VPC Administrative Handbook 2023

This document outlines the administrative arrangements that will apply for the Victorian Pathways Certificate (VPC) from 2023.

**The content from this handbook will be republished in Term 4 2022, along with the VCE administrative handbook content for 2023.**

**Note that:**

* **references to the Important Administrative Dates in this handbook pertain to the Important Administrative Dates 2023, which will be published in Term 4.**
* **VPC units will not be available on VASS until 2023.**

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Contents

[Introduction 1](#_Toc103600652)

[Qualification: Victorian Pathways Certificate 2](#_Toc103600653)

[Purpose of the VPC 2](#_Toc103600654)

[Pathways 2](#_Toc103600655)

[VPC program components 3](#_Toc103600656)

[VPC units 3](#_Toc103600657)

[Nominal duration 4](#_Toc103600658)

[VCE and VCE Vocational Major units 4](#_Toc103600659)

[VET 4](#_Toc103600660)

[Entry to VPC studies 4](#_Toc103600661)

[Specific eligibility requirements for VPC studies 5](#_Toc103600662)

[Eligibility for the award of the VPC 6](#_Toc103600663)

[Minimum requirement 6](#_Toc103600664)

[Certification 6](#_Toc103600665)

[Program options 6](#_Toc103600666)

[VCE units 7](#_Toc103600667)

[VET units of competency 7](#_Toc103600668)

[Structured workplace learning recognition 7](#_Toc103600669)

[Enrolments over a calendar year 8](#_Toc103600670)

[Atypical VPC programs 8](#_Toc103600671)

[Students with credit from VCAL 8](#_Toc103600672)

[Students with credit from the VCE 8](#_Toc103600673)

[Student transfer and credit from interstate studies 8](#_Toc103600674)

[Adult students returning to study 8](#_Toc103600675)

[Administrative information: Schools and providers 9](#_Toc103600676)

[Schools providing the VPC 9](#_Toc103600677)

[School/provider name changes and school closures 9](#_Toc103600678)

[School/provider address, telephone and coordinator changes 9](#_Toc103600679)

[Registered training organisations 9](#_Toc103600680)

[School–RTO partnerships 10](#_Toc103600681)

[Schools as RTOs 10](#_Toc103600682)

[School/provider obligations to the VCAA 10](#_Toc103600683)

[Communication from the VCAA to school staff 10](#_Toc103600684)

[Endorsement from the principal 11](#_Toc103600685)

[VASS 11](#_Toc103600686)

[Data security and VASS 12](#_Toc103600687)

[Data entry on VASS 12](#_Toc103600688)

[Accuracy of personal and enrolment data 14](#_Toc103600689)

[Accuracy of results data 15](#_Toc103600690)

[Reporting unit results 15](#_Toc103600691)

[Award of certificate 16](#_Toc103600692)

[Data amendments and late fees 17](#_Toc103600693)

[School/provider obligations to students 17](#_Toc103600694)

[Provision of accredited curriculum and assessments 18](#_Toc103600695)

[Checking the accuracy of student data 18](#_Toc103600696)

[Security of student data 19](#_Toc103600697)

[Security of student numbers and Results Service password 20](#_Toc103600698)

[Integrity of student work 20](#_Toc103600699)

[Administration of special provision 21](#_Toc103600700)

[When schools fail to meet their obligations to students 21](#_Toc103600701)

[Partnerships 22](#_Toc103600702)

[Maintenance of school records 22](#_Toc103600703)

[Privacy 23](#_Toc103600704)

[Access to student data 23](#_Toc103600705)

[Security and storage 23](#_Toc103600706)

[Freedom of Information requests 24](#_Toc103600707)

[Maintenance and disposal of records 24](#_Toc103600708)

[Administrative information: Victorian Curriculum and Assessment Authority 25](#_Toc103600709)

[About the Victorian Curriculum and Assessment Authority 25](#_Toc103600710)

[Responsibilities of the VCAA 25](#_Toc103600711)

[Functions and powers 25](#_Toc103600712)

[VCAA obligations to schools 25](#_Toc103600713)

[Quality assurance 25](#_Toc103600714)

[VCAA obligations to students 26](#_Toc103600715)

[Collection of student enrolment data 26](#_Toc103600716)

[Provision of student assessment records 27](#_Toc103600717)

