

Part B: Participants

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4 Schools/Providers

Senior Secondary registration

Schools (government and non-government) and other organisations that wish to offer the Victorian Certificate of Education (VCE) and/or Victorian Certificate of Applied Learning (VCAL) must be registered as a senior secondary education provider with the Victorian Registrations and Qualifications Authority (VRQA).

Single Study provider registration

A school or organisation wishing to provide only a single VCE study or an accredited part of a VCAL program (such as the Personal development strand or Literacy and numeracy strand) must be registered as a senior secondary single course provider with the VRQA.

Enquiries about registration should be directed to the VRQA Quality Assurance Schools Unit on (03) 9651 3293.

Allocation of a Victorian Assessment Software System (VASS) identity

Once registration has been approved, the Victoria Curriculum and Assessment Authority (VCAA) will oversee the allocation of a Victorian Assessment Software System (VASS) identity and will contact the school or organisation to organise VASS training where appropriate.

4.1 SCHOOLS PROVIDING THE VCE AND VCAL

Schools offering the VCE or VCAL can be viewed by using VASS.

School/provider name changes and school closures

Schools wishing to change their name must advise the Student Records and Results Unit of the VCAA in writing of such a change, providing proof that the relevant registration body has endorsed the name change.

Schools that no longer offer the VCE or VCAL should also notify the Student Records and Results Unit in writing.

School/provider address, telephone and coordinator changes

It is the school's responsibility to ensure that the school address, telephone, fax, email addresses, principal's and coordinators' details are correct and confirmed as required using VASS. The Administrative Support Unit must be contacted to change the school email address.

Recognition as a VCAL provider

A VCAL provider may be either a registered school or a Registered Training Organisation (RTO). All VCAL providers must meet the *Standards for Registration to Deliver VCAL (2006)*.

Organisations that are not a registered school or a RTO and intend to offer the VCAL must contact David Gallagher, VCAL Manager (03 9651 4532) at the VCAA

4.1.2 Registered Training Organisations (RTOs)

RTOs are responsible for the delivery, assessment and certification of Vocational Educational Training (VET) and Further Education (FE) qualifications. An RTO may be a Technical and Further Education (TAFE) institute, Group Training Company, industry training centre, enterprise or school.

School RTO partnerships

A school may enter into a partnership with an RTO. Where an agreement has been reached between a school and an RTO, the school may deliver components of the VET and FE qualification or a whole qualification, with RTO agreement. Schools may contract an RTO to deliver the whole qualification. For each of these options, costs will be incurred. Advice on eligibility for funding is available from sector authorities (Office for Policy, Research and Innovation, Department of Education and Early Childhood Development (DEECD); the Association of Independent Schools of Victoria; and the Catholic Education Commission of Victoria).

Schools should confirm that their RTOs have Scope of Registration to deliver the VET program/s they intend to offer.

Schools as RTOs

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

All RTOs must comply with the standards for RTOs under the Australian Quality Training Framework (AQTF).

4.2 VCE AND VCAL PROVIDER OBLIGATIONS TO THE VCAA

Principals of schools, and other VCE and VCAL providers, are the formal authorities for many important procedural and managerial requirements in the VCE and VCAL. These requirements are summarised in this section, although they appear in their specific contexts throughout this Handbook.

Schools indicate to the VCAA each year, through student enrolments, the detailed programs the school will offer. In so doing, the principal undertakes to ensure that students are provided with access to adequate facilities and resources to complete any VCE or VCAL study offered by the school.

4.2.1 Communication from the VCAA to school staff

The VCAA uses email, fax, the *VCAA Bulletin* and the VCAA website as means of official communication with schools. Procedures must be in place so that official emails and all correspondence are forwarded to the appropriate school staff promptly.

VCE and VCAL coordinators and VASS Administrators must receive or have access to copies of **all** memoranda and official notices to schools.

Teachers must receive or have access to copies of:

- relevant accredited VCE study designs
- relevant VCE assessment handbooks
- 2009 assessment criteria sheets for VCE School-assessed Tasks
- 2009 assessment advice for VCE School-assessed Tasks
- VCAL curriculum guidelines
- relevant VCE VET program booklets
- relevant VCE VET assessment guides
- *VCE and VCAL Administrative Handbook 2009*
- *VCAA Bulletin*
- VCAA memoranda.

Teachers and VASS Administrators must be kept informed of VCAA administrative and assessment requirements, including official notification of changes to VCE and VCAL procedures.

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4.2.2 Integrity of VCE examination centres and supervisors

All home school students must be appropriately accommodated and correctly supervised for **all** of their written examinations, even when those students undertake some studies at other schools.

Principals should appoint supervisors subject to the conditions set out by the VCAA and the procedures established by the School Council or School Board.

Examinations must be conducted according to the guidelines provided by the VCAA in the current *VCE and VCAL Administrative Handbook* and *VCE Examination Manual*.

4.2.3 Endorsement from the principal

The signature of the principal, or of a delegate for the principal, is required on some documents to certify that the information therein is accurate and complete. These documents include applications for:

- amendments to results
- confirmation of grades
- credit
- Derived Examination Scores
- International Baccalaureate (IB) students
- Interrupted Studies status
- late entry of data on VASS
- Second Language status
- Special Examination Arrangements applications
- VCE Written Examination Centre Agreement
- amendments to accredited study designs.

Also included are identification lists of full-fee-paying students, forms for written examination centres, the appointment of supervisors and delivery of all examination materials, partnership agreements, and endorsed lists of VCAL-eligible students at mid-year.

4.2.4 Victorian Assessment Software System (VASS)

All VCE and VCAL providers are required to have access to VASS. Schools can apply for a VASS identity by contacting the Student Records and Results Unit.

The term **school** refers to both VCE and VCAL providers, and schools registering Year 10 students without programs as part of the *On Track* project.

VASS allows schools direct access to the VCAA central database to maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of the data is maintained at all times.

RTOs can have read-only access to VASS. They are limited to viewing only the details of students to whom they offer training. RTOs should contact the VCAA to initiate access.

Unique school view of data

Schools are responsible for respecting and protecting the confidentiality of students' personal and academic details.

System security for VASS is designed so that a school can view the details of their own students only. A student is deemed to belong to a school if the:

- school is his/her home school
- or
- the student is being assessed in at least one unit by the school.

VASS users

There are a number of school-based VASS user types that allow the school control of/and security of their student data.

The **VASS Administrator** has system control for their school and is responsible for setting up other school-based users.

The VASS Administrator uses their high level of access to administer the VCE, VCE VET and VCAL for the school. This includes setting up the school's program, enrolling students, entering results and producing reports. A school may have one or more VASS Administrators. VASS Administrators are appointed at the discretion of the principal. However, the VCAA

recommends that any school should have no more than four VASS Administrators. A school may have many VASS users; for example, every VCE and VCAL teacher could be given VASS Teacher Restricted status to enter their own results.

4.2.5 Data security and VASS

VASS has a three-layered security system. To access VASS, a user requires a username, password, and a valid Authentication Key. When attempting to login for the first time, registered VASS users must have a floppy disk or USB flash drive/memory key available. This becomes the user's Authentication Device and will be required every time they log onto the system.

Schools must contact the Administrative Support Unit in order to have new VASS Administrators created or to modify existing VASS Administrators. VASS Administrators can set up other VASS users. All users should change their own password on a regular basis.

If VASS Administrators experience problems including authentication device failures, or password and login issues, they should contact the Administrative Support Unit at the VCAA.

4.2.6 Submission of data


Enrolment, unit completion and assessment data must be entered in accordance with the administrative requirements of the VCAA and must meet critical dates. Penalties apply for late data entry.

Student transfers must be executed according to VCAA requirements.

Home schools

The home school is the major school of the student. A student can have only one home school at a time. The home school is responsible for ensuring that their students' programs of enrolments are correct. This may be achieved by printing and checking the **Student Full Details Summary** report from VASS.

Only the home school may enter or amend a student's personal details. A student may be enrolled in a unit or units either by the home school or the assessing school on VASS. The assessing school that is not the home school can enrol a student only in the unit that the assessing school offers.

The 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 in all studies in all years. The assessing school may view a student's details, enrolments and results only for units in which the student is enrolled at that school.

The home school is responsible for ensuring that all their students have been allocated an examination centre.

For VET and VCAL enrolments the home school is always the assessing school, but the RTO code must be entered (where appropriate) against the enrolment.

Regardless of delivery arrangements, the home school remains responsible for all enrolments and results data entry for VET and VCAL.

Assessing schools (VCE units only)

The assessing school is the school responsible for providing the assessment for one or more units. A student may have one or more assessing schools. The assessing school is usually but not always the home school.

In order to ensure security of student data, an assessing school that is not the home school must have the student's Student Number and home school code before the student's details can be viewed for the first time. The assessing school may then enrol the student in a unit or 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 system will not allow data entry after these dates. Due dates and warnings on the VASS homepage are designed to prompt VASS users to meet scheduled dates.

There are four types of data required from schools:

1. The school program – this can be entered at any time but must be completed prior to enrolling students in their programs. Providers must identify the units comprising the school's VCE and VCAL program prior to enrolling students in their programs.

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2. Student registrations for the year – these can be entered at any time but must be completed prior to enrolment of students in their programs.
3. Student program enrolments – there are six **ENROLMENT** dates. The first of these is in February and the last is in November.

Changes to student enrolments after the due dates require approval from the VCAA. Late fees will be charged except for late withdrawals approved on compassionate grounds.

Schools cannot change the enrolment status for students in VCE Units 3 and 4 and scored VCE VET Units 3 and 4 sequences who indicate that they no longer wish to continue with a unit after the relevant closing date for withdrawal.

4. Student result data – there are five School Initial Assessment Return (**SIAR**) dates.

Schools should set dates for students to sit coursework assessments and submit School-assessed Tasks that take into account the way these dates affect the workload of students and teachers.

The list of completion dates can be entered on the database through VASS. The dates should be distributed to students 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 decide either to accept the work and assess it in the normal manner, or to refuse to accept it and award an **NA**, in accordance with school policy. Students should only be awarded '0' if a task was submitted and does not meet any of the specified criteria for that task.

The VCAA submission dates cannot be varied.

Extensions of time to enter enrolment or results data

If a school does not meet an **ENROLMENT** or **SIAR** date and is unable to enter data due to unforeseen circumstances, permission may be sought from the Student Records and Results Unit for an extension of access to VASS for a short period of time beyond the published cut-off date. This service can only be made available to schools if the VCAA administrative processes are not compromised. **For SIAR 4 and SIAR 5 an extension of time is not possible.**

Special circumstances beyond the control of the school will be taken into account, otherwise the school will be charged a fee of **\$120.15** for this service.

4.2.7 Accuracy of student personal and enrolment data

The accuracy of student personal, enrolment and result data is a school obligation to the student. Data may be entered on to the VASS database manually or by data import.

Student data imports

Importing student personal details and program data is possible from other applications, including CASES21 for government schools. For advice on file formats consult the VASS help screens and the VASS Import Document available as a download through VASS.

