VCE Administrative Handbook 2024

This document outlines the administrative   
arrangements that will apply for the   
Victorian Certificate of Education (VCE) in 2024

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Introduction

The VCE Administrative Handbook 2024 provides principals, teachers and administrators detailed information on implementing the Victorian Certificate of Education (VCE), including the Vocational Major (VM). It outlines the rules, regulations and policies that support the integrity of the certificate and equity of student access to fair and valid results. This handbook also provides principals, teachers and administrators instructions on using the Victorian Assessment Software System (VASS).

For VPC administrative advice, see the [***VPC Administrative Handbook 2024***](https://www.vcaa.vic.edu.au/administration/vpc-handbook/Pages/index.aspx)*.*

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

|  |
| --- |
| Important note |
| **In this 2024 edition of the *VCE 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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Qualification: Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF).

The VCE includes VCE curriculum components and programs from VET qualifications and is designed to be completed over a minimum of 2 years.

Students have 2 enrolment options:

* the VCE, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
* 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 2 academic years:

* the Victorian academic year, delivered across a calendar year
* the Northern Hemisphere academic year, 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 at least 50 hours of scheduled classroom instruction. Students also undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successfully completing all outcomes within the unit. The school determines satisfactory unit completion in accordance with VCAA requirements.

Schools determine VCE levels of achievement for Units 1 and 2, which 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 3 graded assessment components: either **2** school-based assessments and **one** external assessment, or **one** school-based assessment and **2** external assessments. Each graded assessment component contributes to a study score. Scored VCE VET studies have 2 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 2-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. However, Units 3 and 4 must be completed as a sequence.

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 (excluding the VCE VM studies) must be undertaken as a sequence in the academic year. A student may not enrol in Unit 4 only.

Students enrolled in VCE studies (excluding the VCE VM studies) must undertake Unit 3 before commencing Unit 4 of a study. Students granted Interrupted Studies status are an exception to this rule.

Students enrolled in VCE VM studies can meet Unit 3 and 4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over a minimum of 2 semesters or over multiple years. However, they must 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 2 years. See ‘Flexible delivery of VCE VM studies’ for further information.

## Vocational Education and Training

The VCE can include components of nationally recognised Vocational Education and Training (VET) qualifications. These components can contribute 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).

# 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, 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 a VCE VM study, must undertake Unit 3 before commencing Unit 4 of a study. For students enrolled in a VCE VM study, Units 3 and 4 can be taken together over the duration of the academic year so these can 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.

For more information, visit Student enrolment.

# Eligibility for the award of the VCE

The VCE is awarded based on satisfactory completion of units.

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit in the study design. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments).

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 (learning activities) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed external assessments.

In these instances, the teacher judges that the student has achieved the outcomes for a study based on their set work (learning activities) and assessment tasks (including school-based assessments) without assessing for levels of achievement. A student must be assessed for levels of achievement in 2 of the graded assessments to receive a study score.

A teacher’s judgement must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

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

The VCE is normally completed over 2 years, however students may accumulate units over any number of years. Adults returning to study and students who have received credit equivalent to a full Year 11 in another jurisdiction can complete their certificate in a single year.

## Minimum requirement

### VCE

The minimum VCE requirement is satisfactory completion of 16 units that must include:

* 3 units from the English group, including a Unit 3–4 sequence
* 3 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 (excluding VCE VM Literacy) 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
* 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 that must include:

* 3 VCE VM Literacy units or units from other studies in the English group (including a Unit 3–4 sequence)
* 2 VCE VM Numeracy or VCE Mathematics units
* 2 VCE VM Work Related Skills units
* 2 VCE VM Personal Development Skills units
* 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of UoCs to the total of 180 nominal hours drawn from multiple VET qualifications).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of ‘Vocational Major’ on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE without the VM appellation if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VM 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 VCE 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 awarding 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 3 other Unit 3–4 sequences.

Adult students and students with credit from interstate study and 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 2024 for students who are not adults, 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 3 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 4 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 4 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 4 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 | 2 Unit 3–4 results from the English group studies can be included in the primary 4 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. |

## Equivalent studies

Some VCE studies consist of more than 4 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 satisfactorily completing the VCE.

Schools must run a **VCE or VCE VM student eligibility** report on VASS for all students and contact the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) if the report reveals any concerns.

The following deemed equivalences apply from 2024.

### VCE Global Politics

The *VCE Politics* (accreditation period – Units 1 and 2: 2024–2028 and Units 3 and 4: 2025 - 2028) will replace the previous study of *VCE Australian and Global Politics*.

From 2024, students who have completed either Units 1 or 2 or both of Australian and Global Politics cannot count either Units 1 or 2 or both of VCE Politics towards satisfactory VCE completion.

From 2025, students who have completed:

* both Units 3 and 4 of Australian Politics cannot count the VCE Politics Unit 3–4 sequence towards satisfactory VCE completion
* both Units 3 and 4 of Global Politics cannot count the VCE Politics Unit 3–4 sequence towards satisfactory VCE completion.

For all other equivalent studies before 2024, go to the [Equivalent Studies webpage](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/EquivalentStudies.aspx).

## Recognition of VCE VET programs in the VCE

VCE VET units contribute towards satisfactorily completing the VCE 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, however a reduced VCE VET unit entitlement will apply. Schools should refer to [**VCE VET program booklets**](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) 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](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx) each year.

Schools are responsible for:

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

School principals must approve students for taking part in the program and certify that they meet the guidelines provided by the higher education institution. This may include specific tests.

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. For enrolment in HES, students usually demonstrate 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 per cent 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.

### Australian Tertiary Admission Rank increment

If a student successfully completes their approved HES and if applicable prerequisite or co-requisite conditions are met, the study can contribute to their Australian Tertiary Admission Rank (ATAR) as a fifth or sixth study. However, this is subject to the restricted combinations outlined in the Victorian Tertiary Entrance Requirements set by VTAC.

If a student withdraws from or fails to satisfactorily complete the VCE prerequisite or co-requisite study 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 2 other Unit 3–4 sequences.

The student will receive an appellation on their VCE certificate upon satisfactorily completing the VCE Baccalaureate. 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, however 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 wanting 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 with previous VCAL enrolment

### Credit for VCAL units completed in or prior to 2023

Students who completed the following Victorian Certificate of Applied Learning (VCAL) or VET units in or before 2023 retain a VCE VM Unit 1 and 2 or 3–4 sequence in accordance with Table 1. These unit combinations cannot be used to create a new VCE VM Unit 1-2 or 3-4 sequence from 2024.

Table 1: VCAL, VCE or VET units that may have been used to form a VCE VM Unit 1 and 2 or 3–4 sequence in 2023 only

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

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

† Unit 3–4 sequences must have been 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.

# Atypical Victorian Certificate of Education 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 a VCAL program
* are exchange students
* have previously been enrolled in the International Baccalaureate (IB).

## Completing 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 what they have achieved and is the best way to maximise their employment opportunities and pathways to further education.

The VCE provides the flexibility to satisfactorily complete units without being assessed for levels of achievement in all or any graded assessments (2 graded assessment scores are required to achieve a study score).

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 external assessment. Students must still undertake all requirements of the outcomes specified for the unit, including any school-based assessments. A teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

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 parents or carers (and students in individual cases) where students may benefit from this option. However, when students, with support from parents or carers decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.

## Adult students returning to study

Students must meet 2 criteria to be enrolled as an adult:

* be at least 18 years of age on 1 January in the year of enrolment
* not have been enrolled in more than 7 units in the full year preceding the first year of enrolment as an adult.

Table 2: 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 7 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 7 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 8 units, including:

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

Table 3: Example of program for an adult student with no previous Year 12 results

|  |  |  |  |
| --- | --- | --- | --- |
| Total units satisfied | English requirement | 3 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 5 of the 8 units required for satisfactory completion must be VCE units or credit from nationally recognised VET training, of which 4 units must be at Units 3 and 4 levels.

