

# Administrative information: Students

## 1 Registration

Students must complete and submit the relevant Student Personal Details form (on VASS) to their home school for each year in which they enrol. The accuracy of student details should be audited against information provided on a student's form. Students must use their legally registered names when enrolling in a senior secondary qualification.

The following section should be checked, where applicable.

### 1.1 General declaration

Before undertaking any studies all students must sign an agreement to abide by Victorian Curriculum and Assessment Authority (VCAA) regulations, which is part of the **Student Personal Details** form (on VASS).

### 1.2 Consent for disclosure to other organisations

Students are invited to give permission for their data to be forwarded to newspapers and other government bodies for the calculation of awards and prizes and for the Department of Education and Training (DET) [On Track survey](#). This must be done for each year of enrolment.

### 1.3 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.

### 1.4 Students with past results

A 'past result' is any result in Matriculation, HSC, TOP, T12, STC, VCE or VCAL in a previous year (unless the result was achieved in the year immediately prior to the current 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 their database records. The VCAA database matches a student's records based on their student number or all the following data: 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 **Student Personal Details** form (on VASS).

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

### 1.5 Full-fee-paying overseas students

Overseas students wishing to undertake the VCE, VCAL or International Baccalaureate (IB) must indicate whether they are a full-fee-paying student when completing their **Student Personal Details** form (on VASS).

## 2 VCE enrolment

There are no restrictions on the VCE studies in which a student may enrol except for English as an Additional Language (EAL) and VCE Second Languages. The following VCE studies consist of more than four units:

- History
- Computing (formerly Information Technology)
- Australian and Global Politics
- Mathematics
- Music

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

### 2.1 Students seeking EAL status

Enrolment in EAL is available only to students with approved EAL status. Students applying for EAL status (including deaf and hearing-impaired students, and Aboriginal and Torres Strait Islander students whose first language is not English) should indicate this on their **VCE Student Personal Details** form or **VCAL Student Personal Details** form (on VASS). Identifying a student as having EAL status does not automatically enrol the student in EAL.

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

As the satisfactory completion of an English study 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 hearing impaired, may have access to enrolment in EAL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet eligibility Criterion 2.

To apply for EAL status, each student is required to submit an **Application for Enrolment in English as an Additional Language Units 3 and 4 in 2016** form (on VASS) to the school. This is designed to assist schools in evaluating a student's EAL status. Schools should maintain a record of all completed applications. Schools should not enrol a student in EAL unless they have received all documentation verifying that the student meets the EAL eligibility criteria.

If a student clearly meets the conditions, the principal has the authority to grant this provision. Such applications should not be sent to the VCAA but should be retained on the school file.

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 2016** form (on VASS). Only if a determination is sought from the VCAA should the completed application form, together with all supporting documentation, be forwarded to the Student Records and Results Unit before the end of Term 1 in the year of application.

A student may be eligible for EAL status if they meet both of the following criteria.

#### Criterion 1

For this criterion, the student must fit one of the following:

- The student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years, that is, their date of arrival was on or after 1 January 2009 for students who are in a Unit 3 and 4 program in 2016 (Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations.)
- The student is an Aboriginal or Torres Strait Islander student whose first language is not English.

## Criterion 2

For this criterion, the student must fit the following:

- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. 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.

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

VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years. A message on VASS will appear, stating 'EAL eligibility for this country of origin can only be approved by the VCAA'. The school must forward the applications to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp and/or International Movement Records, to determine whether the student is eligible for EAL. If the application is reviewed by the VCAA, and the approval granted, it will be entered on VASS and the school will be able to enrol the student in EAL.

### Hearing-impaired students

Students seeking EAL status on the grounds of hearing impairment must:

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

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

If the principal has approved the student's application, their status can be entered on VASS. If the principal is uncertain about a student's eligibility, they should apply to the VCAA using the **Application for Enrolment in English as an Additional Language Units 3 and 4 in 2016** form (on VASS). All evidence as described in the eligibility criteria must be supplied with the application.

To satisfy the requirements of English Unit 3, students may undertake an alternative assessment task to the one specified in the English study design. For those students who are hearing impaired and have a limited capacity for oral communication, an alternative may be a data presentation (using Microsoft PowerPoint, for example) or a presentation using signing, which is translated into speech by an interpreter.

### **School-based arrangements for EAL**

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

## **2.2 Students seeking enrolment in VCE Second Language studies**

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

All enrolments in VCE Second Language studies Units 3 and 4 must be approved by the VCAA. The home school is responsible for submitting the relevant VCE Second Language studies Units 3 and 4 application form (on VASS). Enrolment in VCE Second Language Units 1 and 2 studies does not need to be approved by the VCAA. The home school should submit applications for enrolment in VCE Second Language Units 3 and 4 studies and relevant supporting documentation in September of the year before the student wants to enrol.