Student number errors

Where it has been identified that a student has either two numbers in the current year of enrolment or multiple numbers across various years, schools should notify the Student Records and Results Unit immediately so that these issues can be resolved.

In the event that a student has not been enrolled prior to sitting an examination, the General Achievement Test (GAT), or submission of School-assessed Task or School-assessed Coursework scores, schools are advised to register the student on VASS through the entry of the student personal details so that the student is assigned a Student Number. This will allow the student to use that number for their examination or other assessments.

Schools are advised that they should then fax the **Student Full Details** form, the **Late Enrolment Amendment** form and any related School-assessed Task or School-assessed Coursework scores to the Student Records and Results Unit so that the student can be enrolled into their required subjects.

Reporting the death of a student

Schools are requested to communicate the death of a student or ex-student to the VCAA by sending a letter signed by the principal to the manager of the Student Records and Results Unit. The student's record will be amended on the VCAA database accordingly.

Student enrolment data

The Student Full Details report on VASS is the key report for checking student personal details and enrolments.

As part of the school's audit procedures, the Student Full Details report **MUST** be printed and given to students for checking and signing at the beginning of the 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 semester. 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 acknowledgment of the changes.

These audit procedures are **ESSENTIAL** to ensure the accuracy of student personal and enrolment data.

4.2.8 Accuracy of result data**Unit results for VCE, VCE VET and VCAL**

Schools report students' results for completion of VCE units, VCAL units and VCE VET units of competence/modules.

VCE unit results are reported as **S** (Satisfactory), **N** (Not Satisfactory) or **J** (discontinued a study without formal withdrawal).

VCE VET unit of competence/module results are reported as **S** (Satisfactory) or **N** (Not Yet Completed).

VCAL unit results are reported as **S** (Satisfactory) or **N** (Not Yet Completed).

Unit results for all VCE and VCAL units are due at the VCAA on **SIAR 5**. However, it is recommended that schools enter unit results for Semester 1 as they are received. This will reduce the amount of data entry required in November.

Scores for School-assessed Coursework and School-assessed Tasks

Scores may be entered continuously until the relevant **SIAR** date.

If a student withdraws before the first **SIAR** date the school is advised to keep a paper record of any scores achieved by the student in that study. In the event that the student re-enrols in that sequence, these scores may then be re-entered.

Missing results and scores

VASS can be used to produce input, summary and missing result reports for all types of results – VCE, VCAL and VET. Schools must check these reports to ensure that all students' VCE and VCE VET and VCAL results are entered. Failure to do so may lead to unit results not being awarded, a study score not being calculated for the student, or certificate/s not being awarded.

Where results for a whole class are not available for entry by the scheduled **SIAR** submission date, the manager of the Student Records and Results Unit should be contacted for advice.

4.2.9 Data amendments and late fees**Amendments to enrolments after the ENROLMENT date**




After the final date for enrolments in each cycle, that data will be locked. Any errors that have occurred in entering VCE and VCAL unit data must be submitted to the Manager, Student Records and Results Unit as soon as they are detected. Schools are reminded that enrolment changes will not be accepted where students have indicated their intention to withdraw from the unit after a closing date or where the student has left school without formally exiting.

The acceptance of an application for amendment is at the discretion of the VCAA.

Procedures for making a request

1. Applications for amendments must be submitted on the appropriate form.

Enrolment amendments for VCE and VCAL:

- For the current year – **Application for Late VCE and VCAL Enrolment Amendments 2009** 
- For the previous year – **Late notification of amendments to 2008 VCE and VCAL Unit form** 
- For years prior to 2008 – **Late notification of amendments to (____) VCE and VCAL Unit form** 

Units of competence for VCE VET and VET/FE

All requests should be made on the **Late Notification of Amendments to 2009 Units of competence/modules form** .

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Note: If the SIAR date has also passed then the result for the new enrolment must be included on the form.

2. Where the request is made after the VCAA cut-off dates the request must include:

- a letter from the principal explaining the reason for the error
- evidence supporting the enrolment change. For example, copies of a class attendance sheet, evidence of the student's intention to withdraw.

3. The application for amendment must be accompanied by the appropriate fee.

- In the current year, after **ENROLMENT 2**:

Each VCE Units 3 and 4 sequence requested \$14.95

(plus for students with no enrolments for the current year) \$73.50

For a new GAT enrolment \$56.25

For a new Year 12 IB \$56.25

- In the current year, after **ENROLMENT 3**:

Each VCE Unit 4 requested \$7.45

Note: After **ENROLMENT 3** the VCAA will only withdraw a student from Unit 4 of a sequence if the student indicated their intention to withdraw prior to the cut-off date. Unit enrolments will not be withdrawn if the notification by the student was after the cut-off date or if the student has formally exited from the VCE or VCAL.

- In the current year, after **ENROLMENT 5**, any enrolment changes to VCE Units 1 and 2 and VCAL units:

Each unit requested \$7.45

- For the previous year if the application is made after March 13:

Each change requested \$7.45

Plus for each student affected \$31.10

- For any year prior to the previous year:

Each change requested \$7.45

Plus for each student affected \$120.15

No GST is payable on late fees.

Amendments to results after the SIAR date



After the final date for a SIAR, student results for that assessment period will be locked. Any errors that have occurred in entering the results must be submitted to the Manager, Student Records and Results Unit as soon as they are detected.

The acceptance of an application for amendment is at the discretion of the VCAA.

Procedures for making a request

1. Applications for amendments must be submitted on the appropriate form.

Unit results for VCE and VCAL:

- For the current year – Unit Result Amendment Sheet generated through VASS
- For the previous year – **Late notification of amendments to 2008 VCE and VCAL Unit** form .
- For years prior to 2008 – **Late notification of amendments to (____) VCE and VCAL Unit** form .

Scores for VCE

All requests should be made on the Score Amendment Sheet generated through VASS.

Units of competence results for VCE VET and VET/FE

All requests should be made on the **Late Notification of Amendments to 2008 Units of competence/modules** form .

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

- a letter from the principal explaining the reason for the error
- evidence supporting the new result. For example, copies of a class attendance sheet and/or teachers mark book.

3. The application for amendment must be accompanied by the appropriate fee.
- Within the current year and up until March of the year following:

Each change requested	\$7.45
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 - For the previous year if the application is made after March 13:

Each change requested	\$7.45
Plus for each student affected	\$31.10
 - For any year prior to the previous year:

Each change requested	\$7.45
Plus for each student affected	\$120.15

No GST is payable on late fees.

4.3 SCHOOL/PROVIDER OBLIGATIONS TO STUDENTS

Schools should include the following in their administrative processes:

- Advising students in writing of the VCAA's rules and school responsibilities.
- Ensuring that teachers use the accredited VCAA curriculum and assessment documents as the source of content for the teaching and learning programs.
- Providing comprehensive course advice to students, including the consequences of receiving an **N** or a **J** result for a unit.
- Providing a process for students to check their personal details stored on the VCAA database.
- Keeping student personal details secure from unauthorised access.
- Ensuring that there are established procedures for making school-based assessments and that these procedures are applied consistently.
- Allowing for student appeal on adverse school decisions.
- Ensuring that students understand and have access to Special Provision for VCE studies.
- Issuing examination timetables to students.

4.3.1 Students are provided with accredited curriculum and assessments

Teachers must provide learning experiences and assessment opportunities for the students that are in accordance with the currently accredited VCE study design, or the VCAL curriculum planning guidelines.

VCE advice

Students undertaking VCE units should be advised in writing:

- that initial school assessments may change following review of School-assessed Tasks or statistical moderation of School-assessed Coursework.
- of procedures for requesting extension of time for Coursework assessment Tasks and School-assessed Tasks.

Placing students in the VCAL

The initial placement of a student in a VCAL learning program requires a decision by the VCAL provider about the appropriate award level. Once students are placed in the level they can progress at their own pace. If a student is placed in an inappropriate level, the student can be re-enrolled in the appropriate level within VASS, in accordance with the schedule of dates provided by the VCAA.

4.3.2 Accuracy of student data

Student Personal Details form

Students must submit a Student Personal Details form that includes their intended program for the year. The information on this form is to be entered on VASS.

All students' personal details, particularly birthdates, consent permissions, their subject enrolment details and eligibility for the VCE and VCAL, must be periodically checked and signed by students and teachers, using the **Student Full Details** form from VASS.

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Students should be provided with a new Student Full Details form to sign at the end of each enrolment cycle to ensure that any changes requested have been made.

Students should be made aware that the address on their Student Full Details form will be the one to which their Year 12 results will be mailed at the end of the year.

All full-fee-paying overseas students must be correctly identified.

Student personal details

The onus is on VASS users, when using VASS, to ensure that the personal details data for students are entered accurately, **including the correct date of birth**, so the system can efficiently match students' academic history with their current enrolments.

Student addresses

Only the *preferred* postal address for a student is stored on VASS. It is mandatory to enter an address line, suburb, state and postcode. For long addresses a second address line is provided. This second address line is not mandatory and should only be used where required.

In the event that a student's address is not known then schools should enter the school address as the student's address.

Do not invent an address.

In order to ensure the successful delivery of final results in December, the VCAA undertakes to validate the addresses of all students enrolled in at least one Units 3 and 4 study or students who are claiming past results. This process is undertaken in conjunction with Australia Post. Where an addressing error is detected, schools will receive an email in October listing the affected students. Schools should contact students to amend addressing information where necessary.

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 Units 3 and 4 sequence will be mailed to the student addresses as entered on VASS. All corrections to student names and addresses may be entered on VASS until **ENROLMENT 6**. **The VCAA cannot accept changes of address after this date** due to results processing having commenced. Students who have applied for tertiary studies through VTAC must notify VTAC directly of late changes to personal details that occur after **ENROLMENT 6**.

Matching students with their previous results

Matching of student details is done on the basis of names, date of birth and gender. Slight differences in the spelling of a first or family name or an inaccurate birth date or a change of name may mean that a student who has attended more than one school may 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 system be able to match a student's academic history with their current details. If a match is found on the database for a particular student, the student is allocated his/her previous Student Number, and his/her previous results and enrolments for the current year are combined to make up a complete academic history for the student. Therefore, the personal details entered for the student must be accurate. **Schools should not estimate dates of birth to enrol students.** If all details are not correct, these matches cannot occur and the student will have two Student Numbers, with part of his/her academic history allocated to both. This may lead to the student not being awarded the certificate in which they are currently enrolled.

4.3.3 Security of student data

VCE, VCAL and VET data on VASS must remain secure and the privacy of students' personal and academic details must be protected.

4.3.4 Security of Student Numbers and PINs

The Student Number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination. Student PINs (these are different to Student Numbers) are allocated to students for the purposes of obtaining their end-of-year results from the VCE and Equivalent National Tertiary Entrance Rank (ENTER) Result Service.

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 themselves, to the administrative staff at their home school and assessing school, to VCAA staff who have a specific role in the maintenance of that data, and to VTAC for the purpose of calculating the ENTER. Any other access requires the informed consent of the student.

