment as an adult | Yes |
| No senior secondary program in the full year preceding enrolment as an adult | Not yet 18 years of age as of 1 January in the year of enrolment as an adult | No |
| Not enrolled in more than seven units in the full year preceding enrolment as an adult | 18 years of age or over as of 1 January in the year of enrolment as an adult | Yes |
| Not enrolled in more than seven units in the full year preceding enrolment as an adult | Not yet 18 years of age as of 1 January in the year of enrolment as an adult | No |

#### Adult students with no previous Year 12 results

To satisfy requirements for the award of the VCE, adult students with no previous Year 12 results must satisfactorily complete at least eight units, including:

* a Unit 3–4 sequence from the English group
* at least three sequences of Unit 3–4 studies, which can include further sequences from the English group.

Table 5: Example of program for an adult student with no previous Year 12 results

|  |  |  |  |
| --- | --- | --- | --- |
| Total units satisfied | English requirement | Three other Unit 3–4 sequences | Satisfies VCE? |
| VCE Business Management Units 3 and 4  VCE English Units 3 and 4  VCE Accounting Units 3 and 4  VCE Psychology Units 3 and 4 | VCE English Unit 3–4 sequence | VCE Business Management  VCE Accounting  VCE Psychology | Yes |

#### Adult students with credit for interstate or overseas studies or block credit recognition from VET training

For these students, at least five of the eight units required for satisfactory completion must be VCE units or credit from nationally recognised VET training, of which four units must be at Units 3 and 4 levels.

#### Adult students claiming results before their current year enrolment

Students who wish to attain their VCE using previous VCE, VCE (HSC), VCE (TOP) or VCE (T12) results must accumulate satisfactory results for eight units, including a Unit 3–4 sequence from the English group, provided that all units are taken at Unit 3 and Unit 4 levels (Year 12). These students are exempt from all requirements for Unit 3–4 sequences, other than the English requirement. VET qualifications may contribute units to the award of the VCE.

#### Student transfer and credit from interstate studies

Credit is available at all unit levels for equivalent studies completed interstate. The requirements for satisfactory completion for students with credit for interstate studies are the same as the requirements for other VCE students, with the following exceptions:

* students who have credit granted at any level for studies undertaken interstate must satisfy the requirement for English, which is three units from the VCE English group, including a Unit 3–4 sequence
* at least five of the minimum 16 units required for satisfactory completion must be VCE units or credit from nationally recognised VET training, of which four must be at Units 3 and 4 levels
* the requirement for three other Unit 3–4 sequences may be met using credit granted at Units 3 and 4 levels.

Students must apply to the VCAA through the Victorian school at which they are enrolled using the Application for credit towards the VCE/VCAL form. All applications for credit must be accompanied by copies (certified by the principal) of statements of results or certificates. Original documents must not be submitted. 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. Partially completed subjects will not be considered for credit. Credit granted will appear on the student’s Statement of Results as a statement of granted credit. This statement will specify the number and level of units but will not state the titles of studies or subjects, unless the study is English. The VCAA can grant a maximum of 12 units of credit at Units 1–4 levels to each student.

At Units 1 and 2 levels, schools will recommend the amount of credit to be granted, based on an interstate school or authority transcript and the equivalent qualification guidelines. Credit recommended by the school will be entered on the application form. The student’s previous school reports and certificates should be attached. Decisions on the amount of credit to be granted at Units 3 and 4 levels will be made by the VCAA. Credit granted will be recorded at the VCAA and may be viewed by the school on VASS.

### Student transfer and credit from overseas studies

Credit from overseas studies is available at Units 1 and 2 levels only. Credit is not granted at Units 3 and 4 levels for studies undertaken overseas.

The requirements for satisfactory completion for students from overseas who have been granted credit for equivalent study undertaken at Units 1 and 2 levels will be the same as for continuing students.

Students must apply to the VCAA through the Victorian school at which they are enrolled, using the Application for credit towards the VCE/VCAL form. All applications for credit must be accompanied by copies (certified by the principal) of statements of results or certificates. Original documents must not be submitted. All accompanying documentation must be in English or have been translated into English by a recognised translation authority. 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. Partially completed subjects will not be considered for credit.

Credit granted will appear on the student’s Statement of Results as a statement of granted credit. This statement will specify the number and level of units but will not state the titles of studies or subjects, except for English. The VCAA can grant up to 12 units of credit to each student. 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 on VASS.

#### Overseas students who have not completed Year 11

If a student from overseas wishes to undertake Year 12 but has not completed the equivalent of Year 11, the principal can make a recommendation on the student’s readiness. The principal should ask to see the student’s reports and other documentation from overseas and, based on this, recommend the number of units of credit to be awarded at Units 1 and 2 levels, including those for English. The VCAA may accept this advice and grant up to six units of credit. A signed statement from the principal, documenting the student’s circumstances, should be sent to the VCAA with the application for credit. This credit provision is primarily aimed at students who have suffered major disruption to their education.

### Exchange students

#### Returned Victorian exchange students

Victorian students who have returned from exchange studies may apply to the VCAA to receive credit for study undertaken overseas. The procedure and level of credit available is identical to those for students from overseas. If students have undertaken a full Year 12 course of study overseas and have been awarded a formal qualification, they may apply to the VCAA for a Statement of Equivalent Qualification to the VCE.

#### Overseas exchange students

Overseas exchange students may enrol in Unit 3, Units 3 and 4, or Unit 4 only. These students may complete some or all graded assessments and have their grades reported, but a study score is calculated only if Units 3 and 4 are completed in the same academic year.

### Credit from the International Baccalaureate

Students may transfer from the International Baccalaureate (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 detailing the student’s:

* current curriculum program within the IB
* proposed enrolment in VCE study.

The correspondence must display the 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 Units 1 and 2 levels and Units 3 and 4 levels based on 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. Partially completed subjects are not considered. Credit granted will appear on the student’s Statement of Results and will specify the number and level of VCE units but will not state the titles of studies or subjects except for English. The VCAA can grant a maximum of 12 units of credit at Units 1–4 levels to each student.

Schools are required to provide the credit application form to the VCAA. This can be downloaded from VASS together with the **IB semester reports**. These reports must contain a numerical score. These scores are used to determine the amount of credit that can be calculated. The minimum score that the VCAA can use in the calculation of credit is between three and seven. Anything recorded below three does not meet satisfactory completion for VCE credit.

Decisions on the amount of credit to be granted will be made by the VCAA, and credit granted may be viewed through VASS by the school. 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 appear on the Statement of Results.

### VCE on a Northern Hemisphere Timetable

Schools can apply for permission to deliver selected VCE studies on the Northern Hemisphere Timetable (NHT) alternative academic year. Go to the VCAA website for [information about the studies available](https://www.vcaa.vic.edu.au/curriculum/vce/vce-northern-hemisphere/Pages/index.aspx).

The external assessment results for the NHT academic year are subject to an equating process to ensure comparability with the results of the cohort assessed in the preceding calendar year. Key dates and other administrative requirements are available to permitted schools on VASS.

To satisfy VCE requirements, students may accumulate units on both timetables, subject to the following requirements:

* Units 3 and 4 of a study must be undertaken as a sequence within the same academic timetable.
* Students cannot be enrolled in the same Unit 3–4 sequence in overlapping academic timetables.
* Enrolment in and completion of a Unit 3–4 sequence cannot be extended over 18 months using the two academic timetables, unless interrupted studies applies (see Interrupted studies students in the Administrative information: Student enrolment section).
* Students can enrol in the same study in the next academic timetable, but they must undertake all graded assessments if they are seeking a study score.
* The same study undertaken in both timetables has equivalent sequences but only one sequence may be counted towards the award of the VCE and only one study score will count towards the calculation of the ATAR.

The VCAA is committed to ensuring that all VCE students are treated fairly and equitably, whether they study on the November examination timetable or the June examination timetable. This is achieved by:

* developing June examinations that are compared with the previous November examinations, to make sure they are of the same standard and difficulty
* wherever possible, using the same pool of VCE qualified assessors to mark the June examinations as the previous November examinations
* having an additional equating process that makes sure scores for the June examinations are equivalent to the scores from the previous November examinations.

### Flexible delivery of VCE VM studies

Schools and providers may deliver VCE VM studies flexibly by:

* delivering a single VCE VM unit across more than one semester (permission required through the Atypical VCE VM Delivery program)
* accepting mid-year entry and delivering:
* VCE VM Unit 1 in Semester 2, and Unit 2 in Semester 1 the following year (no permission required)
* VCE VM Units 3 and 4 through the NHT or the Atypical VCE VM Delivery program (permission required)
* delivering Units 1 and 2, or Units 3 and 4, concurrently across two semesters (no permission required).

#### Atypical VCE VM Delivery program

Schools and providers may apply to the VCAA for permission to deliver a unit of VCE VM studies over more than one semester. Delivery of a unit in an atypical duration allows schools and providers to cater to students who may require longer than one semester to meet the outcomes of a VCE VM study. It also allows schools and providers to enrol and engage new students part-way through a semester.

Atypical duration of a unit may involve:

* delivery of a unit over two semesters (a full year)
* commencing delivery of a VCE VM unit during a semester and continue delivery in the next semester, including over multiple calendar years.

If a student commences delivery early, assessment tasks can only be completed in the semester in which a student is enrolled.

Interested providers can contact the Permissions team for information about the application process.

#### Mid-year entry

To accommodate students commencing the VCE VM mid-year, schools and providers may deliver VCE VM studies Units 1 and 3 in Semester 2, and Units 2 and 4 in Semester 1. For Units 3 and 4, this can be facilitated through the NHT.

The VCE on a NHT program operates from July to June. The NHT need not replace the Victorian calendar year timetable, as schools may offer VCE studies on both timetables. Offering studies on both timetables may provide greater flexibility for students to complete some studies on one timetable and some on the other.

If a school chooses to use the NHT to deliver the VCE VM, the NHT requirements will apply. The NHT cannot be used to extend a Unit 3–4 sequence across more than 12 months, and other VCE VM flexible delivery options cannot be applied to delivery through the NHT. If this is required, the school should seek permission through the Atypical VCE VM Delivery program to deliver the unit over more than semester.

Providers and schools wanting to offer the NHT to students in Victoria are required apply for permission to deliver on the NHT.

Interested providers can contact the Permissions team for information about the application process.

Access to VASS enrolments for NHT students will be available only to permitted providers and schools.

#### Concurrent delivery

Schools and providers may deliver Units 1 and 2, or Units 3 and 4 of any VCE VM study concurrently across two semesters. Concurrent delivery means that schools and providers may develop a blended unit program, where some outcomes from Unit 2 are delivered in Semester 1 and some outcomes from Unit 1 in Semester 2, provided all outcomes from both units have been taught and assessed by the conclusion of the second semester.

Permission is not required to deliver Units 1 and 2, or Units 3 and 4 of any VCE VM study concurrently across two semesters.

#### VCE VM satisfactory completion requirements

Students can meet Unit 3–4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over two semesters, or over multiple years, provided they complete the requisite number of units and sequences. For example, if a student completes Unit 3 PDS across Semesters 1 and 2 (a full year) and then completes Unit 4 PDS over two semesters in the following academic year, this would be considered a Unit 3–4 sequence.

From 2024, students may have completion of the VCE VM certified mid-year.

#### Accelerated completion

Flexible delivery options cannot be used to enable accelerated completion of the VCE VM in less than two years.

# Victorian Certificate of Applied Learning

The VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF).

It can include components of accredited VET from within the AQF, and VCE studies.

The VCAL was accredited and issued at three award levels. Each has a Victorian Registration and Qualifications Authority (VRQA) State Register code. VET training is a requirement for completion of VCAL at Intermediate and Senior levels.

In 2023 the only level of VCAL available for award is Intermediate. VCAL providers may use the following VCAL codes for funding:

* VASS code INT
* State Register code VCALINT001.

##### Nominal duration

Each of the three award levels has a nominal duration of 1000 hours, which typically is a mix of class time and independent learning. The nominal hours (including both scheduled and unscheduled contact hours) may vary after considering the specific needs of each student.

In 2023 only Year 12 students with credit from previously completed VCAL studies at Foundation or Intermediate levels will be able to complete their training and be awarded an Intermediate VCAL.

The following information is a guide to help VCAL providers determine the general focus and award level of a learning program. It must be used in conjunction with Table 8: VCAL strand requirements in theCourse requirementssection, which outlines the curriculum options for meeting VCAL strand requirements.

##### VCAL award levels

In 2023, the Foundation VCAL will no longer be awarded but credit from this level from 2022 or earlier may be used to meet the award of an Intermediate VCAL.

At Intermediate level, the development of knowledge and employability skills leads to independent learning, improved confidence and proficiency in a number of highly transferrable skills. In 2023, the Intermediate VCAL will be awarded to students in their final year of schooling who have had an earlier enrolment in either Foundation or Intermediate VCAL.

At Senior level, the development of knowledge and employability skills contributes to interpersonal skills which demonstrate independent action and the achievement of tasks that require decision-making and leadership. In 2023, the Senior VCAL will no longer be awarded but credit existing at this level from 2022 or earlier may be used to meet the award of the VCE VM. Senior VCAL units will also be available to students enrolled in the VCE VM in 2023.

##### Pathways

The VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or further education pathways or a combination of both. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCAL learning programs to work and industry experiences and active participation in the community. Including curriculum from VET in VCAL learning programs helps connect students with broader options for work, further education and active community participation.

Successful VCAL partnerships between schools, non-school providers and partner organisations involve building a culture of collaboration as well as creating ongoing connections between these organisations. These partnerships rely on strong, cooperative relationships and a shared understanding and commitment to:

* learning that does not stop at the school gate
* the values of TAFE institutes, adult and community education (ACE) organisations and schools, creating easy movement between these sectors
* a whole-community approach that involves shared leadership, pooling of resources and expertise, and non-exclusive ownership of learning programs.

Examples of pathways available to students at Intermediate level include:

* completion of VCE VM
* apprenticeship or traineeships (school-based or full-time)
* Certificate II (or above) VET courses
* Certificate II (or above) General Education courses
* employment.

## VCAL program components

### VCAL strands

The VCAL has four compulsory curriculum strands:

* Strand 1 – Literacy and Numeracy Skills
* Strand 2 – Industry Specific Skills
* Strand 3 – Work Related Skills
* Strand 4 – Personal Development Skills.

Students undertaking Intermediate VCAL as a Year 12 student in 2023 must be enrolled in a program that includes curriculum from each of [these strands](https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/Index.aspx). 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. The design of each learning program should allow students to be at the appropriate level to achieve the required credits and meet all course requirements.

To make sure that students are eligible to receive an Intermediate VCAL certificate in 2023, providers should consult Table 7: VCAL learning program requirements in the Course requirements section and run the eligibility report on VASS as early as possible at the commencement of the academic year and every time a student’s enrolment is changed.

### 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
* General Education courses
* Structured Workplace Learning Recognition units.

Locally developed non-accredited curriculum such as community and youth programs support the delivery 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 pages.

### VCAL units

A VCAL unit contains learning outcomes that are generic by nature and enable content to be developed, planned or both developed and 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 two VCAL award levels (Intermediate and Senior) to cater for the different needs, abilities and experiences of students.

The following VCAL units are available in 2023, consistent with requirements on VCAL units being delivered to students enrolled in the VCE VM.

Table 6: VCAL units available in 2023

|  |  |
| --- | --- |
| Strand | Units |
| Work Related Skills | WRS021 Work Related Skills Intermediate Unit 1  WRS022 Work Related Skills Intermediate Unit 2  WRS031 Work Related Skills Senior Unit 1  WRS032 Work Related Skills Senior Unit 2 |
| Personal Development Skills | PDS021 Personal Development Skills Intermediate Unit 1  PDS022 Personal Development Skills Intermediate Unit 2  PDS031 Personal Development Skills Senior Unit 1  PDS032 Personal Development Skills Senior Unit 2 |
| Literacy and Numeracy Skills | Literacy  LIT021 Literacy Skills Intermediate Reading and Writing  LIT022 Literacy Skills Intermediate Oral Communication  LIT031 Literacy Skills Senior Reading and Writing  LIT032 Literacy Skills Senior Oral Communication  Note: LIT022 and LIT032 do not contribute to the Literacy Skills component of the Literacy and Numeracy Skills strand. |
| Numeracy  NUM021 Numeracy Skills Intermediate – Unit 1  NUM022 Numeracy Skills Intermediate – Unit 2  NUM031 Numeracy Skills Senior – Unit 1  NUM033 Numeracy Skills Senior – Unit 2  NUM032 Advanced Numeracy Skills Senior  Note: NUM022 and NUM032 do not contribute to the Numeracy Skills component of the Literacy and Numeracy Skills strand. |

The Skills for Further Study – Senior Unit (SFS031) and Portfolio Enhancement and Presentation – Senior Unit (FEP031) are single units at the Senior level of VCAL. These units will contribute to a VCE VM learning program as standalone units.

## Entry to VCAL studies

In 2023, VCAL studies will be available only to students:

* who have previously undertaken either Foundation or Intermediate VCAL and not completed the requirements of an Intermediate VCAL, who are in Year 12 in 2023 and wish to complete Intermediate VCAL in 2023
* who are enrolled in the VCE VM. These students can undertake Senior VCAL units.

There are no formal entry requirements for VCAL studies. The VCAL has been designed to accommodate flexible entry and exit. Students subject to the conditions above can undertake VCAL units in 2023 to suit their learning needs, abilities and interests. Some students may require additional resources to enable the successful completion of the learning program, such as being given additional time to achieve outcomes. Subject to the amended rules for 2023, students can gain more than one VCAL qualification in their senior secondary education program, depending on their abilities and learning goals.

## Eligibility for award of the VCAL

### Course requirements

To be awarded a VCAL qualification at Intermediate level, students must successfully complete a learning program that contains a minimum of 10 credits. A credit is gained for successful completion of a unit of study. A unit of study can be:

* one VCAL unit
* one VCE unit
* 90 hours of completed VET modules or units of competence, in combination with or replaced by FE modules.

The 10 credits must include:

* a minimum of one credit in: the Personal Development Skills strand, the Work Related Skills strand and the Industry Specific Skills strand
* a minimum of two credits in the Literacy and Numeracy Skills strand, which includes one for Literacy Skills and one for Numeracy Skills.

Table 7: VCAL learning program requirements

|  |  |
| --- | --- |
| 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:  Numeracy Skills Foundation  Numeracy Skills Intermediate Unit 1  Numeracy Skills Senior Unit 1  Advanced Numeracy Skills Senior |
| Industry Specific Skills | A minimum of one credit  At Intermediate level a minimum of 90 hours of completed VET units of competency (no credit is awarded for incomplete units of competency) |
| 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 unit at the award level or above meets 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.
* VCAL providers can include additional curriculum, such as the VCAL Literacy Skills Oral Communication units, VCE units and VET-accredited curriculum in a VCAL learning program, to meet the requirement for a minimum of 10 credits.
* 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 Table 7: VCAL learning program requirements in the Course requirements section). One credit is awarded on successful completion of 90 nominal hours of accredited VET, or on successful completion of a VCE unit. No credit is awarded for incomplete units.

Upon successful completion of a VCAL learning program, 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. Students who commence a VCAL program but do not complete it will still receive a Statement of Results at the completion of each year of study.

### Curriculum options for meeting the VCAL strand requirements

Table 8: VCAL strand requirements presents curriculum options that are available for meeting the satisfactory completion requirements of each VCAL strand. This should not be confused with requirements for satisfactory completion of the VCAL itself. The following information about VCE units and General Education provides further detail about the table’s content.

#### VCE units

All VCE units will provide credit towards satisfactory award of the VCAL. Some units will meet a VCAL strand requirement. For example, a VCE English unit (at the appropriate level) will meet the Literacy Skills 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 permitted to deliver the VCE.

#### General Education

General Education courses are different in style and structure to VET qualifications. If units of competency within General Education certificates are used to contribute to VCAL strand requirements, credit is allocated at the relevant certificate level only. This includes VET units that have been imported into General Education courses.

#### 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 or minimum credits required at the award level or both.

The Senior level units Skills for Further Study (SFS031) and Portfolio Enhancement and Presentation (FEP031) contribute to the Senior VCAL as general credits and in 2023 will each provide a Unit 3 credit within the VCE VM.

#### 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 make sure that the minimum requirements of the VCAL qualification 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

In 2023 only, students who have met the Intermediate or Senior VCAL strand requirements will be deemed to have met the mandatory VCE VM unit requirements in Numeracy, Work Related Skills, Personal Development Skills and VET.

Table 8: VCAL strand requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Strand | Foundation | Intermediate | Senior |
| Literacy and Numeracy Skills | VCAL Literacy Skills Reading and Writing units  VCE units:   * English as an Additional Language * English * English Language * Foundation English * Literature * Bridging English as an Additional Language   selected General Education literacy or reading and writing units of competency | VCAL Literacy Skills Reading and Writing Intermediate or Senior units  VCE units:   * English as an Additional Language * English * English Language * Foundation English * Literature * Bridging English as an Additional Language   selected General Education Certificates II or III literacy or reading and writing units of competency | VCAL Literacy Skills Reading and Writing Senior units  VCE Units 3 and 4:   * English as an Additional Language * English * English Language * Literature   selected General Education Certificate III literacy or reading and writing 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 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 * Art Making and Exhibiting * Business Management * Media * Product Design and Technology * Systems Engineering * Agricultural and Horticultural Studies   selected VET units of competency within General Education Certificates I or II | VET units of competency  selected VET units or modules within General Education Certificate II or above | VET units of competency at Certificate II or above  selected VET units or modules within General Education 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 * Art Making and Exhibiting   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 * Art Making and Exhibiting   selected General Education Certificates II or III units of competency | VCAL Work Related Skills Intermediate or 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 * Art Making and Exhibiting   selected General Education Certificate III units of competency |
| Personal Development Skills | VCAL Personal Development Skills Foundation unit | VCAL Personal Development Skills Intermediate or Senior unit | VCAL Personal Development Skills Senior unit |

## Atypical VCAL programs

### Students with credit from the VCE

In 2023 any VCE unit that has not already contributed to the satisfactory completion of the VCE may contribute to satisfactory completion of the VCAL at Intermediate level where the student was enrolled in an Intermediate VCAL or lower in 2022 or earlier.

# Vocational Education and Training

Students who complete all or part of a nationally recognised VET qualification drawn from a training package or an accredited course receive credit towards satisfactory completion of the VCE and VCAL. Students typically undertake training at Certificate II or III levels.

## VET programs

VET qualifications are coded on 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 Victorian Registration and Qualifications Authority (VRQA) for delivery as School-based Apprenticeships and Traineeships (SBATs). Both VE1 and VE2 coded certificate types provide credit towards the VCE in the form of VCE VET units and nominal-hour credit towards the 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 the VCAL.

Home schools must make sure 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 an SBAT (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 complete and add to VASS the Application for VET qualifications or General Education courses form (available as a VASS download) accompanied by any information requested in the form.

VET programs appear on VASS in the following format: Certificate Code–Type–Description (for example, SIR20116–VE3–Certificate II in Community Pharmacy).

Table 9 provides details on each certificate type and the recognition available for each type of program.

Table 9: Summary of certificate types

|  |  |
| --- | --- |
| VASS certificate type | Credit arrangements |
| VE1 (VCE VET program) | VCE  Units 1–4 levels  generally includes one qualification providing a Unit 3–4 sequence towards satisfactory VCE completion  automatic enrolment in VCE VET units through enrolments in UoC  a study score may be available  can provide additional credit where the qualification exceeds the hours that provide Units 1–4  VCAL  credit awarded on satisfactory completion of 90 nominal hours of training |
| VE2 (VRQA-approved certificates available as SBAT) | VCE  Units 1–4 levels  Certificate III qualifications and selected Certificate II qualifications include one Unit 3–4 sequence towards satisfactory completion of the VCE  can provide additional credit where the qualification exceeds the hours that provide Units 1–4  automatic enrolment in VCE VET units through enrolments in UoC  VCAL  credit awarded on satisfactory completion of 90 nominal hours of training |
| VE3 (all other VET program) | VCE  contribution through block credit recognition  Certificate II qualifications provide credit at Units 1 and 2 levels only; credit is capped at six units  Certificate III qualifications provide credit at Units 1–4 levels; most include one Unit 3–4 sequence; additional credit is available where the qualification exceeds the hours that provide Units 1–4; credit is capped at six units  Certificate IV and above qualifications provide credit at Units 3 and 4 levels; credit is capped at four units  credit accrues within each qualification enrolment  VCAL  credit awarded on satisfactory completion of 90 nominal hours of training |

### VCE VET programs

VCE VET programs (certificate type VE1 on VASS) provide credit towards the VCE typically for Units 1–4, although some programs provide credit only at Units 1 and 2 or Units 3 and 4 levels. VCE VET programs also provide credit towards VCAL; however, a student may not be enrolled simultaneously in the VE1 and VE2 version of the same qualification.

