

# Administrative information: The Victorian Curriculum and Assessment Authority

## 1 About the VCAA

The VCAA is a body corporate continued under the *Education and Training Reform Act 2006* (Vic) ('the Act'), which is available from the [Victorian Legislation and Parliamentary Documents](#) website. The vision of the VCAA is to be a global leader in curriculum, assessment and reporting. The mission of the VCAA is to provide the foundations for lifelong learning through high quality curriculum, assessment and reporting (VCAA Strategic Plan 2015–2019, available on the [VCAA website](#)).

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

### 1.1 Responsibilities of the VCAA

As set out in section 2.5.3 (1) of the 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.

### 1.2 Functions and powers

The functions and powers of the VCAA are set out generally in Part 2.5 of the Act. Particular reference should be made to section 2.5.3 and section 2.5.5.

## **2 VCAA obligations to schools**

### **2.1 Quality assurance: VCE Languages audit**

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

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

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

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

### **2.2 Quality assurance: VCE School-based Assessment audit**

As part of the VCAA's ongoing monitoring and quality assurance program for the VCE, assessment tasks for School-based Assessment in each VCE study and scored VCE VET program can be requested for audit from schools.

The purpose of the School-based Assessment Audit is to ensure that School-based Assessment is conducted in line with VCAA principles of assessment and the requirements of the relevant study design, using appropriately designed tasks. School-based Assessment generally works well, but quality issues do arise and the audit process can help identify and address these issues. For the VCAA the audit is a useful source of feedback about how curriculum and assessment are implemented in practice, especially when revisions are made to study designs. The outcomes of the audit also assist in planning the VCAA's assessment advice and professional development support for teachers.

For VCE providers, the audit can help identify instances for improvement and to set up professional conversations about teaching and learning.

The VCAA will draw any irregularities identified by the auditing process to the attention of the principal. In the event of serious irregularity, the Executive Committee of the VCAA will determine whether disciplinary or other procedures will apply and may alter schools' assessments in the light of evidence presented. A more detailed description of the process of the VCE School-based Assessment audit is provided in Assessment: School-based Assessment.

### **2.3 Quality assurance: VCE examination audit and observer visits**

Each school that operates as a VCE written examination centre is visited periodically by the VCAA. Visits can occur prior to the General Achievement Test (GAT) or VCE written examinations to check the processes schools have in place for administering examinations and to ensure VCAA examination security requirements have been met (audit visit). In addition, the VCAA may choose to visit a school during an examination period to observe the conduct and administration of the GAT or VCE written examinations (observer visit).

## 2.4 Quality assurance: VCAL

The quality assurance process ensures that there is a common understanding among teachers regarding assessment judgments and the design of assessment tasks for the Victorian Certificate of Applied Learning (VCAL) levels. It also provides an opportunity for teachers to clarify their ideas about the appropriate VCAL level and tasks for students. The process is also an excellent opportunity for professional development, where discussion about education practices and assessment advice is encouraged.

A VCAL Quality Assurance Panel is set up in each VCAL quality assurance region to:

- establish regional benchmarks for consistency in assessment of VCAL levels and VCAL learning outcomes
- provide advice to VCAL providers that will enable them to confidently design VCAL unit assessment tasks and to make assessment judgments about successful achievement of the learning outcomes for VCAL units
- select and provide advice regarding exemplar models of VCAL tasks for VCAL units for circulation within the region.

Information about this process is circulated to VCAL providers by the VCAA at the start of the academic year.

## 3 VCAA obligations to students

### 3.1 Collection of student enrolment data

The VCAA collects personal information from students for the purpose of managing their enrolment in the VCE, VCAL and VET. Personal information is collected from the individual through the school and input on the Victorian Assessment Software System (VASS), which retains information for all students enrolled in the state. A student record includes the student address and contact details, assessment details, and any other information concerning their VCE or VCAL status, for example, Special Provision or breach of rules matters.

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

The VCAA is a Victorian Government agency, so all student enrolment data is collected, managed and disposed of in accordance with the *Privacy and Data Protection Act 2014 (Vic)*.

### 3.2 Provision of student assessment records

The VCAA makes records of student results available to students or their nominated representatives according to section 2.5.3(2)(o) of the Act. At the end of each year, the VCAA will provide a Statement of Results for VCE, VCAL and VET students.