For these reasons, the privacy agreement between the VCAA and the student assumes that the enrolling school will maintain confidentiality of key student data. The Student Full Details report should be printed and distributed to individual students as the means of communicating the Student Number. Lists of Student Numbers and names should not be printed and published or displayed on school noticeboards or otherwise made available generally to members of the school community. Students should be advised that they should keep their PIN in a secure place to avoid unauthorised access to their results via the Results Service at the end of the year.

4.3.5 Integrity of school assessments

Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on judgment of satisfactory or non-satisfactory achievement of outcomes.

School procedures for satisfactory completion and delay of satisfactory completion decisions for the VCE and VCAL must be established and applied consistently across studies and units.

No one piece of work may be considered for the completion of more than one unit.

Each VCE unit result must be determined on the basis of work completed during the current academic year (the term academic year rather than calendar year is used here, in recognition that some schools begin the school year in October or November rather than January).

Students should be informed of timelines and conditions of school assessment.

Principals need to ensure that teachers use appropriate authentication procedures and do not provide undue assistance to students.

The teacher is responsible for judging satisfactory completion of a unit. By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to the rules set out by the VCAA and the school. At the beginning of the school year, schools must provide students with clear written details of both the VCAA rules and the school's rules and procedures.

The school must specify the work that a student must do to satisfy a unit and the conditions under which the work is to be done. The school must inform each student in writing of:

- all work he/she needs to do to achieve **S** for the unit
- all work he/she needs to do for Graded Assessment
- class attendance requirements
- how to submit work
- timelines and deadlines for completing work
- procedures for obtaining an extension of time
- internal school appeal procedures.

Principals are responsible for the administration of the VCAA's rules and instructions in their school. They must ensure that teachers are using only the currently accredited study designs.

4.3.6 Administration of Special Provision

Procedures must be established to identify students requiring Special Provision and, where relevant, to enable consistent and fair decisions to be made about appropriate assistance for students.

Students should apply to the school for Special Provision arrangements for school-based assessment.

It is the schools responsibility to make a Special Examination Arrangements application to the VCAA on behalf of a student.

It is a student's responsibility to apply for a Derived Examination Score (DES) for VCE examinations.

Procedures for applying for Special Provision must be given in writing to all students and the school must retain the necessary documents to support decisions.

Right of student to appeal against adverse decision for School-based Special Provision

If a student's application for Special Provision for school-based assessment is rejected totally 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.

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4.3.7 Issue of examination timetables

The VCE examination timetable is printed as part of the *VCE Exams Navigator – Student Information and Timetable* which must be issued to all students by their home school. In addition, Administrators must print Student Assessment Timetables from VASS and distribute them to individual students after the release date for each examination period **1**.

4.3.8 Issue of performance examination schedules

Each student presenting for VCE LOTE examinations: oral component and Performance examinations must be issued with an individual student advice slip advising of the date, time and location of their examinations. The student advice slips, along with additional examination information, are available through VASS **1**.

4.4 WHEN SCHOOLS FAIL TO MEET THEIR OBLIGATIONS TO STUDENTS**4.4.1 Teacher error**

In exceptional cases the Executive Committee of the VCAA may consider an application by a principal that student/s may have been disadvantaged because of failure to teach a prescribed text or failure to teach and/or assess a significant part of the accredited VCE study design or VCAL unit. Only an application by the principal will be considered.

- The principal must write to the Manager, Corporate Governance, VCAA to apply on behalf of student/s who may have been disadvantaged by teacher error and provide an outline of the alleged error that has occurred.
- An investigation into the matter will be undertaken by the VCAA. This may involve interviews of all parties involved.
- The details of the case may be presented to the Executive Committee for determination.
- The Executive Committee may determine that there is no teacher error or that the school must provide additional opportunity for the student/s to complete assessment or may determine that the student is to be treated as having obtained in the examination or other form of assessment a standard or result determined by the VCAA or any other recommendation appropriate to the matter.
- The Executive Committee's decision is final.

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

The application must be lodged at the VCAA by 31 December in the year in which the teacher error is believed to have occurred. There is no provision for late applications.

4.5 PARTNERSHIPS

Schools may form a partnership with another school or with a community organisation to enhance the curriculum provision or assessment arrangements for students. Normally these are formal arrangements:

- VCE School-assessed Coursework – small group partnerships for statistical moderation
- VCE School-assessed Tasks – small group partnerships for assessment purposes
- VCAL – extension of learning programs and resources.

4.5.1 VCE School-assessed Coursework – Managing small group partnerships for the purposes of statistical moderation**Best practice**

The VCAA expects that participating teachers will follow best practice when conducting partnerships. Best practice would include:

- School principals being informed of the initial formation of the partnership, the ongoing maintenance of the partnership and the resultant cross-marked coursework scores.
- School principals being informed of any conflict that may arise and the measures taken to resolve any issues.
- Teachers in the partnership making contact as early in the school year as possible and keeping written records of meetings, telephone calls, email and any other relevant interaction.

- The initial meeting covering the requirements of the study design, the chosen assessment tasks and the assessment criteria for each task or outcome. Teachers are also required to agree on the procedures for ensuring comparability of assessment tasks and the schedule and marking schemes of any tasks to be done in common.
- Each school marking their own students' work and selecting student work for cross-marking.
- Each school entering the scores for its own students on VASS.
- Each school sending a copy of the VASS printout of the assessments for all School-assessed Coursework tasks to the partner school/s to verify that scores have been entered correctly.


Producing a combined set of comparable School-assessed Coursework scores

1. Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the 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 no later than the expected date of completion of the first School-assessed Coursework 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 that are to be done in common.
3. Each school assesses its own students' work. It is expected that schools with more than one teacher group for the study will apply their own procedures to achieve comparability of assessments within their school.
4. Each school selects student work for cross-marking. For small group partnerships, this should include all of the work from the school with the small group, and at least an equivalent number from the partner school/s. For other partnerships, teachers should agree on an appropriate number, preferably at least five pieces from each school. For each piece of work, 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 piece of work and a final score is agreed to by consensus. If the teachers cannot reach consensus, then the two scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other work 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.

Reporting scores to the VCAA

1. Each school enters the scores for its own students on VASS.
2. Each school sends a copy of the VASS printout of the assessments for all School-assessed Coursework tasks to the partner school/s to verify that the scores have been entered correctly.
3. If a Score Amendment Sheet (SAS) is subsequently filed with the VCAA then this must be signed and dated by the principals of all schools in the partnership.

Schools must keep copies of the following documents at the school:

- Single list of the cross-marked scores for all the students in the partnership (from all the schools involved).
- A copy of the partner school's VASS printout of the assessments for all School-assessed Coursework tasks (this is to verify that the scores have been entered correctly).
- VCAA partnership agreement signed by the school principal . Each school is required to keep their own copy of the partnership agreement. Each copy requires the signature of the principal of each school. The agreement is to be retained at the school, and is **NOT** to be forwarded to the VCAA. However, the VCAA may request it for audit purposes.

Once schools have formed partnerships the details must be entered on VASS and need to be approved by all schools in the partnership.

Schools that form partnerships for Unit 3 and Unit 4 coursework and for Units 3 and 4 coursework must **first exchange partnership agreements** and then enter the partnership details directly onto VASS. Once partnership details are entered onto VASS, schools must re-enter VASS and check that all the schools in the partnership have checked ('ticked') the **'approval'** button.

Partnerships cannot be considered as 'valid' by the VCAA unless all schools in the partnership group have 'approved' their involvement; in addition, **the statistical moderation process cannot run for those partnerships where one or more school has the status 'unapproved'**.

Partnerships **cannot** be entered directly onto VASS after the closing date.

Schools can search for potential partner schools through VASS.

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Exemption from partnership requirement

Exemption to the requirement to form partnerships may be granted following written application to the VCAA outlining why 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 October 31 2009.

Schools for whom moderation groups comprising fewer than five students exist at the time of moderation should retain all student work contributing to school assessments of School-assessed Coursework and make this work available to the VCAA if requested.

Financial assistance for schools participating in small group moderation

Funding is allocated to all schools within a partnership where at least one school has fewer than five enrolments. If all schools within the partnership have more than five enrolments the funding will not be allocated. If both schools within the partnership have a **total number of less than five students** funding will not be allocated.

The allowance is the same for all studies and comprises two components. The **base component** of \$255 is applicable to all schools involved in small group moderation for a particular study. In any partnership, every school with fewer than five enrolments in the study receives the full base component. An additional base allowance of \$255 will be shared equally by the school/s in the partnership having five or more enrolments.

For each study, a **distance component** will be paid according to the distance between the partnership schools and the size of the group. Partnership schools that are further than 25 km from each other will be paid \$70 if the school group size is fewer than five, or \$30 if the school group size is five or more. Schools that are within 25 km of each other will receive \$20 regardless of the size of the group.

When a partnership should be dissolved

If a teacher in a partnership is not satisfied that the partnership is working satisfactorily, then it is in the best interests of the students concerned that the partnership is dissolved. Some examples of an unsatisfactory partnership are:

- Regular and sufficient communication is not maintained.
- Teachers do not agree on the following issues:
 - standard of tasks to be set cannot be agreed upon or a compromise made
 - standard of assessment cannot be agreed to
 - outcomes of cross-marking cannot be agreed upon or a compromise made
 - level and spread of student coursework scores cannot be agreed to.
- A teacher may feel pressured to agree to assessments they believe do not best reflect the student's ability.

How to dissolve a partnership

If a partnership is not working satisfactorily and teachers have tried to reach a resolution then the partnership can be dissolved. 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 the Manager, Student Records and Results Unit and must list the reason/s for the request. The VCAA will then remove the partnership from the database and award an exemption where necessary, that is, for the school with less than five enrolments. Alternatively, the 'small school' can form a partnership with another school.

4.5.2 VCE School-assessed Tasks – combined groups

Procedures exist enabling schools to combine formally with other schools for the assessment of School-assessed Tasks while maintaining the requirement for each school to continue to be responsible for providing its own assessment information to the VCAA.

Schools which have combined and are treated as a single group for assessment purposes, will also be treated as a single group for visitation purposes in the School-assessed Task.

Once schools have agreed to combine formally for the assessment of School-assessed Tasks, the details must be entered on VASS.

The VCAA will provide schools with funding for travel by teachers who are required to travel more than 50 km (round trip distance) to another school in order to comply with the above requirements. This allowance will be paid for a maximum of two meetings.

Schools needing this funding must complete the separate **Request to Fund Travel for Partnerships** . This request must be sent to the Manager, Student Records and Results Unit as soon as practicable after the costs have been incurred.

4.5.3 VCAL – the key role of partnerships

VCAL providers are encouraged to form cooperative partnerships between external education providers, businesses, community organisations and individuals. Partnerships will extend the learning program and resources available to VCAL providers.

Partnerships provide advantages such as:

- access to a wider range of curriculum components
- greater cost-effectiveness in delivery of VCAL learning programs
- better-quality learning programs
- access to particular expertise
- provision of resources
- more innovative delivery and assessment strategies
- ready sources for structured workplace learning, excursions and guest speakers
- links to industry that focus on developing students' work readiness, mapping employment opportunities, and identifying particular employment skills
- access to specialist organisations or individuals to conduct assessments, maintain records and provide quality assurance
- involvement in a regional focus that may provide opportunities for VCAL students.