VCE VET programs are constantly being developed or revised. Refer to the VCAA Bulletin or VET section of the VCAA website for the most up-to-date information. A summary of VCE VET programs, containing qualification codes and titles, is available online in January each year. If changes are identified in the summary, a fully updated version of the program is contained on the relevant [VCE VET program](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) page on the VCAA website.

Programs offering a study score at Units 3 and 4 levels are indicated on individual VCE VET program pages.

### Assessing groups

Schools may indicate where the delivery of VET qualifications is taking place by selecting an assessing group when entering VET programs on VASS.

For all scored VCE VET programs, assessing group data will be used for reporting on VASS and for statistical moderation.

An assessing group can be:

* a home school – a teacher from the school delivers and assesses the VCE VET program
* an RTO – students attend an external RTO for delivery of the VCE VET program
* a cluster group – students attend another school as part of a VET cluster for delivery of the VCE VET program.

### School-based Apprenticeships and Traineeships

School-based Apprenticeships and Traineeships (SBATs) occur where a student undertakes a vocational training program within a part-time employment arrangement. Each student is required to enter into a formal training contract.

An SBAT comprises:

* enrolment in the VCE or VCAL
* enrolment with an RTO in a structured vocational training program that leads to a vocational qualification
* part-time, paid work under an industrial agreement that recognises SBATs
* at least one timetabled day spent on-the-job or in training during the normal school week
* at least seven hours of employment and six hours of training per week.

A student can undertake an SBAT only if the:

* training scheme is approved by the VRQA for delivery as an SBAT
* student is 15 years of age or over
* student is an Australian citizen or a permanent resident
* student is in relevant employment
* principal or principal’s delegate has signed the training plan which confirms the student is enrolled in a nationally recognised qualification that can be undertaken as an SBAT.

Students who undertake an apprenticeship or traineeship that does not satisfy the school-based criteria will instead be undertaking a ‘part-time apprenticeship or traineeship’. This type of arrangement will still provide credit for VCE or VCAL if it is recorded on VASS as a VE2 certificate type.

SBATs typically offer credit at Units 1–4 level towards the VCE and all levels of VCAL. Further credit is available in larger qualifications up to a maximum of six units. For the level of credit in the VCE, refer to the **Certificate UoC structure report** on VASS.

### Other VET qualifications

Students can use training in any nationally recognised VET qualification as part of their VCE or VCAL.

#### Block credit recognition in the VCE

Students are eligible for credit towards the VCE if they have completed, or are completing, training in a nationally recognised VET qualification that is not included in the suite of approved VCE VET and SBAT programs. Credit towards the VCE will be available for full or partial completion of a nationally recognised qualification at AQF Level II and above. This credit is referred to as block credit recognition. Students must be enrolled in the VCE to be eligible for block credit recognition.

VCE VET programs and approved SBAT programs with full recognition in the VCE have predetermined credit. Credit for all other nationally recognised qualifications at and above AQF Level II is based on the block credit recognition rules.

Other VET qualifications require enrolments in the VE3 certificate type on VASS. These arrangements see credit accruing at the certificate level with Certificate II qualifications providing credit at Units 1 and 2 levels up to a maximum of six units, Certificate III at Units 1–4 up to a maximum of six units and Certificate IV or above at Units 3 and 4 levels up to a maximum of four units. Schools should check the **UoC structure report** to confirm credit arrangements.

#### Students who have completed training in VET before 2023

Students who have completed training in a nationally recognised VET qualification before 2023 and have not previously had their details entered on VASS can include the qualification in their current year enrolment if it is available on VASS. If it is not available on VASS, the school must apply to the VCAA.

Applications for credit in this way must be made on the Application for credit towards the VCE/VCAL form available as a VASS download and be accompanied by copies (certified by the principal) of statements of attainment or certificates or both. Original documents must not be submitted. Credit granted will be recorded, which schools can view on VASS. Credit granted will be reported by the VCAA on the VCE or VCAL Statement of Results.

## Entry to VET programs

### Transfer arrangements between certificate types

If a student wishes to transfer to a different certificate type for the same qualification (for example, from the VE1 certificate type for SIS30115 Certificate III in Sport and Recreation to the VE2 certificate type), the following procedure should be followed:

1. If the student is currently enrolled in the VE1 program, they should be withdrawn from the program before enrolment in the VE2 program.
2. A statement from the RTO should be obtained, listing the UoCs that the student has satisfactorily completed in the previous enrolment.
3. The student can now be enrolled in the VE2 program and then given a result of S (competent) for these UoCs completed in the VE1 certificate program.
4. The student should then be enrolled in the remaining UoCs expected to be completed in the current year of the VE2 program.
5. The student should be awarded S for any UoCs completed and N (not yet competent) for UoCs not yet completed in the VE2 program.

## Satisfactory completion of VET programs

### Certificate type: VE1 and VE2 programs

The requirements for satisfactory completion of a VCE VET program are outlined in the relevant VCE VET program booklets. For VCAA-approved SBATs the **Certificate UoC structure report** on VASS provides completion and credit arrangements.

### Certificate type: VE3 programs

Satisfactory completion of a certificate type VE3 qualification is not calculated or reported on VASS; however, any training completed can contribute towards the student’s overall VCE or VCAL. The RTO is responsible for issuing a statement of attainment or a certificate for training undertaken.

## Contribution of VET to VCE

VCE VET and SBAT (VE1 and VE2) programs and VET (VE3) certificates contribute to the VCE in different ways.

### Recognition within the VCE for VCE VET programs

For VE1 and VE2 programs only, enrolment in a UoC 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, a UoC.

As UoCs 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 UoC 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 (typically, credit accrues in the following order: Units 1, 2, 3 and 4).

Credit will be granted up to a maximum of six units towards the VCE based on the nominal hours of a UoC.

#### Duplication between VCE VET programs and the VCE or other VET

VCE VET units contribute as units 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. In such a circumstance, 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 Languages study at Units 3 and 4 levels and the VET Certificate III in Applied Language in the same language, the VCE Languages study will be the only one to contribute towards satisfactory VCE completion. In this instance the results from the VET Certificate III in Applied Language will also be reported on the VCE or VCAL statements 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 UoCs 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 UoC may be contained in multiple VET qualifications, for example, the First Aid units. Students enrolled in multiple VET qualifications should be enrolled in the duplicated UoC for VCE or VCAL credit towards a single qualification only. The RTO responsible for reporting the outcome of each VET qualification will report on each UoC in the respective qualification.

### Recognition of VET within the VCE

Contribution towards the VCE for certificate type VE3 programs is calculated via block credit recognition. Credit is to be awarded in the VCE on the basis of achieving UoCs. The level of credit is determined by the AQF level of the qualification in which the UoC are undertaken. Students who aggregate results from more than one VET training program may be eligible for credit for all of their training, subject to completion of sufficient hours.

The rules for the award of credit in the VCE are as follows:

* Certificate I qualifications do not provide any credit in the VCE.
* Certificate II qualifications provide credit at VCE Units 1 and 2 only, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 1 and 2, up to a maximum of six units.
* Certificate III qualifications provide credit at VCE Units 1–4, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 3, 4, 3 and 4, up to a maximum of six units.
* Certificate IV and above qualifications that are pre-approved by the VCAA provide credit at VCE Units 3 and 4, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 3, 4, 3 and 4, up to a maximum of four units.

Schools seeking to enrol students into Certificate IV or Diploma qualifications are required to seek prior approval from the VCAA. An application for approval form is available from the block credit recognition page on the VCAA website. This approval process makes sure that students are undertaking qualifications aligned to their future pathway and that the qualifications are appropriate to their needs and capabilities.

The award of credit to a student will consider issues of duplication with their other studies or VCE VET programs.

### Additional recognition arrangements for VET within the VCE and VCE VM

From 2023 there will be additional recognition arrangements for VET undertaken by VCE students.

* Students may accrue two units of credit following the completion of UoCs to the total of 180 nominal hours drawn from multiple VET qualifications.
* Students wishing to achieve a Unit 3–4 sequence from VCE VET programs other than the identified scored sequence will be required to complete 360 nominal hours of training if they either:
* complete 180 nominal hours of training from a single or from multiple qualifications and then change to another single qualification (from the same industry as any completed training) and complete a further 180 nominal hours of training, as long as that qualification contains a Unit 3–4 sequence
* complete 180 nominal hours of training from a single or from multiple qualifications and complete a further 180 nominal hours of training from an SBAT in a single qualification containing a Unit 3–4 sequence.

## Contribution of VET to VCAL

As only Intermediate VCAL will be available for continuing students in 2023, the following section applies to only Year 12 students wishing to complete Intermediate VCAL in 2023.

### VCAL strands

Nationally recognised VET will contribute to two of the four VCAL strands: Work Related Skills and Industry Specific Skills. Accredited UoCs with a literacy or numeracy focus may contribute to the VCAL Literacy and Numeracy Skills strand.

Components of nationally recognised VET to the value of at least one credit must be included in the Industry Specific Skills strand.

### Credit towards VCAL

For all certificate types (VE1, VE2, VE3), a credit towards VCAL is awarded on successful completion of 90 nominal hours of nationally recognised training. The credit accruing towards the VCAL will be capped at four credits from any qualification at Certificate IV or Diploma level.

## VCE VET documentation

See the [VET quick guide for VASS administrators](https://www.vcaa.vic.edu.au/Documents/vass/vetquickguide.pdf) and [booklets for all VCE VET programs](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx).

The following website and organisations can also provide useful information:

* [training.gov.au](https://training.gov.au/) – the national VET database
* Victorian Department of Education’s [TAFE, training and universities](https://www.vic.gov.au/tafe-training) pages – information on access to further education and training opportunities for Victorians and links to Victorian purchasing guides and Victorian Government–accredited curriculum documents and curriculum maintenance managers
* the [Australian Department of Education](https://www.education.gov.au/) and the [Department of Employment and Workplace Relations](https://www.dewr.gov.au/) – responsible for developments and policy changes in VET at a national level.

## Structured workplace learning recognition

Students who undertake structured workplace learning (SWL) or an SBAT and complete the requirements for SWL recognition may achieve credit towards the VCE or VCAL.

The requirements for SWL recognition are:

* the completion of a minimum of 80 hours of SWL in the same industry as the VCE VET program or apprenticeship or traineeship that the student is enrolled in
* an enrolment in at least 180 hours of VET in a VCE VET program or an SBAT
* the successful completion of the workplace learning record (WLR)
* an enrolment and entry of results in the VE1 SWL Certificate on VASS.

From 2023 students who undertake SWL in an industry not aligned to a VET certificate they are studying or when they are not undertaking VET will be able to access a single unit of credit for SWL recognition (General). These students will need to complete the same number of days of SWL and will be required to complete a WLR (General).

Students are eligible for up to four units of credit for SWL recognition at the VCE Units 1 or 2 levels, including one general unit and as a general credit towards all levels of VCAL. A maximum of one unit per year per VCE VET program is available for SWL and up to two units per year for an SBAT.

Resource material to support the implementation of SWL recognition is available on the VCAA website.

ADMINISTRATIVE INFORMATION

# Schools and registered training organisations

The term ‘school’ is used here to cover any organisation registered by the Victorian Registration and Qualifications Authority (VRQA) as a senior secondary provider.

Schools that wish to offer the VCE or VCAL must receive permission to deliver from the VCAA and be registered as a senior secondary education provider with the VRQA.

##### Single study provider registration

A school wishing to provide only a single VCE study must receive permission to deliver from the VCAA and be registered as a senior secondary single course provider with the VRQA. Enquiries about registration should be directed to the VRQA.

##### Allocation of a VASS identity

After registration and permission to deliver the VCE or VCAL, the VCAA oversees the allocation of each school’s identity on VASS and contacts the school to provide training, if required.

## Schools providing the VCE or VCAL

Schools providing the VCE or VCAL can be viewed on VASS for contact details.

### School name changes and school closures

Schools that change their name must advise the VCAA in writing and provide proof that the relevant registration body has endorsed the name change.

Schools that no longer offer the VCE or VCAL should notify the VCAA in writing.

### School address, telephone and coordinator changes

Schools must make sure their address, telephone number and the details of their principal and coordinators are correct and confirmed on VASS. Schools must contact the VCAA to change the school email address.

## Registered training organisations

A registered training organisation (RTO) is responsible for VET delivery, assessment and certification. An RTO may be a TAFE institute, a group training company, an industry training organisation, an enterprise, a school or an adult and community education (ACE) provider.

### School–RTO partnerships

A school may enter into a partnership with an RTO to deliver VET to VCE or VCAL students. An agreement between a school and an RTO may enable a school to deliver components of the VET qualification or a whole qualification. Schools may contract an RTO to deliver the whole qualification. Details of partnerships are available through the Department of Education’s [Student resource package — targeted initiatives](https://www2.education.vic.gov.au/pal/student-resource-package-srp-targeted-initiatives/guidance/vocational-education-and-training#contractual-arrangements-between-schools-and-vet-providers) page.

Advice on eligibility for funding is available from the relevant sector authority: Department of Education, Independent Schools Victoria or the Catholic Education Commission of Victoria. Schools should confirm that the RTO with whom they enter an agreement has the scope of registration to deliver the VET programs that are offered.

### Schools as RTOs

Schools may apply to the VRQA or Australian Skills Quality Authority (ASQA) to become an RTO for the delivery of specified qualifications. A school recognised as an RTO is responsible for delivery, assessment, certification and quality assurance. The school is also responsible for providing enrolment and results data to the training sector. Schools as RTOs may contract other providers for the delivery of training and assessment, but the school remains responsible for quality assurance and the validation of assessments.

All RTOs must comply with either the Standards for Registered Training Organisations (RTOs) 2015 or the [VRQA guidelines for VET providers](https://www.vrqa.vic.gov.au/VET/Pages/standards-and-guidelines-for-training-organisations.aspx#link97).

## School obligations to the VCAA

School principals are the formal authorities for many important procedural and managerial requirements in the VCE (including the provision of 50 hours of classroom instruction per unit) and VCAL.

Each year schools must provide student enrolment details to the VCAA, through their enrolments on VASS, which indicate to the VCAA the programs the schools will offer. The principal must make sure that students have access to adequate facilities and resources to complete any VCE or VCAL study they are offered.

### Communication from the VCAA to school staff

The VCAA uses email, notices to schools, the VCAA Bulletin (through direct teacher subscription) and its website for official communication with schools. It is the responsibility of the school to make sure that VCAA communications are forwarded to appropriate school staff (for example, VCE and VCAL coordinators and VASS administrators). Teachers and VASS administrators must be kept informed of VCAA administrative and assessment requirements, including official notification of changes to VCE and VCAL procedures. Teachers must have access to copies of:

* relevant accredited VCE study designs
* relevant VCE Support materials, Advice for teachers and Assessment handbook publications
* assessment criteria sheets and assessment advice for VCE school-assessed tasks
* VCAL curriculum documents and relevant support materials, such as *Advice for teachers*
* relevant VCE VET program booklets, extracts or summaries
* current units of competency (UoCs)
* VCE VET Scored Assessment Guide
* VCE and VCAL Administrative Handbook
* VPC Administrative Handbook
* VCAA Bulletin
* notices to schools.

### Endorsement from the principal

The signature of the principal, or a delegate of the principal, is required on some documents to certify that the information they contain is accurate and complete. These documents relate to:

* making amendments to results
* providing confirmation of grades
* awarding credits
* confirming through Declaration a VCE Modern Languages Units 3 and 4 student’s status as a first or second language learner
* certifying Derived Examination Scores (DES)
* carrying out inspection of examination response materials
* addressing matters concerning International Baccalaureate (IB) students
* certifying a student’s Interrupted Studies status
* acknowledging late entry of data on VASS
* certifying a student’s English as an Additional Language (EAL) status
* outlining Special Examination Arrangements (SEAs).

Other documentation which requires principal or delegate verification includes:

* agreements to conduct and administer VCE external assessments
* accurate identification lists of fee-paying international students
* forms for GAT and VCE written examination centres
* material related to appointment of supervisors and delivery of all examination materials
* partnership agreements
* endorsed lists of VCAL-eligible students at mid-year.

### VASS

VASS is a database through which schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data are always maintained.

All VCE and VCAL schools are required to have access to VASS. The VCAA is notified by the registering authorities of schools eligible to offer VCE and VCAL. Schools can apply for a user ID and password by contacting VASS Operations, which will issue one upon approval.

The term ‘school’ refers to both VCE and VCAL providers, and schools registering Year 10 students without programs as part of the Department of Education’s On Track survey.

The VCAA and schools have joint responsibility for the privacy protection of students’ personal information held in VASS. School-based authorised users of VASS are responsible for the use and disclosure of students’ personal information when it is extracted from VASS either in printed or electronic form. Schools should take reasonable steps to protect personal information from misuse, loss or unauthorised access. Students’ personal information should not be provided to staff, students or any other person who does not have a legitimate reason to access that information.

Schools are responsible for respecting and protecting the confidentiality of students’ personal and academic details. VASS system security is designed so schools can view the details of students only if the school is their ‘home school’, or if they are being assessed in at least one unit by the school.

RTOs that are not senior secondary qualification providers need to apply for read-only access to VASS and are limited to viewing only the details of students to whom they offer training. RTOs should contact VASS Operations to initiate access.

#### VASS users

There are a number of school-based VASS user types that allow each school to control and maintain the security of their students’ data. The VASS administrator has system control for their school and is responsible for setting up and managing other school-based users.

VASS administrators use their high-level access to administer the VCE, VCE VET and VCAL for the school, including setting up the school’s program, enrolling students, entering results and producing reports. Schools may have one or more VASS administrators, appointed at the discretion of the principal, but the VCAA recommends that each school have no more than four VASS administrators. Schools may have many VASS users; for example, every VCE and VCAL teacher could be given VASS teacher (restricted) status to enter their own results.

### Data security and VASS

VASS has a three-layer security system. Users have a username, password and passcode to access the authentication grid.

Schools must contact VASS Operations to set up new VASS administrators or modify existing VASS administrators. VASS administrators can set up other VASS users. All users should change their own password on a regular basis. Other VASS user groups include Clerical (CL) and School Statistics and Results Group (SSRG).

VASS administrators should refer to the VASS new-user’s manual for comprehensive details on using VASS. If VASS administrators experience problems, including password and login issues, they should contact VASS Operations.

VASS usernames and passwords must not be shared among staff. Each person required to use VASS must have their own username and password.

### Data entry on VASS

Enrolment, unit completion and assessment data must be entered into VASS in accordance with the administrative requirements of the VCAA and must meet critical dates. There are penalties for late data entry.

The first enrolment deadline of each academic year is critical because it is used to:

* develop the VCE examination timetable
* plan the General Achievement Test (GAT) and VCE external assessments
* identify schools for the VCE school-based assessment audit.

Schools can modify Units 3 and 4 enrolments up until the final enrolment deadline. Student transfers must be processed according to VCAA requirements.

#### Home schools

The home school is the student’s main school. A student can have only one home school at a time, and each home school is responsible for ensuring its student program enrolments are correct. This is achieved by printing and checking the **S**tudent full details reporton VASS.

Only a student’s home school may enter or amend their personal details. A student may be enrolled in a unit or units on VASS, either by the home school or the assessing school.

A home school that is not the assessing school can enrol a student in a unit if the assessing school has indicated on VASS that it is offering the unit. If the home school is to enrol the student, the assessing school must complete the Assessing school enrolment notification form for that student and send it to the student’s home school. The correct VCAA school code for the assessing school for each unit must be entered on VASS.

The home school may view a student’s enrolments and results across all studies and across all years. The assessing school may view only a student’s details, enrolments and results for units in which the student is enrolled at that school. The home school is responsible for ensuring that all its VCE and VCE VET students have been allocated an examination centre.

For VCE VM, VET and VCAL enrolments, the home school is always the assessing school, but the RTO code must be entered (if appropriate) against the enrolment. Regardless of delivery arrangements, the home school remains responsible for all data entry pertaining to enrolments and results for VCE VM, VET and VCAL.

#### Assessing schools

The assessing school is the school responsible for providing the assessment for one or more units and is responsible for fulfilling the requirements of the VCE school-based assessment audit. A student may have one or more assessing schools. The assessing school is usually, but not always, the home school.

To make sure student data is secure, an assessing school that is not the home school must have access to a student number and home school code before that student’s details can be viewed for the first time. The assessing school may then enrol the student in units that it offers.

#### Timelines and summary of data requirements

Schools must adhere to published dates for entry of enrolments and results on VASS. Some dates are important for both school administration and the VCAA. Others are cut-off dates specific to the requirements of VASS which will not allow data entry after these dates. Due dates and warnings appear on the VASS home page to prompt users to meet scheduled dates. School administrators should also refer to Important administrative dates, which are published on the VCAA website.

There are four types of data required from schools:

* School programs – schools must identify the units comprising their VCE and VCAL programs before enrolling students in their programs.
* Student registrations – these can be entered at any time but must be completed before the end-of-academic-year results processing.
* Student program enrolments – refer to the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) page for details. Changes to student enrolments after the due dates require VCAA approval. Late fees will be charged, except for late withdrawals approved on compassionate grounds. Schools cannot change the enrolment status of students who are in either VCE Unit 3–4 sequences or scored VCE VET Unit 3–4 sequences or both and who indicate that they no longer wish to continue with a unit after the relevant closing date for withdrawal.
* Student result data – there are several dates throughout the year by which schools must provide data.

Schools must set dates for students to complete school-based assessment that consider the effects of workload on students and teachers. Schools can access the [Assessment schedule](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AssessmentSchedule.aspx) on the VCAA website for this purpose. The schedule provides information to schools on what school-based assessment scores are required for studies and cycles at various times throughout the year.

The list of completion dates can be entered on VASS. The dates should be distributed to students and accompanied by the rules for ensuring the dates are complied with. If students do not submit their work by the specified date, the school may accept the work and assess it in the normal manner or refuse to accept it and award an NA, in accordance with school policy. Students should be awarded 0 only if work was submitted and did not meet any of the specified criteria for that task. VCAA submission dates cannot be varied.

It is the responsibility of the principal to make sure that all data required by the VCAA is entered into VASS by closing dates.

Teachers are responsible for ensuring that they set submission dates for school-assessed tasks (SATs) and school-assessed coursework (SACs) that allow adequate time for them to be completed and marked, so that the entry of results can be maintained within VCAA timelines. Teachers should not be scheduling SATs or SACs after a VCAA submission date.

#### Extensions of time to enter enrolment or results data

If a school does not meet deadlines for entry of enrolment or results data due to unforeseen circumstances, permission may be sought from Student Records and Results for an extension of access to VASS for a short period of time beyond the published submission date. This service can be made available to schools only if the VCAA administrative processes are not compromised. An extension of time is not possible for the specific results deadline.

Special circumstances beyond the control of the school will be taken into account; otherwise, the school will be charged a fee for this service (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website).

### Accuracy of personal and enrolment data

The accuracy of personal and enrolment data is a school’s obligation to its students. Data may be entered into the VASS database manually or by data import.

#### Student data imports

It is possible to import students’ personal details and program data from other applications, including CASES21 for government schools. For advice on file formats, consult the VASS help screens and the *VASS import document*, which is available as a download through VASS.

#### Student number errors

If a student has either two VCAA student numbers in the current year of enrolment or multiple numbers across various years, schools should contact Student Records and Results immediately so this issue can be resolved.

If a student has not been enrolled before sitting an examination or the GAT or before submission of school-based assessment scores, schools are advised to register the student on VASS through the entry of the student’s personal details so that the student is assigned a student number. This will allow the student to use that number for their examination or other assessments. Schools should then email the Student full details report and the Late enrolment amendment form (both on VASS), and any related school‑based assessment, to Student Records and Results, so the student can be enrolled in their required studies. Late fees for enrolment changes after published deadlines will apply.