Schools should meet this deadline so that students are aware of their Second Language status at the beginning of the year in which they want to study. If this is not possible, schools should enrol students who may have difficulty meeting the required Second Language criteria into a First Language class until approval is granted. If the school does not offer the relevant First Language, the student should be enrolled in Distance Education at the Victorian School of Languages (VSL).

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

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

### **Eligibility**

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 language is the medium of instruction. Students who have learnt all they know of the language in an Australian school are eligible for VCE Second Language enrolment.

### **Chinese Second Language**

A student is not eligible for Chinese Second Language if they have done either of the following:

- had 12 months or more of education in a school where Chinese is the medium of instruction
- had three years (36 months) or more of residence in any 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 had no more than seven years of education in a school where Chinese is the medium of instruction
- the highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

### Indonesian Second Language

A student is eligible for Indonesian Second Language if they have had no more than seven years of education in a school where Indonesian or Malay is the medium of instruction.

### Japanese Second Language

A student is eligible for Japanese Second Language if they have had no more than seven years of education in a school where Japanese is the medium of instruction.

### Korean Second Language

A student is eligible for Korean Second Language if they have had no more than seven years of education in a school where Korean 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 (on VASS), giving details of their language background
- ensuring that all requested information is correctly provided and that the 'Certification by student and parent or guardian' section is completed
- providing the school with relevant documents in English (or translated into English by a recognised translation authority) to support their applications.

The responsibility for providing supporting documentation rests with the student. Students should contact the National Accreditation Authority for Translators and Interpreters Ltd (NAATI) on 1300 557 470 or (03) 9642 3301. The VCAA will not permit students to enrol in the study if the application form is not complete, or the supporting documentation is incomplete or deemed insufficient to allow eligibility to be determined. The following information may also need to be provided as supporting documentation to the VCAA:

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

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

The home school must:

- certify that the information provided in the form and supporting documentation is true and correct before submitting them to the VCAA
- inform the student and their assessing school if the student is deemed to be ineligible. The application forms of these students should only be forwarded to the VCAA if endorsement of the school's recommendation is required
- forward application forms and a copy of relevant supporting documentation to Student Records and Results
- check the student's eligibility approval on VASS
- enrol students in 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 seeking advice about student transfers or students arriving from overseas at the commencement of the school year, or advice about criteria for eligibility or enrolment procedures, should contact Student Records and Results.

### Exceptional circumstances

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

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

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

## 3 VCAL enrolment

There are no restrictions on the VCAL studies students may enrol in. The decision about the level in which a student enrolls should be made by the VCAL provider in consultation with the student and should take into account the student's preparation and degree of readiness.

## 4 VET enrolment

There may be restrictions on the VET training students can undertake because of industrial arrangements, the nature of the industry from which training is derived and/or regulatory requirements. From 2016 the VCAA will require all schools wishing to enrol students into Certificate IV or Diploma qualifications to complete an application for higher level qualifications form, which is to be available on the VET page of the VCAA website. The decision about the content of the training program will be made by the school in consultation with the RTO.

Students should be enrolled in the certificate and all units of competency/modules they expect to complete in the current year only, rather than the complete qualification. If a student does not complete a unit of competency/module and wishes to complete it in a following year, they must be re-enrolled in the following year.

After enrolments have been finalised a VCE or VCAL Student Eligibility Report should be run.

Schools are required to have unit of competency/module enrolments from VCE VET scored Unit 3 and 4 sequences finalised by **ENROLMENT 2**. For all other VET enrolments, schools should also endeavour to have units of competency/module enrolments for any students undertaking any certificate type (VES, NAP or VFE) entered by **ENROLMENT 2**.

Withdrawal of students from units of competency/modules from a VCE VET scored Unit 3 and 4 sequence are permissible until **ENROLMENT 4**. Additions and alterations to all other VET enrolments are permissible until **ENROLMENT 5**.

The Assessment Plan information for VCE VET scored Unit 3 and 4 sequences should be entered as soon as it is finalised, preferably by **ENROLMENT 2**, but it can be amended up until **ENROLMENT 4**.

Note that some sectoral authorities will use VET data entered by the **ENROLMENT 2** deadline to determine their funding arrangements.

## 5 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 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 (on VASS). All international Year 12 IB students are required to be enrolled on VASS

by **ENROLMENT 2** so that this information can be forwarded to VTAC. The GAT is optional for international students (and at the school's discretion); however, if they 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 (as per the [Summary schedule of fees and charges](#)). 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.