Successful partnerships usually include the following characteristics:

- a common purpose and a shared vision
- open, clear communication from the beginning of discussions
- a culture of equality and cooperation
- clear understandings about how the partnership will be funded and what each partner will provide in terms of resources (time, money, materials, equipment)
- clear guidelines as to the roles and responsibilities of each partner
- a recognition of the different cultures that may exist between partners
- a belief that partner representatives can respect each other and work together
- a formal agreement (an agreement or Memorandum of Understanding (MOU) that clearly sets out the obligations of each party).

Funding or resourcing partnerships is the responsibility of VCAL providers. Examples include a VCAL provider arranging for:

- VET to be delivered by the local TAFE institute
- Adult Community Education (ACE) organisation to auspice the delivery of the Certificate of General Education for Adults where the teacher is provided by the school.

The AQTF standards for RTOs include requirements in regard to partnerships. Where a VCAL provider that is an RTO enters into a partnership with another organisation to provide training and/or assessment services on behalf of the RTO, for qualifications under its scope of registration, there must be a written agreement with which the partners comply. The agreement must specify how each party will discharge its responsibilities for ensuring the quality of training and/or assessment conducted under the agreement, and the RTO must maintain a register of any agreements.

Where to start in building partnerships

The partnerships a VCAL provider may wish to pursue will be guided by the identified needs of VCAL students. Strategies that may assist providers to develop partnerships where no existing relationship exists between the VCAL provider and an organisation or group can include:

- contacting your Local Learning and Employment Network (LLEN)
- canvassing support through letters or phone
- inviting key personnel or organisations to open days or events
- identifying the community of support to which the student is already linked
- exploring the networks linked to the students' broader circle of relatives or support groups
- contacting Group Training Companies and/or Local Community Partnership organisations
- joining your local VET Cluster
- forming networks with other VCAL providers or other education providers.

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Local Learning and Employment Networks

LLENs are established across Victoria. These networks can provide support to VCAL providers, including:

- linking with industry and employers
- supporting partnerships and network arrangements
- provision of advice and information about post-compulsory initiatives
- support for collaborative planning and delivery arrangements.

Group Training Companies

These are 'not-for-profit' organisations that employ apprentices and trainees and then host them to other employers. Many of these organisations are also RTOs that can provide training in VET or Training Package qualifications. Most Group Training Companies have close links with Job Networks and can provide assistance with contacting employers and arranging structured workplace learning programs.

Local Community Partnership organisations

Local Community Partnership organisations are usually associated with a LLEN or operate as incorporated businesses. They are able to assist providers to organise structured work placements for students enrolled in VET and VCAL programs.

4.6 MAINTENANCE OF SCHOOL RECORDS

Procedures must be established to keep records and documentation of decisions relating to:

- unit completion and graded assessments (and initial school assessments where appropriate)
- student appeals and resultant decisions
- applications and decisions relating to Second Language eligibility
- agreements to work in partnership with other providers in determining initial school assessments
- applications for extensions of time, with supporting documentation
- applications for and approvals of Special Provision, with supporting documentation
- student absences, and whether or not these are approved
- any interviews with the student and resulting decisions.

It is expected that students will retain work completed for assessment until the end of the year in which the work was undertaken. Schools may wish to supervise the storage of student work for this purpose, but this is not required.

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

4.6.1 Privacy

The *Information Privacy Act 2000* governs the responsible collection and handling of personal information in the Victorian public sector. Victorian government schools are bound by this Act.

The *Privacy Amendment (Private Sector) Act 2000* amended the *Privacy Act 1988* to regulate the way non-government schools handle personal information about students.

4.6.2 Access to student data

As a general rule, no information should be provided to parents by the school about the student without the students' written authority. However, the *Education and Training Reform Act 2006* [s.1.2.1 (f), s.5.10.1 (2)] and the *Education and Training Regulations (Item 3 Schedule 2)* require schools registered with the VRQA to ensure that parents of students have access to accurate information about the students' performance at the school. This information must include at least two written reports relating to the student's performance. Schools should seek their own advice about fulfilling their obligations to provide information to parents – from DEECD or the relevant sectoral agency.

Students should be allowed to access their VCE or VCAL records during the course of study and at the discretion of the principal, after completion of the course.

4.6.3 Security and storage

Confidential student VCE and VCAL records held by the school should be kept under secure conditions with access only to persons authorised by the principal. Minimum secure conditions consist of a locked filing cabinet or cupboard within a locked store-room.

School copies of results should be held separately from collections of student work. Duplicate master records should also be stored separately.

Computer databases should be kept in such a way that records are not accessible to students or unauthorised persons.

4.6.4 Freedom of Information (FOI)

Students are entitled under provisions of the *Freedom of Information Act 1982* to access specific personal records held by their school/s. Requests for access to records related to school-based assessment held by a school should be directed to the Manager, Freedom of Information and Privacy, DEECD or email (to the same addressee): foi@edumail.vic.gov.au

The VCAA holds specific records related to student personal details, enrolment and assessment. Requests for access to these records under the Freedom of Information Act must be directed to the Freedom of Information Officer, VCAA or email (to the same addressee): foi@edumail.vic.gov.au. No school should privately process such applications.

4.6.5 Maintenance and disposal of records

(Please note that reference to 'schools' below is generally meant to refer to schools plus other VCE/VCAL providers.)

Responsibility for management of school records rests with the principal. Government schools are obliged to keep school records and dispose of such records in accordance with the provisions outlined in *General Retention & Disposal Authority for School Records (PROS 01/01)* and *General Retention & Disposal Authority for Records of Common Administrative Functions (PROS 07/01)* issued by the Public Record Office Victoria.

The information in the above records authorities describes the major record categories kept by schools, and specifies the minimum period for which they should be retained. PROS 01/01 *only* covers records created and received by *government* schools. It does *not* apply to records about schools created by DEECD or the VCAA. Likewise, non-government schools are *not* bound by the provisions of PROS 01/01 or PROS 07/01. Non-government schools may, however, wish to be guided by the retention periods specified for records in PROS 01/01 and PROS 07/01, or they may wish to use the *Records Retention Schedule for Non-Government Schools* produced by the Australian Society of Archivists, or they may have their own internal records authorities for their school records.

The information below describes some of the VCE and VCAL record categories kept by schools with their recommended retention periods.

VCE/VCAL enrolment and withdrawal forms

These include the various student personal details forms, enrolment amendment forms, and student exit forms for students withdrawing from the qualification.

STATUS: Temporary — Government schools may destroy these records 2 years after the student's departure from the school. (Refer to PROS 01/01 class 3.3.3.)

School-assessed coursework

This refers to school-assessed tasks not returned to students, or copies thereof.

STATUS: Temporary — Government schools may destroy these records 4 months after student's notification of final result for the unit. (Refer to PROS 01/01 class 3.5.4.)

Records of Special Provision

This refers to the school's copies of Special Examination Arrangements and Derived Examination Score applications, where all original documentation has been sent to the VCAA by the school.

STATUS: Temporary — Government schools may destroy these records 1 year after the student's departure from the school. (Refer to PROS 01/01 class 3.5.5.)

4 SECTION**4.7 OTHER RELEVANT INFORMATION****4.7.1 References within this handbook**

Written examination centres – Section 9.3

Principals' responsibilities – Section 9.3.1

Important Administrative Dates – Section 16

Student appeals against school decisions for School assessed Coursework and School Assessed Tasks – Section 5.14

Investigation of school based assessment breach of rules – Section 5.12

4.7.2 Publications

VASS – Managing school-based User Access – available as a download through VASS

4.7.3 Website references

Official VCAA publications and communications are available on the VCAA website at: www.vcaa.vic.edu.au

LLENs – More information can be found at: www.llen.vic.gov.au

Group Training Companies – A comprehensive list is available at: www.gtaltd.com.au

Local Community Partnerships – A list is available at: <https://transit.dest.gov.au>

Registration of RTOs – VRQA – www.vrqa.vic.gov.au

Standards for RTOs under the Australian Quality Training Framework (AQTF) – Department of Education, Science and Training (DEST) – www.dest.gov.au

Guidelines for registration as a VCAL provider – VRQA – www.vrqa.vic.gov.au

Small group partnership agreement form – VCAA website – www.vcaa.vic.edu.au


5 Students

5.1 REGISTRATION

Students must complete and submit the relevant **Student Personal Details** form to their home school for each year in which they enrol .

The accuracy of student details should be audited against information provided on the student's form and schools should check the following details.

5.1.1 General declaration

Before undertaking any studies all students must sign an agreement to abide by the Victorian Curriculum and Assessment Authority (VCAA) regulations. This declaration is found on the **Student Personal Details** form .

5.1.2 Consent to 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 Early Childhood Development *On Track* survey. This must be done for each year of enrolment.

5.1.3 Permission for use of student work

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

5.1.4 Students with past results

A past result is a result in Matriculation, HSC, TOP, T12, STC, Victorian Certificate of Education (VCE) or in Victorian Certificate of Applied Learning (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 who have past results will need to provide sufficient personal details to enable their records to be matched to their records on the database. The VCAA database matches a student's records based on their Student Number or on 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 .

Failure to match a student's records may result in the student not being awarded the certificate in which they are currently enrolled.

On the Victorian Assessment Software System (VASS), home schools will be able to view all past results for VCE and VCE VET and VCAL achieved by the student from 1998 onwards, including those results from the student's previous school/s.

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5.1.5 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 .

5.2 VCE ENROLMENT

There are no restrictions on the studies in which students may enrol except for VCE Second Language studies in English and Languages Other Than English (LOTE).

5.2.1 Students seeking English as a Second Language (ESL) status


Students applying for ESL 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. Identifying a student as ESL does **not** automatically enrol the student in English (ESL) .

Enrolment in English (ESL) is available only to students with approved ESL status.

Eligibility – non-English-speaking background

As the satisfactory completion of an English study is a compulsory requirement of achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or are hearing-impaired may have access to enrolment in ESL.

This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet condition 2 below.

Where the student clearly meets the criteria below, the principal has the authority to grant this provision. Such applications are not to be sent to the VCAA but retained on the school file. Where the decision is not as clear, the principal may apply to the VCAA for a determination using the **Application for Enrolment in 2009 English as a Second Language Units 3 and 4** form .

The ESL application form is designed to assist schools to evaluate a student's ESL status. Schools should maintain a record of all completed applications. Only where a determination is sought from the VCAA should the completed application forms, together with all supporting documentation, be forwarded to the Student Records and Results Unit.

A student may be eligible for ESL status if they meet conditions 1 and 2 as outlined below:

1. (a) He/she has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than 7 years. Note: 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 vacations should not be excluded from the count as no disruption to education occurs during these periods.

or

- (b) He/she is an Aboriginal student whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than 7 years over the period of his/her education. If the student is from a non-English-speaking background, the following circumstances *may* be considered by the VCAA in determining the students' eligibility for ESL status:
 - 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.