[Access to personal information under the Privacy and Data Protection Act 27](#_Toc103600718)

[Victorian Student Number 27](#_Toc103600719)

[VCAA committees and terms of reference 28](#_Toc103600720)

[Executive Committee 28](#_Toc103600721)

[Early Years–10 Curriculum and Assessment Committee 28](#_Toc103600722)

[Senior Secondary Curriculum and Assessment Committee 28](#_Toc103600723)

[Senior Secondary Certificate Reform Committee 29](#_Toc103600724)

[Audit Committee 29](#_Toc103600725)

[Review Committees 29](#_Toc103600726)

[International Committee 30](#_Toc103600727)

[Administrative information: Student enrolment 31](#_Toc103600728)

[Registration: Student Personal Details and Declaration form 31](#_Toc103600729)

[General declaration 31](#_Toc103600730)

[Consent for disclosure of personal information to other organisations 31](#_Toc103600731)

[Permission for use of student work 31](#_Toc103600732)

[Students with past results 31](#_Toc103600733)

[Fee-paying international students 32](#_Toc103600734)

[VET enrolment 32](#_Toc103600735)

[Student transfers between schools 32](#_Toc103600736)

[Students arriving from overseas 33](#_Toc103600737)

[Withdrawal from a VPC study 33](#_Toc103600738)

[Withdrawal from the VPC 33](#_Toc103600739)

[Student observance of assessment and attendance rules 33](#_Toc103600740)

[VPC attendance 34](#_Toc103600741)

[Assessment: Satisfactory completion of units 35](#_Toc103600742)

[Satisfactory completion of VPC units 35](#_Toc103600743)

[Satisfactory VPC unit result 36](#_Toc103600744)

[Repeating VPC units 36](#_Toc103600745)

[Redeeming modules – submitting further evidence for satisfactory completion 36](#_Toc103600746)

[Lost, stolen or damaged work 36](#_Toc103600747)

[Care in the use of technology 37](#_Toc103600748)

[Authentication 37](#_Toc103600749)

[Determining unit results 38](#_Toc103600750)

[Satisfactory completion of VET units 38](#_Toc103600751)

[Satisfactory VET unit of competency result 38](#_Toc103600752)

[Not yet competent VET unit of competency result 38](#_Toc103600753)

[Special provision 39](#_Toc103600754)

[Terms used in this handbook 40](#_Toc103600755)

Introduction

The *VPC Administrative Handbook 2023* is a comprehensive guide providing detailed information for principals, teachers and administrators about the implementation of the Victorian Pathways Certificate (VPC). It outlines the rules, regulations and policies governing the delivery of the VPC that need to be followed in order to ensure the integrity of the certificate and equity of access to fair and valid results for all students. This is in line with the national goals for education.

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

*The Alice Springs (Mparntwe) Education Declaration (December 2019)*

The term ‘school’ is used in this document to cover any organisation registered by the Victorian Registration and Qualifications Authority (VRQA) as a foundation secondary provider.

Schools with students enrolled in a Victorian Certificate of Education (VCE) study, VCE Vocational Major (VCE VM) study and/or VCE Vocational Education and Training (VCE VET) program should refer to the relevant VCE administrative handbook sections on the Victorian Curriculum and Assessment Authority (VCAA) website for the rules, regulations and policies governing the delivery of the VCE.

Qualification: Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification under the *Education and Training Reform Act 2006* (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is a non-AQF qualification.The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The VPC curriculum provides learning based on applied learning principles and a practical pathway into further education, employment and training.

The VPC is designed to engage students through applied learning and provides flexibility to meet an individual’s learning needs. The VPC aims to build the skills, knowledge, values and capabilities that enable students to make informed choices about pathways into further education, training and/or employment. Through participation in the VPC students will gain the necessary foundation skills to allow them to make a successful post-schooling transition.

The VPC is designed to be delivered in Years 11 and 12 and within a flexible duration depending on a student’s individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. Students who participate in the VPC can include units from VCE studies and VCE Vocational Major (VCE VM) studies and units of competency from nationally recognised Vocational Education and Training (VET).