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

Students who want to attain their VCE using previous VCE, VCE (HSC), VCE (TOP) or VCE (T12) results must accumulate satisfactory results for 8 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.

Students who want to attain their VCE VM using previous VCE, VCE (HSC), VCE (TOP) or VCE (T12) results must accumulate satisfactory results for 8 units provided that all units are taken at Unit 3 and Unit 4 levels (Year 12). These must include a Unit 3–4 sequence from the English group, and 2 Unit 3–4 sequences from the VCE VM studies, one of which must be either Personal Development Skills or Work Related Skills.

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 students to satisfactorily complete 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 3 units from the VCE English group, including a Unit 3–4 sequence
* at least 5 of the minimum 16 units required for satisfactory completion must be VCE units or credit from nationally recognised VET training, of which 4 must be at Units 3 and 4 levels
* the requirement for 3 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 and /VPC 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 however 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. The VCAA will decide the amount of credit to be granted at Units 3 and 4 levels. The VCAA will record the credit granted and schools can view them 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 and VPC 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 however 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. The VCAA decides the amount of credit to be granted. The VCAA will record the credit granted and schools may view these on VASS.

### Overseas students who have not completed Year 11

If a student from overseas wants 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 6 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 only enrol in Unit 3, Units 3 and 4, or Unit 4. These students may complete some or all graded assessments and have their grades reported. However, 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 the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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, the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 2 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 only be granted 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 each student a maximum of 12 units of credit at Units 1–4 levels.

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 to calculate credit is between 3 and 7. Anything recorded below 3 does not meet satisfactory completion for VCE credit.

The VCAA decides the amount of credit to be granted, which the school may view on VASS by the school. All applications for credit must be made on the Application for credit towards the VCE/VCE VM/VPC 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. [Read](https://www.vcaa.vic.edu.au/curriculum/vce/vce-northern-hemisphere/Pages/index.aspx) more information on the studies available.

The external assessment results for the NHT academic year are subject to an equating process to make sure they compare 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 2 academic timetables, unless interrupted studies applies (see Interrupted studies students in the Student enrolment section).

Students can enrol in the same study in the next academic timetable; however they must undertake all graded assessments if they are seeking a study score.

The same study undertaken in both timetables has equivalent sequences, however 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 making sure 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 Vocational Major studies

Schools and providers may deliver VCE Vocational Major (VM) studies flexibly by:

* delivering a single VCE VM unit across more than one semester
* accepting mid-year entry and delivering:
* VCE VM Unit 1 in Semester 2, and Unit 2 in Semester 1 the following year
* VCE VM Units 3 in Semester 2 and Unit 4 in Semester 1 the following year
* commencing delivery of a VCE VM unit during a semester and continuing in the next semester, including over multiple calendar years
* delivering Units 1 and 2, or Units 3 and 4, concurrently across 2 semesters.

[Read](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx) more information about flexible delivery of VCE VM studies.

### 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 2 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 2 semesters in the following academic year, this would be considered a Unit 3–4 sequence.

From 2024, students may be eligible for mid-year certification of their VCE VM study program.

### Accelerated completion

Flexible delivery options cannot be used to enable accelerated completion of the VCE VM in less than 2 years.

Vocational Education and Training

Students who complete all or part of a nationally recognised Vocational Education and Training (VET) qualification drawn from a training package or accredited course receive credit towards satisfactorily completing the VCE. Students typically undertake training at Certificate II or III levels.

# VET programs

VET qualifications coded on VASS are:

* 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 and VPC in the form of VCE VET units.
* VE3 – all other VET certificates are contained within this certificate type. These certificates offer block credit recognition towards the VCE and VPC.

Home schools must make sure students are enrolled in the correct certificate type and receive accurate advice about eligibility for satisfactorily completing both the qualification and the VCE and VPC. 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 4 provides details on each certificate type and the recognition available for each type of program.

Table 4: 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 |
| 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 satisfactorily completing 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 |
| 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 6 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 6 units  Certificate IV and above qualifications provide credit at Units 3 and 4 levels; credit is capped at 4 units  credit accrues within each qualification enrolment |

## 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 are constantly being developed or revised. Refer to the [VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) or VET section 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 on the relevant [VCE VET program](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) webpage.

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 (SBAT)

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 a formal training contract.

An SBAT comprises:

* enrolment in the VCE/VCE VM/VPC
* 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 7 hours of employment and 6 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/VCE VM/VPC if it is recorded on VASS as a VE2 certificate type.

SBATs typically offer credit at Units 1–4 level towards the VCE/VCE VM/VPC. Further credit is available in larger qualifications up to a maximum of 6 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/VCE VM/VPC.

### Block credit recognition in the VCE

Students are eligible for credit towards the VCE if they are completing or have completed 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 6 units, Certificate III at Units 1–4 up to a maximum of 6 units and Certificate IV or above at Units 3 and 4 levels up to a maximum of 4 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 and VPC 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. The VCAA will report the credit granted on the VCE Statement of Results.

# Entry to VET programs

## Transfer arrangements between certificate types

If a student wants to transfer to a different certificate type for the same qualification (for example, from the VE1 certificate type for SIS30122 Certificate III in Sport, Aquatics 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.

# Satisfactorily completing VET programs

## Certificate type: VE1 and VE2 programs

The requirements for satisfactorily completing 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 VPC. 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. Completing the VCE VET units depends upon finishing 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 6 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 satisfactorily completing 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, however a reduction in credit towards the VCE will then apply.

In such a circumstance, 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 satisfactorily completing the VCE. In this instance, the results from the VET Certificate III in Applied Language will also be reported on the VCE Statement of Results.

Duplication between VCE VET programs and other VET qualifications available through block credit recognition will be considered 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 and VPC 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 based on 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 completing 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 6 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 6 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 4 units.

Schools seeking to enrol students into Certificate IV or Diploma qualifications need to seek prior approval from the VCAA, before students commence training. An application for approval form is available from the [block credit recognition webpage](https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/BlockCreditRecognition.aspx). This approval process makes sure that students are undertaking qualifications aligned to their future pathway and that 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 VPC

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

Students may accrue credit achieved through UoCs undertaken, that are not currently contributing to a VCE VET Unit at certificate II level or above. These UoCs are overflow and can be combined to form up to 2 VCE VET units at unit 1 and 2 level. A maximum of 180 hours from UoCs will be recognised across VET qualifications. These VCE VET units will be reported as General units.

In 2024, students wanting 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

or

* 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.

# 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 for VET

There are changes to Structured Workplace Learning recognition in 2024.

From 2024, SWL Recognition will be delivered as a VCE study design called [Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx). Students must undertake Unit 1 before commencing Unit 2. Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of Structured Workplace Learning (SWL) placement.

Structured Workplace Learning Recognition for VET is available only for students who undertake:

* SWL in an industry aligned to a VCE VET program (VE1)
* a school-based apprenticeship or traineeship (SBAT) (VE2)

The award of satisfactory completion for a unit in Structured Workplace Learning Recognition for VET is based on whether the student has demonstrated the set of outcomes specified for the unit within the study design. Students need to undertake a minimum of 80 hours of SWL placement and must maintain a Workplace Learning Record related to the SWL placement for recording, authentication and assessment purposes.

See [Structured Workplace Learning recognition for VET webpage](https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx) for more information.

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 want to offer the VCE or VPC 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 wanting to provide only a single VCE study must receive [permission to deliver from the VCAA](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/Index.aspx) 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

Once the school has registered and has been given permission to deliver the VCE or VPC, the VCAA oversees the allocation of its identity on VASS and contacts it to provide training, if required.