If both conditions 1 and 2 are met, the student will be granted ESL status.

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

- the language spoken in the student's home
- the standard of the student's spoken and written English
- failure of the student's school to provide ESL assistance to the student.

Eligibility – hearing impaired students

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

- Produce evidence of a hearing test administered by the Australian Hearing Service or an equivalent body not more than two calendar years prior to 1 January of the year of enrolment in a Units 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 the 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 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** be enrolled in a recognised unit or facility for the hearing impaired attached to a regular school.

The school will make decisions about the eligibility of a hearing impaired student for ESL status on the basis of the above. If necessary, advice may be sought from the VCAA Student Records and Results Unit.

Where the principal has approved the student's application, the student's status can be entered on VASS. In cases where the principal is uncertain whether the student is eligible they should apply to the VCAA using the ESL application form. All evidence as described above must be supplied with the application.

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

School-based arrangements for ESL


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.

5.2.2 Students seeking enrolment in LOTE second languages

VCE LOTE Second Language studies in Chinese, Indonesian, Japanese and Korean 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 LOTE Second Language studies Units 3 and 4 must be approved by the VCAA. **The home school is responsible for submitting applications for eligibility in LOTE Second Language studies Units 3 and 4.** Enrolment in VCE LOTE Second Language studies Units 1 and 2 does not need to be approved by the VCAA. The home school should submit applications for enrolment in VCE LOTE Second Language studies Units 3 and 4 and relevant supporting documentation in September of the previous year.

Schools should ensure that the deadline for applications is met so that students are aware of their Second Language status at the beginning of the year. In cases where 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, then the student should be enrolled in Distance Education at the Victorian School of Languages (VSL).

The student must provide sufficient evidence to support his/her application. The home school principal or his/her delegate must then make an **initial assessment** using criteria and advice provided by VCAA and complete the 'Principal's Declaration' section of the relevant 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 LOTE Second Language 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 Second Language enrolment.

Chinese Second Language

A student is NOT eligible for Chinese Second Language if they have one of the following:

- twelve months or more education in a school where Chinese is the medium of instruction
- three years (36 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau.

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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 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.

Non-attendance at school

Non-attendance at school in any year, or part year, after the age of five will not be accepted as grounds for eligibility unless accompanied by relevant official 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.

How to apply for LOTE Second Language eligibility (Units 3 and 4 only)**What the student must do:**

- Students who wish to enrol in VCE LOTE Second Language Studies Units 3 and 4 must complete the relevant application form, giving details of their language background .
- Students must ensure that all requested information is correctly provided and ensure that the 'Certification by student and parent or guardian' section is completed.
- Students must provide 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.** The VCAA will not permit students to enrol in the study if the application form is not complete, or the supporting documentation is not complete or is deemed to be insufficient to allow eligibility to be determined.


Students may need to provide the following information as supporting documentation to the VCAA.

- For students who have Australian citizenship, copy of birth certificate or passport showing country of residence.
- For students who have attended school overseas, reports from the school showing languages studied and years of attendance.
- For students who had non-attendance from school in any year, or part year, after the age of five these circumstances will not be accepted as grounds for eligibility unless accompanied by 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.
- For students who have lived overseas, passport entry and exit dates which detail international movement. Students who have misplaced their passports may obtain this information from:

Department of Immigration and Citizenship
 Victorian Headquarters
 Casselden Place
 2 Lonsdale St
 Melbourne, Victoria 3000
 Telephone: 13 18 81 (local call cost)

All supporting documentation must be in English or translated into English by a recognised translation authority or agency. Contact the National Accreditation Authority for Translators and Interpreters Ltd (NAATI) on 1300 557 470 or (03) 9642 3301.

What the home school must do:

- The principal or his/her delegate must then make an *initial assessment* using criteria and advice provided by the VCAA and complete the Principal's Declaration section of the application form .
- Certify that the information provided in the form and supporting documentation are true and correct before submission to the VCAA.
- Inform the student and his/her assessing school if the student is deemed by the school 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 the Student Records and Results Unit, VCAA.
- Check the student's eligibility approval on VASS.
- Enrol students onto VASS if their eligibility for VCE LOTE Second Language study is approved.
- Notify the assessing school of the VCAA's decision concerning a student's eligibility for VCE LOTE Second Language studies Units 3 and 4. The home school should forward a Student Full Details Report to the assessing school.

For advice about students transferring to your school or students arriving from overseas at the commencement of the school year in 2009, or advice about criteria for eligibility or enrolment procedures, contact the Student Records and Results Unit.

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 the Student Records and Results Unit for consideration by the VCAA.

Difficulties in obtaining documents to explain non-attendance at school is not an exceptional circumstance. Appropriate documents 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.

5.3 VCAL ENROLMENT

There are no restrictions on the studies students may enrol in except for VET units, which must be drawn from nationally recognised training packages or curriculum. 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.

5.4 VET ENROLMENT

There may be restrictions on the training students can undertake because of industrial arrangements and/or regulatory requirements. The decision about the contents of the training program will be made by the RTO in consultation with the student and/or school.

Students should be enrolled in the Certificate and all units of competence/modules expected to be completed in the current year only. If a student does not complete a unit of competence/module and wishes to complete it in a following year, the student 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 competence/module enrolments from VCE VET scored Units 3 and 4 sequences finalised by **ENROLMENT 2**. For all other VET enrolments schools should also endeavour to have units of competence/module enrolments for any students undertaking any certificate type (VES, NAP or VFE) entered by **ENROLMENT 2**.

Additions and alterations to enrolments (other than units of competence/modules from a VCE VET scored Units 3 and 4) are permissible until **ENROLMENT 5**.


The Assessment Plan information for VCE VET scored Units 3 and 4 sequences does not have to be finalised until **ENROLMENT 4**.

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

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5.5 INTERNATIONAL BACCALAUREATE (IB) REGISTRATION


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 local Year 12 IB students are required to sit the General Achievement Test (GAT) in order to have a notional Equivalent National Tertiary Entrance Rank (ENTER) calculated. These students should complete the **GAT/IB Personal Details** form .

It is important that all non-local IB students are also listed on VASS so that this information can be forwarded to Victorian Tertiary Admissions Centre (VTAC). It is at the school's discretion whether or not international (non-local) Year 12 students studying the IB at Victorian schools sit the GAT. However, if they do not sit the GAT they will not receive a notional ENTER statement.

The administrative fee for each IB student sitting the GAT is \$56.25. The VCAA invoices students through the school. Each school is responsible for VCAA payments from its students. Schools are required to submit one cheque to cover all IB students invoiced.

5.6 YEAR 10 STUDENTS WITHOUT A PROGRAM (PDO)

Schools are required to identify Year 10 students on VASS whether or not they are enrolled in a VCE, VCAL or IB program. The VASS course type is Personal Details Only (PDO) if the student does not have a VCE, VCAL or IB program. The **PDO Student Personal Details** form  must be completed by such students. The school should hold these forms until the following year.

5.7 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. These students include those that:

- 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 Extension Studies at university.

The records of such students need to be appropriately managed.

5.7.1 Students transferring within Victoria

Where 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 that the student 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. All available results must be entered before the student is transferred. 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 their not being awarded their VCE or VCAL.

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

Where a 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 the 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. 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. The receiving school, however, will determine 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 his/her remaining tasks for the unit. The receiving school should provide support for the student to complete missing task/s, 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.

5.7.2 Students transferring from interstate

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

Students transferring from interstate during Year 11

The way in which 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 cases describe the steps that schools should follow.

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 the previous school
- enrol the student in VCE units for the first semester in the normal 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 the first semester
- assess the student's satisfactory completion of units in the first semester on the basis of the expectations established above and the information provided by the previous school.

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

Case 2: Student arrives before the end of Term 2

The school to which the student transfers should:

- request documentation of the student's progress from the previous school
- determine what would constitute a reasonable work program for the student for the remainder of the first semester
- apply for credit for the first semester on the basis of work undertaken interstate, taking into account work completed at the Victorian school where appropriate
- enrol the student in VCE units for the second semester in the normal 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 the first semester
- enrol the student in VCE units for the second semester in the normal 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 the second semester
- assess the student's satisfactory completion of units in the second semester 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 the second semester
- apply for credit for studies undertaken interstate, taking into account work completed at the Victorian school where appropriate.

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Students arriving in a Victorian school in this period will enrol in the first semester of 2010 because enrolments for second semester in 2009 close on **ENROLMENT 5** ^{***}**1**.

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 steps schools should follow.

Case 1: Student arrives before ENROLMENT 2 ^{***}**1**

The school to which the student transfers should:

- request documentation of the student's progress from the previous school
- enrol the student in VCE units for the first semester in the normal 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 the first semester
- assess the student's satisfactory completion of units in the first semester on the basis of the expectations established above 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 ^{***}**1**

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 first semester
- apply to the VCAA for credit for the first semester for studies undertaken interstate, taking into account work completed at the Victorian school, where appropriate.

Students who receive credit at Units 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 are made in writing to the Manager, Student Records and Results Unit.

Students awarded credit for Unit 3 of a study completed interstate in 2009, 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.

However, students who obtain an **N** for Unit 4 may return in the following year, but must enrol in the Units 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 ^{***}**1**

Students transferring from interstate during Year 12 after **ENROLMENT 3** will **not be permitted** to enrol in Unit 4 for 2009.

5.7.3 Students transferring from overseas

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

Students transferring from overseas during Year 11

The way that schools deal with students transferring from overseas will depend on the time of year the student arrives.

The cases described above for interstate transfers during Year 11 apply also 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 Units 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 above for interstate students under Case 1.

Students transferring from overseas after **ENROLMENT 2** will not be permitted to enrol in Units 3 and 4 for 2009.

5.7.4 Interrupted Studies students

Interrupted Studies status enables students to complete VCE Units 3 and 4 and have a study score calculated over two calendar years. The principal, on behalf of the student, applies to the VCAA .

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 the 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 his/her studies when he/she returns to study in the following year.

Eligibility for Interrupted Studies

Students enrolled in Units 3 and 4, who go on a recognised overseas exchange program or who 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 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 who 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 Unit for advice.

There is no specific date by which applications must be received by the VCAA. However, Interrupted Studies status will not be granted in the case of a student satisfying the outcomes for Unit 4 but who was 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. Possible programs would be similar to the two in the table below. 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 and 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.