Purpose of the VPC

The purpose of the VPC is to:

* equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
* empower students to make informed decisions about the next stages of their lives through authentic workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

Pathways

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. On completion of the VPC students will be able to make informed choices about future employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VPC learning programs to work and industry experiences and active participation in the community. Including VET in VPC learning programs helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:

* completion of VCE or VCE Vocational Major
* apprenticeships and traineeships
* VET courses
* employment.

VPC program components

VPC units

Under the AQF, the VPC is not a senior secondary qualification. The VPC is an accredited foundation secondary qualification under the *Education and Training Reform Act 2006* (Vic) and aligned to Level 1 in the AQF.

A VPC learning program may include:

* VPC units
* VCE and VCE Vocational Major units at Units 1, 2, 3 or 4 level, including structured workplace learning (SWL) recognition
* VET units of competency.

All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

There are no prerequisites for entry into any of the units.

The VPC has four studies. These are:

* Literacy
* Numeracy
* Work Related Skills
* Personal Development Skills.

Each VPC study has two or four units.

The following VPC units will be available for delivery from 2023.

|  |  |
| --- | --- |
| **Studies** | **Units** |
| Work Related Skills | VPC Work Related Skills Unit 1  VPC Work Related Skills Unit 2  VPC Work Related Skills Unit 3  VPC Work Related Skills Unit 4 |
| Personal Development Skills | VPC Personal Development Skills Unit 1  VPC Personal Development Skills Unit 2 |
| Literacy | VPC Literacy Unit 1  VPC Literacy Unit 2  VPC Literacy Unit 3  VPC Literacy Unit 4 |
| Numeracy | VPC Numeracy Unit 1  VPC Numeracy Unit 2 |

Nominal duration

Each VPC unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction.

The VPC is designed to be delivered flexibly to suit the needs and circumstances of individual students. This can include face-to-face learning and activities such as work experience, volunteering, community involvement and sports leadership.

There is no maximum time limit for completion of units. Students are able to enter the VPC at a time of year that best suits their learning needs, abilities and interests. Some students may start the certificate in Year 10 if they require additional time to complete the course beyond Years 11 and 12.

VCE and VCE Vocational Major units

The VPC can include any VCE and VCE Vocational Major units at Units 1–4 level. Refer to the relevant VCE administrative handbook sections on the VCAA website for the rules, regulations and policies governing the delivery of the VCE.

VET

The VPC can include units of competency from nationally recognised VET qualifications. Training from a nationally recognised VET qualification may contribute towards the VPC through the following recognition arrangements:

* enrolment in a VCAA-approved VCE VET program or a School-based Apprenticeship or Traineeship (SBAT)
* enrolment in any other nationally recognised qualification at Certificate I or above (block credit recognition)
* successful completion of 90 nominal hours of units of competency from a nationally recognised VET qualification at Certificate I level or above provides one unit of credit towards the completion requirements of the VPC.

Refer to the relevant VCE administrative handbook sections on the VCAA website for the rules, regulations and policies governing the delivery of the VCE, including VCE VET programs.

Entry to VPC studies

There are no formal entry requirements for VPC studies. The VPC has been designed to accommodate flexible entry and exit. Students are able to enter VPC studies at a time that best suits their learning needs, abilities and interests.

Parameters for entry and exit in schools are determined by school regulations and enrolment guidelines. If a provider that is not a school delivers the VPC, flexible entry and exit points are determined by the policies and regulations of that education provider. The VPC webpages on the VCAA website include guidance to support appropriate school-based decision-making regarding student suitability.

The VPC has been designed to be flexible, enabling the individual needs of students to be recognised. It is important to note that some students with particular needs may require additional resources to enable the successful completion of the learning program and some students may require additional time to achieve learning goals.

Specific eligibility requirements for VPC studies

There are no specific eligibility requirements for VPC studies. Some VCE studies have specific eligibility requirements; refer to the relevant VCE administrative handbook sections on the VCAA website for these requirements.

Eligibility for the award of the VPC

A student is awarded the VPC when they have satisfactorily completed a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all the modules within that unit have been completed. Completion of a module is based on the teacher’s decision that the student has achieved the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion.

Schools report a student’s result for each module to the VCAA as S (satisfactory) or N (not yet complete).

Students can include other curriculum in their VPC learning program, such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET, to meet the VPC minimum requirement.

Minimum requirement

The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:

* at least two units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
* at least two units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
* at least two VPC Personal Development Skills units
* at least two VPC Work Related Skills units.