## 6 Year 10 students without a program

Schools are required to identify Year 10 students on VASS regardless of whether they are enrolled in a VCE, VCAL or IB program. If a student does not have a VCE, VCAL or IB program, the VASS course type is Personal Details Only (PDO). This information is collected for the purposes of the [On Track](#) project. The **PDO Student Personal Details** form (on VASS) must be completed by such students. The school should hold these forms until the following year.

## 7 Atypical enrolment (VCE or VCAL)

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

- transfer from one school to another within Victoria
- transfer from another state system to the VCE or VCAL
- transfer from another country to the VCE or VCAL
- 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.

### 7.1 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 ensure that a second student number is not created. Multiple records in the same year for the one student may lead to the student not being awarded their VCE or VCAL.

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

If a VCE student transfers:

- very early in the year and completes all outcomes at the receiving school, the receiving school determines satisfactory completion for both Units 3 and 4
- very late in Term 4, having completed all outcomes at the original school but sitting examination/s at the receiving school, satisfactory completion of Units 3 and 4 is determined by the original school
- midway through the 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 a semester, the original school enters all information on its assessments for any outcomes completed prior to 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 within 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 would 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.

If a VCAL student transfers:

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

## 7.2 Students transferring from interstate

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

### Students transferring from interstate during Year 11

How schools deal with students who transfer from interstate during a semester in 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 for Semester 1 in the usual way
- determine a reasonable expectation for completion of work in each VCE unit in which the student enrolls, taking into account the time remaining in Semester 1
- assess the student's satisfactory completion of units in Semester 1 on the basis of the expectations established in the previous steps and the information provided by the student's former school.

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

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

The school to which the student transfers should:

- request documentation of the student's progress from the previous school
- determine what would constitute a reasonable work program for the student for the remainder of Semester 1
- apply for credit for Semester 1 on the basis of work undertaken at the interstate school, taking into account work completed at the Victorian school if appropriate
- enrol the student in VCE units for Semester 2 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 the student should receive for Semester 1
- enrol the student in VCE units for Semester 2 in the usual way
- determine a reasonable expectation for completion of work in each VCE unit in which the student enrolls, taking into account the time remaining in Semester 2
- assess the student's satisfactory completion of units in Semester 2 on the basis of 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 Semester 2
- apply for credit for studies undertaken interstate, taking into account work completed at the Victorian school if appropriate.

Students arriving in a Victorian school during this period will have to enrol in Semester 1 of 2016 because enrolments for Semester 2 of 2016 close on **ENROLMENT 5**.

**Students transferring from interstate during Year 12**

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

**Case 1: Student arrives before ENROLMENT 2**

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 for Semester 1 in the usual way
- determine a reasonable expectation for completion of work in each VCE unit in which the student enrolls, taking into consideration the time remaining in Semester 1
- assess the student's satisfactory completion of units in Semester 1 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 and/or Year 12 level.

**Case 2: Student arrives before ENROLMENT 3**

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 Semester 1
- apply to the VCAA for credit for Semester 1 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 Unit 4 only 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 the Manager, Student Records and Results.

Students who are awarded credit for Unit 3 of a study completed interstate in 2015, and who complete Unit 4 of a similar VCE study and two or more graded assessments, will have a study score calculated. This only applies to the current year of enrolment. Students who obtain an N for Unit 4 cannot return in the following year to satisfy the unit and have a study score calculated.

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

### **Case 3: Student arrives after ENROLMENT 3**

Students transferring from interstate during Year 12 after **ENROLMENT 3** will not be permitted to enrol in Unit 4 for 2016.

## **7.3 Students arriving from overseas**

### **Students arriving from overseas during Year 11**

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

### **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 **ENROLMENT 2**, schools should follow the same steps as those described for interstate students in Case 1. Students transferring from overseas after **ENROLMENT 2** will not be permitted to enrol in Units 3 and 4.

## **7.4 Late enrolments in VCAL for exchange students**

Late enrolment in VCAL for exchange students who are transferring from interstate or arriving from overseas on exchange programs and wish to enrol in a VCAL program may have late enrolments approved. Written applications should be made to the Manager, Student Records and Results. Providers of such students should consider the following:

- Some of a student's prior studies may contribute to one or more of the VCAL strands or as a general credit towards the VCAL. Providers should contact the VCAL Unit by email: [vcaa.vcal@edumail.vic.gov.au](mailto:vcaa.vcal@edumail.vic.gov.au).
- Providers should ensure that a student's VCAL program is a valid program – see Qualifications: Victorian Certificate of Applied Learning.
- Students may be eligible for Recognition of Prior Learning (RPL) for some VCAL units. Further information on VCAL RPL can be found in Section 4 of the [VCAL Unit Assessment Planning Guide](#).
- Students arriving after a VCAL unit has commenced may not be able to successfully complete all the learning outcomes in the time allocated to the unit.
- The [VCAA website](#) provides information on overseas qualifications and their credit into the VCE. This information may also be useful in determining credit into the VCAL at the appropriate level.