# Schools providing the VCE

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

## School name changes and 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 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 [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) to change the school email address.

# Registered Training Organisations

A Registered Training Organisation (RTO) is responsible for delivering, assessing and certifying VET. An RTO may be a technical and further education (TAFE) institute, a group training company, an industry training organisation, enterprise, school or adult and community education (ACE) provider.

## School–RTO partnerships

A school may enter a partnership with an RTO to deliver VET to VCE and VPC 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) webpage.

Both these options incur costs. Advice on eligibility for funding is available from the relevant sector authority – the Department of Education (DE), 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 offered.

## Schools as RTOs

Schools may apply to the VRQA or Australian Skills Quality Authority (ASQA) to become an RTO to deliver specified qualifications. A school recognised as an RTO is responsible for delivering, assessing, certifying 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 delivering training and assessment, however the school remains responsible for quality assurance and validating 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).

Each year schools 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 makes sure students have access to adequate facilities and resources to complete any VCE study the school is offering.

## Communication from the VCAA to school staff

The VCAA uses email, notices to schools, the VCAA Bulletin (through direct teacher subscription) and its website to officially communicate with schools. Schools are responsible for making sure VCAA communications are forwarded to appropriate school staff (VCE coordinators, VASS administrators etc). Teachers and VASS administrators must be kept informed of VCAA administrative and assessment requirements, including official notification of changes to VCE 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
* relevant VCE VET program booklets, extracts or summaries
* current units of competency (UoCs)
* VCE VET Scored Assessment Guide
* VCE Administrative Handbook
* VPC Administrative Handbook
* VCAA Bulletin
* Notices To Schools (NTS).

## Principal endorsement

The principal’s signature or of their delegate 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 requiring principal or delegate verification include:

* 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 VCE VM-eligible students at mid-year.

## Victorian Assessment Software System

The Victorian Assessment Software System (VASS) is a database where schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data is maintained at all times.

All VCE and VPC schools are required to have access to VASS. The VCAA is notified of schools eligible to offer VCE and VPC by registering authorities. Schools can apply to the [VASS Operations Team](mailto:vass.support@education.vic.gov.au) for a user ID and password.

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

The VCAA and schools are jointly responsible for protecting the privacy 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. Once approved, they will be limited to only viewing the details of the students undertaking their training. RTOs should contact the [VASS Operations Team](mailto:vass.support@education.vic.gov.au) to initiate access.

### VASS users

There are several 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 VPC for the school. This includes setting up the school’s program, enrolling students, entering results and producing reports. Schools may have one or more VASS administrators appointed at the principal’s discretion. However, the VCAA recommends that each school have no more than 4 VASS administrators. Schools may have many VASS users, for example, every teacher could be given VASS teacher (restricted) status to enter their own results.

## Data security and VASS

VASS has a 3-layer security system. Users have a username, password and passcode to access the authentication grid.

Schools must contact the [VASS Operations Team](mailto:vass.support@education.vic.gov.au) 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 regularly. 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 the [VASS Operations Team](mailto:vass.support@education.vic.gov.au).

Staff must not share their VASS usernames and passwords. 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 VCAA’s administrative requirements and critical dates. Penalties apply for late data entry.

The first enrolment deadline of each academic year is critical as the VCAA uses it 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 the student’s personal details. The home school or assessing school can enrol a student in a unit or units on VASS.

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 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 VPC enrolments, the home school is generally the assessing school, however the RTO code must be entered against the enrolment if appropriate. The home school remains responsible for all data entry pertaining to enrolments and results for VCE VM, VET and VPC, regardless of delivery arrangements.

### Assessing schools

The assessing school is the school responsible for providing the assessment for one or more units and 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 the home school.

To ensure 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, and the VASS will not allow data entry after these dates. Due dates and warnings on the VASS home page prompt users to meet scheduled dates. School administrators should also refer to [**Important Administrative Dates 2024**](https://vcaa.edugate-cms.eduweb.vic.gov.au/administration/Key-dates/Pages/AdminDates.aspx).

There are 4 types of data required from schools:

* School programs – schools must identify the units comprising their VCE and VPC 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 want to continue with a unit after the relevant closing date for withdrawal
* Student result data – schools must provide data by several dates throughout the year.

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) for guidance. 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.

The principal is responsible for making sure all data required by the VCAA is entered into VASS by closing dates.

Teachers are responsible for making sure 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 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, they can seek permission from the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 school’s control 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)).

## 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

A students’ personal details and program data can be imported 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 2 VCAA student numbers in the current year of enrolment or multiple numbers across various years, schools should notify the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) immediately so the issue can be resolved ASAP.

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 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), along with any related school‑based assessment, to the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au). 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, and always 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.

### Reporting unit results for the VCE, and VCE VET

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
* 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 VPC 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 up until the relevant administrative date. If a student withdraws early in the academic year, the school should 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 due date on VASS. If a student no longer wants 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) 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 all students’ results are entered. Failure to do so may lead to unit results or certificates not being awarded or a study score not being calculated for the student.

If results for a whole class are not available for entry by the scheduled submission date, contact the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) for advice.

The student’s home school is responsible for entering 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. The [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) must be notified of any errors that have occurred in entering VCE and VPC 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 VPC.

Acceptance of an application for amendment is at the VCAA’s discretion. 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 form must include the result for the new enrolment.

Requests for the addition of UoCs to certificates or a new certificate should accompany the student’s training plan, scanned and emailed to the [VET Unit](mailto:vet.vcaa@education.vic.gov.au) 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)). 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 they intended to do so before the cut-off date. Unit enrolments will not be withdrawn if the student’s notification was after the cut-off date or if the student has formally exited from the VCE or VPC.

### 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. The [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 VCAA’s discretion.

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 for an amendment is made after the final results have been released and it 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, and the school’s rules and responsibilities
* make sure subject matter that students investigate through self-directed research, and/or produce as an artwork, performance or product is consistent with community standards, appropriate for study by school students and does not place them or other students at risk of contravening Victorian or Australian laws
* make sure teachers use the accredited VCAA curriculum and assessment documents as the source of content for 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 each year
* 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 VPC studies
* issue VCE examination timetables to students
* run VCE and VPC student eligibility reports regularly to make sure 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 study designs 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 complete a VCAA Student Personal Details and Declarations form that includes their personal details and program information 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. Schools are responsible for issuing Student Full Details Report from VASS to students to ensure all student personal details and programs are correct, and make sure eligibility reports for the VCE and VPC are run periodically and checked and signed by the students and their teachers. Failure to run these reports could severely affect students’ eligibility for satisfactorily completing their VCE or VPC certificate. Students should be provided with a new Student Full Details Report to sign at the end of each enrolment cycle to guarantee any requested changes have been made. Students should also be advised that their Year 12 results will be mailed to the postal address on their Student Full Details Report 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 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 with students who are in the process of gender affirmation should contact the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) for further advice relating to recording student details on VASS and reporting 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 their record can be updated.

### Student postal addresses

VASS only stores a student’s preferred postal address. 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 VCAA uses the postal address when mailing final results.

To make sure final results are successfully delivered, 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 schools to enter a non-school email address for each student enrolled at senior secondary level into VASS. 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) page has deadlines for amending this information. The VCAA cannot accept changes of address after this date as results processing would 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 undertaken based on 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. This ensures the system can 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.

Schools should not estimate dates of birth to enrol students. If details are not correct, these matches cannot occur and the student will have 2 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, VPC 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.

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
* ensure teachers understand their professional responsibility to ensure the integrity and security of school-based assessments
* 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 inform each student in writing at the beginning of each VCE unit of the following:

* all set work (learning activities) and assessment tasks (including school-based assessment) they need to complete to achieve an S for the unit and the conditions under which the work is to be completed
* all work they need to complete for school-based assessment for the assessment of levels of achievement and the conditions under which the school-based assessment is to be completed
* 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.