	First year	Second year		Third year	
		Semester 1	Semester 2	Semester 1	Semester 2
Student 1	English Units 1 and 2 Maths Methods Units 1 and 2 Chemistry Units 1 and 2 Media Units 1 and 2 Literature Units 1 and 2	English Unit 3 Maths Methods Unit 3 Chemistry Unit 3 Media Unit 3 Literature Unit 3			English Unit 4 Maths Methods Unit 4 Chemistry Unit 4 Media Unit 4 Literature Unit 4
Student 2	English Units 1 and 2 Maths Methods Units 1 and 2 Chemistry Units 1 and 2 Media Units 1 and 2 Literature Units 1 and 2	English Unit 3 Maths Methods Unit 3 Chemistry Unit 3 Media Unit 3 Literature Unit 3	English Unit 4 Maths Methods Unit 4	Maths Methods Unit 3 Literature Unit 3 Media Unit 3	Maths Methods Unit 4 Chemistry Unit 4 Media Unit 4 Literature Unit 4

Arrangements for a student's return to school after Interrupted Studies

In preparation for students returning to school to undertake Unit 4 of a study commenced in 2008, schools are strongly advised to check the curriculum content to ensure continuity of the sequence. Where there are significant curriculum changes, teachers should ensure students receive advice and additional preparatory work.

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Students who return to another school after Interrupted Studies

A student who returns to another school after Interrupted Studies should inform the new school that he/she is an Interrupted Studies student 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 twelve months. Applications for extension must be in writing from the school principal and include current medical or other professionally-based documentation to support the application.

Repeating studies

Where a student was awarded **N** for Unit 3 of an interrupted study because of illness or other serious cause, he/she may repeat the unit without penalty. However, the student must complete all set tasks in accordance with the study design to assess learning outcomes in the school year of their return. 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.

Reporting studies with combined Units 3 and 4 School-assessed Coursework grades

For studies with a combined Unit 3 and 4 School-assessed Coursework 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.

5.7.5 Extension studies

This is a program offered by universities and is designed for high-achieving VCE students. It is a first year university study, which is a clear advance on the relevant VCE study. An extension study is defined as:

- equivalent in content and assessment in every respect to one or more of current first-year studies and constitute at least 20 per cent of a full-time first-year university course
- of a level for an exceptional student and, therefore, a clear advance on the designated preparatory VCE Year 12 study and commensurate in workload with an additional VCE study
- of a level which will normally allow the student, on successful completion, to proceed to second year study at the university in that discipline.


Schools wishing to join the program should discuss their participation directly with the university or universities concerned. They also have the responsibility of ascertaining the prerequisite requirements for each extension study from the relevant university.

Schools recommend students for participation in the program. The principal of the school will certify that selected students meet the guidelines provided by universities, which may include specific tests.

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the extension study, in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE, in the same year in which they enrol in the extension study.

Normally, students enrolling in university studies will have demonstrated outstanding achievement across all studies and have a VCE study score of 41 or more in the preparatory study.

Reporting university studies

Student enrolments in an extension study can be viewed through the Student Full Details screen on VASS after **ENROLMENT 2** . For information on student results, schools should contact the university at which the student is enrolled.

Students who successfully complete university studies have the titles of the studies, the year of enrolment and the university name reported on their VCE Statement of Results. The studies do not contribute to satisfactory completion for the award of the VCE.

ENTER increment

VTAC advises that where a student successfully completes an approved extension study it may count in the calculation of the student's ENTER in lieu of a sixth study. It further advises that there will be 'grading' of the increment contributing to the calculation of the ENTER increment for any result of pass or above. Students will have an increment of 4 points, 5 points or 5.5 points according to their level of achievement. Schools should note that if a student undertakes two extension studies VTAC will count only one study towards the increment.

Where students withdraw from or fail to satisfactorily complete a VCE preparatory study or prerequisite, which is a requirement of the extension study, they will not be eligible for an extension study increment, regardless of their performance in the university study.

5.8 WITHDRAWAL FROM STUDY


Students may choose to withdraw from their studies at any time. 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.

5.8.1 Compassionate Late Withdrawal

Students may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal must apply to the Manager, Student Records and Results Unit, on the student's behalf, for permission to withdraw from one or more VCE Units 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 the student's general practitioner or psychologist, is required as part of the application.

Compassionate Late Withdrawal from a Units 3 and 4 study will not be approved if a student has a final, reported grade for an examination, School-assessed Coursework, or School-assessed Task. If the student has scores for an examination, School-assessed Coursework, or School-assessed Task associated with Unit 3 only, then the school may apply for both Compassionate Late Withdrawal from Unit 4 and Interrupted Studies status on the student's behalf.

5.8.2 Total withdrawal from the VCE or VCAL

Students wishing to withdraw from the VCE or VCAL must first complete a **Student Exit** form . 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. The **Student Exit** form should be stored at the school and the withdrawal entered on VASS.

5.9 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 or temporary 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 .

Full-fee-paying overseas students can be identified by a code on their Student Entry Visa. The VASS 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'.

Example:

CLASS TU STUDENT P542 - This student is full fee paying
SUB CLASS 571
CONDITIONS.MIG.REGS.SCHED.8

5.9.1 Full-fee-paying overseas students administration fee

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, following the date for **ENROLMENT 2** data. 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 your 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.

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The fees for full-fee-paying overseas students in 2009 are:

VCE Units 1 and 2 only – up to three units	\$56.25
VCE Units 1 and 2 only – four or more units	\$168.70
One VCE Units 3 and 4 sequence with any number of Units 1 and 2	\$236.35
Two or more VCE Units 3 and 4 sequences	\$347.85

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** ^{***}**1**. Schools should pay particular attention to the enrolments of students who are studying units at other assessing schools, for example LOTE providers.

Students with enrolments only in Semester 2 at Units 1 and 2 level should not be enrolled until **ENROLMENT 3** ^{***}**1**. 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.

Invoices for 2009 FFPOS will be sent on the following dates (TBC)

Invoice sent to schools	Payment due at VCAA
1st round: Monday 4 May	Due Friday 17 July
2nd round: Monday 3 August	Due Friday 11 September
3rd round: Monday 14 September	Due Friday 16 October
4th round: Monday 26 October	Due Friday 27 November

Schools are required to distribute invoices, collect payments and submit **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.

Failure to pay fees will result in final results being withheld from the student, the school and VTAC.

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, certified by the principal as correct, must be returned to the Student Records and Results Unit.

Should any student's status need amendment, 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 the Student Records and Results Unit with a brief explanation.

Refund policy for 2009

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 already invoiced.


5.10 STUDENT OBSERVANCE OF SCHOOL RULES

Schools have rules that are expected to be observed by the enrolled students.

5.10.1 VCE attendance

All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules and the school therefore wishes to assign **N** to the unit, the school must assign **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. The student and school should complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence .

5.10.2 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 the school regulations.

In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student.

5.10.3 Appropriate use of the Internet

Students sign a declaration at the beginning of each year that they agree to abide by their school's policies and rules relating to appropriate use of the Internet.

5.10.4 Care in use of computers

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved onto a backup file. The backup file should not be stored with the computer.

5.11 STUDENT OBSERVANCE OF VCAA RULES FOR SCHOOL-ASSESSED COURSEWORK AND SCHOOL-ASSESSED TASKS

Students sign a declaration at the beginning of each year that they agree to abide by and observe the rules and instructions relating to the VCE/VCAL assessment program and all matters of discipline therein (this declaration is contained in the **Student Personal Details** form).

5.11.1 The VCAA rules for School-assessed Coursework and School-assessed Tasks

The VCAA sets down eight rules which a student must observe when preparing work for assessment by the school. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
 - text, websites and source material
 - the name/s and status of any person/s 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.

Acceptable levels of assistance include:

 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or notetaking), but which has 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.

Unacceptable forms of assistance include:

 - use of, or copying of, another person's work or other resources without acknowledgment
 - corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.
8. A student undertaking School-assessed Coursework or School-assessed Tasks tests must comply with examination rules.

5 SECTION**5.12 INVESTIGATION OF SCHOOL-BASED ASSESSMENT BREACH OF RULES**

Teachers who believe that a school-based assessment breach of rules has occurred should report the incident in accordance with the school's procedures and an investigation into the breach should take place.

Detailed records should be kept by the school of the process of investigation as outlined below.

Identification of breach of rules

Teachers must identify the assessment breach and inform the student as soon as possible after the breach has been identified. If a student breaches an examination rule then the teacher must notify the Manager, Corporate Governance, VCAA immediately.

If the nature of the breach relates to the authenticity of work that:

- 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, then

the work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred the original of the final version of the work is to be retained by the school. The student is to retain a copy.

Onus of proof

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

In order to obtain the necessary evidence, students may be required 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 an interview or complete a test to demonstrate understanding of the work.

Student interviews

Prior to a decision being made by the school which results in a penalty being imposed, the student should be requested to attend an interview. This must be conducted using the following guidelines:

Establishing an interview panel

The interview panel must consist of at least two and 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 interview and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

Setting and length of the interview

It is recommended that the interview be conducted in an environment which allows the student to feel comfortable. Due regard needs to be given to location and seating arrangements. The length of the interview will depend on the individual case. In general it is expected that most interviews will be completed within fifteen (15) minutes.

Informing students of the need for an interview

The principal, VCE/VCAL coordinator or other relevant coordinator should give the student at least 24 hours' notice (in writing) of the interview. This should state:

- the purpose of the interview
- the date, time, place and expected length of the interview
- the composition of the panel
- advice that a parent or friend may accompany the student to the interview in a support role, but not as an advocate
- the name of the person with whom the student may clarify procedures

- if applicable, advice that the student revisit his/her copy of the work prior to the interview and an instruction to take a copy of the work to the interview. (The student should have a copy of the work in question. Under no circumstances should the student be returned the original of the final version.)

Preparing for the interview

The panel should prepare some specific questions relating to aspects of the work in question.

Conducting the interview

The panel must:

- explain clearly to the student why the interview is requested, the purpose of the interview and the possible outcomes
- pose questions and conduct the interview in a way which allows the student to feel as comfortable as possible in the circumstances.

Outcomes of the interview

The panel must recommend to the principal what penalty, if any, should be imposed on the student. Should the school be satisfied, on the basis of evidence, that there has been a breach of rules, then the principal has the power to determine what action should be taken.

Evidence which must be kept by the school

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

- name of student/s involved
- study and task involved
- documentation given by the teacher to students which clearly indicates the conditions (and therefore why a breach of rules is investigated) under which the task was to be completed
- time and date of incident
- nature of breach
- any work submitted that was not his/her own
- evidence of breach including any confiscated material
- the names of any other students affected or involved
- work of other students which is similar or identical to that of the reported student
- a record of the outcome of any interview or discussion, supplementary assessment task or test
- a record of student attendance
- the teacher's record of authentication, for example Authentication Record (for School-assessed Tasks)
- a record of the teacher/s 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.

5.13 APPROPRIATE PENALTIES THAT MIGHT BE IMPOSED BY THE SCHOOL

The principal has the power to:

1. reprimand a student
or
2. if there is sufficient time before the due dates designated by the VCAA:
 - give the student the opportunity to resubmit work for satisfactory completion
 or
3. refuse to accept that part of the work which infringes the rules and:
 - decide whether to award the outcome an N or an S based upon the remainder of the work
 - submit a score for the School-assessed Coursework based on an assessment of the remainder of the work
 or
4. refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision, thus:
 - an N will be awarded for the outcome
 - an NA will be submitted for the School-assessed Coursework and/or the School-assessed Task.