## **7.5 Interrupted Studies students**

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

The Interrupted Studies provision is primarily designed as a means 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 ensure that the student can complete their studies when they return to study in the following 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 year, may apply for Interrupted Studies status and withdraw from Unit 4 of a sequence. Students may apply for Interrupted Studies status for their whole program of studies or for only part of their program (for example, interrupting two studies of an enrolment of five studies).

Students who will be unable to satisfactorily complete Unit 3 in a study in the year of departure should consider Compassionate Late Withdrawal from the study, encompassing both Units 3 and 4.

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

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

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

There is no specific date by which the VCAA must receive applications. However, Interrupted Studies status will not be granted to students who satisfy the outcomes for Unit 4 but were unable to sit the examinations in the October–November period. In these cases the student may be eligible to apply for a Derived Examination Score.

### Sample program structures

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

### Returning to complete Unit 4 studies

	First year	Second year		Third year	
		Semester 1	Semester 2	Semester 1	Semester 2
Student 1	English Units 1 and 2 Mathematical Methods (CAS) Units 1 and 2 Chemistry Units 1 and 2 Media Units 1 and 2 Literature Units 1 and 2	English Unit 3 Mathematical Methods (CAS) Unit 3 Chemistry Unit 3 Media Unit 3 Literature Unit 3			English Unit 4 Mathematical Methods (CAS) Unit 4 Chemistry Unit 4 Media Unit 4 Literature Unit 4
Student 2	English Units 1 and 2 Mathematical Methods (CAS) Units 1 and 2 Chemistry Units 1 and 2 Media Units 1 and 2 Literature Units 1 and 2	English Unit 3 Mathematical Methods (CAS) Unit 3 Chemistry Unit 3 Media Unit 3 Literature Unit 3	English Unit 4 Mathematical Methods (CAS) Unit 4	Mathematical Methods (CAS) Unit 3 Media Unit 3 Literature Unit 3	Mathematical Methods (CAS) Unit 4 Chemistry Unit 4 Media Unit 4 Literature Unit 4

A student is not automatically flagged as a returning Interrupted Studies student when they resume their studies the following 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 after Interrupted Studies**

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

### **Students who return to a different school after Interrupted Studies**

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

### **Inability to return to school after Interrupted Studies**

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

### **Repeating studies**

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

### **Reporting studies with combined Units 3 and 4 School-based Assessment grades**

For studies with a combined Unit 3 and 4 School-based Assessment grade, the coursework grade reported in each year is calculated from the available scores for that year. Students may request a statement of grade, estimated from all available scores for the coursework, from the Manager, Student Records and Results.

### **Reporting Higher Education studies**

Student enrolments in a Higher Education study can be viewed through the **Student Full Details Report** on VASS in the week after **ENROLMENT 2**. For information on student results, schools should contact the higher education institution at which the student is enrolled.

Students who successfully complete a Higher Education study have the title of the study and the year of enrolment reported on their VCE Statement of Results. A Higher Education study may contribute towards satisfactory completion for the award of the VCE as an unscored Unit 3 and 4 sequence.

## **8 Withdrawal from study**

Students may choose to withdraw from their studies at any time. However, the records of their enrolment can only be withdrawn from a unit 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.

### **8.1 Compassionate Late Withdrawal**

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal or principal's delegate (using the **Application for late VCE and VCAL enrolment amendments** form on VASS) must apply to the Manager, Student Records and Results, on the student's behalf, for permission to withdraw from one or more VCE Unit 3 and 4 studies. Documentation of the exceptional circumstances must be included. Compassionate Late Withdrawal is not available to students who are simply not coping with the

demands of VCE studies. This provision is designed to assist students who have made a genuine attempt to continue with their VCE studies while suffering major adverse circumstances, but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person, for example a general practitioner or psychologist, is required as part of the application. No fees apply for Compassionate Late Withdrawal.

Compassionate Late Withdrawal from a Unit 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School-based Assessment. If the student has scores for an examination or School-based Assessment associated with Unit 3 only, and wishes to continue with that study the following year, the school may apply for Interrupted Studies status on the student's behalf.

## 8.2 Total withdrawal from the VCE or VCAL

Students wishing to withdraw from the VCE or VCAL must first complete a Student Exit form (on VASS). It is not possible for schools or individuals other than the student to withdraw a student's enrolment without 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; the withdrawal must be entered on VASS. Withdrawal from VCE or VCAL can be completed by the school provided the ENROLMENT date for that unit/units has not passed.