The remaining four units may include other curriculum such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET.

Certification

Upon successful completion of the VPC, the student receives their certificate and a Statement of Results. Official VET statements of attainment or certificates are provided by the registered training organisation (RTO) for successful completion of VET units of competency.

Students who enrol in the VPC and do not complete the full certificate receive a Statement of Results that lists their completed units and recognises their partial completion of the certificate.

Program options

A VPC program can contain a combination of:

* VPC units
* VCE and VCE Vocational Major units, including SWL
* units of competency from nationally recognised VET.

VCE units

On successful completion, all VCE units provide credit towards the completion requirements of the VPC.

VET units of competency

Successful completion of 90 hours of VET units of competency from a nationally recognised VET qualification at Certificate I level or above provides one unit of credit towards the completion requirements of the VPC. Incomplete units of competency do not contribute. Units of competency can accrue across multiple VET certificates.

Structured workplace learning recognition

Structured workplace learning (SWL) provides students with the opportunity to integrate on-the-job experience with secondary study. It is delivered as part of the VCE, VCE VM or VPC.

SWL provides:

* enhanced skill development
* practical application of industry knowledge
* assessment of units of competency
* enhanced employment opportunities
* the opportunity to complete workplace learning recognition through reflecting on their experiences in the workplace.

Students who undertake SWL or an SBAT and complete the requirements for SWL recognition may achieve credit towards the VPC.

SWL recognition is available for students who undertake:

* at least 80 hours of SWL in an industry aligned to the VCE VET program they are enrolled in
* at least 80 hours of SWL in an industry not aligned to their VET certificate and completes a Workplace Learning Record (General)
* at least 80 hours of SWL where the student is not undertaking a VET certificate and completes a Workplace Learning Record (General)
* a school-based apprenticeship or traineeship (SBAT).

In order to receive credit into the VPC, students need to maintain and complete a Workplace Learning Record (WLR) or WLR (General) (see [SWL recognition](https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx) on the VCAA website).

Students are eligible for up to four units of credit for SWL recognition towards the VPC. A maximum of one unit per year per VCE VET program is available for SWL and up to two units per year for an SBAT. General workplace learning recognition, is capped at one unit of credit. However, this may contribute to the maximum of four SWL recognition units of credit a student may accumulate over the term of their senior secondary enrolment.

Resource material to support the implementation of SWL recognition is available on the VCAA website.

Enrolments over a calendar year

Units 1, 2, 3 and 4 do not need to be delivered in the same calendar year, and they can be completed over multiple calendar years.

Atypical VPC programs

Students with credit from VCAL

Students transitioning from the Victorian Certificate of Applied Learning (VCAL) to the VPC will receive credit for completed VCAL units. Students will not be excluded from enrolling in any VPC units, regardless of what VCAL units they have completed. Students cannot count credit for equivalent units twice.

Students with credit from the VCE

Any VCE, VCE Vocational Major or VET unit that has not already contributed to the satisfactory completion of the VCE may contribute to satisfactory completion of the VPC.

Student transfer and credit from interstate studies

Nationally accredited studies that correspond with the individual VPC curriculum designs, including aims of the studies and satisfactory completion requirements, and that have been completed by a student prior to their enrolment in VPC may contribute to the award of the VPC. Students must apply to the VCAA for credit.

Adult students returning to study

There are no formal VPC entry requirements for adult students returning to study, and there is no variation in course requirements based on the age of a student. At the time of enrolment, adult students should be flagged on VASS.

Administrative information:   
Schools and providers

Schools (government and non-government) and other organisations that wish to offer the VPC must be authorised by the VCAA and registered as a foundation secondary provider with the VRQA. Enquiries about registration should be directed to the [VRQA Quality Assurance Schools Unit](https://www.vrqa.vic.gov.au/Pages/contact.aspx).

**Single study provider registration**

A school or organisation wishing to provide only a single VPC study must be authorised by the VCAA and registered as a foundation secondary provider with the VRQA. Enquiries about registration should be directed to the VRQA Quality Assurance Schools Unit.

**Allocation of a VASS identity**

The Victorian Assessment Software System (VASS) retains information for all students enrolled in the VPC. After registration and authorisation, the VCAA oversees the allocation of each provider’s identity in VASS and contacts the school or organisation to provide training, if required.