The school is solely responsible for deciding about the satisfactory completion of a unit. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes across a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes.

To support students with additional opportunities 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 the 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.

A teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not. Schools should refer to the SCORED ASSESSMENT School‑based assessment section for more information.

Each VCE unit result must be determined based on 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 3 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 Derived Examination Score (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

It is the responsibility of schools delivering VCE studies to ensure that teachers use the accredited VCAA curriculum and assessment documents, including the current prescribed text lists and approved works.

In exceptional cases, the VCAA may consider an application by a principal that students have, or may have been, disadvantaged because of a teacher’s failure to teach and/or assess a significant part of an accredited VCE study design or VCE VET program.

Where a teacher error is identified during the academic year, the principal should ensure that, as far as possible, issues are managed by the school during the academic year.

The VCAA can provide support to schools seeking advice about how to address situations identified during the school year.

Teacher error enquiries should be directed to the [VCAA Senior Project Officer, Quality Assurance](mailto:vce.assessment.review@education.vic.gov.au).

A formal teacher error application must be submitted by the principal, in writing, to apply on behalf of students who have or may have been disadvantaged by an alleged teacher error and provide an outline of the error and any action taken to determine how the error occurred. Further advice about eligibility should be sought from the Senior Project Officer, Quality Assurance, prior to lodging a formal application.

On receipt of a principal’s formal application, 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 no evidence of student disadvantage.
* that the school must provide an additional opportunity for each student to complete the assessment.
* whether the circumstances warrant an adjustment to the student's assessment result and, if so, the level of adjustment that should be made.

The VCAA will not consider matters concerning teacher qualifications, teacher availability or quality of teaching staff. The VCAA will not enter into a dispute between a student and their school as to whether an error occurred.

The application must be lodged at the VCAA no 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 5 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 informal VCE 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. The VCAA cannot consider a partnership valid 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 5 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 5 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.

## 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. The earliest date School-assessed Tasks (SATs) may be returned to students is published annually on the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) page.

Schools who do return school-based assessments to students 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 want to maintain digital or physical copies of student work or 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.

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 [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx).

## 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 how non-government schools collect and handle personal information about individuals. The Department of Education (DE) or the relevant sector authority may require these schools to have their own 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 2 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 DE, the relevant sector authority or their legal adviser about providing information to the parent(s) or guardian(s) and students to make sure they comply with applicable privacy legislation.

Students should be allowed to access their VCE or VPC records during the course of their study and, at the principal’s discretion, after completing 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 relating 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](mailto:vcaa.foi@education.vic.gov.au). Schools must not process such applications. Further information about [FOI and the VCAA](https://www.vcaa.vic.edu.au/About-us/Pages/FreedomofInformation.aspx) is available.

## 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
* PROS 10/09 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 want 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 want 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.

The Victorian Curriculum and Assessment Authority

The Victorian Curriculum and Assessment Authority (VCAA) is a body corporate continued under the *Education and Training Reform Act 2006* (Vic), available from [legislation.vic.gov.au](https://www.legislation.vic.gov.au/). The VCAA’s vision is to be a global education leader and its mission is to provide high-quality curriculum, assessment and reporting to enable learning for life. Refer to the [*VCAA Strategic Plan 2021-2025*](https://www.vcaa.vic.edu.au/Documents/StrategicPlan.pdf).

The VCAA Board is responsible for the governance of the VCAA and 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 between 8 and 15 members, one of whom is the Secretary of the Department of Education (DE), or their representative. The Governor in Council appoints the remaining members 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 eligibility audit

The criteria for eligibility for VCE English as an Additional Language (EAL) and Second Languages are independent from each other. In either case, the student must provide evidence of their eligibility to enrol in a VCE Second Language study or EAL.

The VCAA will then audit the evidence 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

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, it can request an audit of assessment tasks for school-based assessment in each VCE study, including VCE VM studies and scored VCE Vocational Education and Training (VET) programs. 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 and ensure the integrity of student assessments and compliance with its requirements 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 comply with these requirements.

Schools should support teachers whose studies are being audited throughout this process.

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.

In the event of serious irregularity, the Executive Committee of the VCAA will determine whether disciplinary or other procedures will apply.

More information about the 3 VCE audit programs visit:

* [General advice on the school-based assessment audit](https://www.vcaa.vic.edu.au/administration/schooladministration/schoolbasedassessmentaudit/Pages/Index.aspx) for the VCE school-based assessment audit
* [VCE VET programs scored assessment](https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx) for the VCE VET school-assessed coursework audit
* [About the VCE Vocational Major](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx) for the VCE VM curriculum and assessment audit (navigate to ‘General advice about the VCE VM curriculum and assessment audit’ in the accordion menu).

## 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).

# VCAA obligations to students

## Collection of student enrolment data

The VCAA collects personal information from students to manage their enrolment in the VCE 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 relating to their VCE status, for example, any 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. Only relevant VCAA staff members who deal with the specific processes for which the information was collected access the information. 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*. The VCAA provides a Statement of Results for VCE and VET students at the end of each year.

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](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 Victorian Student Number (VSN) is a randomly generated 9-digit number assigned to all Victorian students as a unique identifier. Every student under 25 years of age is given a VSN when they first enrol at a Victorian education or training provider or are registered by the Victorian Registration and Qualifications Authority (VRQA) for home schooling.

For most students, this occurs when they enrol at a school in Foundation level. However, a student who does not already have a VSN will be given one when enrolled at a Victorian education or training provider any time before they turn 25 years of age (for example, because they have relocated from interstate or overseas). The VRQA will not register students for home schooling until after their sixth birthday. This includes students who are enrolled at a:

* government school
* Catholic school
* independent school.

VSNs are also provided to students under 25 years of age who are undertaking vocational education and training (VET) with a:

* TAFE institute
* registered training organisation (RTO)
* adult, community and further education (ACFE) provider that is funded by the ACFE Board.

Students keep the same VSN connected to their personal information when they change education or training providers in Victoria until they turn 25 years old and their VSN record is archived.

## Purpose of the VSN

The VSN allows education and training providers to record and monitor the enrolment of students in Victoria, and to track their progress through their school-age years and beyond should they continue into VET. This enables students’ records to be accurately maintained, ensures education and training providers have appropriate levels of resourcing, and allows schools and support services to identify instances of disengagement from the school system while children remain of compulsory school age.

The VSN also provides the Department of Education, the Department of Jobs, Skills, Industry and Regions, education and training providers, and other relevant parties with a data set to conduct analysis and research that can inform operational and policy decisions to improve education and training at an individual provider level and for the wider Victorian education system.

## Using the VSN

Students need their VSN to:

* enrol at a Victorian school
* enrol in a government-funded or fee-for-service accredited course at a VET provider (VET providers include TAFEs, government and non-government RTOs and adult and community education providers)
* register with the VRQA for home schooling
* apply for Selective Entry High School Examinations.

Schools are responsible for supplying the VSN to students, parents and carers on request. Schools may print a student’s VSN on their student ID card and other correspondence to give students easy access to their own VSN.

# VCAA committees and terms of reference

## Executive Committee

The Executive Committee, established under section 2.5.7 of the *Education and Training Reform Act 2006* (Vic), comprises the Chair of the VCAA Board, the VCAA Chief Executive Officer (CEO) and 3 VCAA Board members. The committee’s key responsibilities include:

* providing a forum for considering 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 and/or did not achieve a quorum for a scheduled meeting
* providing support to the VCAA Board and, where resolved by the Board, making decisions on its behalf
* exercising any function or authority determined by the VCAA Board when required
* considering matters determined by the VCAA Board or following from 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 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 (DE).