5 SECTION

Where work was initially accepted for assessment and a breach of assessment rules has been discovered after the initial assessment has been made then the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original outcome result from an S to an N in accordance with the above procedure. If an N is awarded for an outcome then as a consequence an N will be awarded for the unit concerned. Similarly, the detected breach of assessment 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.

Notification of penalty to the student

If a decision is made to impose a penalty as described in this section 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 rules by the student
- the reasons for making the decision and the supporting evidence
- the penalty to be imposed
- advice about the student's right to appeal to the VCAA
- advice that the appeal must be lodged within 14 days of receipt of this notification from the principal.

5.14 STUDENT APPEALS AGAINST SCHOOL DECISIONS FOR SCHOOL-ASSESSED COURSEWORK AND SCHOOL-ASSESSED TASKS

Schools are responsible for ensuring that students abide by the VCAA rules for School-assessed Coursework and School-assessed Tasks and can investigate any alleged breach of these rules, applying appropriate penalties where necessary.

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 of the VCAA relating to school-based assessments.

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 will nominate an officer of the VCAA 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:

- it has rescinded its decision and any penalty imposed
or
- it has rescinded the penalty imposed
or
- it has reduced the penalty imposed
or
- 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:

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

The VCAA must request the student to elect either:

- to withdraw the appeal
- to confirm that the appeal is to proceed.

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 must be conducted as a re-hearing.

If a Review Committee is satisfied on the balance of probabilities that the student has contravened the assessment rules of the VCAA relating to school-based assessments, the review committee may:

- reprimand the student
or
- if practicable, permit the student to re-submit to the school work required for:
 - assessment in the study or the course
 - satisfactory completion of the study or the courseor
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
or
- amend the student's school-based assessment.

5.15 STUDENT BREACH OF EXAMINATION RULES

5.15.1 Breaches of examination rules

Students are required to observe all of the 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. These rules shall apply to students with disabilities or other impairments with such modifications as may be appropriate and reasonable.

The rules for the conduct of VCE examinations are distributed to all VCE providers and students in the Exams Navigator each year. This publication is distributed in Term 2.

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 VCE examinations will be reported to the VCAA and serious cases will be referred to the VCAA Review Committee. The Review Committee will conduct a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

All supervisors of examinations are issued with directions for the administration of the examinations and are required to report all breaches of rules to the Manager, Corporate Governance, VCAA, 41 St Andrews Place, East Melbourne 3002.

Identification of a breach of examination rules

If a student is detected in a breach of rules relating to the conduct of VCE examinations, he or she 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 Manager, Corporate Governance, VCAA.

In completing the incident report it is important that the student's details are included. The exact nature of the breach, any relevant circumstances leading up to it and details of what occurred afterwards, should be stated. It is important that all matters associated with the incident, no matter how insignificant they may have appeared at the time be 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 Manager, Corporate Governance, VCAA.

The refusal by a student to obey a supervisor's instructions may result in that student having his or her grade for that, and/or other, subjects not being assessed and the student being given an 'N' grading.

Initial investigation

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

- a suspected breach of the examination rules of the VCAA
- 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.

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A person nominated to interview a student must give notice of the interview to the student not less than 24 hours before the interview.

Notice of an interview:

- 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 an 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

The Chief Executive Officer of the VCAA may, after considering a report submitted, make a request to the VCAA that a Review Committee conduct a hearing.

The Review Committee

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

Assessment may be withheld pending decision

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

- 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 orally at the hearing
- or
- 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 on which the VCAA intends to rely at the hearing not less than five working days before the hearing is due to commence.

Procedure of Review Committee

At a hearing:

- subject to the *Education and Training Reform Act 2006*, 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 Education and Training Reform 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.

Review Committee may summon witnesses

Sections 14, 15, 16 and 21A of the *Evidence Act 1958* apply to a Review Committee in the conduct of a hearing as if it were a board or the chairman of a board appointed by the Governor in Council.

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.

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 the examination rules of the VCAA
or
- has obtained an assessment by the VCAA by fraudulent, illegal or unfair means, the Review Committee may:
 - reprimand the student
or
 - amend or cancel the student's grade for the examination in which the contravention occurred
or
 - **both:**
 - (i) amend or cancel the student's grade for the examination in which the contravention occurred
 - (ii) amend or cancel any or all of the student's assessments in the same study, including cancellation of satisfactory completion of the study
 - or
 - 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
or
 - 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:

- (a) orally at the hearing
- (b) in writing to the student concerned not later than seven days after the hearing.

A Review Committee must set out in its written decision:

- (a) the reasons for its decision
- (b) 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 not later than 14 days after the day on which the Review Committee gave its decision orally 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.

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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, knowledge of the Education and Training Reform Act and knowledge of 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.

5.16 OTHER RELEVANT INFORMATION**5.16.1 References within this handbook**

Interrupted Studies students – Section 5.7.4

Rules and their observations for the conduct of VCE examinations – Section 9.8

VCAL teachers/providers may also wish to read – '*Work completed outside class*' under Section 10.1.1 and 10.1.3 '*Strategies to avoid authentication problems*'.

5.16.2 Publications**5.16.3 Website references**

Consent to disclosure to other organisations – VCAA website – www.vcaa.vic.edu.au

6 The Victorian Curriculum and Assessment Authority

The goal of the Victorian Curriculum and Assessment Authority (VCAA) is to create a school curriculum and assessment framework which supports high-quality education and the recognition of student achievement and which engages students and helps them to move onto work and further study.

Statement of purpose

The VCAA develops internationally benchmarked curriculum and assessment for Victorian schools across year levels Prep to Year 12 and monitors and reports on student participation and performance.

VCAA Board

The VCAA Board is responsible for the governance of the VCAA and it acts within the scope of the functions and powers conferred upon it by the *Education and Training Reform Act 2006* and other relevant legislation.

Objectives of the VCAA

As specified in Section 2.5.3 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 those courses and other courses.

Membership

The VCAA consists of not less than eight and not more than 15 members of whom the Secretary to the Department of Education and Early Childhood Development is an ex-officio member. The remaining members must be appointed by the Governor in Council on the nomination of the Minister.

6.1 LEGISLATIVE AUTHORITY

The functions of the VCAA are:

1. develop policies, criteria and standards for curriculum, assessments and courses for school students, including courses leading to registered qualifications
2. develop policies, criteria and standards for learning, development and assessments, which relate to early childhood;
3. develop, evaluate and approve
 - (a) courses normally undertaken in, or designed to be undertaken in, the school Years 11 and 12 which are accredited by the VRQA under Chapter 4 of the Education and Training Reform Act, or which could be accredited under that Chapter, and assessment procedures for those courses
 - (b) courses for students at other school years
4. oversee the delivery of, and conduct assessments for, the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) and any other qualification available to a student in a school except a qualification in vocational education and training, further education, or higher education that is a registered qualification

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5. conduct assessments of students in Years 11 and 12 undertaking accredited courses
6. arrange with schools and other persons, bodies or agencies providing accredited courses to conduct, on behalf of the VCAA, school-based assessments of students in those courses
7. approve the establishment of examination centres for the conduct of examinations in accredited courses and to withdraw approval of examination centres
8. set rules for the conduct of assessments, including examinations, referred to in paragraphs (5) and (6)
9. develop and maintain the standards for measuring and reporting on student performance
10. conduct assessments against those standards for measuring and reporting on student performance
11. conduct assessments against national standards for measuring and reporting on student performance
12. develop and maintain standards for measuring and reporting on early childhood learning and development
13. arrange for other persons, bodies or agencies to conduct assessments against the standards for measuring and reporting on early childhood learning and development
14. do any of the following by arrangement with other persons, bodies or agencies
 - (a) design, develop and evaluate a curriculum or course (whether leading to a registered qualification or not) and an assessment or assessment method for the course or any other course (whether leading to a registered qualification or not)
 - (b) oversee the delivery of the course and conduct assessments of students undertaking the course
 - (c) design, develop and evaluate curriculum and assessment products and services
15. conduct investigations and hearings in accordance with Division 3 of the Education and Training Reform Act and, if necessary, amend or cancel assessments in accordance with that Division
16. monitor
 - (a) patterns of participation by school students in courses
 - (b) the quality of outcomes of courses for school students
17. advise the VRQA about patterns of participation and quality of outcomes referred to in paragraph (l) relating to courses in schools normally undertaken in Years 11 to 12, including Vocational Education and Training (VET) in Schools courses and the qualifications relating to those courses
18. give advice or make recommendations to the Minister about any educational policy or strategy relating to its objectives or functions
19. prepare and maintain records of student assessment and, on request, provide a copy of a student's record to the student or a person authorised by the student to receive it
20. make available to the general public information collected by the Authority on—
 - (a) results of schooling as measured by assessments of student performance
 - (b) early childhood learning and development
 - (c) other statistical information relating to the Authority's functions
21. commission or conduct research on matters related to its functions
22. provide professional development activities related to its functions
23. provide information services about its practices and functions
24. report on student performance as measured by assessments conducted against standards (including national standards) to the Minister, the Secretary and relevant bodies
25. with the approval of the Minister, report on student performance as measured by assessments conducted against national standards to a body or person approved by the Minister
26. report on the results of assessments relating to early childhood learning and development to the Minister, the Secretary and relevant bodies
27. any other function conferred on, or delegated to, the VCAA under the Education and Training Reform Act or any other Act.

The VCAA may issue a qualification relating to:

- (a) a course undertaken by a school student in any year up to and including Year 10
- (b) an accredited course owned by the VCAA.

The VCAA may recognise the completion of an accredited course or part of an accredited course or the award or issue of a registered qualification by the issue of a written statement or otherwise.

The VCAA has the power to:

- enter into contracts, agreements or arrangements
- charge fees (not exceeding any amount fixed for the purpose by an Order made by the Governor in Council and published in the *Government Gazette*) for services provided by it
- publish and sell any information acquired by it
- apply for, obtain and hold, whether on its own behalf or jointly with another person, any intellectual property rights
- enter into agreements or arrangements for the commercial exploitation of the rights referred to in the preceding paragraph, whether by assignment, licensing or otherwise
- exercise its powers in Victoria and elsewhere
- do any other thing that is necessary or convenient to be done for or in connection with or as incidental to the performance of its functions including any function delegated to it.

The VCAA may require schools and other persons, bodies or agencies providing accredited courses:

- to submit to the VCAA school-based assessments of students in those courses
- to provide to all students in Years 11 and 12 undertaking accredited courses:
 - the VCAA's rules for the conduct of assessments
 - any other information specified by the VCAA.

6.2 VCAA OBLIGATIONS TO SCHOOLS

6.2.1 Quality assurance

VCE LOTE audit

The criteria for eligibility for English as a Second Language (ESL) and for Languages Other Than English (LOTE) second language are independent from each other. The student must provide evidence of their eligibility in either case and the VCAA will audit the provided evidence of students who apply for both a LOTE Second Language and for ESL.

Auditing of the Second Language provision will be undertaken by the VCAA.

The purpose of auditing is to:

- monitor school procedures
- monitor documentation which 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/assessing school communications.