Schools should contact the VCAA Student Records and Results Unit for advice about:

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

Schools providing the VPC

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

School/provider name changes and school closures

Schools that change their name must advise the VCAA’s Student Records and Results Unit in writing and provide proof that the relevant registration body has endorsed the name change. Schools that no longer offer the VPC should notify the Student Records and Results Unit in writing.

School/provider address, telephone and coordinator changes

It is the responsibility of schools to ensure that their address, telephone number, fax number and the details of their principal and coordinators are correct and confirmed, using VASS. The VCAA’s VASS Operations team must be contacted to change the school email address.

Registered training organisations

Registered training organisations (RTOs) are responsible for the delivery, assessment and certification of Vocational Education and Training (VET). An RTO may be a technical and further education (TAFE) institute, a group training company, an industry training organisation, an enterprise, a school or an adult and community education (ACE) provider.

School–RTO partnerships

A school may enter into a partnership with an RTO for the delivery of VET to VPC students. An agreement between a school and an RTO may enable a school to deliver units of competency of the VET qualification or a whole qualification. Schools may contract an RTO to deliver the whole qualification.

Costs are incurred for each of these options. Advice on eligibility for funding is available from the relevant sector authority: Department of Education and Training (DET), Independent Schools Victoria or the Catholic Education Commission of Victoria. Schools should confirm that the RTO with whom they enter an agreement has the scope of registration to deliver the VET programs that are offered.

Schools as RTOs

Schools may apply to the VRQA or Australian Skills Quality Authority (ASQA) 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 either the *Standards for Registered Training Organisations* *(RTOs) 2015* or the [VRQA Guidelines for VET Providers](https://www.vrqa.vic.gov.au/VET/Pages/standards-and-guidelines-for-training-organisations.aspx#link97).

School/provider obligations to the VCAA

Principals of schools, and other VPC providers, are the formal authorities for many important procedural and managerial requirements in the VPC (including the provision of 50 hours of classroom instruction per unit). These requirements are summarised in this section and repeated in relevant sections throughout this handbook.

Each year schools provide student enrolment details to the VCAA, through their enrolments on VASS, which indicate to the VCAA the programs the schools will offer. The principal ensures that students are provided with access to adequate facilities and resources to complete any VPC study they are offered.

Communication from the VCAA to school staff

The VCAA uses email, Notices to Schools, the *VCAA Bulletin* (through direct teacher subscription) and its website for official communication with schools. It is the responsibility of the school to ensure that VCAA communications are forwarded to appropriate school staff (for example, VPC coordinators and VASS administrators). Teachers and VASS administrators must be kept informed of VCAA administrative and assessment requirements, including official notification of changes to VPC procedures. Teachers must have access to copies of:

* relevant accredited VPC curriculum designs
* relevant companion documents to the curriculum designs, called VPC support materials
* relevant VCE study designs and VCE *Advice for teachers*
* relevant VCE VET program booklets, extracts or summaries
* current units of competency
* VCE VET Assessment Guides
* the annual VCE and VPC Administrative Handbooks
* *VCAA Bulletin*
* Notices to Schools.

Endorsement from the principal

The signature of the principal, or a delegate of the principal, is required on some documents to certify that the information they contain is accurate and complete. These documents relate to:

* amendments to results
* credits
* Interrupted Studies status
* late entry of data on VASS.

Other documentation requiring principal or delegate verification includes:

* forms for General Achievement Test (GAT) examination centres (if VPC students are required to undertake the GAT)
* partnership agreements
* endorsed lists of VPC-eligible students at midyear.

VASS

VASS is a database through which schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data are maintained at all times.

All VPC providers are required to have access to VASS. The VCAA is notified by the registering authorities of schools eligible to offer VPC. Schools can apply for a user ID and password by contacting VASS Operations, which will issue one upon approval.

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

The VCAA and schools have joint responsibility for the privacy protection of student personal information held in VASS. School-based authorised users of VASS are responsible for the use and disclosure of student personal information when it is extracted from VASS either in printed or electronic form. Schools should take reasonable steps to protect personal information from misuse, loss or unauthorised access. Student personal information should not be provided to staff, students or any other person who does not have a legitimate reason to access that information.