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

* policies, criteria and standards for curriculum and assessment for the Early Years to 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 VPC
* the administration of the NAPLAN program (Years 3, 5, 7 and 9)
* 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
* 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 senior secondary and tertiary education sectors, industry, and 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
* policies and procedures for the design, delivery and evaluation of curriculum and assessment products and services for the VCE, VCE VET and the VPC
* patterns of participation and quality of outcomes relating to courses of study in the senior secondary years
* 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 implementing the senior secondary reforms recommended in the *Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling: Final Report*, including:

* policy, strategy and risk matters relating 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 and performance and sustainability including risk management, oversees the internal audit function and audit activities, and advises the Board on key accountabilities. This includes the annual audit of financial statements, the annual financial report and compliance with financial management requirements.

The *Education and Training Reform Act 2006* (Vic) and the *Financial Management Act 1994* (Vic) guide the committee in compliance accountabilities and responsibilities.

## Review committees

Review Committees are only established when required. They consist of 3 members, one of whom must be a VCAA Board member and the Committee Chair and are 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 2006* (Vic). 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 (DE), the Department of Jobs, Precincts and Regions, the Victorian tertiary sector, independent international education and business consultants.

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

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

## Vocational Education Reference Group

The Vocational Education Reference Group comprises VCAA Board members, representatives from the Catholic Education Commission of Victoria, Independent Schools Victoria, the Department of Education (DE), Victorian Registration Qualification Authority (VRQA), TAFE sector, tertiary sector, Local Learning Employment Networks, industry sector and representative/s of senior secondary schools.

The group:

* advises the Senior Secondary Curriculum and Assessment Committee of the VCAA on VET delivered to secondary students, block credit into the VCE and other issues arising across all levels of schooling in relation to state and Commonwealth initiatives in Vocational learning, enterprise education and employability skills
* recommend the development of new VCE VET programs and revisions to existing programs based on industry expectations and training package development
* monitors the work of the VCAA projects in vocational education and training and recommend directions and strategies, outcomes and timelines.

Student enrolment

# Registration: student personal details and Declarations form

Students must complete and submit the relevant **Student Personal Details and Declaration** 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 foundation 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, the school is responsible for ensuring the VCE and VPC eligibility reports are run on the SBAT (VASS). By running eligibility reports regularly, schools can identify where there are issues with students not being able to meet satisfactory completion of that foundation secondary certificate. If errors are reported, they must be fixed and the eligibility report run again.

## General declaration

All students must sign an agreement to abide by VCAA regulations before undertaking any studies.

## 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 DE 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. This is 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 on their date of birth, first name, family name and gender. Students who have past results and who know their student number 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 all past results for VCE or VCAL achieved by students, including results from their previous school, on VASS.

## Fee-paying international students

An overseas student wanting to undertake the VCE (including the VCE VM), 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 all VCE VM studies.

The following VCE studies consist of more than 4 units:

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

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 satisfactorily completing the VCE Except for units that are deemed to be equivalent. 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 Introduction

The VCE Administrative Handbook 2024 provides principals, teachers and administrators detailed information on implementing the Victorian Certificate of Education (VCE), including the Vocational Major (VM). It outlines the rules, regulations and policies that support the integrity of the certificate and equity of student access to fair and valid results. This handbook also provides principals, teachers and administrators instructions on using the Victorian Assessment Software System (VASS).

For VPC administrative advice, see the ***VPC Administrative Handbook 2024.***

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

|  |
| --- |
| Important note |
| **In this 2024 edition of the *VCE 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.** |

Contact details

**General enquiries**

Tel.: 9032 1629

Email: vcaa@education.vic.gov.au

To contact specific units and teams, go to the Contact us page.

Qualification: Victorian Certificate of Education section for full details.

## Students seeking English as an Additional Language status

The satisfactory completion of at least 3 units from the English group, including a Unit 3–4 sequence, is a compulsory requirement for achieving the VCE. 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 also have access to English as an Additional Language (EAL) status. Students applying for EAL status should indicate this on their VCAA student personal details and declarations form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

There are 2 VCE EAL studies available for enrolment:

* Bridging EAL (Units 1 and 2)
* EAL (Units 1–4).

VCE EAL has specific eligibility requirements to enrol in at Units 3 and 4 and students need 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 5: 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 help schools evaluate a student’s EAL status. Schools should maintain a record of all completed applications. The student is responsible 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 commences 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 deemed this would benefit their learning.

Students applying to seek EAL status must meet one of the 3 criteria outlined in Table 6.

Table 6: 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 7 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 7 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 7 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 7 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 be retained on the school file and not sent to the VCAA. 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. The completed application form, together with all supporting documentation, should be forwarded to [VCAA's Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 7 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 VCAA approves the application, 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 [VCAA's Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 no more than 2 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.

The Visiting Teacher Service must also ascertain a student’s EAL status and eligibility for assistance based on the grounds of being deaf or hard of hearing or being 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 decide about the eligibility of a deaf or hard of hearing student for EAL status based of these criteria. Advice can also be sought from the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au).

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 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, 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 applied when considering a student’s comparative unfamiliarity with the English language.

## Students seeking enrolment in VCE Second Language studies

Specific eligibility requirements apply 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.

The VCAA must approve all enrolments in Units 3 and 4 of a VCE Second Language study. The VCAA does not need to approve enrolment in VCE Second Language Units 1 and 2 studies.

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 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 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 student is responsible for providing supporting documentation. The VCAA may not permit enrolment if the study forms or supporting documentation are deemed incomplete or 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 7: 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 3 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 7 years of education in a school where Chinese is the medium of instruction  the highest level of education they have attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school  As the formal education commencement age for a Victorian student is 5 years of age, all applicants will be deemed to have commenced formal education by the end of their fifth year of age, regardless of their setting |
| Indonesian Second Language | A student is eligible for Indonesian Second Language if they have completed no more than 7 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 7 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 7 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 7 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 all requested information is 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 application.

Students are responsible for providing supporting documentation, which can be obtained by contacting 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 or supporting documentation is incomplete or deemed insufficient to allow eligibility to be determined. The VCAA may also require the following information as supporting documentation:

* 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 6 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 detailing international movement. Students who have misplaced their passports may obtain this information from the Australian Government Department of Home Affairs
* the principal or their delegate of the home school 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 it 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 the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au)
* 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 the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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, they should send an application detailing the circumstances (supported by appropriate documentation) to the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) 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 4 VCE Chinese studies available for enrolment, and 3 of these studies have specific eligibility requirements requiring 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 8: 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 6 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 have accumulated less than 7 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 2 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 while making sure 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 it 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 a program that meets the 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:

* 3 units from the English group (English, EAL, Literature, English Language and VCE VM Literacy) including a Unit 3–4 sequence
* at least 3 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:

* 3 VCE VM Literacy or VCE English units including a Unit 3–4 sequence
* 2 VCE VM Numeracy or VCE Mathematics studies units
* 2 VCE VM Work Related Skills units
* 2 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 satisfactorily completing the VCE, but not the requirements for the award of the Vocational Major appellation, the student will be awarded the VCE without an appellation. Schools should contact the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) if there are any concerns about the report.

Schools should also contact the [Student Records and Results Unit](mailto:student.records@education.vic.gov.au) for advice about:

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

# 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 wants 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 due to industrial arrangements, the nature of the industry from which training is derived, or regulatory requirements. If a student does not have a valid, current training plan, they cannot enrol into a qualification designated as an apprenticeship. The VCAA requires all schools wanting to enrol students into Certificate IV or Diploma qualifications to complete an Application for higher level qualifications form. 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 or VCE VM 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) 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 wanting 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 wants 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, the original school determines satisfactory completion of Units 3 and 4
* 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.

## 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 completing the work in each VCE unit the student enrols in, 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.

At this stage students cannot be credited with completing a unit by virtue of work completed at their previous school.