#### Reporting the death of a student

Schools must communicate the death of a student to the VCAA by sending a letter signed by the principal to Student Records and Results. The student’s record will be amended on the VCAA database accordingly. If the VCAA is not informed of the death of a student, the student’s data will be included in VCAA senior secondary data collections, which may result in the student’s family experiencing further distress.

#### Student enrolment data

The Student full details report on VASS is the key report for checking students’ personal details and enrolments. As part of the school’s audit procedures, this report must be printed and given to students for checking and signing at the beginning of the academic year, as well as any time when changes have been made to either a student’s personal details or enrolment details.

VASS-generated class lists should also be produced and handed to class teachers at the beginning of each unit. Class teachers should confirm the list against the students they are teaching. When a student’s enrolment changes, the relevant class lists should be produced and given to the class teachers for signing to confirm acknowledgement of the changes. These quality assurance procedures are essential for ensuring the accuracy of students’ personal and enrolment data.

### Accuracy of results data

The accuracy of results data is a school’s obligation to its students. Results data may only be entered into the VASS database manually.

#### Unit results for the VCE, VCE VET and VCAL

Schools report student results as follows:

* VCE 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).
* VET UoC results are reported as S (competent) or N (not yet competent) for all certificate types.
* VCAL unit results are reported as S (satisfactory completion) or N (not yet completed).
* VET results entered as N (not yet completed) will appear on the Student full details report from VASS but are not printed on the official documentation by the VCAA.

While VCE and VCAL unit results are due to the VCAA by specific dates, 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 administrative date. If a student withdraws early in the academic year, the school is advised to keep a local record of any scores achieved by the student in that study. If the student re-enrols in that sequence, these scores may then be re-entered.

Best practice supports checking all results thoroughly before they are entered. This is made possible when:

* 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.

Entered scores cannot be removed after the date for such change on VASS has passed. Therefore, if a student no longer wishes to be assessed for levels of achievement for all or any graded assessments, the school should make sure that NA scores are entered for the remainder of that study. The scores already entered will remain.

#### Scores for VCE externally assessed tasks

Scores may be entered on VASS until the date communicated on the Important administrative dates page. After this date VASS will not allow schools to enter scores for the externally assessed task. If a student has withdrawn after the official VCAA closing date, the school should enter NA as the result. Blank scores are not permitted, and any scores not entered by the due dates will incur late fees.

#### Missing results and scores

VASS can be used to produce input, summary and missing result reports for all types of results. Schools must check these reports to make sure that all students’ results are entered. Failure to do so may lead to unit results not being awarded, a study score not being calculated for the student or certificates not being awarded.

If results for a whole class are not available for entry by the scheduled submission date, contact Student Records and Results for advice.

It is the responsibility of the student’s home school to enter results where the assessing school is a private provider, as is the case for VCE Dance and VCE Music, for example.

### Data amendments and late fees

#### Procedure for amending enrolments after the due date

Data will be locked after the due date for enrolments in each cycle. Student Records and Results must be notified of any errors that have occurred in entering VCE and VCAL unit data as soon as they are detected. Schools are reminded that enrolment changes will not be accepted if students have indicated their intention to withdraw from the unit after a closing date or have left school without formally exiting from the VCE or VCAL.

The acceptance of an application for amendment is at the discretion of the VCAA. Applications for amendments must be submitted on the appropriate form, available as VASS downloads.

All requests for changes to VCE VET and VET UoC should be made on the Application for late VET enrolment amendments form, available on VASS. If the results submission date has also passed, the result for the new enrolment must be included on the form.

Requests for the addition of UoCs to certificates or the addition of a new certificate should be accompanied by the student’s training plan, previously scanned and emailed to the VCAA VET Unit for approval.

If the request is made after the VCAA cut-off dates, the request must include:

* a letter from the school principal explaining the reason for the error
* evidence supporting the enrolment change, such as copies of a class attendance sheet, and evidence of the student’s intention to withdraw.

The application for amendment must be accompanied by the appropriate fee (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website). No GST is payable on late fees.

After the deadline for withdrawing from a Unit 4 study has passed, the VCAA will only withdraw a student from a Unit 4 study if the student is able to prove that their intention was to do so before the cut-off date. Unit enrolments will not be withdrawn if the notification by the student was after the cut-off date or if the student has formally exited from the VCE or VCAL.

#### Procedure for amending results for VCE school-based assessment or externally assessed tasks after the due date

Student results for an assessment period will be locked after the due date for submitting results. Student Records and Results must be notified of any errors that have occurred in entering the results as soon as they are detected. The acceptance of an application for amendment is at the discretion of the VCAA.

The relevant results amendment forms are available on VASS. All requests to amend scores for the VCE should be made on the Score Amendment Sheet generated through VASS.

If a request is made after the final results have been released and the amendment will change the course result or a VCE study score, the request must include:

* the principal’s explanation for the error
* evidence supporting the new result, such as copies of a class attendance sheet or a teacher’s mark book or both.

The application for amendment must be accompanied by the appropriate fee (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website). No GST is payable on late fees.

## School obligations to students

Schools should:

* advise students in writing of the VCAA’s rules, the school’s rules and the school’s responsibilities
* make sure that subject matter the students investigate through self-directed research, 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 laws
* make sure 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
* make sure 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
* make sure that students understand and have access to special provision for VCE or VCAL studies
* issue VCE examination timetables to students
* run VCE and VCAL student eligibility reports on a regular basis to make sure that students will meet the satisfactory rules of completion of the nominated senior secondary certificate.

### Provision of accredited curriculum and assessments

Teachers must provide learning experiences and assessment opportunities that are in accordance with the intention of the currently accredited VCE study designs or the VCAL curriculum documents without undue assistance.

#### VCE advice

Students undertaking VCE units should be advised in writing:

* that initial school assessments for Units 3 and 4 may change following statistical moderation of school‑based assessments
* of the procedures for requesting an extension of time for submitting school-based assessments.

### Checking the accuracy of student data

#### Students’ personal details

Students must submit a VCAA student personal details form that includes their intended program for the year. The information on this form should be entered on VASS.

Each student’s personal details (particularly their date of birth), consent permissions and subject enrolment details must be entered on VASS. It is a school responsibility to make sure that 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 make sure any requested changes have been made. Students should also be advised that the postal 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. When signing their personal details form under the General declaration, students attest that they are enrolling using their legally registered name.

All fee-paying international students must be correctly identified.

The onus is on VASS users to make sure that students’ personal details are entered accurately on VASS. It is essential to include the correct date of birth. Without this, the system cannot accurately or efficiently match a student’s academic history with their current enrolments. A student’s date of birth should never be invented or guessed, as it cannot be changed later.

#### Gender-diverse students

A student who does not identify as male or female may elect to have ‘self-described’ as their nominated gender identity. The self-described gender category refers to any person who does not identify as either exclusively male or female, including people of non-binary gender.

#### Transgender students

Schools that have students who are in the process of gender affirmation should contact Student Records and Results for further advice in relation to recording student details on VASS and the reporting of their results.

From 1 May 2020, a student who has legally changed the sex that is recorded on their birth certificate, through the Births, Deaths and Marriages registry process, may present this birth certificate to their school (if under 18 years of age and currently in school) or to the VCAA (if over 18 and no longer in school) so that their record can be updated.

#### Student postal 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 postal address is unknown, home 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 postal addresses of all students enrolled in at least one Unit 3–4 sequence and all students who are claiming past results. If an error is detected, schools will receive an email before results processing that lists the affected students. Schools should then contact students to amend the information.

#### Student 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), enable post-results service statements to be provided by email and support communication with students, including any communications about the Premier’s VCE Awards.

#### Changes to student personal details

Results will be printed using the student’s name as entered on VASS. The results for students with enrolments in any VCE Unit 3–4 sequence will be mailed to the student addresses as entered on VASS. The Important administrative dates page has deadlines for amending this information. The VCAA cannot accept changes of address after this date because results processing will have already begun. Students who have applied for tertiary studies through the Victorian Tertiary Admissions Centre (VTAC) must notify VTAC directly of changes to personal details occurring after the deadline.

#### Matching students with previous results

Matching of student details is done on the basis of name, date of birth and gender. Slight differences in spelling, an inaccurate date of birth or a change of name may mean that a student who has attended more than one school might be assigned multiple student numbers, each having only part of the student’s academic record.

As the matching process will occur as soon as a student is registered, it is essential that the personal details entered for the student are accurate so that the system is able to match the student’s academic history with their current details. If a match is found on the database for a particular student, the student is allocated their previous student number, and their previous results and enrolments for the current year are combined to make up a complete academic history for the student.

Schools should not estimate dates of birth to enrol students. If details are not correct, these matches cannot occur and the student will have two student numbers, each having only part of their academic history. This may lead to the student not being awarded the certificate in which they are enrolled.

### Security of student data

All VCE, VCAL and VET data on VASS must be kept securely and the privacy of students’ personal and academic details must be protected (see Privacy).

### Security of student numbers and Results Service password

The student number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for a VCE examination. Students should have full confidence that the enrolment and result record maintained by the VCAA is accurate, complete and confidential.

The confidentiality of a student record should be restricted to the student and administrative staff at their home school and assessing school. Select VCAA staff have a specific role in the maintenance of that data, and VTAC uses the data for the purpose of calculating the Australian Tertiary Admission Rank (ATAR). Any other access requires the written consent of the student.

Each student should be given a printed copy of their Student full details report so they are aware of their student number. Lists of student numbers and corresponding names should not be printed and published or displayed on school noticeboards or otherwise made available to members of the school community.

VCE students are required to create a password when registering for the Results and ATAR service, to access the Results and ATAR website or app. Students should be advised that they should keep their Results service password in a secure place to avoid unauthorised access to their results via the Results service at the end of the year.

### 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’s rules and the school’s rules and procedures for VCE school-based assessments, including the rules for authentication of school-based assessments.

Principals are responsible for the administration of the VCAA’s rules and instructions in their school. They must make sure 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:

* carefully plan, develop, document and implement plagiarism, cheating and authentication policies, processes and strategies for their school to make sure that student work completed is the student’s own and completed without undue assistance from another person, including their teacher
* 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
* avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, 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 technology including the internet
* minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
* make sure that tasks are not recycled from one academic year to another to prevent student use of other student work from previous academic years, including previous tasks that were not returned to students
* suitably modify commercially produced materials and publicly available materials to make sure the school can authenticate student work.

For all units in the VCE, schools must specify the work that a student is required to do to achieve an S for a unit and the conditions under which the work is to be completed. The school must inform each student in writing of the following:

* all set work and assessment 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
* requirements for class attendance
* rules on plagiarism, cheating and authentication of school-based assessments
* instructions on how to submit work
* timelines and deadlines for completing work
* procedures for obtaining an extension of time
* procedures for lodging an internal school appeal.

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 across a combination of set work and assessment tasks related to the 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 last weeks of the academic year before enrolment in the study. These programs are generally one to three weeks in length and, for Units 3 and 4, they must not include formal school-based assessment for the assessment of levels of achievement or to determine a unit result.

### Administration of special provision

Procedures must be established to identify students who may require special provision, to make sure consistent and fair decisions are made about appropriate assistance for students. Application procedures for special provision must be given in writing to all students and the school must retain the necessary documentation used to support decisions.

Students may apply to their school for special provision for classroom learning and school-based assessment. Schools are responsible for making an application to the VCAA on behalf of a student for Special Examination Arrangements (SEAs) for VCE external assessments. Students are responsible for applying for a DES.

If a student’s application for special provision for classroom learning and school-based assessment is rejected, either in full or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

## When schools fail to meet their obligations to students

In exceptional cases, the VCAA may consider an application by a principal that students have been disadvantaged because of a teacher’s failure to teach a prescribed text or their failure to teach or assess or both a significant part of the accredited VCE study design, VCE VET program or VCAL unit. This is known as a teacher error application. The VCAA will not consider matters concerning teacher qualifications, teacher availability or quality of teaching staff or both.

Only an application by the principal will be considered. The principal must write to the Senior Project Officer, Quality Assurance, VCAA, to apply on behalf of students who may have been disadvantaged by a teacher error and provide an outline of the alleged error.

An investigation into the matter may be undertaken by the VCAA. This may include interviewing relevant parties. The VCAA may determine that there is no teacher error or that the school must provide an additional opportunity for each student to complete assessment or may determine that each student should be treated as having obtained in the examination, or other form of assessment, a standard or result determined by the VCAA, or another outcome appropriate to the matter.

The VCAA will not enter into a dispute between a student and their school as to whether an error occurred. The process applies only to cases in which the principal believes an error has been made that may have disadvantaged students in terms of their VCE or VCAL results.

The application must be lodged at the VCAA not later than the last day of the academic year in which the teacher error is alleged to have occurred. Late applications will not be accepted.

## 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 to enhance the curriculum provision or assessment arrangements for students. Possible formal arrangements include VCE small-group partnerships for statistical moderation of school-based assessment, and VCAL partnerships for the extension of learning programs and resources.

### Forming and documenting a partnership

Schools can search for potential partner schools through VASS.

Once schools have formed partnerships, the details must be entered on VASS and approved by each school in the partnership.

The VCAA partnership agreement form is available on VASS. Schools must first exchange partnership agreements and then enter the partnership details directly on VASS. Each school is required to keep their own copy of the partnership agreement and each copy must be signed by the principal of each school. The agreement is to be retained at the school and should not be forwarded to the VCAA; however, the VCAA may request partnership agreements for audit purposes.

### Managing small-group partnerships for statistical moderation of VCE school-based assessment

#### Best practice

The VCAA expects that participating teachers will follow best practice when conducting partnerships, including the following processes:

* School principals should be informed of the initial formation of the partnership, the ongoing maintenance of the partnership, and the resulting moderation of school-based assessment scores.
* Teachers in the partnership should make contact as early in the academic year as possible and keep emails and written records of meetings, telephone calls and any other relevant interaction.
* School principals should be kept informed of any conflict that arises and the measures taken to resolve any issues.
* There should be an initial meeting that covers the requirements of the study design for each of the chosen assessment tasks and the assessment criteria, and for coursework.
* Teachers are required to agree on the procedures for ensuring comparability of assessment tasks as well as the schedule and marking schemes of any tasks to be done in common.
* Teachers should be clear and consistent about the application of the mandated criteria and descriptors for the school-assessed tasks.
* Each school should mark the assessment tasks of its own students and select student tasks for moderation.
* Each school should enter the scores for its own students on VASS.
* Each school should send a copy of the VASS printout of the scores for all school-based assessment tasks to its partner schools to verify that scores have been entered correctly.
* Schools can run the School scores by partnership (ranked) report on VASS to maintain correct rank order of students in the partnership. The report can be used to verify that scores have been entered correctly into VASS by each partner school.

Refer to the Scored assessment: School‑based assessment section for information on producing a combined set of comparable school-based assessment scores.

#### Reporting scores to the VCAA

Each school enters the scores for its own students on VASS and sends a copy of the VASS printout of the assessments for all school-based assessment tasks to the partner school to verify that the scores have been entered correctly. If a Score Amendment Sheet is subsequently filed with the VCAA, it must be signed and dated by the principal of each school in the partnership.

Each partnership school must keep copies of the following documents at the school:

* a single list of the moderated scores for all students in the partnership (from all schools involved)
* a copy of the partner school’s VASS printout of the assessments for all school-assessed coursework tasks (to verify that the scores have been entered correctly)
* a **VCAA partnership agreement** form signed by the school principal.

Once partnership details are entered on VASS, schools must check that each school in the partnership has checked (‘ticked’) the approval button. Partnerships cannot be considered valid by the VCAA unless all schools in the partnership group have approved their involvement. In addition, the statistical moderation process cannot run for partnerships in which one or more schools has not checked the approval button. Partnerships cannot be entered directly on VASS after the closing date.

#### 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.

#### Assistance for schools participating in small-group moderation

The VCAA provides a wide range of resources to support schools and teachers engaged in small-group partnerships, including access to professional development and examples of best practice.

#### When to dissolve a partnership

If a teacher in a partnership deems a partnership to be unsatisfactory, it may be in the best interests of the students that the teacher dissolves the partnership.

Unsatisfactory partnerships can result when:

* regular and sufficient communication is not maintained
* teachers do not agree, or a compromise cannot be reached, on such matters as the standard of set tasks and assessment, the outcomes of moderation or the level and spread of student scores
* a teacher feels pressured to agree to carry out assessments they believe do not best reflect student ability.

#### How to dissolve a partnership

If a partnership is not working satisfactorily despite teachers’ attempts to reach a resolution, the partnership can be dissolved before student results are entered. Requests for dissolution of a partnership must be submitted in writing and endorsed by the principal of each school involved. These requests are to be addressed to Student Records and Results and must list the reason or reasons for the request. The VCAA will then remove the partnership from the database and award an exemption, if necessary (that is, for the school with fewer than five enrolments). Alternatively, the smaller school can form a new partnership with another school.

## Maintenance of school records

Schools must establish procedures to keep records and documentation of decisions relating to:

* unit completion and graded assessments (including VCE school-based assessments)
* student appeals and resulting decisions
* applications and decisions relating to VCE Second Language and English as an Additional Language (EAL) eligibility
* VCE Modern Language student declarations and statuses
* agreements to work in partnership with other providers in determining initial school-based assessments
* applications for extensions of time, with supporting documentation
* applications for, and approvals of, special provision, with supporting documentation
* student absences, and whether these have been approved
* any interviews with a student and any resulting decisions.

Schools should advise students that they need to retain work completed for assessment until the end of the academic year in which the work was undertaken. Schools may wish to supervise the storage of student work for this purpose, but this is not required.

Work assessed as N, or which may for other reasons be the subject of dispute at a later date, should be retained at the school. Such work may be retained in original or photocopied form.

### Retention of VCE school-based assessments

The decision to return school-based assessments to students rests with the school. Schools should have access to work completed for assessment until the end of the academic year in which the work was undertaken.

As part of the school-based assessment audit program, the VCAA may request copies of specific items of school-based assessment completed by students. The school-based assessment audit dates are published as part of the VCAA Important administrative dates.

### Privacy

Laws relating to the privacy of personal information affect collection, use, disclosure, security and storage of, as well as access to, information regarding each student and their parent(s) or guardian(s).

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 (Cth) 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.

### Access to student data

Schools registered with the VRQA are required to make sure that the parent(s) or guardian(s) 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 the parent(s) or guardian(s) and students, to ensure their compliance 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.

### Security and storage

Schools should store personal information about students and their parent(s) or guardian(s) securely and protect it from misuse, loss, unauthorised access, modification and disclosure, and in accordance with applicable privacy legislation and policies. 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 with appropriate access controls 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 by 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, and digital and cloud-based storage. School privacy policies (if required) should address data security.

### Freedom of Information requests

At government schools, students and their parent(s) or guardian(s) may be able to request access to school documents by making a Freedom of Information (FOI) request under the Freedom of Information Act 1982 (Vic). To find out how to make a FOI request for access to government school records, go to the Victorian Department of Education’s [Freedom of information requests](https://www.vic.gov.au/freedom-information-requests-department-education-and-training#FOI) page.

The VCAA holds records related to students’ personal details, enrolment and assessment. FOI requests for access to documents held by the VCAA should be sent to the VCAA Freedom of Information Officer. Schools must not process such applications. Further information about FOI and the VCAA is available on the VCAA website.

### Maintenance and disposal of records

#### Advice for government schools/providers

Government schools are obliged to keep and dispose of school records in accordance with retention and disposal authorities (RDAs) made under the *Public Records Act 1973* (Vic). RDAs describe the categories of records kept by schools and specify the minimum period for which they should be retained.

The relevant government school RDAs are:

* PROS 22/06 Retention and Disposal Authority for Records of Schools
* PROS10/09 Retention and Disposal Authority for Records of Education and Early Childhood Development Functions.

RDAs can be viewed through the [Public Record Office Victoria](https://prov.vic.gov.au/).

#### Advice for non-government schools/providers

To comply with the Child Safety Standards Ministerial Order 1359, non-government schools should meet the minimum retention periods for records relevant to child safety and wellbeing in PROS 22/06 Retention and Disposal Authority for Records of Schools, excluding the transfer to PROV obligation.

Non-government schools may otherwise be guided by the retention periods specified for government school records, or they may wish to use the Records Retention Schedule for Non-Government Schools produced by the Australian Society of Archivists. Alternatively, they may have their own internal records authority for school records and may wish to seek their own advice about record keeping.

VASS administrators should refer to the VASS new-user’s manual for comprehensive details on using VASS. If VASS administrators experience problems, including password and login issues, they should contact VASS Operations.

# Victorian Curriculum and Assessment Authority

## About the Victorian Curriculum and Assessment Authority

The VCAA is a body corporate continued under the Education and Training Reform Act 2006 (Vic), which is available from [www.legislation.vic.gov.au](file://Mac/Internal%20-%20Projects%20(Clients)/VCAA/1660.%20VCE%20and%20VCAL%20Handbook%202023/Modified%20Documents/2.%20Copyediting/www.legislation.vic.gov.au). The vision of the VCAA is to be a global education leader. The mission of the VCAA is to provide high-quality curriculum, assessment and reporting to enable learning for life.

The VCAA Board is responsible for the governance of the VCAA, and it acts within the scope of the functions, powers and obligations conferred upon it by the Education and Training Reform Act and other relevant legislation. The VCAA Board consists of not fewer than eight and not more than 15 members, one of whom is the Secretary to the Department of Education or their representative. The remaining members are appointed by the Governor in Council on the nomination of the Minister for Education. Schedule 2 of the Education and Training Reform Act sets out general provisions for authorities, including the VCAA.

### Responsibilities of the VCAA

As set out in section 2.5.3(1) of the Education and Training Reform Act, the VCAA is responsible for:

* developing high-quality courses and curriculum and assessment products and services
* carrying out functions as a body registered with the Victorian Registration and Qualifications Authority (VRQA)
* providing linkages that will facilitate movement between courses.

### Functions and powers

The functions and powers of the VCAA are set out in Part 2.5 of the Education and Training Reform Act. Particular reference should be made to sections 2.5.3 and 2.5.5.

## VCAA obligations to schools

### Quality assurance: VCE Languages audit

The criteria for eligibility for VCE English as an Additional Language (EAL) and Second Languages are independent from each other. In either of these cases, the student must provide evidence of their eligibility, and the VCAA will audit the evidence provided by students who apply for enrolment in a VCE Second Language study or EAL.

Auditing of the Second Language provision will be undertaken by the VCAA. The purpose of auditing is to:

* monitor school procedures
* monitor documentation that supports each student’s application
* establish standards of best practice
* ensure that students are correctly enrolled in the appropriate study.

Schools may be asked by the VCAA to provide responses to questions presented in questionnaire format about school procedures as well as home school and assessing school communications.

### Quality assurance: VCE school-based assessment audit

School-based assessment is an essential feature of the VCE, allowing for local flexibility in both teaching and assessment practice. As part of the VCAA’s ongoing monitoring and quality assurance program for the VCE, assessment tasks for school-based assessment in each VCE study and scored VCE Vocational Education and Training (VET) program can be requested for audit from schools. The VCAA’s audit of school-based assessment is conducted in line with the powers set out in sections 2.5.3 and 2.5.5 of the Education and Training Reform Act and the requirements set out in section 4.1.2 of the VRQA Guidelines and Standards for the Registration of Awarding Bodies and the Accreditation of Senior Secondary Qualifications.

Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment, the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles. The school-based assessment audit checks that schools are compliant with these requirements.

The VCAA will draw any irregularities identified by the auditing process to the attention of the principal. In the event of serious irregularity, the Executive Committee of the VCAA will determine whether disciplinary or other procedures will apply and may alter schools’ assessments in the light of evidence presented.

### Quality assurance: audit of VCE examination centres and observations of VCE external assessments

Each school permitted to host VCE external assessments is visited periodically by the VCAA. Audits occurring outside VCE external assessment periods are for the purpose of checking processes that schools have in place for conducting and administering VCE external assessments and to make sure VCAA requirements are being met, including security requirements. In addition, the VCAA may visit a school during a VCE external assessment period to monitor the conduct and administration of a VCE external assessment (observation).

### Quality assurance: VCE VM

Information about this process will be circulated to VCE providers by the VCAA and provided on the VCAA website in early 2023.

### Quality assurance: VCAL

Information about this process will be circulated to VCAL providers by the VCAA and provided on the VCAA website in early 2023.

## VCAA obligations to students

### Collection of student enrolment data

The VCAA collects personal information from students for the purpose of managing their enrolment in the VCE, VCAL and VET. Personal information is collected from the student through the school or provider and entered on VASS which retains information for all students enrolled in Victoria. A student record includes the student’s address and contact details, assessment details and any other information concerning their VCE or VCAL status, for example, special provision.