Schools are responsible for respecting and protecting the confidentiality of students’ personal and academic details. VASS system security is designed so schools can view the details of students only if the school is their ‘home school’, or if they are being assessed in at least one unit by the school.

RTOs that are not senior secondary qualification providers nor foundation secondary providers need to apply for read-only access to VASS and are limited to viewing only the details of students to whom they offer training. RTOs should contact VASS Operations to initiate access.

VASS users

There are a number of school-based VASS-user types that allow each school to control and maintain the security of their student data. The VASS administrator has system control for their school and is responsible for setting up and managing other school-based users.

VASS administrators use their high-level access to administer the VPC, including any VET, for the school, including setting up the school’s program, enrolling students, entering results and producing reports. Schools may have one or more VASS administrators, appointed at the discretion of the principal, but the VCAA recommends that each school have no more than four VASS administrators. Schools may have many VASS users; for example, every VPC teacher could be given VASS teacher (restricted) status to enter their own results.

Data security and VASS

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

Schools must contact VASS Operations to set up new VASS administrators or modify existing VASS administrators. VASS administrators can set up other VASS users. All users should change their own password on a regular basis. Other VASS user groups include Clerical (CL) and School Statistics and Results Group (SSRG).

VASS administrators should refer to the *VASS New User’s Manual* for comprehensive details on using VASS. If VASS administrators experience problems, including password and login issues, they should contact VASS Operations at the VCAA.

Data entry on VASS

Enrolment and unit completion and results must be entered into VASS in accordance with the administrative requirements of the VCAA and must meet critical dates. There are penalties for late data entry.

The first enrolment deadline of each academic year is critical because the VCAA uses it to:

* plan the GAT
* identify schools for the VPC Curriculum and Assessment Audit.

Home schools

The home school is the student’s main school. A student can have only one home school at a time, and each home school is responsible for ensuring its student program enrolments are correct. This is achieved by printing and checking the **Student Full Details Report** from VASS.

Only a student’s home school may enter or amend their personal details. A student may be enrolled in a unit or units on VASS either by the home school or the assessing school.

A home school that is not the assessing school can enrol a student in a unit if the assessing school has indicated on VASS that it is offering the unit. If the home school is to enrol the student, the assessing school must complete the **Assessing School Enrolment Notification** form for that student and send it to the student’s home school. The correct VCAA school code for the assessing school for each unit must be entered on VASS.

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

For VPC enrolments, the home school is always the assessing school, but the RTO code must be entered (if appropriate) against the enrolment. Regardless of delivery arrangements, the home school remains responsible for all enrolments and results data entry for VCE, VET and VPC.

Assessing schools

The assessing school is the school responsible for providing the assessment for one or more units and is responsible for fulfilling the requirements of the VPC Curriculum and Assessment Audit. 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 a student number and home school code before a student’s details can be viewed for the first time. The assessing school may then enrol the student in units that it offers.

Timelines and summary of data requirements

Schools must adhere to published dates for entry of enrolments and results on VASS. Some dates are important for both school administration and the VCAA. Others are cut-off dates and the VASS system will not allow data entry after these dates. Due dates and warnings on the VASS website home page prompt VASS users to meet scheduled dates. School administrators should also refer   
to the Important Administrative Dates 2023, which will be published on the VCAA website in Term 4.

There are four types of data required from schools:

* school programs – providers must identify the units comprising their school’s VPC program before enrolling students in their programs
* student registrations – these can be entered at any time but must be completed before the end-of-academic-year results processing
* student program enrolments – refer to the Important Administrative Dates 2023 for details. 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.
* student result data – there are several dates throughout the year by which schools must provide data.

It is the responsibility of the principal to ensure that all data required by the VCAA is entered into VASS by closing dates.

Teachers are responsible for ensuring that they set submission dates for any assessment task used to help determine satisfactory completion within adequate time to allow for the task to be completed and marked, so that the entry of results can be maintained within VCAA timelines. Teachers should not be scheduling tasks after a VCAA submission date.

Extensions of time to enter enrolment or results data

If a school does not meet deadlines for entry of enrolment or results data due to unforeseen circumstances, permission may be sought from the VCAA’s Student Records and Results Unit for an extension of access to VASS for a short period of time beyond the published submission date. This service can be made available to schools only if the VCAA administrative processes are not compromised. An extension of time is not possible for the specific results deadline.