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

The school to where 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, considering 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 completing the 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 completing the 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 2023 and who complete Unit 4 of a similar VCE study, and 2 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 2 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 2 studies of an enrolment of 5 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 want 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 satisfactorily complete 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 2 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 9 outlines 2 examples. The first student needs to take a complete break from study. The second student has continued with 2 of their 5 studies and taken a complete break in 3 studies, then chosen to repeat one of the continued studies the following year, repeat Unit 3 of 2 of the interrupted studies, and complete Unit 4 of each of the interrupted studies.

Table 9: 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, however they may do so if they want to use it as an opportunity to improve assessment results. If a student was awarded an N for Unit 3 due to 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 their delegate, using the Application for late VCE and VPC 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 wants 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

Students wanting 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 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 want to undertake the VCE 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 wanting 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 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 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). These fees are GST exempt.

As fees depend 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx). 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 them, the school and VTAC.

Principals need to make sure that the list of fee-paying international students provided by the VCAA is a complete record of all VCE 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 receives fees for a student who has been incorrectly flagged as a fee-paying international student or who formally withdrew before the enrolment date, it 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 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](#SpecialProvision) 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).

Assessment

# Satisfactorily completing VCE units

To satisfactorily complete 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 (learning activities) and assessment tasks (including school-based assessments) 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 satisfactorily completing 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.

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 wants 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.

## 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.

The school is solely responsible for decisions about satisfactory completion of a unit. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

A teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

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 all set work (learning activities) and assessment (including school-based assessment) 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 school-based 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 teacher’s judgement, work submitted by a student does not meet the required standard for satisfactory completion, the teacher should 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.

### VCE VM assessment

The same administrative arrangements for satisfactorily completing VCE units apply to students enrolled in the VCE VM. The assessment tasks and activities provided to VCE VM students to demonstrate their achievement of the set of outcomes as specified in the study design must also comply with the *Pillars of Applied Learning*, particularly *Assessment practices which promote success.* The VM studies are based on an applied learning approach to teaching and assessment, and as such assessment practices in the VCE VM should reflect this applied approach.

VCE VM studies contribute to satisfactorily completing the VCE certificate, and do not include scored assessment of levels of achievement for study score calculation. VCAA rules and instructions about School Assessed Coursework, School Assessed Tasks, scheduling assessment tasks, determining initial school-based assessments, and VCE externally assessed tasks do not apply to VCE VM studies.

However, schools delivering VCE VM studies must observe and apply the [VCAA rules and instructions for authentication of school-based assessment, feedback to students](https://www.vcaa.vic.edu.au/administration/vce-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment.aspx), school-based assessment audit, and school-based assessment breaches or rules and investigations.

## Satisfactorily completing 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 student’s Registered Training Organisation (RTO) makes the final decision on assessment.

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete UoCs. Most VCE VET programs consist of 4 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 2 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 due to 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 2 forms of school-based assessment for VCE Units 3 and 4 (excluding VM).

1.The School-Assessed Coursework (SAC) 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.

2. 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 based on 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 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 based on 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 3 weeks in length. Units 3 and 4 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 administering 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 around the time they submit 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 set work (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 set work (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 a 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 sufficient 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 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
* 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx). 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx).

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 want 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 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 want 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 5 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 2 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 for VCE studies excluding VM. 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.

Refer to Retention of VCE school-based assessments section on page 46 for guidance on returning SACs to students.

## 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 Technologies (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 a 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 a 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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx).

## 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](mailto:school.assessment.vcaa@education.vic.gov.au).

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 externally assessed tasks

Externally assessed tasks assess a student’s level of achievement in accordance with the specified outcomes in the study design and published assessment criteria.

Externally assessed tasks are marked by assessors appointed by the VCAA, however the authentication requirements for school-based assessment, outlined in **School-based assessment Authentication**, must be followed for all student work submitted to the VCAA.

Teachers must make sure that there is a sufficient range of topics or types of works 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.

The **Student/Teacher Authentication form**, signed by the teacher and the student must be included with the documents submitted for assessment.

If the teacher is unable to authenticate the final student work, they should contact the VCAA prior to submitting the student’s work for assessment.

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.

# VCE VET school-assessed coursework

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 3 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](https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx).

# 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.

# 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.

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 want 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 want 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 want 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 wants 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 7 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 2024

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 3 graded assessments in each Unit 3–4 sequence, and include at least one external assessment.

Table 10: VCE studies and revised assessment in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | 20  30  50 |
| 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 | 20  30  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 | 30  20  50 |
| 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 Technologies 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 | 20  50  30 |

# VCE VET programs with scored assessment in 2024

All VCE VET programs with scored assessment have 2 graded assessments. All examinations are held at the end of the academic year unless otherwise noted.

Table 11: VCE VET program with scored assessment in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| 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) MSF20522 | 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) SIT20322 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Hospitality (Cookery)  (HS32) SIT20421 | 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) MSL30122 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Music (Performance) (MI19) CUA30920 | 1  2 | Units 3 and 4 school-assessed coursework  Performance examination | 50  50 |
| Music (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.

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 external assessment reports, are available on the VCAA website.

## Integrity of VCE written examinations and VCE examination administration

At the beginning 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. By completing and signing the annual VCAA Student Personal details and Declarations form, students declare they will abide by and observe the rules and instructions relating to VCE external assessments.

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.

Principals need to complete and sign this agreement each year, 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 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 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 resident 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 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.

# 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 on the relevant study webpage and on VASS.

The VCAA develops the VCE examination timetable using enrolments to:

* minimise the number of students required to sit more than 2 examinations on a given day
* minimise the number of clashes of 2 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 VCAA Board approval.

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

## Students with 3 examinations timetabled on one day

The VCAA will notify schools of the arrangements made for students with 3 examinations timetabled in a single day during an examination period.

The VCAA will allow students who have 3 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 can leave the examination before their revised finish time.

Students who complete 3 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 3 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 2.

## Timetable clashes

If a student has 2 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. The VCAA will confirm approval in writing to the principal to begin at the earlier time. 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 begins 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, arrive before the commencement time and 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**](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) 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 need 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 need to identify themselves by stating, in English, their VCAA student number.

Students completing the GAT or a VCE written examination must write their VCAA student number on the response materials. Students attending a location other than their home school may also need to provide personal identification before entering the examination room.

A student’s home school provides them their VCAA student number.

## Materials and equipment authorised for use in the GAT and VCE written examinations

Refer to [**Materials authorised by the VCAA for use in the GAT and VCE written examinations**](https://www.vcaa.vic.edu.au/assessment/vce-assessment/materials/Pages/index.aspx). This information can also be found 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 be classified as an irregularity include:

* 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.

For more information refer to the [requirements for making an application](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx), the VCE Examination Manual and VCE Exams Navigator.

# Marking external assessments

VCE external assessments will be subject to independent marking by VCAA-appointed assessors. 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, except the Music Composition and Music Inquiry externally assessed tasks, 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 external assessments. They help to identify 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). Schools should note that plus (+) can be used, but minus (-) is not available for input. Class teachers of the same study at the school should discuss and compare 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 extremely important. The VCAA moderates the indicative grades for the school cohort to make sure they are statistically reliable. If they are not, 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 the process should be coherent. The principal should advise all teachers at the school on the definition and purpose of the indicative grade, and how to arrive at a set of indicative grades for the school cohort.

Examples of strategies used by schools include:

* setting practice examinations that 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 schools use the indicative grades feedback report on VASS to help determine 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 and Music Inquiry externally assessed tasks, an anomalous grade check is undertaken before issuing final results. Indicative grades provided by the school, if they are statistically reliable, are used to identify student assessments with anomalous grades. The relevant chief assessor’s panel reconsiders these students’ assessments.

