Single Study Provider:

Home school administrative support

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| School/Provider details | |
| School/Provider name: |  |
| Contact name/s: |  |
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| **Minimum standards for an accredited senior secondary course:**  **Student learning outcomes**  A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must—   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.   (*Education and Training Reform Regulations 2017,* Schedule 8.2)  **Student records and results**  (1) A senior secondary education provider must have policies and procedures in place—   1. to maintain accurate student records and ensure the integrity of student assessments; and 2. if the provider is— 3. not the awarding body, to enable compliance with the requirements of the awarding body of the course with regard to the assessment program and the timely provision of student enrolments and results   (2) A senior secondary education provider must—   1. prepare and maintain records of student assessments; and 2. comply with appropriate requests to provide copies of the student’s records to the student or a person authorised by the student to receive the records.   (3) A senior secondary education provider must have processes in place that comply with the requirements of the awarding body for the course for—   1. the accurate and timely issuing of qualifications; and 2. for the retention, archiving and retrieval of sufficient information about student enrolments and results to enable the re-issue of statement and certificates if required.   (*Education and Training Reform Regulations 2017*, Schedule 8.4)  **Teaching and learning**  A senior secondary education provider must have—   1. processes to ensure the consistent application of assessment criteria and practices; and 2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   (*Education and Training Reform Regulations 2017*, Schedule 8.5) |

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| Evidence requirement | For each home school, complete this template or provide established documentation that includes the required information outlined in this template. |
| **What the VCAA is assessing** | Single study providers must ensure they have established processes of communication with each home school so that the VCAA’s rules and requirements are consistently managed for each student. |
| **Compliance is measured against** | The information provided in this template documents the relationship agreed upon between the home school and the single study provider. This relationship must be established to ensure single study providers have clarity regarding the division of administrative responsibilities they share with the home school so that both remain compliant. |
| **Resources** | * *VCE and VCAL Administrative Handbook:*   [www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx](http://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) |

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Home school administrative support: Respond to Sections A and B

Single study providers are responsible for delivery of VCE curriculum and assessment at the required standard in order to be permitted to deliver the VCE. Home schools are responsible for the administrative aspects of the VCE for each individual student.

Complete the table and statement below for each home school.

Note: if documentation is already established, reference it in the relevant section and submit with the template.

Section A:

Provide details for the home school contact that will provide timely advice for VCE administrative matters to the single study provider.

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| --- | --- |
| Home school name | Click here to enter text. |
| Contact name | Click here to enter text. |
| Contact’s role/title | Click here to enter text. |
| Contact’s work email address | Click here to enter text. |
| Contact’s work telephone number | Click here to enter text. |

Section B:

Outline the processes of communication in place between the single study provider and the home school with regards to the following administrative matters.

1. How is advice about a student’s absences communicated to the home school?

***Attendance requirements:*** *Each home school is required to have an attendance policy which should manage students who may breach attendance requirements.*

Click here to enter text.

1. How would an alleged breach of school-based assessment rules be reported to the home school?

***Investigation of breaches of School-based Assessment rules:*** *Each school must have in place a process to manage students who are alleged to have breached School-based Assessment rules. If, for example, a piece of assessment submitted by a student cannot be authenticated, it is important that this is discussed with the home school to ensure an appropriate breach process is followed.*

Click here to enter text.

1. How will student results be confidentially communicated to the home school in a timely manner?

***Student records and results:*** *Home schools are responsible for reporting to the VCAA a student’s completion of all VCE units and their scores in Units 3 and 4. There are specific administration dates which must be met by the home school throughout the year.*

Click here to enter text.

1. How does the single study provider manage the process of outcome redemption on behalf of the home school?

***Redeeming outcomes:*** *If a student has submitted work which does not satisfy an outcome, home schools should have in place a process so students have an opportunity to attempt to redeem outcomes.*

Click here to enter text.

1. What management arrangements are in place between the home school and single study provider if a student has access to special provision?

***Special Provision:*** *The VCAA’s Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary level studies. Schools must ensure they are making available the most appropriate, fair and reasonable arrangements and options for such students to demonstrate their capabilities within the parameters set by the VCAA. Any student with special provision should have access to those arrangements for all their VCE studies.*

Click here to enter text.