The VCAA is a Victorian public sector agency and required to comply with the Privacy and Data Protection Act 2014 (Vic).

The VCAA keeps all information collected secure and confidential. The information is accessed only by relevant VCAA staff members, who deal with the specific processes for which the information was collected. Students’ personal information is not disclosed to other persons or organisations without students’ knowledge and, where relevant, consent, unless required or permitted by law.

### Provision of student assessment records

The VCAA makes records of student results available to students or their nominated representatives in accordance with section 2.5.3(2)(o) of the Education and Training Reform Act. At the end of each year, the VCAA provides a Statement of Results for VCE, VCAL and VET students.

Further copies of Statements of Results will be made available if requested by the student. Depending on the circumstances, a student may authorise a person to obtain a copy of their results on their behalf. Proof of identity of the student or of the nominated representative will be required at the time of collection. Fees will apply unless there are exceptional circumstances and the VCAA waives the fee. Any other request for student data will be referred to the VCAA for consideration.

### Access to personal information

Under the Privacy and Data Protection Act, students have the right to request access to personal information held about them by the VCAA. Individuals seeking access to personal information held about them by the VCAA should email the VCAA Privacy Officer at [vcaa.privacy@education.vic.gov.au](mailto:vcaa.privacy@education.vic.gov.au). In some circumstances, an application under the Freedom of Information Act 1982 (Vic) may be necessary.

### Victorian Student Number

The Secretary to DET established the Victorian Student Register (VSR) under Part 5.3A of the Education and Training Reform Act. The VCAA maintains the VSR and carries out various functions on behalf of the Secretary.

The VSR records Victorian Student Numbers (VSNs) and related information about all students under 25 years of age in government and non-government schools, or who are undertaking VET with a TAFE institute, a registered training organisation (RTO) or an adult and community education (ACE) provider.

The VSN provides the capability to accurately detect patterns of student movement through, and departure from, the Victorian education and training system. It enables the collection and analysis of timely and accurate data about education in Victoria.

Students, or their parent(s) or guardian(s) may apply for information recorded in the VSR relating to a student. The Secretary may authorise certain persons and bodies to access, use or disclose VSNs or related information for certain purposes, which include:

* monitoring and ensuring student enrolment and attendance
* ensuring education or training providers and students receive appropriate resources
* assisting the collection of statistics relating to education or training
* assisting research relating to education or training
* ensuring students’ educational records are accurately maintained.

## VCAA committees and terms of reference

### Executive Committee

The Executive Committee, established under section 2.5.7 of the Education and Training Reform Act, comprises the Chair of the VCAA Board, the VCAA Chief Executive Officer (CEO) and three VCAA Board members. The key responsibilities of the committee include:

* providing a forum for consideration of matters relating to the VCAA and making decisions on those matters for which authority is delegated at times when the full VCAA Board is not scheduled to meet or did not achieve a quorum for a scheduled meeting or both
* providing support to the VCAA Board and, where so resolved by the Board, make decisions on its behalf
* exercising any function or authority determined by the VCAA Board when so required
* considering matters determined by the VCAA Board or following a request of the CEO, as and when required
* advising the VCAA Board of all recommendations and proposed actions that are outcomes of a meeting of the committee whether the committee has met in session or out of session
* acting at all times in the best interests of both the VCAA and the Victorian community.

### Early Years–10 Curriculum and Assessment Committee

The Early Years–10 Curriculum and Assessment Committee comprises VCAA Board members and representatives from the Catholic Education Commission of Victoria, Independent Schools Victoria and the Department of Education.

The committee provides expert advice and makes recommendations to the VCAA Board in relation to Early Years–Year 10 on:

* the policies, criteria and standards for curriculum and assessment for Early Years–Year 10
* the relationship between the Victorian Early Years Learning and Development Framework (VEYLDF) and the Victorian Curriculum F–10, and the Victorian Curriculum F–10 and senior secondary pathways in education and training, including the VCE, VET and VCAL
* the administration of the NAPLAN program (Years 3, 5, 7 and 9)
* the monitoring and reporting of student participation and performance in Early Years–Year 10 assessment programs
* the provision of materials for schools and early childhood settings, and of professional development for teachers and educators, to support the implementation of Early Years–Year 10 curriculum and assessment programs
* the direction required for further research on matters relating to Early Years–Year 10 curriculum, standards and assessment at a national and international level.

### Senior Secondary Curriculum and Assessment Committee

The Senior Secondary Curriculum and Assessment Committee comprises nominated VCAA Board members and representatives from the senior secondary education sector, tertiary education sector, industry, as well as Catholic, independent and government sectors.

The committee provides expert advice and makes recommendations to the VCAA Board on:

* the development, evaluation and approval of curriculum and assessment designed to be undertaken in the senior secondary years
* the policies and procedures for the design, delivery and evaluation of curriculum and assessment products and services for the VCE, VCE VET and the VCAL
* the patterns of participation and quality of outcomes relating to courses of study in the senior secondary years
* the direction required for further research on matters relating to senior secondary curriculum and assessment.

### Senior Secondary Certificate Reform Committee

The Senior Secondary Certificate Reform Committee comprises VCAA Board members and external members.

The committee advises the VCAA Board and makes recommendations on the implementation of the senior secondary reforms outlined in the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling: Final Report, including:

* policy, strategy and risk matters related to the reform of the senior secondary certificate
* the development, evaluation and approval of a vocational pathway within the VCE
* the design of an integrated senior secondary certificate
* the development of new senior secondary curriculum and assessment relating to the vocational pathway
* arrangements for enrolled students in 2023 and 2025
* any other matters relating to implementing the recommendations of the review.

### Audit Committee

The VCAA Audit Committee comprises VCAA Board members and independent external members.

The committee assists the VCAA Board in fulfilling its responsibility to establish and maintain effective financial governance. The committee independently reviews and assesses the effectiveness of the VCAA’s systems and controls for financial management, performance and sustainability, including risk management. The committee oversees the internal audit function and audit activities and advises the Board on key accountabilities, including the annual audit of financial statements, the annual financial report and compliance with financial management requirements.

The Education and Training Reform Act and the Financial Management Act 1994 (Vic) guide the committee in compliance accountabilities and responsibilities.

### Review committees

Review committees consist of three members, one of whom must be a VCAA Board member and the Committee Chair.

A review committee is established only when required, and is responsible for:

* hearing student appeals against decisions by their school, and any penalties imposed, in respect of contraventions of VCAA assessment rules relating to school-based assessments
* conducting hearings into allegations that students have contravened the VCAA examination rules or obtained an assessment by fraudulent, illegal or unfair means and imposing penalties where appropriate in accordance with the requirements of the Education and Training Reform Act. Penalties range from reprimands to amending or cancelling students’ grades.

### International Committee

The International Committee comprises the VCAA Board members, the VCAA CEO and representatives of the Department of Education, the Department of Jobs, Precincts and Regions, the Victorian tertiary sector, independent international education and business consultants.

The committee advises the VCAA Board and makes recommendations on policy, strategy and operational matters about the VCAA’s international activities and engagement, including:

* assessing applications from schools to deliver the VCE Offshore program
* licensing of the VCAA’s products and services for use overseas
* completing risk management and quality assurance related to the offshore delivery of the VCE
* aligning the VCAA’s international activities with internal and government policy and strategy objectives.

# Student enrolment

## Registration: VCE and VCAL student personal details

Students must complete and submit the VCAA 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. To verify the legal identity of the student, schools should request the student’s birth certificate or change of name document, both of which are issued only by the Registry of Births, Deaths and Marriages Victoria, to ensure the accuracy of student names and birthdates.

If a student’s enrolment changes, it is the school’s responsibility to make sure that VCE/VM and VPC/VCAL eligibility reports are run on VASS. By running eligibility reports regularly, 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.

### General declaration

Before undertaking any studies, all students must sign an agreement to abide by VCAA regulations.

### Consent for disclosure of personal information to other organisations

Students must give permission for their data to be forwarded to newspapers and other government bodies for the calculation of awards and prizes, and for the Department of Education’s On Track survey. This must be done for each academic year of enrolment.

### Permission for use of student work

Students are asked to grant copyright permission for the use of their work in publications and productions approved by the VCAA.

### Students with past results

A ‘past result’ is any result in Matriculation, HSC, TOP, T12, STC, VCE or VCAL in a previous year (unless the result was achieved in the year immediately before the current academic year and the student is continuing at the same home school).

Students with past results will need to provide sufficient personal details to enable their records to be matched to database records. The VCAA database matches a student’s records based on their student number or the following data: date of birth, first name, family name and gender. Students who have past results and who know their Victorian Student Number (VSN) should indicate this on their form.

If a student’s records are not matched, the student may not be awarded the certificate in which they are currently enrolled. Home schools can view on VASS all past results for VCE, VCE VET and VCAL achieved by students, including results from a student’s previous school.

### Fee-paying international students

An overseas student wishing to undertake the VCE, VPC/VCAL or International Baccalaureate (IB) must indicate if they are a fee-paying international student when completing their form.

## VCE enrolment

The only VCE studies with enrolment restrictions are EAL, VCE Second Languages, VCE Chinese Language, Culture and Society, and VM studies.

The following VCE studies consist of more than four units:

* History
* Applied Computing
* Australian and Global Politics
* Mathematics
* Music.

Except for units that are deemed to be equivalent, there are no restrictions within a study on the number or combinations of units that students may undertake or for which credit may be gained towards satisfactory completion of the VCE. For example, students may obtain credit in VCE Applied Computing for Units 3 and 4 of both Data Analytics and Software Development. However, to get credit for a sequence, students must satisfactorily complete both Units 3 and 4 from the one study. See the Qualifications: Victorian Certificate of Education section for full details.

### Students seeking English as an Additional Language status

The satisfactory completion of at least three units from the English group, including a Unit 3–4 sequence, is a compulsory requirement for achieving the VCE, and students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are deaf or hard of hearing may have access to EAL status. Students applying for EAL status should indicate this on their VCAA student personal details form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

There are two VCE EAL studies available for enrolment: Bridging EAL (Units 1 and 2) and EAL (Units 1–4). VCE EAL has specific eligibility requirements to enrol in at Units 3 and 4 and requires the student to apply to complete the study. Students planning to enrol in Units 1 and 2 EAL or Bridging EAL or both, and who are considering further study of Units 3 and 4 EAL, are advised to discuss the eligibility requirements with their VCE coordinator before finalising their VCE program.

Table 10: EAL requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Study | Study code | Units 1 and 2 requirements | Units 3 and 4 requirements |
| Bridging EAL | EN11 | Application is not required for enrolment in Units 1 and 2 | No Unit 3–4 sequence available for enrolment, however an application is requirement for enrolment in Units 3 and 4 EAL (see below) |
| EAL | EN09 | Application is not required for enrolment in Units 1 and 2 | Application is required for enrolment in Units 3 and 4\* |

\*See the eligibility requirements in Students seeking English as an Additional Language status.

##### Students from a non-English-speaking background

To apply for EAL status at Units 3 and 4, each student is required to submit an **Application for enrolment in English as an Additional Language Units 3 and 4** form to the school. This is designed to assist schools in evaluating a student’s EAL status. Schools should maintain a record of all completed applications. The student has the responsibility for providing supporting documentation. Schools should not enrol a student in EAL unless they have received all documentation verifying that the student meets the EAL eligibility criteria. Schools are required to commence the process to determine Units 3 and 4 EAL eligibility before the student commencing their VCE program to allow time to collect and assess the supporting documentation. Students from a non-English-speaking background who are ineligible to enrol in Units 3 and 4 EAL are still entitled to undertake Units 1 and 2 of EAL or Bridging EAL or both. as part of their VCE program if the school deems this would benefit their learning.

Students who are applying to seek EAL status must meet one of the three criteria outlined in Table 11.

Table 11: Criteria for EAL status

|  |  |
| --- | --- |
| Criterion no. | Criterion |
| 1 | A student:  will not have resided in Australia or another predominantly English-speaking country for a total period of more than seven years before 1 January in the year the student will be undertaking Units 3 and 4 EAL\* *and*  has been enrolled in schools where English has been the student’s major language of instruction for a total period of seven years or less over the period of their education^ |
| 2 | A student is an Aboriginal or Torres Strait Islander person whose first language is not English |
| 3 | A student is deaf or hard of hearing and meets the eligibility requirements |

\* The period of seven years is to be calculated cumulatively over the student’s whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent out of Australia during school holidays should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.

^ Schools must sight the student’s overseas school reports to confirm that the language of instruction was not English during this period.

#### Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student’s eligibility for EAL status, including:

* minimal or no primary school education
* material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
* material interruptions to schooling after arrival in Australia.

#### Circumstances not considered for EAL status

The following are not grounds for a special application for EAL status:

* the language spoken in the student’s home
* the standard of the student’s spoken and written English
* the failure of the student’s school to provide EAL assistance to the student.

#### Determinations about EAL status

If a student clearly meets the criteria, the principal has the authority to grant this provision. Such applications should not be sent to the VCAA. Instead they should be retained on the school file. The VCAA may request copies of applications to confirm eligibility as part of an audit process.

If a decision is not clear, the principal may apply to the VCAA for a determination using the Application for enrolment in English as an Additional Language Units 3 and 4 form. If determination is sought from the VCAA, the completed application form, together with all supporting documentation, should be forwarded to Student Records and Results as soon as possible (which should be in the year before undertaking Units 3 and 4 EAL).

#### Students who have resided and studied in Singapore or India

VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years. A message on VASS will appear, stating ‘EAL eligibility for this country of origin can only be approved by the VCAA’. The school must forward the application to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp or international movement records or both, to determine whether the student is eligible for EAL status. If the application is reviewed by the VCAA, and the approval granted, it will be entered on VASS and the school will be able to enrol the student in EAL. This application and supporting documentation should be forwarded to Student Records and Results as soon as possible (which should be in the year before undertaking Units 3 and 4 EAL).

#### Students who are deaf or hard of hearing

Students seeking EAL status on the grounds of being deaf or hard of hearing must:

* produce evidence of a hearing test administered by the Australian Government Hearing Services Program, or an equivalent body, not more than two calendar years before the year of enrolment in a Unit 3–4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in their better ear. Other aspects of hearing loss, such as issues relating to sound frequencies, should be noted in the report. The report should be written in an accessible language, with the implications of the audiogram results clearly explained
* have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of being deaf or hard of hearing or be enrolled in a school for the deaf or hard of hearing or a recognised unit or facility for the deaf or hard of hearing attached to a regular school.

Schools can make decisions about the eligibility of a deaf or hard of hearing student for EAL status on the basis of these criteria. If necessary, advice may be sought from Student Records and Results.

If the principal has approved the student’s application, their status can be entered on VASS. If the principal is uncertain about a student’s eligibility, they should apply to the VCAA using the Application for enrolment in English as an Additional Language Units 3 and 4 form. All evidence as described in the eligibility criteria must be supplied with the application.

To satisfy the requirements of English or EAL, students who are deaf or hard of hearing may undertake an alternative assessment task to the one specified in the English or EAL study design. For those students who are deaf or hard of hearing and who have a limited capacity for oral communication, an alternative may be a data presentation (for example, using Microsoft PowerPoint) or a presentation using Auslan, which is translated into speech by an interpreter.

#### School-based arrangements for EAL

Studies have been designed so teachers can develop courses appropriate to the needs of their students. The flexibility in the study design should be used to take account of a student’s comparative unfamiliarity with the English language.

### Students seeking enrolment in VCE Second Language studies

There are specific eligibility requirements for VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese. These studies are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment.

All enrolments in Units 3 and 4 of a VCE Second Language study must be approved by the VCAA. Enrolment in VCE Second Language Units 1 and 2 studies does not need to be approved by the VCAA.

The home school is responsible for submitting the relevant VCE Second Language studies Units 3 and 4 application form, which should be submitted with the relevant supporting documentation in the academic year before enrolment. Schools should meet this deadline so that students are aware of their Second Language status at the beginning of the academic year in which they are enrolled. If this is not possible, schools should enrol students who may have difficulty meeting the required Second Language criteria into a First Language class until approval is granted. If the school does not offer the relevant First Language, the student should be enrolled in Distance Education at the Victorian School of Languages (VSL).

The student must provide sufficient evidence to support their application. The home school principal or their delegate must then make an initial assessment, using criteria and advice that has been provided by the VCAA, and complete the Principal’s declaration section of the relevant VASS forms. All accompanying documentation must be in English or have been translated into English by a recognised translation authority.

The responsibility for providing supporting documentation rests with the student. The VCAA may not permit enrolment in the study if forms are not complete, or the supporting documentation is incomplete or is deemed insufficient.

#### 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.

Table 12: Second Language study eligibility

|  |  |
| --- | --- |
| 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 five 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)

Student enrolment responsibilities include:

* completing the relevant VCE Second Language studies Units 3 and 4 application form, giving details of their language background
* ensuring that all requested information is correctly provided and that the ‘Certification by student and parent or guardian’ section is completed
* providing the school with relevant documents in English (or translated into English by a recognised translation authority) to support their applications.

The student has the responsibility for providing supporting documentation. Students should contact the National Accreditation Authority for Translators and Interpreters Ltd (NAATI) on 1300 557 470. The VCAA will not permit students to enrol in the study if the application form is not complete, or the supporting documentation is incomplete or deemed insufficient to allow eligibility to be determined. The following information may also need to be provided as supporting documentation to the VCAA:

* Students who have Australian citizenship must provide a copy of their birth certificate or passport showing their date of arrival in Australia and country of residence.
* Students who have attended school overseas must provide reports from the school showing languages studied and years of attendance.
* Students who have had non-attendance at school in any year, or part year, from the age of six years must provide official relevant documentation. Acceptable documentation may be an official letter from the school in the country concerned, a report from a medical officer in that country, or a statement from the education authority in that country.
* Students who have lived overseas must provide passport entry and exit dates that detail international movement. Students who have misplaced their passports may obtain this information from the Australian Government Department of Home Affairs.

The principal of the home school, or their delegate, must make an initial assessment using criteria and advice provided by the VCAA, and complete the Principal’s declaration section of the application form.

The home school must:

* certify that the information provided in the form and supporting documentation is true and correct before submitting them to the VCAA
* inform the student and their assessing school if the student is deemed to be ineligible. The application forms of these students should be forwarded to the VCAA only if endorsement of the school’s recommendation is required
* forward application forms and a copy of relevant supporting documentation to Student Records and Results
* check the student’s eligibility approval on VASS
* enrol students on VASS if their eligibility for VCE Second Language study is approved
* notify the assessing school of the VCAA’s decision concerning a student’s eligibility (by forwarding a Student full details report).

Schools should contact Student Records and Results for advice about:

* student transfers
* students arriving from overseas at the commencement of the academic year
* criteria for eligibility
* enrolment procedures.

#### Exceptional circumstances

If a principal considers that a student who does not clearly satisfy the criteria should be allowed to enrol in the study due to exceptional circumstances, an application detailing the circumstances (supported by appropriate documentation) should be sent to Student Records and Results for consideration.

Difficulty in obtaining documents to explain non-attendance at school is not an exceptional circumstance. Appropriate documentation must be provided.

Approval for Second Language status will not be granted because of a student’s standard of writing, speaking or listening in the language.

#### Chinese studies enrolment

There are four VCE Chinese studies available for enrolment; three of these studies have specific eligibility requirements and require the student to apply to complete the study.

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 coordinator before finalising their VCE program.

Table 13: Chinese studies enrolment requirements

|  |  |  |  |
| --- | --- | --- | --- |
| VCE study | Study code | Units 1 and 2 enrolment requirements | Units 3 and 4 enrolment requirements |
| Chinese First Language | LO04 | Application not required | Application not required |
| Chinese Second Language Advanced | LO48 | Application not required | Application required |
| Chinese Second Language | LO39 | Application not required | Application required |
| Chinese Language, Culture and Society | LO57 | Application not required | Application required |

### Students seeking enrolment in VCE Chinese Language, Culture and Society

A student is not eligible for VCE Chinese Language, Culture and Society if they have either:

* undertaken six months or more of education in a school where Chinese is the medium of instruction
* resided for 24 months or more in any VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau).

### 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, students are required 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, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, 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 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 they are enrolled 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.

### Students seeking enrolment in VCE VM studies

Students may only enrol in VM studies if they are completing the VM program. There are specific program requirements for the VCE VM.

To be eligible to receive the VCE, a student must satisfy the minimum VCE requirements – a minimum of 16 units which must include:

* three units from the English group (English, EAL, Literature, English Language and VCE VM Literacy) including a Unit 3–4 sequence
* at least three other sequences of Units 3 and 4 studies, which can include further sequences from the English group.

The program requirements for the VCE VM are in addition to the minimum requirements for satisfactory completion of the VCE – a minimum 16 units which must include:

* three VCE VM Literacy or VCE English units including a Unit 3–4 sequence
* two VCE VM Numeracy or VCE Mathematics studies units
* two VCE VM Work Related Skills units
* two VCE VM Personal Development Skills units
* a minimum of 180 nominal hours of VET at Certificate II level or above.

Schools are expected to run a **VCE Vocational Major student eligibility** report in VASS for all VCE VM students to make sure their program will allow completion of the VCE and the VCE VM program. If a student meets the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, the student will be awarded the VCE. Schools should contact Student Records and Results if there are any concerns about the report.

Schools should also contact Student Records and Results for advice about:

* student transfers
* students arriving from overseas at the commencement of the academic year
* criteria for eligibility
* enrolment procedures.

## VCAL enrolment

There are no restrictions on the VCAL studies students may enrol in.

## VET enrolment

Students should be enrolled in the certificate and all units of competency (UoCs) they expect to complete in the current academic year only, rather than the complete qualification. If a student does not complete a UoC and wishes to complete it in a following academic year, they must be re-enrolled in the following academic year.

There may be restrictions on the VET training students can undertake because of industrial arrangements, the nature of the industry from which training is derived, or regulatory requirements. The enrolment into a qualification designated as an apprenticeship only is not permissible where a student does not have a valid, current training plan. The VCAA requires all schools wishing to enrol students into Certificate IV or Diploma qualifications to complete an Application for higher level qualifications form, which is available in the VET section of the VCAA website. The decision about the content of the training program will be made by the school in consultation with the registered training organisation (RTO).

After enrolments have been finalised, a VCE, VCE VM or VCAL student eligibility report should be run in VASS.

Schools should comply with the deadlines (which some sectoral authorities use to determine their funding arrangements) set out in the Important administrative dates for the following:

* finalising UoC enrolments within VCE VET scored Unit 3–4 sequences
* finalising UoC enrolments for any students undertaking any certificate type (VE1, VE2 or VE3)
* withdrawing students from UoC from a VCE VET scored Unit 3–4 sequence
* finalising Assessment Plan information for VCE VET scored Unit 3–4 sequences.

## International Baccalaureate registration

International Baccalaureate (IB) students need to be identified as such on VASS and the same attention to detail should be given to their personal details as is required for VCE and VCAL students.

All Australian Year 12 IB students are required to sit the General Achievement Test (GAT) for the calculation of a notional Australian Tertiary Admission Rank (ATAR). These students should complete the International Baccalaureate (IB) student personal details form. All international Year 12 IB students are required to be enrolled on VASS by the deadline in Important administrative dates so that this information can be forwarded to the Victorian Tertiary Admissions Centre (VTAC). The GAT is optional for international students, at the school’s discretion. However, if students do not sit the GAT, an ATAR will not be calculated (they will, however, receive a notional ATAR statement).

There is an administrative fee for each IB student sitting the GAT (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website). The VCAA invoices students through their school. Each school is responsible for the collection of VCAA payments from its students. Schools are required to submit one cheque to cover all IB students included on the invoice. Where schools have an IB student wishing to undertake a VCE study, the principal must request permission for this enrolment from the VCAA before entering the enrolment on VASS. The school should provide to Student Records and Results a full course outline of the IB program the student is undertaking and state the VCE study the student wishes to undertake. This VCE study must be different from any study being undertaken as part of their IB program.

## 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 or IB program. The course type for these students will be VCE, and if a student does not have a VCE 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’s On Track survey. The Year 10 student personal details form must be completed by such students. The school should hold these forms until the following year.