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 estimating 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. Therefore, a school need not be overly concerned about submitting indicative grades with exactly the correct level within the constraints of the grade structure. However, 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 assess a student’s level of achievement in accordance with the study design and published assessment criteria. These tasks are marked by assessors appointed by the VCAA.

All student work is submitted to the VCAA electronically in accordance with the specifications and guidelines provided for each study and on the dates published in the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx). Teachers are required to make an initial assessment of a student’s work against the published criteria using the marking sheet provided. These initial teacher scores are entered on VASS and are used by the VCAA for quality assurance when marking external assessments.

All externally assessed tasks are independently marked by at least 2 assessors and are subject to discrepancy marking if required. Anomalous grade marking programs are not applied to all EATs, however additional checks are conducted for quality of marking and, where applicable, compliance issues and authentication of student work. Student work may be reassessed as a result of these processes.

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.

# 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 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 VCAA examination 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 rules.

## Initial investigation

When the VCAA receives reports about incidents during external assessments, it may investigate:

* 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. The VCAA considers this information to determine whether a formal investigation is required. The VCE coordinator, subject teacher or year coordinator is usually best placed to provide this information.

In its 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 them no less than 24 hours’ notice, which:

* need not be in writing
* may nominate a time and place for the interview
* must give particulars of the matter under investigation.

The student must be informed of the matter to be discussed at the interview and any possible further action by the VCAA and their consequences to them.

The person who conducts the interview must submit a written report of the interview to the CEO, VCAA, after the interview as soon as practicable.

### Decision to proceed to hearing or issue a written reprimand

The CEO, VCAA, after considering the interview report, may issue the student a written reprimand, 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 it sends a representative to the hearing as support for the student is important. The Review Committee will ask the school representative to speak about the student’s character and school experience.

## Review Committee

Review Committees consists of 3 people who are either VCAA Board members or VCAA staff. The Review Committee Chair must be a VCAA Board member.

### 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. 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 wherever possible.

### 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 no less than 7 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 5 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, however it 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 its discretion. Any 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 who:

* is entitled to be present during the proceedings
* must make sure all relevant information is put before the Review Committee, however, must not act as prosecutor
* must advise the Review Committee on any matter it requests, however 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 where the contravention occurred
* amend or cancel the student’s grade for the external assessment where 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 where 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 7 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 immediately 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 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, however, is not entitled to be heard in support of the written submission or to appear before the Appeals Committee.

The Appeals Committee must review a decision made by a review committee having regard to all the documents before it, the Review Committee’s written decision, 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 immediately of its determination of an application for review under this section.

### Appointment of an appeals committee

An appeals committee consists of 3 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 VCAA committee or a VCAA employee. Collectively, the members must have 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 2 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 2 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 3 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 3 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 2 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 2 academic years, provided they have achieved 2 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 2 years of study are used when the study score is calculated. Table 12 demonstrates how these requirements are applied.

Table 12: 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 2 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 school-based 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. By selecting an assessing group, schools are choosing the group in which students will be statistically moderated, students will be statistically moderated with the entire 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.

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 2 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 5 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 2 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 wants 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 2 of the 3 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 3 graded assessments for each Unit 3–4 sequence. Scored VCE VET studies have 2 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, 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.

An equivalent process, based on the standard achieved, is also available for the GAT.

It is recommended that results are discussed with the student before making an application, to confirm whether they had any issues in the external assessment.

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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) 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 Victorian Certificate of Education

## 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 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 2 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 3 graded assessments for each Unit 3–4 sequence. Scored VCE VET studies have 2 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 prior to 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 13 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 13: 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 General Achievement Test results

Students who obtained General Achievement Test (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 Vocational Education and Training 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 the VCE 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, VPC, 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 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
* VCE – Vocational Major certificate for the current academic year
* VPC certificate for the current academic year.

# Victorian Certificate of Education 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 VPC 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, or an externally assessed task.

# 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.

Statements of equivalent qualifications are not available for students who have a current active enrolment in the VCE or VPC. Schools who are applying for credit on behalf of a student should refer to the Student transfer and credit from overseas studies section on page 16.

## 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, each of which are administered in separate sessions on the same day.

Section A is comprised of:

* a 2-part writing task
* 50 numeracy multiple-choice questions
* 50 reading multiple-choice questions.

Section B is comprised of:

* an extended writing task
* 25 mathematics, science and technology multiple-choice questions
* 25 arts and humanities multiple-choice questions.

# 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 VM Unit 3–4 sequence 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 VM 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 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. This gives 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). Go to the [Victorian Literacy and Numeracy Standards](https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/VictorianLiteracyandNumeracyStandards.aspx) for more information.

# 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 except for the Music Composition and Music Inquiry externally assessed tasks. This final check is known as anomalous grading marking. If there is a statistically significant difference between the final score for an external assessment and the score predicted by the GAT and school indicative grades, the chief assessor will assess the external assessment again. Scores may go up or stay the same, however they will not go down because of this final check.

## Derived Examination Score

The calculation for the Derived Examination Score (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 analysing 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 2 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 to sit Section A.

## 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 applying for **Emergency Special Examination Arrangements** with their VCE coordinator, who may assist them to sit the GAT.

## 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 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 based on illness, injury, personal trauma or a serious intervening event require evidence from an appropriate professional.

An application for an exemption from the GAT cannot be submitted solely based on:

* a student requiring SEAs
* 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.

## 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, 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, they do not 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.

# GAT Statement of Results

A GAT Statement of Results is mailed to each student.

Student literacy and numeracy skills are assessed against standards in reading, writing and numeracy in Section A of the GAT.

The GAT Statement of Results indicates if the student has met the standards, not met the standards, or met the standards and demonstrated excellence.

Where a student has completed both Sections A and B, their results will also include a score for each GAT component:

* 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 VPC 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.

# Further opportunities to meet literacy and numeracy standards

If a student does not meet one or more of the standards, this will be indicated on the GAT Statement of Results. There will be resit opportunities in 2025 for students who do not meet one or more of the standards in 2024 and have completed their secondary schooling.

The specific timing for resit opportunities will be provided in late 2024. Schools are expected to host test sessions for former students who opt to take a resit test.

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.

Special Provision is available to VCE students for classroom learning and School-based Assessment and VCE external assessments.

The underlying principle of the VCAA Special Provision Policy is to make sure students are offered the most appropriate, fair and reasonable options to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

For the Special Provision Policy and latest advice refer to the [VCAA special provision](https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx) webpages. For further information about the function of special provision in the VPC, refer to the [About the VPC](https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx) webpages.

VCE Checklists

These checklists will help principals, teachers and coordinators identify the key processes and practices they need to monitor to meet their obligations to deliver the VCE, including the VCE Vocational Major. The items reflect the most frequent type of queries the VCAA responds to.