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

### 3.3 Access under the Privacy and Data Protection Act 2014

Under the *Privacy and Data Protection Act 2014 (Vic)*, students also have the right to request access to personal information held about them by the VCAA. Individuals seeking access to personal information held about them at the VCAA should email the Privacy Officer: [privacy.vcaa@edumail.vic.gov.au](mailto:privacy.vcaa@edumail.vic.gov.au). In some circumstances, access may have to be sought under the *Freedom of Information Act 1982 (Vic)*.

### 3.4 Victorian Student Number

The Victorian Government has legislated and implemented a Victorian Student Number (VSN) for students in Victoria. The VSN is a student identification number that has been assigned by the Department of Education and Training to all students in government and non-government schools and to students below the age of 25 undertaking Vocational Education and Training with a technical and further education (TAFE) institute, a registered training organisation (RTO) or adult and community education (ACE) provider (referred to collectively as VET providers).

The VCAA is the business manager of the VSN and the associated Victorian Student Register (VSR). It works closely with educational providers to ensure that there is a unique identity assigned to each individual. If there is a misalignment with the data held on the system, the VCAA will endeavour to resolve the identity of the individual before a VSN is issued.

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

## 4 VCAA committees and terms of reference

### 4.1 Executive Committee

The Executive Committee is established under section 2.5.7 of the *Education and Training Reform Act 2006*, and has five members, of whom:

- one is the Chairperson of the VCAA Board
- one is the Chief Executive Officer of the VCAA
- three are members of the VCAA Board.

### 4.2 EY–10 Curriculum and Assessment Committee

This Committee provides expert advice and makes recommendations to the VCAA Board on:

- policies, standards and criteria for the development of curriculum and assessment programs for the Early Years to Year 10
- the implementation of the Australian Curriculum
- the relationship between the Victorian Early Years Learning and Development Framework (VEYLDF) and the F–10 curriculum, and the F–10 curriculum and the post-compulsory pathways in education and training, including the VCE, VET in Schools and VCAL
- the administration of the NAPLAN program (Years 3, 5, 7 and 9)
- the monitoring and reporting of student participation and performance in Early Years to Year 10 assessment programs
- the provision of resources for schools and teachers to support the implementation of VCAA Early Years to Year 10 curriculum and assessment programs
- research on matters relating to Early Years to Year 10 curriculum, and standards and assessment at a national and international level.

The Committee comprises members of the VCAA Board and co-opted members. A Board member chairs the Committee.

### 4.3 Senior Secondary Curriculum and Assessment Committee

This Committee provides expert advice and makes recommendations to the VCAA Board on:

- the development, evaluation and approval of curriculum for courses normally undertaken in the senior secondary years
- policies, criteria and standards for curriculum, assessments and courses designed to be undertaken in the senior secondary years
- policy and procedures for the design, delivery and evaluation of assessments and assessment products and services for the VCE and VCAL
- patterns of participation and quality of outcomes relating to courses of study in the senior secondary years of schooling
- the provision of material for schools, and of professional development for teachers, to support the implementation of senior secondary curriculum and assessment programs
- research on matters relating to senior secondary curriculum and assessment.

The Committee comprises members of the VCAA Board and other members with relevant expertise. A Board member chairs the Committee.

### 4.4 Audit Committee

The primary functions of the VCAA Audit Committee are to:

- in conjunction with senior management and the VCAA Board, foster an ethical culture within the VCAA
- monitor compliance with relevant Acts and regulations and with any agreements negotiated with funding bodies
- provide advice to the VCAA Board on governance matters
- monitor, improve and maintain the credibility and objectivity of the accountability process (including financial reporting)
- provide a formal forum for communication between the VCAA Board and senior financial management
- improve the effectiveness of the internal and external audit functions, providing a forum for communication and reporting between the VCAA Board and the internal and external auditors
- monitor the quality of internal and external reporting of financial and non-financial information
- respond to the VCAA Board on matters referred by the VCAA Board to the Audit Committee for further consideration or advice.

### 4.5 Review Committees

Review Committees are responsible for:

- hearing student appeals against penalties imposed by schools on students for breaches of VCAA assessment rules relating to School-based Assessments
- hearing and determining the outcome of allegations of serious contraventions of VCAA rules, examinations rules or allegations that a student's assessment was obtained by fraudulent, illegal or unfair means
- imposing appropriate penalties, which may involve cancelling or altering student results.

Review Committees comprise three persons who are either members of the VCAA Board or senior staff of the VCAA or DET. A Board member chairs Review Committee hearings.