## Atypical enrolment in VCE

There are some students who do not start and finish their VCE at the one school or within a continuous timeframe, including those who:

* transfer from one school to another within Victoria
* transfer from another state or territory system to the VCE
* transfer from another country to the VCE
* require a break in their VCE studies due to personal circumstances (interrupted studies).

There are some students who combine their VCE studies with Higher Education studies at university. The records of all such students need to be appropriately managed.

### Students transferring within Victoria

If VCE or VCAL students transfer from one Victorian school to another, schools use VASS for the transfer procedure. When a student transfers to another school, the school that the student is leaving is required to transfer the student on VASS, so they can be enrolled at the new school. If this is not done, the new school must contact the student’s former school and request the transfer. Students should not be transferred until the new home school is known.

A student must not be enrolled at the new school until correct transfer procedures have been completed, to make sure that a second student number is not created. Multiple records in the same academic year for the one student may lead to the student not being awarded their VCE or VCAL.

Students who transfer during the academic year must have results for units or school-based assessment recorded on VASS at the time they transfer.

#### VCE transfers

If a VCE student transfers:

* very early in the academic year and completes all outcomes at the receiving school, the receiving school determines satisfactory completion for both Units 3 and 4
* very late in the academic year, having completed all outcomes at the original school but sitting any examinations at the receiving school, satisfactory completion of Units 3 and 4 is determined by the original school
* midway through the academic year and completes Unit 3 at the original school, that school determines satisfactory completion of the unit, while the receiving school determines satisfactory completion for Unit 4
* part-way through completion of a unit, the original school enters all information on its assessments for any outcomes completed before transferring the student to the receiving school, while the receiving school determines satisfactory completion of the remaining outcomes and the unit.

The scheduling of assessment tasks at the receiving school may mean that a student would not have the opportunity in the normal teaching program to complete their remaining tasks for the unit. The receiving school should provide support for the student to complete any missing tasks, including the necessary teaching and preparation for the task. The scheduling of other tasks for the unit may prevent this, or the student may be disadvantaged by an overload of work in comparison with other students in the class. In such cases, the principal may award an S for the unit on the advice of the teacher of that study if the student has completed sufficient work overall for a valid decision to be made.

#### VCAL transfers

If a VCAL student transfers:

* very early in the academic year and completes all learning outcomes at the receiving school, the receiving school determines satisfactory completion for any VCAL units
* midway through the academic year and has completed any units or learning outcomes at the original school, that school determines satisfactory completion of the units or learning outcomes, while the receiving school determines satisfactory completion of any other units or learning outcomes
* part-way through completion of a unit, the original school provides any information on learning outcomes completed before transferring the student to the receiving school. The receiving school will determine satisfactory completion of the remaining learning outcomes and the unit.

### Students transferring from interstate on exchange programs

Students transferring from interstate on exchange programs may have late enrolments approved. Written applications should be made to Student Records and Results.

### Students transferring from interstate during Year 11

How schools deal with students who transfer from interstate during Year 11 will depend on the time of year that the student transfers. The following examples describe the varying procedures.

#### Case 1: Student arrives before the end of Term 1

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* enrol the student in VCE units in the usual way
* determine a reasonable expectation for completion of work in each VCE unit in which the student enrols, considering the time remaining in the teaching period
* assess the student’s satisfactory completion of units based on the expectations established in the previous steps and the information provided by the student’s former school.

Students cannot at this stage be credited with completion of a unit by virtue of work completed at their previous school.

#### Case 2: Student arrives before the end of Term 2

The school to which the student transfers should:

* request documentation of the student’s progress from the previous school
* determine what would constitute a reasonable work program for the student for the remainder of the teaching period
* apply for credit based on work undertaken at the interstate school, taking into account work completed at the Victorian school, if appropriate
* enrol the student in VCE units in the usual way.

#### Case 3: Student arrives before the end of Term 3

The school to which the student transfers should:

* request documentation of the student’s progress from the previous school
* apply for credit based on work undertaken at the interstate school, taking into account work completed at the Victorian school, if appropriate
* enrol the student in VCE units in the usual way
* determine a reasonable expectation for completion of work in each VCE unit in which the student enrols, considering the time remaining in the teaching period
* assess the student’s satisfactory completion of units based on the expectations established above and the information provided by the previous school.

#### Case 4: Student arrives after the end of Term 3

The school to which the student transfers should:

* request documentation of the student’s progress from the previous school
* determine a reasonable work program for the student for the remainder of the teaching period
* apply for credit for studies undertaken interstate, considering work completed at the Victorian school, if appropriate.

Students arriving in a Victorian school after enrolments for that year are closed will have to enrol the following year.

### Students transferring from interstate during Year 12

How schools deal with students who transfer from interstate during Year 12 will depend on the time of the academic year that the student transfers. The following cases describe the procedures schools should follow.

#### Case 1: Student arrives before the last day for enrolment in Unit 3–4 sequences

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* enrol the student in VCE units in the usual way
* determine a reasonable expectation for completion of work in each VCE unit in which the student enrols, taking into consideration the time remaining in the teaching period
* assess the student’s satisfactory completion of units on the basis of the expectations established in the previous procedures and the information provided by the previous school
* apply for credit for units completed at Year 11 or Year 12 level or both.

#### Case 2: Student arrives after the last day for enrolment in Unit 3–4 sequences

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* determine a reasonable work program for the student for the remainder of the teaching period
* apply to the VCAA for credit for studies undertaken interstate, taking into account work completed at the Victorian school, if appropriate.

Students who receive credit at Unit 3 and 4 level will be permitted to enrol in Unit 4. Wherever possible, it is expected that students enrolling in only Unit 4 will enrol in VCE studies that are related to the interstate subjects on which the credit granted for Unit 3 level is based. Requests to enrol interstate students directly into Unit 4 must be made in writing to Student Records and Results.

Students who are awarded credit for Unit 3 of a study completed interstate in 2022 and who complete Unit 4 of a similar VCE study and two or more graded assessments will have a study score calculated. This applies only to the current year of enrolment.

Students who obtain an N for Unit 4 may return in the following year but they must enrol in the Unit 3–4 sequence. An S for Unit 4 will satisfy the sequence, but a study score will be calculated only if the student satisfactorily completes Units 3 and 4 in the one year.

#### Case 3: Student arrives after the deadline for withdrawing from a Unit 4 study

Students transferring from interstate during Year 12 after the deadline for withdrawing from a Unit 4 study will not be permitted to enrol in Unit 4 for that year.

### Students arriving from overseas

Students transferring from overseas may have late enrolments approved. Written applications should be made to Student Records and Results.

#### Students arriving from overseas during Year 11

The procedures outlined for interstate transfers during Year 11, as described in Students transferring from interstate during Year 11, also apply to overseas transfers. How schools deal with students transferring from overseas will depend on the time of year the student arrives.

#### Students arriving from overseas during Year 12

Overseas students may complete the VCE in one year if the VCAA awards them credit at Unit 1 and 2 level. For overseas students transferring during Year 12 in the period before the last day for enrolment in Unit 3–4 sequences, schools should follow the same steps as those described in Case 1: Student arrives before the last day for enrolment in Unit 3–4 sequences. Students transferring from overseas after the last day for enrolment in Unit 3–4 sequences will not be permitted to enrol in Units 3 and 4.

### Interrupted studies students

Interrupted studies status enables students to complete VCE Units 3 and 4 and have a study score calculated over two academic years. The principal or principal’s delegate, on behalf of the student, applies to the VCAA once the Interrupted studies status application form (on VASS) has been completed.

The interrupted studies provision is primarily designed to manage a student’s program to ensure access to the full range of assessments. Schools will need to demonstrate a student’s eligibility in the application documentation, the action taken so far in managing the student’s circumstances, and the arrangements being made by the school to make sure that the student can complete their studies when they return to study in the following academic year.

#### Eligibility for interrupted studies

Students who are enrolled in Units 3 and 4 and undertake a recognised overseas exchange program or experience serious illness or other major adverse personal circumstance during the course of the academic year may apply for interrupted studies status and withdraw from Unit 4 of a sequence. Students may apply for interrupted studies status for their whole program of studies or for only part of their program (for example, interrupting two studies of an enrolment of five studies).

Students who will be unable to satisfactorily complete Unit 3 in a study before their departure should consider compassionate late withdrawal from the study, encompassing both Units 3 and 4.

Interrupted studies status is not granted to students who wish to enrol in an alternative course of study or participate in activities of personal interest. Schools may consider making specific arrangements for a student who chooses to participate in sporting events either interstate or overseas and who will be absent from school for a brief period. These arrangements should focus on allowing students to achieve satisfactory completion of outcomes.

Students who take up full-time employment or a full-time apprenticeship but maintain their commitment to the VCE by continuing enrolment in at least two sequences of Units 3 and 4 may be considered eligible.

Australian Defence Force personnel may apply for interrupted studies status. Schools should contact Student Records and Results for advice.

There is no specific date by which the VCAA must receive applications; however, interrupted studies status will not be granted to students who satisfy the outcomes for Unit 4 but were unable to complete VCE external assessments. In these cases the student may be eligible to apply for a Derived Examination Score (DES).

#### Sample program structures

Eligible students may vary their program to suit their circumstances. Table 14 outlines two examples. The first student needs to take a complete break from study. The second student has continued with two of their five studies and taken a complete break in three studies, then chosen to repeat one of the continued studies the following year, repeat Unit 3 of two of the interrupted studies, and complete Unit 4 of each of the interrupted studies.

Table 14: Examples of interrupted studies

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of interrupted studies | First year | Second year | | Third year | |
| Student 1: Complete break | English Units 1 and 2  Mathematical Methods Units 1 and 2  Chemistry Units 1 and 2  Media Units 1 and 2  Literature Units 1 and 2 | English Unit 3  Mathematical Methods Unit 3  Chemistry Unit 3  Media Unit 3  Literature Unit 3 |  |  | English Unit 4  Mathematical Methods Unit 4  Chemistry Unit 4  Media Unit 4  Literature Unit 4 |
| Student 2: Partial break | English Units 1 and 2  Mathematical Methods Units 1 and 2  Chemistry Units 1 and 2  Media Units 1 and 2  Literature Units 1 and 2 | English Unit 3  Mathematical Methods Unit 3  Chemistry Unit 3  Media Unit 3  Literature Unit 3 | English Unit 4  Mathematical Methods Unit 4 | Mathematical Methods Unit 3  Media Unit 3  Literature Unit 3 | Mathematical Methods  Unit 4  Chemistry  Unit 4  Media Unit 4  Literature  Unit 4 |

#### Returning to complete Unit 4 studies

A student is not automatically flagged as a returning interrupted studies student when they resume their studies the following academic year. The VCAA requires notification in writing that the student has returned and has been enrolled in the relevant studies.

#### Arrangements for a student’s return to school with interrupted studies

In preparation for a student’s return to undertake Unit 4 of a study commenced in a previous academic year, schools are strongly advised to check the curriculum content to ensure continuity of the sequence. If there are significant curriculum changes, teachers should ensure students receive advice and additional preparatory work.

#### Students who return to a different school after interrupted studies

A student who returns to a different school after interrupted studies should inform their new school that they have interrupted studies status to ensure enrolment in Unit 4 of the studies for which they were granted this status.

#### Inability to return to school after interrupted studies

If a student is unable to return to school to complete Unit 4 at the agreed time, the school may apply on their behalf for an extension of interrupted studies for a further 12 months. Applications for extension must be in writing from the school principal and include current medical or other professional documentation to support the application.

#### Repeating studies

It is not intended that students who are granted interrupted studies status repeat Unit 3, but they may do so if they wish to use it as an opportunity to improve assessment results. If a student was awarded an N for Unit 3 because of illness or other serious cause, they should repeat the unit. They must complete all set tasks in accordance with the study design to assess learning outcomes in the academic year of their return.

## Withdrawal from study

Students may choose to withdraw from their studies at any time; however, the records of their enrolment can be withdrawn from a unit only if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

### Compassionate late withdrawal

A student may, under exceptional circumstances, be given approval for compassionate late withdrawal from VCE Units 3 and 4. The principal or principal’s delegate, using the Application for late VCE and VCAL enrolment amendments form, must apply to Student Records and Results, on the student’s behalf, for permission to withdraw from one or more VCE Unit 3 and 4 studies. Documentation of the exceptional circumstances must be included. Compassionate late withdrawal is not available to students who are simply not coping with the demands of VCE studies. This provision is designed to assist students who have made a genuine attempt to continue with their VCE studies while suffering major adverse circumstances but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person – for example, a general practitioner or psychologist – is required as part of the application. No fees apply for compassionate late withdrawal.

Compassionate late withdrawal from a Unit 3 and 4 study will not be approved if a student has a final reported grade for an examination or school-based assessment. If the student has scores for an examination or school-based assessment associated with Unit 3 only and wishes to continue with that study the following year, the school may apply for interrupted studies status on the student’s behalf.

### Total withdrawal from the VCE or VCAL

Students wishing to withdraw from the VCE or VCAL must first complete a Student exit form (on VASS). Only a student can withdraw their own enrolment. Schools or individuals other than the student seeking to withdraw a student’s enrolment can only do so with the student’s written permission. The Student exit form should be incorporated into the school’s exit procedures and documentation and should be stored at the school, and the withdrawal must be entered on VASS. Withdrawal from VCE or VCAL can be completed by the school provided the enrolment date for that unit or units has not passed.

## 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 VCAA student personal details form. Note that IB 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 by 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 (Vic), Ministerial Order 819 – Fees for Overseas Students in Government Schools and the International Student Visa 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’s International Student Program, administered by the Department’s International Education Division. Queries about the fee liability of international students at Victorian government schools can be directed to the International Education Division on (03) 7022 1000 or [international@education.vic.gov.au](mailto:international@education.vic.gov.au).

In non-government schools, such as schools operating under the Catholic Education Commission of Victorian (CECV) or Independent Schools Victoria (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.

### 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 [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.

Fee-paying international students should be made aware that failure to pay all VCAA invoices received over the period of their enrolment in their senior secondary program (which may be over one or more years) will cause final results to be withheld from the student, the school and VTAC.

Principals are required to make sure 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.

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.

### VCAA fee refund policy for fee-paying international 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 before 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.

## Student observance of assessment and attendance rules

At the beginning of each academic year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their assessment; both school-based assessments and VCE external assessments.

Students must also sign a declaration that they will abide by their school’s policies and rules relating to the appropriate use of technology, including the internet.

Schools should refer to the Scored assessment: School‑based assessment and Scored assessment: External assessment sections for detailed information on the VCAA’s rules relating to assessment, and what to do if there is a breach of these rules.

### VCE attendance

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. 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 or outcomes that cannot be authenticated.

A school policy and set of procedures to cover absence from school-based assessment tasks should be published and made available to staff, students and their parent(s) or guardian(s). When a student is absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning and school-based assessments. In this case, the student should not be penalised for lack of attendance. Special provision may allow a student to work from home for a period of time. Schools should retain documentation about any decisions relating to granting provisions for school-based assessment, including supporting evidence. Advice about special provision for classroom learning and school-based assessments is provided in the Special provision section.

In the situation where a student is allowed to work from home, the school must have in place additional measures to be able to authenticate the student’s work as their own. Advice about authentication measures is provided in the Scored assessment: School‑based assessment section.

VCE VM 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 VCE VM attendance should be published and made available to staff, students and their parent(s) or guardian(s).

### 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 their parent(s) or guardian(s).

ASSESSMENT

# Satisfactory completion of units

## Satisfactory completion of VCE units

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tasks related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

For VCE units, excluding VM studies, final school-based assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements, as a way of demonstrating the outcome. Students may not resubmit work to improve a school-based assessment score.

VCE VM studies do not receive a study score.

### 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’s rules and the school’s rules and procedures. For all VCE units, schools must specify the work that a student must complete to achieve an S for a unit and the conditions under which the work is to be done. See Integrity of VCE school-based assessments in the Administrative information: Schools and registered training organisations section for more information.

### 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 (which can include time granted through an extension for any reason or a special provision or both)
* the work cannot be authenticated, for example, through lack of attendance
* there has been a substantial breach of the VCAA’s rules and the school’s rules and procedures.

### Redeeming outcomes – submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

### 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.

The J result is recorded on the VCAA database but is not reported on the student’s Statement of Results. Units with a J result are made available to the Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

### Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

### Care in the use of technology

A student who uses technology to produce work for assessment is responsible for making sure:

* there is an alternative system available for producing assessable work in case of malfunction or unavailability
* hard copies of the work in progress and backup versions are produced regularly.

## Satisfactory completion of VPC/VCAL units

### Satisfactory VPC/VCAL unit result

A student will receive an S (satisfactory) for VPC/VCAL units when they have demonstrated achievement in all learning outcomes for the unit.

All VPC/VCAL assessment activities should be reviewed by the teacher to verify their successful completion. The elements in the curriculum documents further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

To be credited with a satisfactory unit result, a student must demonstrate achievement in all learning outcomes in that unit.

The curriculum components in a learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units.

The VPC/VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive an S or N (not yet completed) result for each unit.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

For VCE units included in the VPC/VCAL learning program, assessment must be in accordance with the VCE study designs.

### Recording VPC/VCAL learning outcomes

VPC/VCAL providers who record an N for a VPC/VCAL unit can record an S for individual unit learning outcomes that have been achieved. This is considered existing credit. Access the entry screen for the recording of individual learning outcomes via the VPC/VASS menu and select Results Admin. From there select Results Admin > VPC/VCAL Results Entry > Unit.

Providers can produce other relevant reports by selecting Results Admin, following:

* Results Admin > Unit results > by class
* Results Admin > Unit results > by student.

VPC/VCAL students with existing credit will be required to complete only the outstanding VPC/VCAL unit learning outcomes that were not achieved, to record an S for the unit. There is a two-year period for recognition of individual VPC/VCAL learning outcomes. This will assist VPC/VCAL students who have interruptions to their studies, including students who:

* experience a significant illness
* experience significant personal hardship
* are returning to VPC/VCAL after changes to their career pathway (for example, a student has left VPC/VCAL to take up employment but then lost their job)
* experience other interruptions to their study (for example, a student has become disengaged and left school)
* have taken a long time to achieve their VPC/VCAL.

Recognition of existing credit is not intended for students who have participated in activities of personal interest that led to their exit from the original educational program.

## Satisfactory completion of VET units

### Satisfactory VET unit of competency result

Students will receive an S for a unit of competency (UoC) if they have been assessed as competent in the unit. The final assessment decision is made by their registered training organisation (RTO).

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete UoCs. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence. The exceptions are some smaller Certificate II qualifications where the credit is only at Units 1 and 2 levels and some larger Certificate III qualifications that may provide two Unit 3–4 sequences.

### Not yet competent VET result

Students will receive an N (not yet competent) result for a UoC if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the UoC. If a student has not met sufficient UoCs to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.

SCORED ASSESSMENT

# School‑based assessment

There are two forms of school-based assessment for VCE Units 3 and 4:

* The school-assessed coursework (SAC), which consists of a set of tasks that assesses each student’s level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.
* A school-assessed task (SAT), which is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student’s level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students and their parent(s) or guardian(s) at the beginning of the academic year or when a student enrols in any VCE unit at the school.

Each VCE unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs late in the 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 or to determine a unit result.

## Authentication

Principals are responsible for the administration of the VCAA’s rules and instructions in their school. One of these rules is that students must make sure that all work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, the submission of their work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

### Rules for authentication of school-based assessment

Students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

* make sure that all work submitted for assessment is their own
* not plagiarise the work of someone else or or other source
* not cheat
* acknowledge all resources used, including:
* texts, websites and other source material
* the name and status of any person or source who provided assistance and the type of assistance provided
* not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work.

Acceptable levels of assistance include:

* incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking) but which have been transformed by the student and used in a new context
* prompting and general advice from another person or source, which leads to refinements or self-correction or both

Unacceptable forms of assistance include:

* use of or copying another person’s work, including their teacher’s work, another source’s work or other resources without acknowledgement
* use of or copying sample answers provided by their teacher, another person or another source
* corrections or improvements made or dictated by another person, including their teacher
* not submit the same piece of work for assessment in more than one study, or more than once within a study
* not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
* not knowingly assist another student in a breach of rules.

In considering if a student’s work is their own, teachers should consider if the work:

* is atypical of other work produced by the student
* is inconsistent with the teacher’s knowledge of the student’s ability
* contains unacknowledged material
* has not been sighted and monitored by the teacher during its development.

### School-assessed coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. To make sure that the work submitted by the students is clearly their own, undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

#### Work completed outside class

Most work for the assessment of unit outcomes and school-assessed coursework (SACs) will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

Additional work and study undertaken outside of class time will be required as part of the student’s regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the teacher, taking into account the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data might be collected outside the classroom.

For SACs undertaken outside of class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for school-based assessment form which is available to download on VASS.

#### Drafting

Teachers are not required to formally sight drafts or record students’ completion of drafts unless it is a requirement of the VCE study design or for authentication purposes or both. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for SACs. However, students and teachers must follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the SACs and ensure the authenticity of each student’s work.

### School-assessed tasks

Teachers must make sure that there is a sufficient range of topics within their SATs to distinguish each student’s work and, therefore, to assist in the authentication process.

Teachers are required to follow the authentication advice in the relevant Administrative Information for school-based assessment for their VCE study, available on the VCAA website, to make sure no undue assistance is provided to students during the development of an SAT that might lead to uncertainty about the student’s authorship or ownership of the work.

Teachers must monitor and record each student’s development of work, from planning and drafting through to completion, in the study-specific School-assessed task authentication record form, also available on the relevant VCE study page. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

### Strategies for avoiding authentication problems

The following strategies will reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:

* Teachers should devise a teaching and learning program that provides opportunities for students to develop the key knowledge and skills required to produce work that is clearly their own, without undue assistance from another person including their teacher.
* Teachers should make sure that tasks are kept secure before delivery, to avoid unauthorised release to students that would compromise the assessment. Tasks should not be sent or stored 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 or preliminary research or both.
* 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 make sure 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 make sure 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 make sure 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 or cross-marking procedures or both 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 possible authentication problems to be identified earlier and appropriate action to be taken sooner.
* 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 make sure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

## Scheduling assessment tasks

Teachers are advised to give students the dates for completion of assessment tasks in advance, considering the Important administrative dates. The *Assessment schedule* has the dates by which schools must submit results to the VCAA and should be used in conjunction with the Important administrative dates.

Schools should consider issues of authentication and student workload in deciding when specific details regarding tasks are given to students.

An extension may be needed to account for circumstances in which a student or group of students has not been given appropriate time to undertake or complete school-based assessment.

### Rescheduling assessment tasks for an entire class

If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

### Rescheduling an assessment task for an individual student

Extension of time for an individual student to complete a task should be granted only in special circumstances.

An extension of time may be permitted, but not into the next academic year.

Schools are required to have a policy outlining conditions under which an extension of time for individuals may be granted. It should be common across all VCE units within a school and should contain details including:

* a formal process for applying for an extension of time
* the rules of eligibility
* the maximum period for an extension
* the conditions under which an extension will be allowed.

See Special provision: Classroom learning and school‑based assessment in the Special provision section.

Extensions for tasks related to units of competency (UoCs) contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

## Determining initial school-based assessments

Each school should have established procedures for determining school-based assessments and should apply these procedures consistently. There should be consistency in the decisions made by teachers of individual studies and in the decisions made by multiple teachers of one study.

All teachers should review the Statistical moderation report (available on VASS) related to their study. Where the internal assessment scale is misaligned against the external assessment scale the school may wish to consider establishing a professional partnership with another provider to further develop teacher capacity to align internal and external assessment scales.

### 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 consult with one another to develop school-based assessments. The following approaches will help schools to review their current assessment arrangements or establish new practices with regards to cross-marking or internal moderation or both.

#### Approach 1

* Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task.
* Teachers grade the task from their own classes.
* Teachers swap samples and carry out blind marking.
* If necessary, teachers mark further tasks or reassess tasks from their own class.
* Difficult cases are further discussed before results are entered.

#### Approach 2

* Teachers combine and distribute the student tasks among themselves for assessment.
* The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results.
* Unusual cases are considered by all teachers concerned.

#### Approach 3

* Samples from all classes are distributed.
* All teachers assess the same tasks.
* Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors or assessment criteria.
* When all teachers are confident they have a consistent understanding of the application of the performance descriptors or assessment criteria, each teacher assesses tasks from their own class.

### Determining initial school-based assessments in partnership with another school

Best practice recommends that initial discussions take place at the beginning of the academic year between teachers from different schools.