## 9 Full-fee-paying overseas students

Full-fee-paying overseas students are those students seeking to enrol in the VCE, VCAL or IB, who are not Australian citizens, who do not have permanent resident status, and who are not in a recognised overseas-exchange program. Overseas students wishing to undertake the VCE, VCAL or IB must indicate whether they are a full-fee-paying student when completing their **Student Personal Details** form (on VASS).

If students are primary visa holders, full-fee-paying overseas students can be identified by a code on their Student Entry Visa. The Visa Class Code for full-fee-paying overseas students begins with an S or a P and the second numerical digit following this is a '4', as per the following example:

CLASS TU STUDENT P542

SUB CLASS 571

CONDITIONS.MIG.REGS.SCHED.8

Dependents of primary visa holders may be full-fee-paying, depending on the visa sub-class of the primary visa holder. To confirm whether a student is fee exempt or otherwise, clarification should be sought from the International Education Division, Department of Education and Training.

### 9.1 Administration fee for full-fee-paying overseas students

The administration fee invoiced to full-fee-paying overseas 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 **ENROLMENT 2**. No payments should be sent until invoices have been received. A tax invoice for the school will not be issued. If the accounts department at the school requires a tax invoice in order to issue a cheque, the control report and student invoices may be photocopied before distributing to the students.

The fees for full-fee-paying overseas students are listed in [Summary schedule of fees and charges](#) on the VCAA website. These fees are GST exempt.

As fees are dependent on unit enrolments, it is essential that student enrolments are correct at the time of invoicing. Students must be enrolled in their complete program for both semesters before **ENROLMENT 2**. Schools should pay particular attention to the enrolments of students who are studying units at other assessing schools, for example VCE Languages providers.

Students with enrolments only in Semester 2 at Unit 1 and 2 level should not be enrolled until **ENROLMENT 3**. After **ENROLMENT 3** there will be a further round of invoices for those students enrolled in Semester 2 only, and for any students who were not flagged correctly at the time of the first round.

First-, second- and third-round invoice and payment due dates for 2016 full-fee-paying overseas students are listed in [Important Administrative Dates](#). Schools are required to distribute invoices, collect payments and submit only one cheque to cover all students invoiced. Please note that payments made by students directly to the VCAA will not be accepted. Such payments will be returned to the schools.

Full-fee-paying overseas students should be made aware that failure to pay all full-fee-paying overseas student invoices received over the period of their enrolment in the VCE program (which may be over one or more years) may result in final results being withheld from the student, the school and VTAC, as per the following table.

#### Full-fee-paying overseas students (FFPOS) and fees

Student	2014 FFPOS Invoice	2015 FFPOS Invoice	2016 FFPOS Invoice (Year 12)	Final Results on Completion of VCE in 2016
Student 1	Paid	Not paid	Paid	Withheld
Student 2		Paid	Not paid	Withheld
Student 3	Not paid	Paid	Paid	Withheld
Student 4		Paid	Paid	Final Results released

Principals are required to ensure that the list of full-fee-paying overseas students provided by the VCAA is a complete record of all VCE and VCAL students with this status in the school. The list, which needs to be certified by the principal as correct, must be returned to Student Records and Results.

If any student's status needs to be amended, either to or from full-fee-paying status, the required amendment is to be made on VASS and the **Student Full Details Report** forwarded to Student Records and Results with a brief explanation.

## 9.2 Refund policy

If fees have been received for students who were incorrectly flagged as full-fee-paying overseas students or who have formally withdrawn prior to the **ENROLMENT 2** date, the VCAA will refund the school. A student who is granted residency status after the **ENROLMENT 2** date must still pay fees invoiced.

## 10 Student observance of assessment and attendance rules

At the beginning of each 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.

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

### 10.1 VCE attendance

All VCE units involve at least 50 hours of scheduled classroom instruction over the duration of a semester. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules, and the school therefore wishes to assign an N to the unit, the school must assign an N for one or more outcomes and thus the unit.

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessments. In this case, the student should

not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. Schools should ensure they retain documentation about any decisions relating to granting provisions for School-based Assessment, including supporting evidence.

In the situation where the 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 following section.

## 10.2 VCAL attendance

Within a school setting, a VCAL learning program would normally be based on a full-time load of scheduled and unscheduled learning (1000 hours). Attendance in a school setting is determined by school regulations. In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student.

# 11 Rules for School-based Assessment: Breaches and investigations

Schools are responsible for ensuring that students abide by the VCAA rules for School-based Assessment and can investigate any alleged breach of these rules, applying appropriate penalties if necessary. For advice on School-based Assessment, refer to 'Work completed outside class' and 'Strategies for avoiding authentication problems' in the Assessment: School-based Assessment section, and the [VCAL Unit Assessment Planning Guide](#).