# Principal’s checklist

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| **VCE set-up**  The principal undertakes to make sure students are provided access to adequate facilities and resources to complete their course of study. | | |
| 1 | Teachers are using only the current accredited study designs and 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 an important administrative date is proactively followed. |  |
| **Eligibility**  The principal or their delegate must make an initial assessment using the advice provided by the VCAA relating 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 | Make sure provision of VCE units without calculation of a study score is a process supported by consultation and agreement between the student, the parent or carer and the school. |  |
| **Student data**  Schools must enter and store student results 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 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. |  |

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| **Partnerships**  The VCAA recommends that schools with fewer than 5 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 or carer and the school. |  |
| 5 | Ensure that a teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) is consistent for all students who are being assessed for levels of achievement in the study and those who are not. |  |
| **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 |  |

# 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 to manage scheduling of school-based assessments 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 for VCE external assessments (approved by the VCAA). |  |
| 2 | Identify where special examination arrangements are appropriate for a particular student and make sure applications including required evidence are submitted by the due date. |  |
| 3 | Have an understanding of the Derived Examination Score process, including how to apply and why it is used. |  |

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| **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 or carer and the school. |  |
| 5 | Ensure that a teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) is consistent for all students who are being assessed for levels of achievement in the study and those who are not. |  |
| **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. |  |

# Coordinator’s checklist

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| **VCE VM and VPC set-up**  The principal ensures that students are provided with access to adequate facilities and resources to complete their course of study.  **The VCE VM and VPC coordinator will:** | | |
| 1 | Have in place an audit process to ensure teachers are using currently accredited VCE VM study designs and VPC curriculum designs. |  |
| 2 | Ensure students are provided with clear, written details of both the [**VCAA rules**](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx)and the school’s rules and procedures, including rules for authentication of school-based assessment. |  |
| 3 | Construct and distribute an internal school calendar for staff that ensures the [**Important administrative dates**](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) are met including key enrolment change dates for VCE VM and VPC students but does not place an undue burden on students. |  |
| 4 | Ensure that processes to extend due dates for Unit and Module completion are understood by all staff administrating the VCE VM and VPC. |  |
| **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 so that records are not accessible to unauthorised users either at the time of entry or once stored.  **The VCE VM and VPC coordinator will:** | | |
| 1 | Develop an internal audit process to ensure data held on VASS is true and accurate. |  |
| 2 | Run student full details report and eligibility report on VASS at the beginning of term 1 and 3. Review and revise individual student programs when a student’s program of study is changed. |  |

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| **School-based assessment**  VCE VM assessments are school-based and assessed through a range of learning activities and tasks.  School-based assessment refers to any work students in the VCE VM and VPC complete which contributes to teacher judgement about their satisfactory completion of an outcome in the VCE VM or learning goal in the VPC.  The teacher judges that the student has achieved a VCE VM Unit or VPC Module based on the range of set work and assessment tasks completed by the student for the outcomes or learning goals.  **The VCE VM and VPC coordinator will:** | | |
| 1 | Ensure teachers understand that VCE VM students must undertake school-based assessment to demonstrate their achievement of the outcomes in each Unit. |  |
| 2 | Ensure teachers understand that VPC students must undertake school-based assessments to demonstrate their achievement of learning goals in each module. |  |
| 3 | Ensure teachers understand that the decision to award an S for a Unit or Module is based on evidence collected by the classroom teacher. |  |
| 4 | Evidence should be retained and held securely for audit processes. |  |
| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school.  **The VCE VM and VPC coordinator will:** | | |
| 1 | For all units, ensure teachers specify and communicate how a student will demonstrate their achievement of all learning outcomes, or learning goals in VPC, which will culminate in the satisfactory completion of a Unit or Module and the conditions under which the assessment is to be completed. |  |
| **Unit and module completion**  For VCE VM, unit completion refers to the completion of a unit within the study design, per the administrative handbook.  For VPC, module completion refers to the completion of a module within the curriculum design, per the administrative handbook. | | |

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| **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 VM and VPC coordinator will:** | | |
| 1 | Check that arrangements to assist students in their learning and assessments are consistently applied across the school. This includes arrangements for classroom learning and school-based assessments, which are approved at a school level. |  |
| 2 | Have an understanding of the General Assessment Task (GAT) and identify where Special Examination Arrangements are appropriate for a particular student and ensure applications including required evidence are submitted by the due date. |  |
| **School-based Assessment Audit**  Ensure that the delivery and assessment of VCE VM and VPC studies is compliant with VCAA requirements.  **The VCE VM and VPC coordinator will:** | | |
| 1 | Ensure teachers are promptly notified of and supported to complete the audit process for VCE VM and VPC studies. Further information about this audit process will be available in Semester 2, 2023. |  |
| 2 | Ensure 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 VM and VPC coordinator will:** | | |
| 1 | Treat each allegation sensitively and maintain the confidentiality of the process. |  |
| 2 | In developing and reviewing policy, ensure that the decision-maker is not the investigator of the allegation. |  |

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| **Pillars of Applied Learning**  Applied learning involves students engaging in authentic and motivating learning experiences. It is a method of learning where theoretical information comes to life for students, in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.  **The VCE VM and VPC coordinator will:** | | |
| 1 | Ensure all staff are aware of the [**Pillars of Applied Learning**](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCPDS/Pages/AppliedLearning.aspx) including: motivation to engage in learning, applied learning practices, student agency, student centred flexible approach, and assessment practice which promotes success. |  |
| 2 | Support teachers to [**integrate**](https://www.vcaa.vic.edu.au/curriculum/VCEVMandVPCIntegrated/Pages/Integrated.aspx) 2 or more studies together where it would enhance student learning. |  |
| 3 | Ensure that the learning outcomes in integrated studies are assessed specifically per study. |  |
| **Encourage the planning and delivery of excursions and camps**  Although not compulsory, opportunities for students to apply their learning in a range of contexts can be applicable to many different school settings. Excursions that form part of the VCE VM and VPC curriculum must follow the policy outlined by the school’s sectoral authority.  **The VCE VM and VPC coordinator will:** | | |
| 1 | make sure relevant policies and procedures for excursions, camps, and adventure activities are being followed before, during, and after off-campus activities, including developing risk assessments refer to your sector’s guidance on this for details |  |
| 2 | advise eligible parents and carers about the [**Camps, Sports, and Excursions Fund (CSEF)**](https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy) which provides payments for eligible students to attend camps and excursions. |  |
| **VET requirements**  Students completing the VCE VM must complete a minimum 180 nominal hours of VET at Certificate II level or above.  Students completing the VPC may access VET at a Certificate I level or above, however it is not a compulsory requirement.  For students undertaking a VET as part of their program, **the VCE VM and VPC coordinator will:** | | |
| 1 | make sure students are enrolled in VET programs from registered providers |  |
| 2 | maintain regular contact with the VET provider/s and ensure that students are meeting attendance and coursework goals |  |
| 3 | monitor and report on students' progress in their VET program. |  |

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| **SBAT requirements**  A School-Based Apprenticeship or Traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE, VCE VM or VPC). Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week.  Please note, SBATs must be endorsed by your school and meet the guidelines published by the Department of Education. To view the SBAT guide, visit the [**Department of Education**](https://www2.education.vic.gov.au/pal/school-based-apprenticeships-and-traineeships/guidance).  **The VCE VM and VPC coordinator will:** | | |
| 1 | make sure student timetables allow them to engage in at least one day of on-the-job training during the normal school week |  |
| 2 | make sure students are enrolled in structured training from a Registered Training Organisation (RTO) |  |
| 3 | monitor student attendance in SBAT programs |  |
| **Flexible delivery**  VCE VM studies can be delivered flexibly to meet the needs of students who may learn at a different pace, need more time to complete units or transition into the VCE VM during the academic year.  Further information can be found on the [**Flexible Delivery Policy page**](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx).  **The VCE VM and VPC coordinator will:** | | |
| 1 | make sure the school provides relevant flexible delivery options for students enrolled in VCE VM and VPC |  |
| 2 | where relevant, apply for permission to the VCAA to deliver VCE VM studies flexibly through the Northern Hemisphere Timetable or Atypical VCE VM delivery |  |
| 3 | where relevant, attend flexible delivery VASS training |  |

# 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 * demonstrated 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 (learning activities) and assessment tasks (including school-based assessments) related to the outcomes. | | |
| 1 | I have clearly explained 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 (learning activities) and assessment tasks (including school-based assessment) 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 to meet the outcomes of the unit. |  |
| 4 | My judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) has been consistent for all students who are being assessed for levels of achievement in the study and those who are not. |  |
| 5 | 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. |  |
| 6 | In the case of lost or stolen work, I retain a written statement explaining the circumstances. |  |
| 7 | I know the school-based process to delay satisfactory completion and apply it where appropriate. |  |

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| **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, parents and carers 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. |  |