It is useful to swap some drafts of typical work early in the process of completing the school-based assessment. The earlier a common understanding between teachers is established, the more smoothly the process will be completed.

Teachers in schools that are combining their individual assessments will find it useful to discuss, and come to an agreement on, student completion dates.

Refer to the Administrative information: Schools and registered training organisations section for information about setting up partnerships specifically for school-based assessment.

#### Producing a combined set of comparable scores for a school-based assessment

The following steps are recommended:

1. Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the performance descriptors or assessment criteria for each task or outcome, and the assessment program of each of the partnership schools. This communication should occur as early as possible, and not later than the expected date of completion of the first designated assessment task for the unit.
2. The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.
3. Each school reviews the assessment tasks of its own students. It is expected that the schools with more than one class for the study will apply their own procedures to achieve comparability of assessments within their school.
4. Each school selects student tasks for cross-marking. For small-group partnerships, this should include all the tasks from the school with the small group, and at least an equivalent number from the partner school. For other partnerships, teachers should agree on an appropriate number, preferably at least five pieces from each school. For each task, the second marking should be ‘blind’ – that is, made without any knowledge of the assessment given by the student’s own teacher.
5. Teachers then discuss both assessments for each task and agree on a final score. If the teachers cannot reach consensus, the two scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other tasks not included in the cross-marking.
6. When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis purposes.

## VCE Units 3 and 4 school-assessed coursework

School-assessed coursework (SAC) consists of a set of assessment tasks that assesses each student’s level of achievement in VCE Units 3 and 4 outcomes, as specified in the study design.

School-assessed coursework preparation

#### Support materials

For each new or revised VCE study from 2022, information that was formerly contained in Advice for teachers is now incorporated and published as support materials on each VCE study page. Information that was contained in a separate Assessment handbook between 2015 and 2022 has been incorporated into a single Advice for teachers publication. Studies accredited before 2015 have both an Advice for teachers and an Assessment handbook.

The support materials include assessment information about Units 3 and 4 SAC. Advice is provided on how to construct and incorporate assessment tasks and how to grade these tasks using performance descriptors.

Notification of any changes to assessment advice during the course of study will be made available to teachers via the VCAA Bulletin and VCAA website.

### Initial assessment

Schools are responsible for the initial SAC assessment. The basis for this is the teacher’s rating of the performance of each student on the tasks specified in the study design. The support materials, Advice for teachers and Assessment handbook for each VCE study, include advice on SAC assessment.

Schools should not attempt to apply an additional ranking process after assessments have been completed. This approach is unnecessary, and schools should not try to determine individual rankings for students as a separate part of the assessment process.

### Feedback to students

After assessment tasks are submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

* advising on particular problem areas
* advising on where and how improvements can be made for further learning
* reporting S or N decisions and providing written comments on students’ performance against each outcome.

Schools may choose this as a basis for reporting to a student’s parent(s) or guardian(s). In providing this feedback, teachers may give students their marks on individual SAC tasks. If providing marks, teachers must advise students that their total SAC scores may change following statistical moderation.

Schools should include in student VCE handbooks advice:

* about the conditional nature of any SAC marks given to students
* about how statistical moderation can impact total scores for SAC.

Although schools may permit students to submit further evidence for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of SAC scores awarded by the school.

The decision about whether or not to return school-based assessments to students rests with the school.

### Lost, stolen or damaged school-assessed coursework

If a teacher or student has lost a SAC task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The school must keep a record but is not required to report it to the VCAA. The principal will determine an initial score for the assessment task, acting on advice from the teacher and based on their assessment records.

## VCE school-assessed tasks

The information provided here applies to the SATs for the following Units 3 and 4 studies:

* Algorithmics (HESS) (AL03)
* Art Creative Practice (AR03)
* Art Making and Exhibiting (SA03)
* Applied Computing
* Data Analytics (IT02)
* Software Development (IT03)
* Media (ME03)
* Product Design and Technology (DT03)
* Systems Engineering (SE03)
* Visual Communication Design (VC03).

SATs assess specific sets of practical skills and knowledge and are used to measure a student’s level of achievement in Units 3 and 4 outcomes as specified in the relevant study design. The VCE study designs outline the task requirements for assessment purposes. Administrative Information for school-based assessment is published annually for each VCE study with an SAT component and includes the scope, nature and criteria for SATs along with the authentication information, the Authentication recordform and Assessment Sheet. Teachers must use the correct Administrative Information for school-based assessment (available on the VCE study page) for the current academic year.

### Advice on developmental stages of school-assessed tasks

As part of the authentication process through observations, teachers are required to provide feedback to students on work in progress for an SAT. These comments are to be noted on the Authentication **record** form.

Teachers must follow the authentication advice in the relevant Administrative information for school-based assessment for their VCE study to make sure no undue assistance is provided to students during the development of an SAT that might lead to uncertainty about the student’s authorship or ownership of the work.

### Assessment of school-assessed tasks

Schools are responsible for the initial assessment of a student’s level of achievement in SATs. The basis for this is the teacher’s rating of the performance of each student against the set of criteria that is published each year by the VCAA in the Administrative Information for school-based assessment, available on the VCE study pages. The VCAA provides detailed descriptors of levels of performance for each criterion. These criteria are mandated, and schools must use the descriptors when making assessment judgments.

Information is provided annually through the Administrative Information for school-based assessment and the VCAA’s professional learning program and resources, details of which are announced in the *VCAA Bulletin* or published on the relevant study page of the VCAA website or both.

Principals must make sure that teachers receive all relevant assessment material and that they use the assessment criteria and advice for the current year as published on the relevant VCE study page, to accurately assess students’ work.

#### Assessment Sheets for school-assessed tasks

The VCAA provides Assessment Sheets, which are published annually and made available on the relevant VCE study page of the VCAA website as part of the Administrative Information for school-based assessment. The Assessment Sheets specify the criteria for the awarding of initial scores. Schools must use the Assessment Sheets for the current academic year. Each criterion has a numerical scale of 0 to 10 and schools award an initial score for each criterion. Each criterion score is to be entered on VASS and must be submitted by the relevant submission date. The determination of the date to return SATs to students rests with the school. Schools should maintain access to work completed for assessment until the end of the academic year in which the work was undertaken.

#### Submitting initial results to the VCAA

The assessing school should enter SAT initial scores into VASS by the due date specified for each study in the Assessment schedule.

### Feedback to students

Feedback is provided to students at observation points throughout the SAT. These comments are noted on the Authentication recordform. In addition, after the SAT has been submitted and marked, teachers provide feedback to students on their level of achievement. This is also documented on the Authentication recordform. It must be made clear to students that school assessment results may change due to the statistical moderation process. The earliest date SATs may be returned to students is published annually in the Important administrative dates on the VCAA website.

### Lost, stolen or damaged school-assessed tasks

If a teacher or student has lost an SAT, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. The school must complete the Report on lost, stolen or damaged school-assessed tasks and externally assessed tasks form, enter an estimated score on VASS and email the form to the School-based Assessment Audit team.

The principal, acting on advice from the teacher and on the basis of records kept on the Authentication recordforms, will determine an initial assessment.

### Student transfers after the due date

If a student transfers after the due date for the study in which the SAT is scheduled, the student’s SAT must stay with the assessing school until after the return of student work.

## VCE VET school-assessed coursework

In order to be eligible for a study score, students must demonstrate competence in the UoCs that make up the Unit 3–4 sequence. Students must also satisfy all the requirements of scored assessment.

Each scored VCE VET program requires the satisfactory completion of three SAC tasks that are integrated into the delivery of the VET training program. An Assessment Plan is required for each VCE VET scored program. Full details of the assessment process for scored VCE VET programs are published in the VCE VET scored assessment guide.

## VCE VET school-assessed coursework audits

The VCAA will audit scored coursework assessment tasks in a number of schools or assessing groups each year. The audit will be undertaken at the end of the current school year and include sampling coursework tasks to determine whether the VCAA requirements, outlined in the VCE VET scored assessment guide, have been followed. The audit outcomes will be provided to the home school at the start of the following school year.

## Managing score amendments

When the due date for assessments has passed, student results that have been entered on VASS for that cycle will be locked. Any administrative errors in entering the results must be amended using a Score Amendment Sheet, which is generated through VASS. The completed Score Amendment Sheet must be signed by the principal or their delegate, and forwarded to Student Records and Results Unit with:

* a written explanation of the reason for the alteration to the score, signed by the principal
* a copy of the original Assessment Sheet.

If the SAS is received after the final grade has been allocated, the VCAA will determine the final grade.

## VCE school-based assessment audit

The school-based assessment audit checks that school-based assessment is conducted in line with VCE assessment principles and the requirements of the relevant study design.

Principals are encouraged to support teachers whose studies are being audited throughout this process.

The school-based assessment audit occurs in two stages for both Units 3 and 4. The first stage involves the completion of a study-specific questionnaire. Teachers complete the questionnaire on behalf of the school. The second stage involves only schools that have been asked to provide evidence of any aspect of the assessment, including tasks, assessment information provided to students, marking schemes or criteria, moderation processes or samples of student work.

The audit examines school-based assessments for compliance with requirements, seeking to identify irregularities where the VCAA requirements have not been followed. The audit findings assist in planning the VCAA assessment advice and professional development support for teachers. Schools will receive feedback on the findings of the audit.

A more detailed overview of this process is provided on the [General advice on the school-based assessment audit](https://www.vcaa.vic.edu.au/administration/schooladministration/schoolbasedassessmentaudit/Pages/Index.aspx) page on the VCAA website.

If a school is being audited for a VCE VET study, the supporting documentation from teachers of scored VCE VET programs should include:

* the three scored tasks set by the teacher or trainer
* a copy of the Assessment Plan for the identified VCE VET program.

## School-based assessment: Breaches of rules and investigations

Schools are responsible for making sure students comply with VCAA rules for school-based assessment. For advice on school-based assessment, refer to Work completed outside class in School-assessed coursework, Strategies for avoiding authentication problems in Scored assessment: School‑based assessment and the [VCAL assessment](https://www.vcaa.vic.edu.au/assessment/vcal-assessment/Pages/Index.aspx) page on the VCAA website.

Schools should have their own policy and procedures for dealing with allegations that students have breached VCAA examination rules (as published on the VCAA website) or school-based assessment authentication rules. The policy and procedures should be clear about roles and responsibilities and who the decision-maker is in relation to any alleged breaches. The school policy and procedures should set out the process that will be followed when an allegation is received, the communication that can be expected from the school during the process of investigation and decision-making, the opportunities that will be available for the student to respond to allegations and the possible penalties and the avenues of appeal.

The school policy and procedures should be made available and explained to students and others in the school community at the start of the academic year.

A student undertaking assessment under test conditions as part of school-based assessment in Units 1–4 must comply with VCAA examination rules and school rules. The VCAA examination rules are published on the VCAA website and distributed to all VCE providers and students in both the GAT brochure and *VCE Exams Navigator* each year.

### Investigation of breaches of school-based assessment rules

Some guidance on process and procedures for dealing with breaches of VCAA examination rules or breaches of VCAA rules for authentication of school-based assessment is provided here, but this is not a substitute for schools developing and familiarising students with the school’s own policy and procedures.

### Reporting alleged breaches of rules in school-based assessment

The school’s policy and procedures should make clear who is responsible for receiving reports of allegations of breaches of rules in school-based assessment. The principal or an authorised member of the principal class may wish to be the initial point of contact for reports and delegate the conduct of investigations to a person of appropriate seniority and experience.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and may need to be kept confidential.

On a school’s receipt of an allegation, the student’s work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

### Preliminary investigation

On receipt of an allegation, the person responsible for investigating alleged breaches of rules should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the school decision-maker. The student should be advised that an investigation is to take place.

### 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 VCAA authentication rules for school-based assessment. If so, the evidence should be put to a decision-maker for determination.

The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is 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.

Relevant evidence includes:

* any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
* the student’s work
* copies of specific notes or another student’s work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
* samples of other work by the student for comparison, if relevant
* the teacher’s record of authentication
* the teacher’s opinion about the student’s work
* accurate notes of conversations with witnesses, the teacher and the student.

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student’s parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school’s policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school’s knowledge of the student’s personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked to:

* provide evidence of the development of the work
* discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
* provide samples of their other work
* complete, under supervision, a supplementary assessment task related to the original task.

### Decision-making

The school’s policy and procedures should make clear who in the school has the authority to decide if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination rules and VCAA authentication rules for school-based assessment to a hearing panel comprising members appointed by the principal.

It is important that the decision-maker is not the same person as the investigator. The material gathered during the investigation should be provided to the decision-maker, including evidence that suggests the allegations are not proven, as well as any responses the student provided during the investigation.

If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered and the student given an opportunity to be heard. The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.

The following principles apply to whoever is given the authority to make the decision regarding alleged breaches of rules:

* The decision-maker must act fairly and without bias.
* The student must receive at least 24 hours’ written notice of the meeting or hearing conducted by the decision-maker. The notice should include:
* the date, time, place and likely duration of the meeting or hearing
* the allegation(s) against the student
* the names of all decision-makers
* advice that the student may bring a support person to the meeting or hearing (see below)
* the name of a contact person if the student has queries about the meeting or hearing
* a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
* the possible outcomes, including penalties.
* It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation.
* At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.
* The decision-maker may ask questions of the student.
* The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.
* The decision-maker must consider all evidence and submissions carefully, including the student’s response, and whether the allegation (and the student’s defence) is supported by evidence that is relevant and credible.
* The decision-maker must consider all relevant factors and no irrelevant factors.
* The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.
* The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school’s policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:
* a verbal or written warning
* detention or suspension
* refusal to consider the student’s work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
* refusal to accept the part of the student’s work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
* refusal to accept any part of the work, awarding an N for the outcome.
* The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student’s right to appeal the decision to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic). The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting or hearing, the school must write to the student to confirm:

* the findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
* the reasons for the decision on each allegation, and the supporting evidence
* any penalty that will be imposed
* information about the student’s right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wishes to appeal a decision.

If the student’s work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student’s records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student’s conduct in disrupting a school-based assessment task conducted under test conditions.

## Student appeals against school decisions about breaches of VCAA rules

The school’s policy and procedures about breaches of VCAA examination rules or school-based assessment authentication rules should include information about the student’s statutory right of appeal against the school’s decision.

Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student’s attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO, VCAA must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

### Notice of school decision following interviews

Following the interview conducted by the VCAA, the school must notify both the student and the VCAA, in writing and within seven days, that it has either:

* rescinded its decision and any penalty imposed
* rescinded the penalty imposed
* reduced the penalty imposed
* confirmed both the decision and the penalty imposed.

### Student appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student’s appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

* rescinded the penalty imposed
* reduced the penalty imposed
* confirmed both the decision and the penalty imposed.

### Appeal hearing

If a student elects to proceed with an appeal, the CEO, VCAA must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the Review Committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school’s procedures and handling of the allegation(s) against the student.

If the Review Committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may either:

* reprimand the student
* permit the student, if practicable, to resubmit the schoolwork required for either:
* assessment in the study or the course
* satisfactory completion of the study or the course
* refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
* amend the student’s school-based assessment results.

# VCE and VET assessment summary

## VCE studies and revised assessment in 2023

The results of school-based assessments and external assessments (including examinations) contribute towards a student’s study score in each VCE study and towards their Australian Tertiary Admission Rank (ATAR). All VCE studies, excluding VM studies, have three graded assessments in each Unit 3–4 sequence, and include at least one external assessment.

Table 15: VCE studies and revised assessment in 2023

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | 25  25  50 |
| Agricultural and Horticultural Studies AH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  30  40 |
| Algorithmics (HESS) AL03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 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 | 20  30  50 |
| Art Creative Practice AR03 | 1  2  3 | Units 3 and 4 school-assessed task  Unit 4 school-assessed coursework  Written examination | 60  10  30 |
| Art Making and Exhibiting SA03 | 1  2  3 | Units 3 and 4 school-assessed task  Units 3 and 4 school-assessed coursework  Written examination | 60  10  30 |
| Biology BI03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Business Management BM03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Chemistry CH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 16  24  60 |
| Classical Studies CS03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Dance DA03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Performance examination  Written examination | 25  50  25 |
| Drama DR03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Solo performance examination  Written examination | 40  35  25 |
| Economics EC03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 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 | 25  25  50 |
| English Language EL01 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Environmental Science EV03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Extended Investigation XI03 | 1  2  3 | Unit 3 school-assessed coursework  Critical Thinking Test  Externally assessed task | 30  10  60 |
| Food Studies FY03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  30  40 |
| Geography GE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Health and Human Development HH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 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 | 25  25  50 |
| Industry and Enterprise IE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| 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  Examination: written component | 25  25  12.5  37.5 |
| Languages (CCAFL):  Armenian LO44  Bengali LO35  Bosnian LO50  Chin Hakha LO53  Croatian LO05  Dutch LO07  Filipino LO45  Hebrew LO11  Hindi LO36  Hungarian LO12  Karen LO55  Khmer LO16  Macedonian LO20  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  Examination: written component | 25  25  12.5  37.5 |
| Languages (CCAFL):  Auslan LO03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Interactive sign examination  Sign comprehension and sign production examination | 25  25  15  35 |
| 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  Examination: written component | 25  25  10  40 |
| Languages:  Aboriginal Languages of Victoria LO38 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  30  40 |
| Languages:  Chinese Language, Culture and Society LO57 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Examination: oral component  Examination: written component | 25  25  15  35 |
| Languages:  Classical Greek LO01  Classical Hebrew LO51 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Languages:  Latin LO17 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Legal Studies LS03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Literature LI01 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Mathematics:  Foundation Mathematics MA10 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 40  20  40 |
| Mathematics:  General Mathematics MA07 | 1  2  3 | Units 3 and 4 school-assessed coursework  Written examination 1  Written examination 2 | 40  30  30 |
| Mathematics:  Mathematical Methods MA11  Specialist Mathematics MA09 | 1  2  3 | Units 3 and 4 school-assessed coursework  Written examination 1  Written examination 2 | 40  20  40 |
| Media ME03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  40  40 |
| Music Composition MS03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Externally assessed task  Aural and written examination | 30  50  20 |
| Music Inquiry MC05 | 1  2  3 | Units 3 and 4 school-assessed coursework  Externally assessed task  Examination | 35  50  15 |
| Music Contemporary Performance MC06  Music Repertoire Performance MC04 | 1  2  3 | Units 3 and 4 school-assessed coursework  Performance examination  Aural and written examination | 30  50  20 |
| Outdoor and Environmental Studies OS03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Philosophy PL03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Physical Education PE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Physics PH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 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 | 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 | 20  50  30 |
| Psychology PY03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Religion and Society RE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Sociology SO03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Systems Engineering SE03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  50  30 |
| Texts and Traditions TT03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Theatre Studies TS03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Monologue examination  Written examination | 45  25  30 |
| Visual Communication Design VC03 | 1  2  3 | Unit 3 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 25  40  35 |

## VCE VET programs with scored assessment in 2023

All VCE VET programs with scored assessment have two graded assessments. Unless otherwise noted, examinations are held at the end of the academic year.

Table 16: VCE VET program with scored assessment in 2023

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Graded assessment | Type of assessment | Weighting of study score (%) |
| Business (BU23) BSB30120 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Community Services (CT41) CHC32015 | 1  2 | Units 3 and 4 school-assessed coursework Written examination | 66  34 |
| Creative and Digital Media (MU07) CUA31020 | 1  2 | Units 3 and 4 school-assessed coursework  Computer-based examination | 66  34 |
| Dance (DN17) CUA30120 | 1  2 | Units 3 and 4 school-assessed coursework  Performance examination | 50  50 |
| Engineering Studies (EG18) 22470VIC | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Equine Studies (EQ08) 22513VIC | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Furnishing (FN20) MSF20516 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Health (CT37) HLT33015 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Hospitality (HS31) SIT20316 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Hospitality (Kitchen Operations)  (HS32) SIT20416 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Information and Communications Technology  (IN60) ICT30120 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Integrated Technologies (ET16) 22586VIC | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Laboratory Skills (LB21) MSL30118 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Music Industry (Performance)7 (MI19) CUA30920 | 1  2 | Units 3 and 4 school-assessed coursework  Performance examination | 50  50 |
| Music Industry (Sound Production)  (MI30) CUA30920 | 1  2 | Units 3 and 4 school-assessed coursework  Aural and written examination | 66  34 |
| Sport and Recreation (SR41) SIS30115 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |

# External assessment

VCE external assessments are any centrally set tasks assessed by the VCAA, including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

Throughout this section the terms ‘VCE examination’ and ‘VCE external assessments’ refer to any VCE examination, the General Achievement Test (GAT) and the Extended Investigation Critical Thinking Test.

The home school is the school responsible for the administration of all student data and course enrolments on VASS and for making sure all their students have been allocated to an examination centre or room. A student can have only one home school at any given time.

## VCE examinations

VCE examinations are set by VCAA-appointed panels. VCE examination specifications and sample material (by study), as well as an archive of past examinations and examination reports, are available on the VCAA website.

### Integrity of VCE written examinations and VCE examination administration

At the start of the academic year, schools must make sure students are made aware of the VCAA examination rules, to ensure the integrity of VCE external assessments. Students will declare that they will abide by and observe the rules and instructions relating to VCE external assessments when they complete and sign the annual Student declaration and VCAA student personal details form.

To uphold the integrity of VCE external assessments, students are expected to provide responses that are authentic and relevant to the questions asked rather than rely on pre-prepared responses that are not their own.

VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequences must meet the VCAA requirements for the conduct and administration of VCE examinations, as outlined in the Agreement to conduct and administer VCE external assessments emailed to them.

Principals are required to complete and sign this agreement annually, certifying they will comply with all VCAA requirements for conducting and administering VCE external assessments. Principals must make sure school personnel associated with the administration of VCE external assessments are aware of VCAA requirements.

Principals are reminded of the serious consequences that may result from non-compliance. If a serious breach of this agreement occurs, a school’s capacity to host VCE external assessments will be subject to review.

### VCAA examination rules

Students are required to observe [VCAA rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment. VCAA rules shall apply with appropriate and reasonable modifications for students who have disabilities or other impairments.

## Eligibility to undertake VCE external assessments outside Victoria

Students who sit VCE examinations must be living in Victoria and enrolled at a school or institution permitted by the VCAA as a VCE provider, except if a student:

* is a bona fide resident of Victoria but is temporarily interstate or overseas
* is on an exchange program overseas
* is a student on exchange in Victoria and is returning home immediately before or during the VCE external assessment period
* is representing Australia in an official capacity, for example, at a sporting, academic, military or cultural event
* has a parent or guardian who has been asked to work interstate or overseas
* has completed a substantial part of their course of study in Victoria and has moved temporarily or permanently interstate or overseas.

Schools must submit an Application to sit VCE external assessments interstate or overseas to the VCAA.

Evidence of eligibility must be submitted with the application form.

Events such as family holidays, birthdays and weddings are not considered valid grounds for an application to sit VCE external assessments interstate or overseas.

## VCE external assessment periods and timetable

The VCAA determines the timing of VCE external assessments. Schools must issue each student with an individual student Examination/Assessment Timetable after the release date for each VCE external assessment period. For VCE Languages oral and performance examinations and Extended Investigation oral presentation, schools must issue each student with their advice slips and, where relevant, Performance Program Sheets/Performer’s Statement, Statements of Intention, Industry Statements, Interpretation Statements and Information Booklets. These documents are available only on VASS.

The dates for the VCE examination timetable are published on the VCAA website.

The VCAA develops the VCE examination timetable using enrolments to:

* minimise the number of students required to sit more than two examinations on a given day
* minimise the number of clashes of two examinations in the same session
* avoid scheduling another examination on the same day as English and English as an Additional Language (EAL)
* allow sufficient time to complete marking within the available timeframe.

The VCE examination timetable is published on the VCAA website after it has been approved by the VCAA Board.

The VCE examination timetable is also printed in the *VCE Exams Navigator*, which must be issued to students by their home school.

### Students with three examinations timetabled on one day

Schools that have students with three examinations timetabled in a single day during an examination period will be notified of the arrangements for these students by the VCAA.

The VCAA will permit students who have three examinations timetabled on a single day to have an additional 10 minutes per hour for the final examination on that day. This can be taken as extra working time or as supervised rest breaks. Students are not obliged to use the extra time entitlement and are permitted to leave the examination before their revised finish time.