At the beginning of each school year, each student signs a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/VCAL assessment program (this declaration is contained in the **Student Personal Details** form).

A student must also sign an authentication record for work done outside class when they submit the completed task.

## 11.1 VCAA rules for the conduct of VCE external assessments under test conditions and authentication of student work

A student undertaking assessment under test conditions as part of School-based Assessment in Units 1 to 4 must comply with VCAA examination rules, where relevant. Schools should have a policy and procedures for managing allegations of breaches of these rules, dealing with matters including:

- the delegation of responsibility for investigations
- communicating with students and parents or guardians
- reporting investigation outcomes to the school administration.

Further guidance on school investigation of alleged breaches of rules for School-based Assessment is provided as follows.

In addition students must observe and schools must apply the following rules for authentication of School-based Assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
  - text, websites and source material
  - the name and status of any person who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from another person in the preparation and submission of work.
4. Acceptable levels of assistance include:
  - the incorporation of 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 and/or self-correction.

5. Unacceptable forms of assistance include:
  - use of, or copying, another person’s work or other resources without acknowledgement
  - corrections or improvements made or dictated by another person.
6. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
7. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
8. A student must not knowingly assist another student in a breach of rules.

## 11.2 Investigation of breaches of School-based Assessment rules

Teachers who believe that a breach of VCAA rules (defined in the Act as a ‘contravention’, and including authentication rules) has occurred in a School-based Assessment should report the incident in accordance with the school’s policy and procedures. The school principal, or an authorised member of the principal class, must be notified of the allegations immediately.

### Investigation of breaches of VCAA rules

If a teacher believes a breach of VCAA assessment rules has occurred in a School-based Assessment under test conditions, the principal or delegate should appoint a person to undertake a preliminary investigation into the allegations. A typical allegation might be that a student had access to unauthorised notes related to the assessment. This investigation may include discussions with the study teacher supervising the assessment, examination supervisors (if the school uses them) or other witnesses, including other students. If this investigation supports the allegations, the investigating person should interview the student and allow them to respond to the allegations. If this interview suggests there is substance to the allegations, the matter should be referred to a hearing.

The student’s parents or guardians may be advised of the nature of the allegations, depending on the school’s policy in relation to reporting discipline matters. Detailed records of the investigation should be kept and may be used at any later hearing.

Schools may contact the Senior Investigator, VCAA to discuss their investigation or the conduct of any subsequent hearing.

### Investigation of breaches of authentication rules

If the alleged breach raises questions about whether the student’s work is genuinely their own, the student’s work should not be accepted for assessment pending investigation. 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.

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

- is not typical 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.

Students should be asked to provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. Students 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 other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend a hearing or complete a test to demonstrate understanding of the work.

If this stage of the investigation shows there is continuing doubt about the authentication of the student's work, the matter should proceed to a hearing.

## 11.3 Hearings

If, following its preliminary investigation, the school believes that there is evidence that the allegations against the student have substance, the student should be asked to attend a hearing in which they will have the opportunity to respond to the allegations against them. This hearing must be conducted using the following guidelines.

### Establish a hearing panel

The hearing panel must consist of at least two, but no more than three, teachers (the study teacher and up to two representatives of the principal).

All members of the panel must understand the purpose of the hearing and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

### Inform students of the need for a hearing

The principal, VCE/VCAL coordinator or other relevant coordinator should give the student at least 24 hours' written notice of the hearing. This notice should state:

- the allegations against the student
- the purpose of the hearing
- the date, time, place and expected length of the hearing
- the composition of the panel
- advice that a parent or friend may accompany the student to the hearing in a support role (though not as an advocate)
- the name of the person with whom the student may clarify procedures
- if applicable, that the student look at the copy of their work prior to the hearing and bring their copy of the work to the hearing. (The school should still be in possession of the original work.)

### Prepare for the hearing

The panel should prepare for the hearing by becoming familiar with the allegations against the student and the available evidence. They may also prepare questions for the student and any witnesses involved.

### Establish the setting and length of the hearing

The hearing should be conducted in an environment in which the student feels comfortable. The length of the hearing will depend on the individual case. In general it is expected that most hearings will extend for as long as is necessary for the student to respond to the allegations and the panel to be satisfied it has heard all the evidence.

### Conduct the hearing

The panel must:

- explain clearly to the student the purpose of the hearing, the rules allegedly breached and the possible outcomes
- present any necessary evidence collected earlier to support the case
- give the student an opportunity to respond to the allegations against them
- pose questions and conduct the hearing in a way that allows the student to feel as comfortable as possible in the circumstances.

### Report the outcome of the hearing

The panel should report to the principal on its findings and may recommend to the principal which penalty, if any, should be imposed on the student. If the school is satisfied, on the basis of evidence, that there has been a contravention of VCAA rules, the principal has the power to determine the action that should be taken (see 11.4 Penalties and appeals).