VCE School-assessed Coursework audit

As part of the VCAA ongoing monitoring and quality assurance program for the VCE, samples of assessment tasks for School-assessed Coursework tasks in each VCE study and scored VCE VET program can be requested for audit from schools. Schools will receive notification of audit by email. This email is the School Coursework Audit Notification (SCAN). Schools should have a process for collecting and storing the required material for submission by the VCAA due date.

The audit material portfolio should contain details of each task set by the teacher.

Supporting documentation from teachers should include:

- details of the marking scheme used by the teacher for each task
- the conditions under which the task/s were undertaken.

The audit is integral to the quality assurance processes of the VCAA. The audit process will be undertaken by the State Reviewer, and a small panel for each study if required.

The outcomes of the audit will assist in planning the VCAA's assessment advice and professional development support for teachers.

The audit will also examine school assessments for irregularities; for example, cases where the VCAA's requirements have not been followed.

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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.

Schools will receive initial feedback on the outcomes of the audit by email.

VCE examination security audit

Each school which operates as a VCE written examination centre is visited by the VCAA at least once every three years. The purpose of the visit is to audit examination processes and to discuss issues relating to examination security.

VCAL quality assurance

The quality assurance process ensures that there is a common understanding among teachers regarding assessment judgments and the design of assessment tasks for the VCAL levels.

The quality assurance process 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 will be established in each education 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 will be circulated to VCAL providers by the VCAA in Term 1 2009.

6.3 VCAA OBLIGATIONS TO STUDENTS**6.3.1 Confidentiality**

It is the VCAA policy that records of individual student assessment will be made available on request by the student or the student's nominated representative in accordance with section 2.5.3 (2) (o) of the Education and Training Reform Act. Proof of identity will be required. Any other request for student data will be referred to the VCAA for consideration.

6.3.2 Reporting

The VCAA will provide a statement of results for each student at the end of the academic year.

6.4 RECORD KEEPING**6.4.1 Privacy**

The VCAA protects and handles student personal information that it collects in accordance with the *Information Privacy Act 2000*.

Personal information is collected directly from the individual through the school. The purpose for its collection should be clearly outlined to the individual at the time of collection. The VCAA keeps all information collected secure and confidential. It is only made available to relevant VCAA staff who deal with the specific processes for which the information was collected. The information is not disclosed to other organisations without the individual's knowledge and, where relevant, consent, unless required or authorised by law.

Students have the right to request access to personal information held about them by the VCAA. Individuals wanting access to information held at the VCAA should write to the Manager, Corporate Governance, VCAA, 41 St Andrews Place, East Melbourne 3002 or email: <privacy.vcaa@edumail.vic.gov.au>. In some circumstances access may have to be sought under the *Freedom of Information Act 1982*.

6.4.2 Access to student data managed by the VCAA

Under the Education and Training Reform Act, the VCAA is required to prepare and maintain records of student assessment and, on request, to provide a copy of the student's record to the student or a person authorised by the student to receive it.

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 discipline files.

6.5 CELEBRATING EXCELLENCE

The VCAA strives to showcase and celebrate student achievement through academic excellence, community service and other forms of outstanding accomplishment.

The recognition of student achievement in its many forms encourages students to be more motivated and to strive for high standards of achievement. It also serves to acknowledge the outstanding work of students in very public ways.

An additional important consequence is greater community awareness of the high standards that Victorian students can achieve.

6.5.1 VCE Achiever Awards

The VCE Achiever Award is coordinated by the VCAA to recognise the efforts of VCE students in promoting community involvement in their local school and the wider community. VCE Achievers actively participate in such activities as the arts, environmental protection, aged care, hospitality, local council initiatives, fundraising and public speaking.

Awards are made on a monthly basis and nominated students receive a certificate and trophy in acknowledgment of their achievements. The *Herald-Sun* newspaper 'Learn' section runs a story on each finalist. Monthly finalists are invited to a presentation at the end of the year where they are formally acknowledged and awarded their certificates. The overall winner receives a notebook computer donated by Lenovo (Australia and New Zealand) Pty Ltd.

Principals and teachers can nominate students. Application forms are available from the VCAA website .

6.5.2 VCAL Achievement Awards

The VCAL Achievement Awards recognise the outstanding achievements of young people who have participated in the VCAL.

The awards also recognise the achievement of VCAL teachers and partner organisations that have contributed to the development and delivery of innovative VCAL programs.

The VCAL Achievement Awards will be presented in three categories:

- Student Achievement Awards
- Partner Achievement Awards
- Teacher Achievement Awards.

Further information about the VCAL Achievement Awards will be forwarded to providers in Term 3 2009.

6.5.3 Premier's VCE Awards

In recognition of outstanding achievement in VCE studies undertaken in 2007 and/or 2008 the Premier's VCE Awards are given to:

- the top 'all round' VCE high achievers based on their 2007 and 2008 VCE study scores.
- the best three international students studying in Victoria on a student visa, based on their 2008 Premier's VCE Awards score.
- the best ten students in English, calculated according to highest study scores.
- the best ten students in Mathematics, calculated according to the highest aggregate scores for Specialist Mathematics and Mathematical Methods. Students must have satisfactorily completed both Mathematics studies in the same calendar year OR satisfactorily completed a university extension study in Mathematics in the current year if the two VCE Mathematics studies were not undertaken in the same calendar year. Where students have not undertaken both Mathematical Methods and Specialist Mathematics in the same calendar year, the two Mathematics studies must be completed over two consecutive years.

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- the best student from each LOTE, provided that the student has a study score of 50 and three A+ grades. Up to a maximum of ten awards may be given for the LOTE studies. In the event that there are less than ten studies where a student has a score of 50 and three A+ grades, students with study scores less than 50 can be included in the best ten.
- the best five students across the three History studies, the best five students across the two Information Technology studies, and the best five students in Music Solo and Group Performance
- the best five students in other VCE studies and scored VCE VET programs where the enrolment is at least 100 students, calculated according to the highest study scores.

There are no awards for VCE studies with an enrolment of less than 100 students.

6.5.4 VCE Season of Excellence


The annual VCE Season of Excellence presents a representative sample of outstanding work completed by VCE students in the previous year who achieved a very high score in technology, design, multimedia and the cinematic, visual and performing arts studies. A new program presents original musical works composed by students in a range of studies.

Studies included in the VCE Season of Excellence are: Art; Dance; VCE VET Dance, Design and Technology; Drama; Food and Technology; Media; VCE VET Multimedia, Music Group Performance; Music Solo Performance; Music Styles; Studio Arts; Systems Engineering; Theatre Studies and Visual Communication and Design.

The Season, managed by the VCAA, runs March to June and comprises two exhibitions: Top Designs at Melbourne Museum (VCE Media, Design and Technology, Food and Technology, Systems Engineering and Visual Communication and Design, VCE VET Multimedia); and Top Arts at the Ian Potter Centre: NGV Australia (VCE Art and Studio Arts). It also includes Top Class: eleven concerts at the National Theatre and the ABC Iwaki Auditorium (VCE VET Dance, VCE Dance, Drama, Music Performance and Theatre Studies; Top Acts: a representative sample from Top Class at the Arts Centre, Hamer Hall; and Top Screen: screenings of short films produced by Media students.

A new event, Top Class: Sound, was introduced in 2008. Students across a range of studies including Art, Music Styles, Music Group Performance, Music Solo Performance, Media, Studio Art and Visual Communication and Design can submit original compositions/soundtracks for this program. The application forms are available in September and more information can be found online.

Through Season events and associated education programs and publications, including catalogues, programs and online material, current students have access to the exemplary work of their peers.

Application forms and deadlines for Top Designs, Top Arts and Top Screen are published on the VCAA website from August each year. Performing arts students are invited by letter to audition/perform depending on the mark they achieved in their October performance examination. Letters to performing arts students are sent following publication of VCE results. Selection panel and audition members include VCAA reviewers, assessors and teachers in each study. The Season program guide, detailing all events, is sent to schools in early Term 1 and updates appear regularly in the *VCAA Bulletin* and on the VCAA website .


6.5.5 The Australian Student Prize (previously Lord Florey Students Prize)

The Federal Minister for Education will announce the Australian Student Prize winners in June. There are approximately 120 Victorian awards each year. The order of merit listing for VCE students is determined on the basis of the Australian Student Prize score. The score is calculated by the addition of the study scores obtained for the best four VCE studies plus ten per cent of study scores obtained in up to a maximum of two other VCE studies. University subjects and VET units may contribute to the score. Study scores from the previous two years only contribute to the Australian Student Prize score, that is, from the year of award of the prize and the immediate prior year.

It is anticipated that Australian Student Prize winners will be notified by the Federal Minister for Education during June 2009.

6.5.6 VCAA Plain English Speaking Award

The VCAA manages the Plain English Speaking Award. This public speaking competition is open to all secondary students who are between 15 and 18 years of age on 1 January of their competing year. They must be Australian citizens or permanent residents of Australia. Schools conduct their own competition and select two students to go on to regional finals held across the state. Regional finals and state semifinals are held mid-year in Melbourne. National finals are held in each of the states

and territories on a rotational basis. The Plain English Speaking Award supports learning and assessment in VCE English/ESL (where one outcome in Unit 3 is assessed orally) and in VCAL Literacy Skills (Oral Communication) and VCAL Personal Development Skills. It provides an excellent opportunity for students to build self-confidence and extend their skills in oral communication, speech writing and research. Entry forms are available from the VCAA website .

6.5.7 The Australian Vocational Student Prize

The Australian Vocational Student Prize is awarded by the Department of Education, Employment and Workplace Relations (DEEWR) to encourage and recognise outstanding senior secondary students undertaking a VET in Schools program or School Based Apprenticeship or Traineeship.

Vocational education students who have demonstrated a high level of skill, commitment and achievement are nominated by their principals. Successful students will be recognised with a cash prize and a certificate.

6.5.8 The Margaret Schofield Memorial Scholarship

The Margaret Schofield Memorial Scholarship is coordinated by the VCAA on behalf of the trustees. The scholarship contributes towards the cost of tertiary education in music performance. Applications are invited from government school students of VCE Music Solo Performance who can demonstrate a commitment to music in recent years and to a future career in music performance. The application form is published annually on the VCAA website.

6.6 OTHER RELEVANT INFORMATION

6.6.1 References within this handbook

The VCAA and its committees – Appendix 3

Freedom of Information (FOI) – Section 4.6.4

Maintenance and disposal of records – Section 4.6.5

6.6.2 Publications

6.6.3 Website references

The Australian Student Prize (previously Lord Florey Students Prize) – criteria on the VCAA website – www.vcaa.vic.edu.au

Criteria for Premier's VCE Awards are published on the VCAA website – www.vcaa.vic.edu.au

VCAA Plain English Speaking Award – further information, schedules and entry forms on the VCAA website – www.vcaa.vic.edu.au

VCE Season of Excellence – further details on the VCAA website – www.vcaa.vic.edu.au

VCE Achiever Awards – further information and entry forms on the VCAA website – www.vcaa.vic.edu.au