Students who complete three examinations in a single day are entitled to receive a Derived Examination Score (DES) for the third examination. These students will not be required to apply for a DES.

To be eligible for additional time and the DES, students must attend all three examinations on the day and attempt the questions on the paper to the best of their ability.

To be eligible for the calculation of a DES, students need to have completed the course of study leading to the examination and have a result for at least one other graded assessment in the same study.

The DES should be seen as a safety net, not a substitute examination score. Many students will, if they apply themselves diligently, exceed or equal their predicted DES in their third examination completed on that day. The VCAA will compare each student’s actual examination score and their calculated DES and award the student the higher of the two.

### Timetable clashes

If a student has two examinations timetabled for the same session, one of the examinations will be moved to another session on the same day. Principals may consult the student and, on behalf of the student, request which examination is to be moved to a different session.

While all attempts will be made to work around timetable clashes, VCE Languages examinations, Music written examinations and VET Creative and Digital Media examinations cannot be moved to a different session.

### Early starts

Principals can apply to the VCAA (with supporting evidence) for permission to begin VCE written external assessments up to 30 minutes earlier than stated in the official timetable. Approval to begin at the earlier times will be confirmed by the VCAA in writing to the principal. The principal must notify students and their parent(s) or guardian(s) in writing of the new start and end times.

### Late arrivals

Each VCE written external assessment commences with a reading period that is included in the times shown in the VCE examination timetable. Students must check the starting time of each VCE written external assessment and arrive before the commencement time and must familiarise themselves with the rules about late admission. If a student is late, the VCAA reserves the right to determine if their response materials will be accepted.

The procedure for admitting late students is outlined on the Examination rules page on the VCAA website and is also published in the VCE Examination Manual and VCE Exams Navigator.

### Student identification requirements for VCE external assessments

All students undertaking a performance, Languages oral examination or the Extended Investigation oral presentation will be required to provide personal identification at the registration point for their assessment. The personal identification must consist of a clear photograph of the student and their full name. Most existing student identification cards or personal documents (for example, a school ID card, a public transport ID card, a passport or a driver’s licence) are sufficient. Students undertaking the oral component of the VCE Languages examination will be required to identify themselves by stating, in English, their VCAA student number.

Students completing a VCE written examination are required to write their VCAA student number on the response materials. Students attending a location other than their home school may also be required to provide personal identification before entering the examination room.

VCAA student numbers are provided to students by their home school.

### Materials and equipment authorised for use in the GAT and VCE written examinations

Materials authorised by the VCAA for use in the GAT and VCE written examinations are listed on the VCAA website and are included in the VCE Examination Manual, the GAT brochure and VCE Exams Navigator.

### Irregularities

Irregularities are events that significantly interrupt and adversely affect a student’s performance immediately before, or during, a VCE external assessment that are outside their control. Examples of events that can occur and could be classified as an irregularity are:

* power failures, emergency evacuations and other disruptive events
* printing or collating errors or both in examination question or answer books
* excessive noise or interference
* incorrect interpretation of examination conditions or rules by supervisors
* procedural issues with the conduct of Languages oral or performance examinations, or the Extended Investigation oral presentation.

If reasonably possible and practical, minor disruptions will be rectified and remedied at the time of the external assessment by the supervisor, for example, replacing faulty books.

In the event of major disruptions to the conduct or administration of an external assessment, the supervisor should refer the matter to an authorised person at the school.

Further details, including the requirements for making an application, are provided on the VCAA website and are also published in the VCE Examination Manual and VCE Exams Navigator.

## Marking external assessments

VCE external assessments will be subject to independent marking by assessors appointed by the VCAA. If necessary, there will be discrepancy marking by an additional assessor, who will assess the task without knowledge of the previous assessments.

### Indicative grades and the anomalous grades check

Indicative grades for all VCE external assessments, apart from the Music Composition externally assessed task, must be submitted before the relevant external assessment period. The primary purpose of collecting these indicative grades is to support the quality assurance procedures for marking the external assessments. They assist in identifying possible anomalous marking of individual student responses. Indicative grades will also be used in the calculation of the DES.

The indicative grade is the school’s prediction of a student’s actual level of achievement on the examination. Indicative grades are a letter grade, from A+ to E/UG (ungraded) or NA (not assessed); note that plus (+) can be used, but minus (-) is not available for input. Class teachers of the same study at the school should confer on the comparability of the indicative grades given to their students.

The rank order and level of spread of the indicative grades for the school cohort in the study are of prime importance. The indicative grades for the school cohort are moderated by the VCAA to make sure that they are statistically reliable. If they are not statistically reliable, they will not be used.

#### Strategies for arriving at an indicative grade

The VCAA has no preferred position on how a school arrives at a set of indicative grades, except to advise that there should be coherence in the process. All teachers at the school should be provided with advice by the principal on the definition and purpose of the indicative grade, and a suitable means of arriving at a set of indicative grades for the school cohort.

Examples of strategies used by schools include:

* setting practice examinations, which must be held at a time that allows entry of the indicative grade on VASS by the due date
* ranking the students by performance in school-based assessment and then applying an appropriate grade
* basing the grade on prior knowledge of the relative ability of the student in the study.

The VCAA recommends that schools use the indicative grades feedback report on VASS to assist with determining indicative grades. This report shows if the school’s indicative grades for the previous year were generally aligned with the final grades. The indicative grades feedback report is available on VASS by selecting the School Admin tab and following the sequence: School Admin > School Statistics > Indicative Grades Feedback.

#### Anomalous grades check process

For all external assessments, except for General Mathematics Examination 1 and the Music Composition externally assessed task, an anomalous grade check is undertaken before issuing final results. Indicative grades provided by the school, on the condition that they are statistically reliable, are used to identify student assessments with anomalous grades. These students’ assessments are then reconsidered by the relevant chief assessor’s panel.

The anomalous grades check highlights where the student’s examination outcome is substantially different from that predicted from one or more of the:

* school’s indicative grade
* student’s GAT component scores
* other examination assessment in the study, for studies with more than one external assessment.

In each case, the differences must be statistically significant.

In the interests of students, teachers should be as accurate as possible in their estimation of an indicative grade. If the teacher is accurate (that is, they allocate indicative grades with a similar order and spread to external assessment performance of their students), any possible anomalous marking will be detected, and the assessment referred to the chief assessor for checking. If the teacher allocates indicative grades that are different in order and spread to the external assessment performance of their students, some anomalous assessments might not be detected. If the teacher consistently under- or over-assesses indicative grades for all students, anomalous performance from the pattern given by the school can still be detected. Thus, within the constraints of the grade structure, a school need not be overly concerned about submitting indicative grades with exactly the correct level, but teachers should try to order and spread students’ grades as accurately as possible.

Schools can run a report through VASS that lists those students whose scripts or recordings were forwarded to the chief assessor’s panel for final determination.

## Externally assessed tasks

Externally assessed tasks, which are used in Music Composition, Music Inquiry and Extended Investigation, assess a student’s level of achievement in accordance with the study design and published assessment criteria. Externally assessed tasks are marked by assessors appointed by the VCAA.

For more detailed information about the Music Composition, Music Inquiry or Extended Investigation externally assessed task, refer to the relevant study pages on the VCAA website.

Teachers must make sure that there is a sufficient range of topics within their class to enable them to distinguish an individual student’s work and therefore to assist in the authentication process.

Teachers must monitor and record each student’s development of work, from planning and drafting through to completion, in the Authentication record for externally assessed task. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being audited, this sheet should be included with the work.

## 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 Chief Executive Officer (CEO), VCAA, may refer serious cases to a 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 in the following parts of this section.

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.

### 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.

Supervisors must complete an incident report immediately after the external assessment, providing as much information as possible about any alleged breach, including any relevant circumstances leading up to it, and details of what occurred afterwards. It is important to include all matters associated with the incident, no matter how insignificant they may have appeared at the time. The VCAA may contact supervisors for additional information during an investigation into the alleged breach of rules.

#### Confiscated electronic devices, including mobile phones

Under VCAA examination rules students are required 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 can contact Legal Services 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 can 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.

### 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 CEO, VCAA, as soon as practicable after the interview.

#### Decision to proceed to hearing or issue a written reprimand

After considering a report of the interview, the CEO, VCAA, may issue a written reprimand to the student, request that a review committee conduct a hearing into the matter under investigation, or decide that no further action is required.

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 the Review Committee will ask the school representative to speak about the student’s character and school experience.

### Review Committee

Review Committees consists of three people who are either members of the VCAA Board or staff of the VCAA. The Chair of the Review Committee must be a member of the VCAA Board.

#### Assessment may be withheld pending a decision

The VCAA may withhold the assessment of a student who is required to attend a hearing before a review committee until whichever of the following is later:

* the decision of the Review Committee and the expiry of the period of 14 days after the day on which the Review Committee gave its decision verbally at the hearing
* if the student applies to an appeals committee for review of the decision, notification to the VCAA by the Appeals Committee of its determination of the application.

The VCAA will advise the school if a student’s results have been withheld. Where possible, the VCAA aims to finalise all investigations and hearings before the Victorian Tertiary Admissions Centre (VTAC) cut-off date for students to submit changes of preference to VTAC.

#### Notice of hearing

The CEO, VCAA must give a student who is required to attend a hearing before a Review Committee:

* written notice of the hearing not less than seven working days before the hearing is due to commence
* copies of the information and documents the VCAA will refer to at the hearing, no less than five working days before the hearing is due to commence.

#### Procedure of the Review Committee

At a hearing:

* subject to the Education and Training Reform Act 2006 (Vic), the procedure of the Review Committee is at its discretion
* the proceedings must be conducted with as little formality and technicality as the requirements of the Education and Training Reform Act and the proper consideration of the matter permit
* the Review Committee is not bound by rules of evidence but may inform itself in any way it thinks fit
* the Review Committee is bound by the rules of natural justice.

Cross-examination of witnesses

The cross-examination of witnesses in a hearing before a Review Committee is at the discretion of the Review Committee. An exercise of this discretion must be consistent with the rules of natural justice.

#### Legal representation for the student

A student may be represented by a legal practitioner at a hearing before a Review Committee.

#### Person assisting the Review Committee

Review Committees may be assisted by a person nominated by the VCAA. A person assisting the Review Committee under this section:

* is entitled to be present during the proceedings
* must make sure that all relevant information is put before the Review Committee but must not act as prosecutor
* must advise the Review Committee on any matter on which it seeks to be advised but must not adjudicate on the matter.

#### Decision of the Review Committee

If the 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.

#### Notification of decision

The Review Committee must give its decision:

* verbally at the hearing
* in writing to the student no later than seven days after the hearing.

The Review Committee must set out in its written decision:

* the reasons for its decision
* the findings on material questions of fact that led to the decision.

The Review Committee must notify the VCAA without delay of its decision.

Principals are advised in writing of the outcome of review committee hearings.

### Review by an appeals committee

A student affected by a decision of a review committee may apply for review of the decision by an appeals committee on one or both of the following grounds:

* the decision was unreasonable
* the penalty imposed was too harsh.

An application must be made by notice in writing to the CEO, VCAA, no later than 14 days after the day on which the Review Committee gave its decision verbally at the hearing. The CEO, VCAA, must refer an application to an appeals committee for determination.

A student may make a written submission to the Appeals Committee but is not entitled to be heard in support of the written submission or to appear before the Appeals Committee.

An appeals committee must review a decision made by a review committee having regard to all the documents before it, the written decision of the Review Committee, and any written submission made by the student.

In determining an application for review of a decision made by a review committee, an appeals committee may:

* affirm the decision under review
* vary the decision under review
* set aside the decision under review.

An appeals committee must notify the VCAA without delay of its determination of an application for review under this section.

#### Appointment of an appeals committee

An appeals committee consists of three members appointed by the Minister for Education to determine applications for review. The Minister may appoint more than one appeals committee at any time.

A member of an appeals committee must not be a member of the VCAA, a member of a committee of the VCAA or an employee of the VCAA. The members must have, between them, knowledge of the assessment programs of the VCAA, the Education and Training Reform Act and the field of secondary education.

##### Notification of alteration of record of student assessment

If a student’s assessment is amended or cancelled, the VCAA:

* must give written notice to the student concerned
* may give written notice to any other person to whom a copy of the student’s record has previously been provided.

# Reporting results: Score aggregation

The information in this section does not relate to the VCE VM, which does not include scored assessment.

## Study scores

A study score indicates how a VCE student performed in relation to all other VCE students who undertook the study. It is calculated using the student’s final scores for school-assessed coursework (SACs), school-assessed tasks (SATs), externally assessed tasks and examinations for each study.

To receive a study score, students must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year, unless they have interrupted studies status and have met these requirements over two academic years.

### Study score calculation

The final score for each graded assessment is standardised. This is done by subtracting the state mean for a graded assessment from the student’s final score for that graded assessment, and dividing the result by the state standard deviation for the graded assessment:

* standardised score = (final score − state mean) / state standard deviation

The standardised score for each graded assessment is multiplied by its percentage contribution to the study score. In some studies, the graded assessments are equally weighted, while in others they are weighted differently. For English, the formula is:

* (standardised Unit 3 coursework score × 0.25) + (standardised Unit 4 coursework score × 0.25) + (standardised end-of-academic-year examination score × 0.50)

Student weighted standardised scores are added together. For VCE studies, up to three weighted standardised scores are added together. The weighted totals of all students in the study are ranked in descending order. When students have the same total, they are given the highest rank of the group. For example, in a study of 1500 students, if three students have the equal highest total, each will be assigned the rank of 1500. The next highest total will be assigned the rank of 1497.

The ranks are then normalised using an inverse normal function. The scores resulting from this transformation are distributed normally, with a mean of 0 and a standard deviation of 1. The normalised scores are then converted to a scale with a mean of 30 and standard deviation of 7, truncated at 0 and 50. This produces a possible study score ranging from 0 to 50, with most study scores between 23 and 37. Further adjustments are made for studies that have small numbers of students.

For further explanation, see the [series of videos detailing VCE study score](https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx).

### Calculating a VCE VET study score

Some VCE VET programs include scored assessment. In these programs, students receive a score and a grade for each of two components:

* SACs, a set of tasks students undertake in the Unit 3–4 sequence of their program
* an examination based on the Unit 3–4 sequence, set by the VCAA.

The statistically moderated SAC score and the examination score are used to calculate study scores by the same procedures as for other VCE studies.

### Study score calculation for students with interrupted studies status

Students who have been granted interrupted studies status will have their study scores calculated using graded assessments across two academic years, provided they have achieved two or more graded assessments in the study and received an S for both Units 3 and 4. The best results for each graded assessment across the two years of study are used when the study score is calculated. Table 17 demonstrates how these requirements are applied.

Table 17: Example of interrupted studies study score calculation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | First academic year | | Second academic year | | Sequence requirement met | Second academic year study score |
| Unit 3 | Unit 4 | Unit 3 | Unit 4 |
| Interrupted Study | S | Overseas study/illness | Overseas study/illness | S | Yes | Yes |

### Interstate credit and study scores

A student awarded credit at Unit 3 and 4 level for interstate studies will have a study score calculated only if they have credit for Unit 3, receive an S result for Unit 4 in a similar VCE study and have attempted at least two graded assessments in the VCE study.

## Statistical moderation

School-based assessment is an important part of the VCE. In many studies it contributes 50% towards the calculation of a student’s study score. To ensure fairness when study scores are calculated, it is important that school-based assessments made by all schools are comparable.

The VCE program gives teachers some flexibility in deciding which teaching and learning activities and coursework assessment tasks they will use to assess the learning outcomes specified in each study design. As a result, coursework assessment from different schools will sometimes be based on different sets of assessment activities, even though they are assessing the same learning outcomes, and therefore cannot be compared.

The VCAA acknowledges that teachers are best placed to assess students’ academic achievement. However, assessment scores are comparable only when they are expressed on the same scale. Statistical moderation does not change the relative performance of students within the statistical moderation group. For each VCE and VCE VET program the VCAA uses statistical moderation to adjust the achievements of students from all schools on the same scale. This provides fairness for students across the state. To ensure comparability of across school-based assessments from different schools, the VCAA applies statistical procedures to each moderation group, study by study.

For VCE studies, moderation groups are the cohort of students in each school undertaking the study, or the total cohort of students from schools that combine for the purposes of assessment and moderation for a particular study.

For VCE VET programs with scored assessment, the moderation group is the identified assessing group. An assessing group can be a cohort of students who are enrolled in the same program in:

* a home school – a teacher from the school delivers and assesses the scored Unit 3–4 sequence from the VCE VET program
* an RTO – students attend an external RTO for delivery of the scored Unit 3–4 sequence from the VCE VET program
* a cluster group – students attend another school as part of a VET cluster for delivery of the scored Unit 3–4 sequence from the VCE VET program.

The assessing group will be used to define which moderation group students are placed into, and subsequently to which group statistical moderation will be applied, when completing a scored VCE VET Unit 3–4 sequence.

Statistical moderation aligns, for each school group or moderation group, the distribution of school-based scores with the distribution of external scores for each school-based assessment. The external score is based on examination scores that are undertaken by students across Victoria with common tasks and common assessors, to provide a suitable basis for moderating school-based scores awarded by individual schools.

Each VCE study includes at least one external assessment used to calculate the external score used for statistical moderation. In studies with two external assessments, scores from both will be used.

The VCE assessment program also includes the General Achievement Test (GAT). In a small number of studies, and where it is found to enhance the moderation process, student results from the GAT are also used to calculate the external score. In such cases, the examination scores remain the major reference for adjusting school-based scores. Further information on statistical moderation can be found on the VCAA website.

### Internal comparability of assessments

For statistical moderation, each school’s assessments in a study are treated as a single group, not as separate teaching classes. Each school should have established procedures for making school-based assessments and should apply these procedures consistently. There should be consistency across decisions made by teachers regarding individual studies and consistency across decisions made by multiple teachers of one study.

### 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.

See the Administrative information: Schools and registered training organisations section for information about forming small‑group partnerships.

### Transferring students

For each transferring student, the VCAA will make a specific decision on how the student’s school-based assessment is moderated for each study. The decisions will be based on the following conditions.

#### Students who transfer very early in the academic year and complete all assessment tasks at the receiving school

The receiving school is the assessing school and the moderation group.

The student’s school-based assessment scores and examination scores are treated in the usual way in the moderation process for the receiving school.

#### Students who transfer very late in the academic year, having completed all assessment tasks at the original school, but sit the examinations at the receiving school

The original school remains the assessing school.

The student’s examination score is treated as belonging to the original school.

The student’s school-based assessment scores and examination scores are treated normally in the moderation process for the original school.

#### Students who complete all the assessment tasks for Unit 3 at their original school and the assessment tasks for Unit 4 at their receiving school

##### Example for English

The original school is the assessing school for Unit 3 coursework.

The receiving school is the assessing school for Unit 4 coursework.

Because the student’s school-based assessment preparation for the examination has been completed at two different schools, the student’s scores are removed from the moderation process for both schools.

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, the school should enter NA (not assessed) for the remainder of that study. The scores already entered will remain.

#### Students who complete some assessment tasks for the school-based assessment at their original school and the remainder of the tasks at the receiving school

##### Example for Mathematics

The student transfers during the academic year, having completed the Unit 3 tasks of the Unit 3–4 school-based assessment at the original school.

The student completes the Unit 4 tasks of the school-based assessment at the receiving school.

##### Example for English

The student transfers early in the academic year, having completed two of the three assessment tasks for the Unit 3 school-based assessment at the original school.

The student completes the remaining task for Unit 3 school-based assessment at the receiving school.

In both examples the student’s school-based assessment will be handled as follows:

* The original school will enter the scores for the tasks assessed at that school on VASS before transferring the student to the receiving school.
* The receiving school will enter the scores for the tasks assessed at that school on VASS.
* The student’s SACs and examination scores will be removed from the moderation process for both schools.

At the completion of the moderation process for both schools, the VCAA will calculate a moderated partial score for the SACs completed at the original school, using the moderation parameters for that school. The VCAA will also calculate a moderated partial score for the SACs completed at the receiving school, using the moderation parameters for the receiving school.

The moderated partial scores from each school will then be added to produce the moderated total score for the student.

If a student arrives at the receiving school having completed only some of the assessment tasks for the school-based assessment, and those tasks have been done in a different sequence to that of the receiving school, the receiving school should provide support for the student to complete any missing tasks. This support should include the necessary teaching and preparation for the tasks, and scheduling of tasks for the student.

Schools should seek advice from Student Records and Results if they are unsure of appropriate measures to take in any of these situations.

## Final grades

VCE studies have three graded assessments for each Unit 3–4 sequence. Scored VCE VET studies have two graded assessments for each Unit 3–4 sequence.

Levels of performance in graded assessments are reported as A+ to E, UG (ungraded) and NA (not assessed). UG indicates that the score achieved was too low to assign a grade. NA indicates that the school-based assessment was not submitted, or the examination was not undertaken.

All VCE studies include at least one external assessment, and all except Algorithmics (HESS) have SACs for either a combined Unit 3 and 4 assessment, separate Unit 3 and Unit 4 assessments, or a Unit 3 assessment only. Some studies have SATs; Music Composition, Music Inquiry and Extended Investigation have an externally assessed task.

Distribution of grade ranges for all assessment components in each study are reported each year and published on the VCAA website.

### Final grades for VCE and VCE VET school-based assessment

The minimum score required for each grade within each school-based assessment in a VCE study and a VCE VET scored program is determined by the VCAA, following statistical moderation of school-assessed initial scores.

### Final grades for VCE external assessments

The minimum score for each grade is determined by the VCAA at the completion of marking.

# Final results: Reporting to schools

School access to student final results

Schools can access student final results for the VCE, VCAL, VCE VET and the General Achievement Test (GAT) on VASS. The final results for the end-of-academic-year external assessments and all school-based assessments are released at the end of the academic year.

## Confirmation of grades

The principal may, after considering a student’s grades for an external assessment and the GAT, ask the VCAA to confirm the student’s final grade. This can be requested only if there is a significant discrepancy from the level the school expected the student to attain. The confirmation of grades process involves an administrative check of the procedures used in finalising the student’s grade. The process can be requested for any type of external assessment, including written, oral, electronic/digital, aural and performance tasks.

The principal can request grades to be confirmed by using the Confirmation of grades request form on VASS. All provided information must be endorsed by the principal before submitting the application. Refer to Important administrative dates on the VCAA website for the final day for principals to request a confirmation of grades for external assessments.

This applies to external assessment only and the confirmation of grades process cannot be requested for school-based assessments. Statistical moderation reports for school-based assessments are available to each school through VASS.

## VCE Data Service

Data for each year’s VCE results is available before the commencement of the next academic year. Schools can use the VCE Data Service to analyse the performance information of their VCE students. The service can:

* assist in identifying the strengths and weaknesses in the performance of groups of students across VCE programs offered by a school
* provide information on the longitudinal progress of students from NAPLAN to VCE
* provide information to inform professional discussions about improving student performance.

School staff can analyse the school’s performance using the VCE Data Service, for example, accessing the VASS menu and selecting: School Admin > VCE Data Service > Reporting.

## VCE External Assessment Results Service

Teachers can use the VCE External Assessment Results Service on VASS to analyse the performance of their VCE classes in external assessments. In particular, the service can be used to:

* identify strengths and weaknesses in the performance of a class against certain criteria
* consider the effectiveness of current teaching practices
* inform professional learning discussions with fellow teachers that lead to improved teaching practices.

For all external assessments, teachers can use VCE External Assessment Results Service to analyse class performance against that of the state at the:

* summary examination level
* question or criterion level, including extended answer and multiple-choice (Response Analysis).

The report can be accessed on the VASS menu by selecting:

* School Admin > School Statistics > External Assessments – Summary
* School Admin > School Statistics > External Assessments – Questions/Criteria.

At the end of the academic year, the VCAA issues a Statement of Results to all students who have obtained results in the VCE, VCAL, VCE VET units and nationally recognised VET units of competency (UoCs), and issues VCE and VCAL certificates to eligible students.

## Reporting VCE

### VCE certificate

The VCE certificate contains the student’s full name but does not list their individual studies or results. The certificate is issued in the academic year in which the student first satisfies the requirements of the VCE. Students who have previously satisfied the requirements of the VCE certificate, but choose to do additional studies in subsequent years, do not have their certificate reissued. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.