### Evidence that must be kept by the school

The evidence required to substantiate a breach of VCAA rules may include the following:

- name of the student/s involved
- study and task involved
- documentation that was provided to students by the teacher that clearly indicates the conditions under which the task was to be completed (and therefore why a breach of rules is under investigation)
- time and date of incident
- nature of the contravention
- if the allegations involve unauthorised use of notes, copies of those notes
- any work submitted by the student, including work that was not their own
- evidence of the contravention, including any confiscated material
- names of any other students affected or involved
- statements related to the allegations that have been made by witnesses, including other students
- work that is by other students and is similar or identical to that of the student under investigation
- a record of the outcome of any hearing or discussion, supplementary assessment task or test
- a record of student attendance
- the teacher's record of authentication, for example the study specific **School-assessed Task Authentication Record** form
- a record of the teacher's or teachers' judgment about the authenticity of particular work
- the original, final version of the piece of work identified as breaching the rules
- samples of other work produced by the student to provide a comparison of the work the school has been able to authenticate with the work it is unable to authenticate
- a copy of relevant source material from which unacknowledged work was obtained.

## 11.4 Penalties and appeals

If the principal is satisfied that on the balance of probabilities the allegations against the student are proven, there are a number of possible outcomes, according to the gravity of the student's conduct. The principal may do one of the following:

- reprimand the student
- give the student the opportunity to resubmit work for satisfactory completion, if there is sufficient time before the due submission dates set by the VCAA
- refuse to accept the part of the work that infringes the VCAA rules and decide whether to award the outcome an N or an S based upon the remainder of the work, and submit a score for the School-based Assessment based on an assessment of the remainder of the work
- refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision; in this case an N will be awarded for the outcome, and an NA will be submitted for the School-based Assessment.

If 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 (SAS)**, extracted from VASS.

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.

### **Notification of penalty to the student**

If a decision is made to impose a penalty, the principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- the nature of the breach of VCAA rules by the student
- the reasons for making the decision and the supporting evidence
- the penalty that will be imposed
- advice about the student's right to appeal to the VCAA
- advice that the appeal must be lodged not later than 14 days after the student receives written notice of the decision from the school.

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

Section 2.5.21 of the *Education and Training Reform Act 2006 (Vic)* ('the 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 assessment rules (which includes the authentication rules) of the VCAA 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 of the VCAA not 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 Chief Executive Officer of the VCAA must nominate an employee of the Secretary to interview the parties to the appeal and attempt to resolve the matter.

### **Notice**

Not later than seven days after the interview conducted by the VCAA, the school must, by notice in writing, advise the student and the VCAA that in relation to the student one of the following decisions has been made:

- It has rescinded its decision and any penalty imposed.
- It has rescinded the penalty imposed.
- It has reduced the penalty imposed.
- It confirms both the decision and the penalty imposed.

### **School decision**

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. On receipt of a notice from the school that contains one of the following decisions, the VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed:

- The school has rescinded the penalty imposed.
- The school has reduced the penalty imposed.
- The school confirms both the decision and the penalty imposed.

### **Appeal**

If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination. An appeal of this nature is conducted as a re-hearing.

If the Review Committee is satisfied on the balance of probabilities that the student has breached the VCAA rules relating to School-based Assessment, it may do one of the following:

- Reprimand the student.
- If practicable, permit the student to resubmit the school work required for either of the following:
  - 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.

## 13 Student breach of VCAA rules for the conduct of VCE external assessments

Students are required to observe all rules for examinations conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution providing the venue for the examination. The [VCAA rules](#) are published on the VCAA website. The rules for the conduct of the GAT and VCE examinations are distributed to all VCE providers and students in both the GAT brochure (Term 2) and *VCE Exams Navigator* (Term 3) each year.

Principals and chief supervisors are responsible to the VCAA for the conduct of examinations. Any alleged breach of these examination rules and any alleged cheating, dishonesty or obtaining assessments by fraudulent, illegal or unfair means in relation to the GAT and VCE examinations should be reported to the VCAA. Serious cases may be referred to a VCAA Review Committee. The Review Committee will conduct a hearing at which it will consider the circumstances of the alleged breach and, if applicable, determine any appropriate penalty.

All supervisors of examinations are issued with directions for the administration of the examinations 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 the GAT and VCE examinations is detected, the student must be permitted to complete the examination and any discussion considered necessary must be conducted when the examination has finished. The student must be informed that an incident report is being forwarded to the VCAA.