### VCE Statement of Results

The VCAA issues a VCE Statement of Results to all students enrolled in the VCE as their primary program. This contains:

* a cumulative record of achievement for all VCE, VCAL and VCE VET units undertaken, and the academic year in which the result was obtained (units awarded a J result will not be printed)
* graded assessment and study scores for each sequence of Unit 3 and 4 studies undertaken, excluding VM studies, either in the current academic year or earlier (if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed)
* credit obtained for study taken overseas, interstate or as part of the IB or for a vocational certificate
* university studies successfully completed
* a statement indicating whether the student sat the GAT
* if relevant, a statement indicating that the student was granted English as an Additional Language (EAL) status, along with the years in which that status was conferred
* a statement indicating whether or not the student has successfully completed the VCE.

### VCE completion of units

There are two symbols for reporting completion of units on a VCE Statement of Results:

* S (satisfactory), which means all outcomes as specified in the study design have been achieved
* N (not satisfactory), which means that not all outcomes have been achieved or there was a significant breach of VCAA or school rules.

### Reporting graded assessment results

VCE studies (excluding VM studies) have three graded assessments for each Unit 3–4 sequence. Scored VCE VET studies have two graded assessments for each Unit 3–4 sequence.

Levels of performance in graded assessments are reported as being from A+ to E, UG (ungraded) or NA (not assessed). UG indicates that the score achieved was too low to be assigned a grade. NA indicates that the school-based assessment was not submitted or the examination was not undertaken.

For studies undertaken in the academic years before 2003, students may have had Consideration of Disadvantage granted to them. This was reported by means of an asterisk against the grades for which it was granted. Grades were reported as \*A+ to \*E, \*UG or \*NA.

#### Reporting studies with combined Unit 3 and 4 school-based assessment grades

For studies with a combined Unit 3 and 4 school-based assessment grade, the grade reported in each academic year is calculated from the available scores for that year. Students may request a statement of grades, estimated from all available scores for the school-based assessment, from Student Records and Results.

#### Reporting Higher Education studies

Student enrolments in a Higher Education study (HES) can be viewed through the Student full details report on VASS in the week after the last day for enrolment in Unit 3–4 sequences. For information on student results, schools should contact the Higher Education institution at which the student is enrolled.

Students who successfully complete a HES have the title of the study and the academic year of enrolment reported on their VCE Statement of Results. A HES may contribute towards satisfactory completion for the award of the VCE as an unscored Unit 3–4 sequence.

### Reporting study scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student’s moderated school-based assessment scores, the externally assessed task (where relevant) and the examination scores for each study.

The maximum study score is 50. For studies with many enrolments (1000 or more), Table 18 shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments the proportions may vary slightly.

Table 18: Study score distribution

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Study score | 20 | 25 | 30 | 35 | 40 | 45 |
| Approximate proportion of students on or above this position (%) | 93 | 78 | 53 | 26 | 9 | 2 |

If the study score is less than 20, the score will be reported to the student as <20.

The actual score is sent to the Victorian Tertiary Admissions Centre (VTAC). This is available to the student’s school on VASS and is available to the student on the Results Service by contacting the VCAA or by applying for a Statement of Study Score.

If a study score is unavailable, the score will be reported to the student as UN. A study score is unavailable when more than one graded assessment is NA or because the student has not satisfactorily completed both Units 3 and 4 of the study.

## Reporting GAT results

Students who obtained GAT results are issued with a statement that indicates their performance against the standards for writing, reading and numeracy. For students who completed both Sections A and B of the GAT, the scores achieved for each component and a descriptive statement of these results, along with a standardised score for each component, is also reported.

For more information, go to the [General Achievement Test](#_General_Achievement_Test) section.

## Reporting VCAL

### VCAL certificate

In 2023 the VCAA will only issue VCAL certificates for students in Year 12 who are completing Intermediate VCAL following an earlier enrolment in either Foundation or Intermediate VCAL.

Each student’s VCAL certificate is sent to their home school on the scheduled date at the end of the academic year. Students who are eligible for a VCAL certificate by the first results submission date may receive their certificate in the middle of the academic year if their school elects to participate in the VCAL midyear reporting process.

Each certificate contains the student’s full name but does not list individual studies or results. A certificate is issued in the academic year in which the student first satisfies all requirements.

Students who have previously satisfied the requirements for the VCAL certificate, but who have chosen to do additional studies with the same certificate enrolment, are not issued the certificate again.

### VCAL Statement of Results

In 2023 the VCAL Statement of Results will only be issued to Year 12 students enrolled in the Intermediate VCAL as their primary program and students completing some VCE studies as part of their VCAL. It contains:

* a cumulative record of achievement for all VCAL, VCE and VCE VET units undertaken, and the academic year in which the result was obtained. VCAL units awarded an N result and VCE units awarded a J result are not printed
* graded assessment and study scores for each sequence of VCE and VCE VET Unit 3 and 4 studies undertaken either in the current year or earlier; if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed
* credit obtained for study undertaken overseas, interstate, as part of the IB or for a vocational certificate
* university studies successfully completed
* a statement indicating if the student sat the GAT
* a declaration stating whether the student has or has not been awarded the VCAL
* the number of credits and a list of strands the student has satisfied towards the VCAL.

### VCAL completion of units

There are two symbols for reporting completion of units on a VCAL Statement of Results:

* S (satisfied), which means satisfactory completion of the curriculum components in accordance with assessment guidelines for accredited curriculum.
* N (not yet complete), which is used only for VCE units reported on the VCAL Statement of Results and means that not all outcomes have been achieved or there was a significant breach of attendance rules. VCAL units with an N result are not reported on a Statement of Results.

### Reporting graded assessment results

VCAL units do not have graded assessments.

### Reporting study scores

VCAL units do not have study scores.

## Reporting VET results

### VET satisfactory completion of units of competency

Units of competency (UoCs) that have been satisfactorily completed are reported on the student’s VET Statement of Results. UoCs not yet completed, although entered as N on VASS, will not appear on the student’s VET Statement of Results.

VCE VET units are reported on both the VCE Statement of Results and VCAL Statement of Results. All certificates and statements of attainment are awarded by the student’s registered training organisation (RTO).

### VET statements of results

VET statements of results are issued to students who satisfactorily complete UoCs in a VCE VET program, a School-based Apprenticeship or Traineeship, or a VET certificate.

Each statement of results contains a cumulative record of achievement for all UoCs undertaken towards a certificate with a current enrolment. If students are undertaking more than one VCE VET program but are yet to complete all UoCs, results for all programs may appear on one Statement of Results.

## Delivery of results

Students who have undertaken a VCE Unit 3 and 4 study in any year, or who have pre-VCE results, will have their results package mailed directly to their address as recorded on VASS, on the scheduled date at the end of the academic year. Depending on the student’s enrolment, the package may include a statement of results for VCE, VCAL, GAT and VET.

Certificates are forwarded to the student’s home school on the scheduled date.

Students who have undertaken study at VCE Unit 1 and 2 level only and have not completed any pre-VCE studies will have their results included in the results package sent to their home school on the scheduled date. The school results package will contain a:

* VCE Statement of Results for students with only Unit 1 and 2 enrolments
* VPC/VCAL Statement of Results for students who do not have a VCE Unit 3–4 sequence in their program
* VCE VET Statement of Results for students who do not have a VCE Unit 3–4 sequence in their program
* VET Statement of Results for students who do not have a VCE Unit 3–4 sequence in their program
* VCE certificate for the current academic year
* VCE – Baccalaureate certificate for the current academic year
* VPC/VCAL certificate for the current academic year.

## VCE Results and ATAR Service

Students may obtain their final Year 12 results by accessing a range of services from the VCE Results and ATAR (Australian Tertiary Admission Rank) Service (a joint VCAA and VTAC service) if they have at least one VCE Unit 3 and 4 enrolment. Students can use the VCE Results and ATAR website or app. They should refer to the VCE Exams Navigator for information regarding access to the results service.

## Post-results and ATAR Service

Post-results and ATAR Service (PRAS) is a joint VCAA and VTAC enquiry service that provides information after the release of results in December. Students, their parent(s) or guardian(s), or teachers with queries about VCE and VCAL results should phone (03) 9637 3877 (metropolitan callers) or 1800 653 080, or email [pras@education.vic.gov.au](mailto:pras@education.vic.gov.au). Actual results cannot be obtained from this service.

## Statement of Marks and Statement of Study Score

Students may apply to the VCAA to obtain a Statement of Marks for any or all their VCE external assessments and the GAT. Students will receive a personalised application form with their VCE results, 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.

## Inspection of examination response materials

Student examination papers and recordings remain the property of the VCAA and will not be returned to students 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 presentations.

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 (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website).

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 and 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.

## Final results

Published results are final apart from exceptional cases. No school-based assessments will be re‑marked once results have been released, unless a student appeals to the VCAA against penalties imposed by their school for breach of VCAA examination rules or school-based assessment authentication rules. There is no provision for a student to appeal to the VCAA against a school’s assessment of outcomes for satisfactory completion of a unit.

### 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.

## Replacement certificates and statements of results

Students who have lost their original certificate or statement of results may apply to the VCAA for a replacement. Requests for replacement certificates or statements of results should be made on the appropriate forms available on the VCAA website.

### Certified copies

A certified copy is a one-page statement that verifies a student’s grades.

### Equivalent qualifications

Statements of equivalent qualification to the VCE may be issued by the VCAA to applicants who have senior secondary school qualifications obtained interstate or overseas.

The VCAA will also assess interstate or overseas qualifications for their equivalence to Year 11.

Applications for assessments of equivalent qualification should be made on the [Application for statement of equivalent qualification](https://www.vcaa.vic.edu.au/Documents/results/equal.pdf) form.

### Requests for data

Requests for data and information should be emailed to the VCAA at [research.vcaa@education.vic.gov.au](mailto:research.vcaa@education.vic.gov.au). There may be a charge for this service. Information about charges for provision of data and information will be provided on request.

# General Achievement Test

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

## GAT structure

The GAT is structured into Section A and Section B, with a range of question difficulties.

Marks are not deducted for incorrect answers.

Time allocations are provided for each component to make sure students attempt all sections of the GAT. Even if one section is not completed within the suggested time allocation, students should move on to attempt the next section. Students can return to any incomplete questions at the end of the test.

Section A is comprised of:

* a two-part writing task – 30 minutes
* 50 numeracy multiple-choice questions – 45 minutes
* 50 reading multiple-choice questions – 45 minutes

Section B is comprised of:

* an extended writing task – 30 minutes
* 25 mathematics, science and technology multiple-choice questions – 45 minutes
* 25 arts and humanities multiple-choice questions – 45 minutes

## Who sits the GAT

### Both Sections A and B

* Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment even if they have met the standards in a previous year.

### Section A only

* Students enrolled in one or more VCE Vocational Major Unit 3–4 sequence or Senior VCAL studies but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences

If a student has already met the standards in a previous year and they are enrolled in VCE Vocational Major but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may opt to do so if they wish.

## Victorian Literacy and Numeracy Standards

Section A of the GAT assesses whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

The Victorian Literacy and Numeracy Standards are derived from Australian Core Skills Framework (ACSF). For more information, go to the VCAA website.

## Quality assurance and the GAT

### School-based assessment

The VCAA applies statistical moderation procedures to school-based assessment scores to make sure they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school’s assessments of its students in each study with the level and spread of the same students’ scores in the external assessment, and adjusts the school scores, if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will be done only if they provide a better match with school-based assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

### External assessments

The GAT is used as part of a final check on external assessment scores. If there is a significant statistical difference between the final score for an external assessment and the score predicted by the GAT and school indicative grades, the external assessment will be assessed again by the chief assessor. Scores may go up or stay the same, but they will not go down as a result of this final check.

### DES

The calculation for the DES uses all available scores for the student in the affected study, the indicative grade for any external assessments provided by the school and the GAT component scores. For each approved application for a specific external assessment, the VCAA will calculate a range of possible scores using the DES. This will be calculated statistically from the student’s other assessments, including:

* moderated school-based assessments
* GAT component scores
* other external assessment scores, if applicable
* indicative grades provided by the school.

The contribution made by the graded assessments, the indicative grade and the GAT component scores is determined by analysis of the comparison data with the final score for the specific external assessments for all students who have not applied for a DES. For all external assessments, the two graded school-based assessment scores provide the greatest contribution to all the predictors.

If a student is eligible for a DES and the highest of the predictors is greater than the achieved external assessment score, the highest predictor is chosen as the final score for the student in the relevant external assessment.

## Exemption from the GAT

It is important for students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence to sit Sections A and B of the GAT, and for students enrolled in one or more VCE VM Unit 3–4 sequence or Senior VCAL studies to sit Section A.

### Eligibility for exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

* they have a condition, circumstance or impairment for which arrangements cannot reasonably be made. Special Examination Arrangements (SEAs) for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing
* they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
* they are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

* an accident before or on the day of the GAT
* attendance at a funeral of a family member or other person of close relationship
* required attendance at a legal proceeding.

Applications submitted on the basis of illness, injury, personal trauma or a serious intervening event require independent evidence from an appropriate professional.

An application for an exemption from the GAT cannot be submitted solely on the basis of:

* a student requiring Special Examination Arrangements
* a student not completing any graded assessment
* interrupted studies status or compassionate late withdrawal
* a student being interstate or overseas at the time of the GAT.

### Special Examination Arrangements

A request for an exemption from the GAT on the grounds of requiring SEAs will not be approved unless the necessary arrangements exceed those normally offered for the GAT.

Students who experience the onset of an illness, the exacerbation of an existing condition or the occurrence of an injury or personal trauma in the period before or on the day of the GAT should discuss with their VCE coordinator a school application for **Emergency Special Examination Arrangements**, which may assist them to sit the GAT.

### Students not completing any graded assessments

Students not completing any graded assessments associated with VCE or scored VCE VET Unit 3–4 sequences are expected to sit the GAT and will not be granted an exemption on these grounds.

### Interrupted studies status and compassionate late withdrawal

It is important for a student who has been granted interrupted studies status to attempt the GAT in both academic years, but particularly in the academic year they return to complete the study.

If a student has been withdrawn from all VCE or scored VCE VET units at Units 3 and 4 levels before the GAT, there is no need to apply for an exemption from the GAT. A student who has been withdrawn after the GAT is not eligible to apply for an exemption from the GAT.

### Interstate and overseas arrangements

Students may be eligible to sit the GAT interstate or overseas if they:

* are on an exchange program overseas
* are on exchange in Victoria and are returning home immediately before or during the VCE external assessment period
* are representing Australia in an official capacity, for example, at a sporting, academic, military or cultural event
* have a parent(s) or guardian(s) who has been asked to work interstate or overseas.

Schools must submit an Application to sit VCE external assessments interstate or overseas form to the VCAA.

Evidence of eligibility must be submitted with the application form.

Events such as family holidays, birthdays and weddings are not considered valid grounds for an application to sit VCE external assessments interstate or overseas.

### How to apply for exemption from the GAT

If a student’s circumstances meet the eligibility requirements for an exemption from the GAT, their school may apply to the VCAA using the Application for authorised absence from the General Achievement Test (GAT) form.

Applications on the grounds of accident, illness or injury must be substantiated with evidence from an independent health professional, who will need to complete Section B of the application form.

Applications on the grounds of a personal trauma or serious intervening event must be substantiated with evidence from an appropriate independent professional. This independent professional will need to complete Section C of the application form.

## Intermediate VCAL and the GAT

Students who are enrolled in an Intermediate VCAL program in 2023 that includes any VCE or scored VCE VET Unit 3–4 sequences are expected to sit both sections of the GAT.

If a student is enrolled in an Intermediate VCAL program in 2023 but is not enrolled in any VCE or scored VCE VET Unit 3–4 sequences, they are not expected to sit the GAT.

## GAT Statement of Results

A GAT Statement of Results is mailed to each student.

Student literacy and numeracy skills are assessed against new standards in reading, writing and numeracy introduced into Part A of the GAT.

The GAT Statement of Results indicates if the student has met the standard, not met the standard, or met the standard and demonstrated a level of excellence.

In addition, where a student has completed both Sections A and B their results will include a score for each GAT component. The components are:

* Writing (Section A) and written communication (Section B)
* Numeracy (Section A) and mathematics, science and technology (Section B)
* Reading (Section A) and humanities, the arts and social sciences (Section B).

The VCE or VCAL Statement of Results indicates if a student obtained results in the GAT or had an authorised or unauthorised absence from one or both sections.

Students cannot apply for a DES for the GAT.

SPECIAL PROVISION

For the latest advice about special provision, refer to the [VCAA special provision](https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx) pages on the VCAA website.

VCE CHECKLISTS

These checklists will assist principals, teachers and coordinators to identify the key processes and practices they need to monitor in order to meet their obligations to deliver the VCE, including the VCE Vocational Major. The items reflect the most frequent type of queries to which the VCAA responds.

## Principal’s checklist

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| --- | --- | --- |
| **VCE set-up**  The principal undertakes to make sure that students are provided access to adequate facilities and resources to complete their course of study. | | |
| 1 | Teachers are using only the currently accredited study designs and current text lists. |  |
| 2 | Students have been provided with clear, written details of both the VCAA rules and the school’s rules and procedures, including rules for authentication of School-based Assessment. |  |
| 3 | There is an internal school calendar that ensures the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) are met. |  |
| 4 | The process to extend a due date is proactively followed. |  |
| **Eligibility**  The principal, or their delegate, must make an initial assessment using the advice provided by the VCAA in relation to a range of enrolment processes. | | |
| 1 | Determine English as an Additional Language (EAL) status |  |
| 2 | Review and assess VCE Second Language applications before submission by the due date |  |
| 3 | Ensure provision of VCE units without calculation of a study score is a process supported by consultation and agreement between the student, the parent/carer and the school |  |
| **Student data**  Schools must enter and store student result data securely and protect against misuse, loss, unauthorised access, modification and disclosure. Information stored electronically, on databases or portable storage devices, must be managed and securely located in order that records are not accessible to unauthorised users either at the time of entry or once stored. (See ‘Data security and VASS’ in the *VCE and VCAL Administrative Handbook*.) | | |
| 1 | There is an internal audit process to make sure data held on VASS is true and accurate. |  |
| 2 | Following the death of a student, a letter with the principal’s signature is sent to the Student Records and Results Unit. |  |
| **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. | | |
| 1 | **VCAA partnership agreement** forms are reviewed and signed. |  |
| 2 | Requests for dissolution of a partnership is signed by the principal of each school involved and submitted in writing to the VCAA. |  |
| **School-based Assessment Audit**  The principal undertakes to make sure that the delivery and assessment of VCE studies is compliant with VCAA requirements. | | |
| 1 | Deadlines for the School-based Assessment Audit are met. |  |
| 2 | Teachers are supported to complete the School-based Assessment Audit processes. |  |
| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school. | | |
| 1 | For all units, the school specifies the work a student must do to achieve an S for the unit and the conditions under which the work is to be done. |  |
| 2 | There is an established process to support the delay of satisfactory completion that is applied consistently across studies and units. |  |
| 3 | The decision to award an S for the unit is distinct from the assessment of levels of achievement. |  |
| 4 | Any decision for a student not to complete scored assessment must be endorsed by the student, the parent/carer and the school. |  |
| **Endorsements**  The signature of the principal, or a delegate, is required on some documents. Some examples are below. | | |
| 1 | Applications for credit (recognition of prior learning), which should be reviewed and assessed by the school before submission |  |
| 2 | *Agreement to conduct and administer VCE external assessments* |  |
| 3 | Amendments to results |  |

## Teacher’s checklist

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| --- | --- | --- |
| **VCE study development and delivery**  Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs. | | |
| 1 | In developing a course of study, I have:   * used the current study design * selected a text from the current text list, where applicable * prepared a range of tasks that enable students to * develop the listed knowledge and skills * demonstrate the listed outcomes. |  |
| 2 | Where a student has been identified as needing special provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator. |  |
| **Satisfactory completion**  The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes. | | |
| 1 | I have explained clearly the work a student must do to achieve an S for a unit and the conditions under which the work is to be done. |  |
| 2 | I separate S and N judgments from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student’s overall performance on a combination of set work and assessment tasks related to the outcomes. |  |
| 3 | I have provided students with opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required for the outcomes of the unit. |  |
| 4 | Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met. |  |
| 5 | In the case of lost or stolen work, I retain a written statement explaining the circumstances. |  |
| 6 | I know the school-based process to delay satisfactory completion and apply it where appropriate. |  |
| **School-based assessment**  School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrols in any VCE unit at the school. | |  |
| 1 | To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous year’s school-based assessment. Where I have used existing resources to create school-based assessment it has been suitably modified to make sure I can authenticate student work. |  |
| 2 | I use the [Authentication Record for School-based Assessment](https://www.vcaa.vic.edu.au/Documents/vce/School-basedAssessment/AuthRecSAC.pdf) form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time. |  |
| 3 | I have not marked or provided comment on any draft submitted for school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes. |  |
| 4 | When assessing student work, I use performance descriptors or an assessment rubric/marking guide. |  |
| 5 | If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation. |  |
| 6 | After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students. |  |

## Coordinator’s checklist

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| **VCE set-up**  The principal undertakes to make sure that students are provided access to adequate facilities and resources to complete their course of study.  The VCE coordinator will: | | |
| 1 | Have in place an audit process to make sure teachers are using currently accredited study designs and current text lists. |  |
| 2 | Ensure students are provided with clear, written details of both the VCAA rules and the school’s rules and procedures, including rules for authentication of school-based assessment. |  |
| 3 | Construct and distribute an internal school calendar that makes sure the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) are met but does not place an undue burden on students. |  |
| 4 | Ensure that the process to extend a due date is understood by all staff administrating the VCE. |  |
| **Student data**  Schools must enter and store student result data securely and protect against misuse, loss, unauthorised access, modification and disclosure. Information stored electronically, on databases or portable storage devices, must be managed and securely located in order that records are not accessible to unauthorised users either at the time of entry or once stored.  The VCE coordinator will: | | |
| 1 | Develop an internal audit process to make sure data held on VASS is true and accurate. |  |
| 2 | Run an eligibility report on VASS regularly (e.g. each term) and when a student’s program of study is changed, and then review the content. |  |
| **Special provision**  The VCAA Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies. The VCE coordinator will: | |  |
| 1 | Check that arrangements to assist students in their learning and assessments are consistently applied across the school. This includes classroom learning and school-based assessments (approved by schools) and special examination arrangements (approved by the VCAA). |  |
| 2 | Identify where special examination arrangements are appropriate for a particular student and make sure that all applications are completed as stipulated (including the provision of evidence) and are submitted by the due date. |  |
| 3 | Have an understanding of the Derived Examination Score process, including where and why it is used. |  |
| **School-based Assessment Audit**  The principal undertakes to make sure that the delivery and assessment of VCE studies is compliant with VCAA requirements.  The VCE coordinator will: | |  |
| 1 | Make sure teachers are promptly notified of, and supported to complete, the School-based Assessment Audit processes. |  |
| 2 | Make sure teachers are supported in the development of school-based assessment tools that are equitable, balanced, efficient, valid and reasonable. |  |
| **Breach of rules**  The school’s policy and procedures should make it clear who is responsible for receiving reports of allegations of a breach of rules in school-based assessment. The VCE coordinator will: | | |
| 1 | Treat each allegation sensitively and maintain the confidentiality of the process. |  |
| 2 | In developing and reviewing policy, make sure that the decision-maker is not the investigator of the allegation. |  |
| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school. The VCE coordinator will: | |  |
| 1 | For all units, make sure teachers specify and communicate the work a student must do to achieve an S for a unit and the conditions under which the work is to be done. |  |
| 2 | Make teachers aware that the decision to award an S for the unit is distinct from the assessment of levels of achievement and explain the reasoning. |  |
| 3 | Establish a documented process to support the delay of satisfactory completion that is applied consistently across studies and units. |  |
| 4 | Ensure any decision for a student not to complete scored assessment is as a result of extended consultation and is endorsed by the student, the parent/carer and the school. |  |
| **Examination planning and logistics**  The principal must certify that they will comply with all VCAA requirements for conducting and administering VCE external assessments. The VCE coordinator will: | | |
| 1 | Ensure that the yearly *Agreement to conduct and administer VCE external assessments* is signed by the principal and returned by the due date. |  |
| 2 | Support chief supervisors to attend VCAA training and give them timely access to the *VCE Examination Manual*, while providing direction of and assistance with setting up examination rooms. |  |
| 3 | Distribute the *VCE Exams Navigator* to all students enrolled in a Unit 3–4 study and discuss the content. |  |