When completing the incident report, it is important to include the student's details and to state the exact nature of the alleged breach, any relevant circumstances leading up to it, and details of what occurred afterwards. It is important that all matters associated with the incident, no matter how insignificant they may have appeared at the time, are included. A student who refuses to obey a supervisor's instructions must be informed at the end of the examination that an incident report is being forwarded to the VCAA.

### Initial investigation

Upon receipt of the incident report, the VCAA may conduct an investigation into:

- a suspected breach of VCAA rules
- an allegation that a student's assessment by the VCAA was obtained by fraudulent, illegal or unfair means.

In conducting an investigation, the VCAA may nominate a person on its behalf to interview any student enrolled in an accredited course.

A person nominated to interview a student must give no less than 24 hours' notice of the interview to the student, and this notice:

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

In addition to any other matter discussed at the interview, the student must be informed of possible further action by the VCAA and possible consequences to the student.

The person who conducts the interview must submit a written report of the interview to the Chief Executive Officer of the VCAA as soon as practicable after the interview.

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

The Chief Executive Officer of the VCAA may, after considering a report submitted, issue a written reprimand to the student or request that a Review Committee conduct a hearing into the matter under investigation.

### **Review Committee**

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

### **Assessment may be withheld pending a decision**

The VCAA may withhold the assessment of a student who is required to attend a hearing before a Review Committee until whichever of the following is later:

- the decision of the Review Committee and the expiry of the period of 14 days after the day on which the Review Committee gave its decision verbally at the hearing
- if the student applies to an Appeals Committee for review of the decision, notification to the VCAA by the Appeals Committee of its determination of the application.

### **Notice of hearing**

The Chief Executive Officer of the VCAA must give a student who is required to attend a hearing before a Review Committee:

- written notice of the hearing not less than seven working days before the hearing is due to commence
- copies of the information and documents the VCAA will refer to at the hearing, not less than five working days before the hearing is due to commence.

### **Procedure of the Review Committee**

At a hearing:

- subject to the Act, the procedure of a Review Committee is at its discretion
- the proceedings must be conducted with as little formality and technicality as the requirements of the Act and the proper consideration of the matter permit
- a Review Committee is not bound by rules of evidence but may inform itself in any way it thinks fit
- a Review Committee is bound by the rules of natural justice.

### **Cross-examination of witnesses**

The cross-examination of witnesses in a hearing before a Review Committee is at the discretion of the Review Committee. An exercise of this discretion must be consistent with the rules of natural justice.

**Legal representation for the student**

A student may be represented by a legal practitioner at a hearing before a Review Committee.

**Person assisting the Review Committee**

A Review Committee may be assisted by a person nominated by the VCAA.

A person assisting a Review Committee under this section:

- is entitled to be present during the whole of the proceedings
- must ensure that all relevant information is put before the Review Committee but must not act as prosecutor
- must advise the Review Committee on any matter on which it seeks to be advised, but must not adjudicate on the matter.

**Decision of Review Committee**

If a Review Committee is satisfied on the balance of probabilities that a student has contravened 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 examination in which the contravention occurred
- amend or cancel the student's grade for the examination in which the contravention occurred, and also amend or cancel any or all of the student's assessments in the same study, including cancellation of satisfactory completion of the study
- amend or cancel the student's grades for examinations or other assessments in one or more other studies, including cancellation of satisfactory completion of a study
- cancel all the student's grades for examinations and other assessments conducted by the VCAA during the year in which the contravention occurred or the assessment was obtained, including cancellation of satisfactory completion of the course.

**Notification of decision**

A Review Committee must give its decision:

- verbally at the hearing
- in writing to the student concerned no later than seven days after the hearing.

A 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.

A Review Committee must notify the VCAA without delay of its decision.

**Review by 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 Chief Executive Officer of the VCAA no later than 14 days after the day on which the Review Committee gave its decision verbally at the hearing. The Chief Executive Officer of the VCAA must refer an application to an Appeals Committee for determination.

A student may make a written submission to the Appeals Committee but is not entitled to be heard in support of the written submission or to appear before the Appeals Committee.

An Appeals Committee must review a decision made by a Review Committee having regard to all the documents before it, the written decision of the Review Committee, and any written submission made by the student.

In determining an application for review of a decision made by a Review Committee, an Appeals Committee may:

- affirm the decision under review
- vary the decision under review
- set aside the decision under review.

An Appeals Committee must notify the VCAA without delay of its determination of an application for review under this section.

### **Appointment of Appeals Committee**

An Appeals Committee consists of three members appointed by the Minister to determine applications for review. The Minister may appoint more than one Appeals Committee at any time.

A member of an Appeals Committee must not be a member of the VCAA, a member of a committee of the VCAA or an employee of the VCAA and the members must have between them, knowledge of the assessment programs of the VCAA, the 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, that the record of assessment has been so amended or cancelled, as the case requires.