Special circumstances beyond the control of the school will be taken into account; otherwise, the school will be charged a fee for this service (see [Fees and Charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website).

Accuracy of personal and enrolment data

The accuracy of personal and enrolment data is a school’s obligation to its students. Data may be entered into the VASS database manually or by data import.

Student data imports

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

Student number errors

If a student has either two VCAA student numbers in the current year of enrolment or multiple numbers across various years, schools should notify the Student Records and Results Unit immediately so this issue can be resolved.

Reporting the death of a student

Schools must communicate the death of a student to the VCAA by sending a letter signed by the principal to the Manager, Student Records and Results. The student’s record will be amended on the VCAA database accordingly. If the VCAA is not informed of the death of a student, the student’s data will be included in VCAA senior secondary data collections, which may result in the student’s family experiencing further distress.

Student enrolment data

The **Student Full Details Report** on VASS is the key report for checking students’ personal details and enrolments. As part of the school’s audit procedures, this report must be printed and given to students for checking and signing at the beginning of the academic year, and always when changes have been made to either a student’s personal details or enrolment details.

VASS-generated class lists should also be produced and handed to class teachers at the beginning of each unit. Class teachers should confirm the list against the students they are teaching. When a student’s enrolment changes, the relevant class lists should be produced and given to the class teachers for signing to confirm acknowledgement of the changes. These quality assurance procedures are essential for ensuring the accuracy of students’ personal and enrolment data.

Student eligibility

Schools should run eligibility reports in VASS to determine if or how units contribute to the VPC and to ensure that the minimum requirements of the VPC qualification have been met. Eligibility reports should be run as early as possible at the commencement of the academic year and every time a student’s enrolment is changed. Individual student eligibility can be checked on VASS when students are enrolled in the learning program.

Accuracy of results data

The accuracy of results data is a school’s obligation to its students. Results data may only be entered into the VASS database manually.

Reporting unit results

Schools report students’ results as follows:

* VPC unit results are reported as S (satisfactory) or N (not yet complete).
* VCE, including VCE Vocational Major, unit results are reported as S (satisfactory), N (not satisfactory) or J (discontinued a study without formal withdrawal and no form of assessment has been completed).
* VET unit of competency results are reported as S (competent) or N (not yet competent) for all certificate types.

VPC results entered as N (not yet complete) will appear on the **Students Full Details Report** from VASS.

VET results entered as N (not yet competent) will appear on the **Students Full Details Report** from VASS.

Schools can produce a number of relevant reports:

* Results Admin > Unit results > by class
* Results Admin > Unit results > by student.

While VPC unit results are due to the VCAA by specific dates, the VCAA recommends schools enter unit results as they are received, to reduce the amount of data entry required closer to the deadline.

N results

Schools that record an N for a VPC unit can record an S for individual modules within the unit that have been achieved (existing credit).

Students with existing credit will be required to complete only the outstanding modules for the VPC unit that were not yet achieved in order to record an S for the unit. This will assist VPC students who have interruptions to their studies, including students who:

* have a significant illness
* have significant personal hardship
* are returning to VPC after changes to their career pathway (for example, a student has left VPC to take up employment, but then lost their job)
* have other interruptions to their study (for example, a student has become disengaged and left school)
* have taken a long time to achieve their VPC.

Missing results and scores

VASS can be used to produce input, summary and missing result reports for all types of results. Schools must check these reports to ensure that all students’ results are entered. Failure to do so may lead to unit results not being awarded or certificates not being awarded. If results for a whole class are not available for entry by the scheduled submission date, contact the Manager, Student Records and Results Unit, for advice.

It is the responsibility of the student’s home school to enter results where the assessing school is a private provider.

Award of certificate

Each student’s Victorian Pathways Certificate is sent to their home school on the scheduled date at the end of the academic year.

Each certificate contains the student’s full name but does not list individual studies or results. A certificate is issued in the academic year in which the student first satisfies all requirements of the VPC.

Students who have previously satisfied the requirements of the VPC and who have chosen to do additional studies with the same certificate enrolment are not issued the certificate again.

Statement of Results

The VPC Statement of Results is issued to students enrolled in the VPC as their primary program, and students completing some VCE studies as part of their VPC, and contains:

* a cumulative record of achievement for all VPC, VCE, VCE VM, VCAL and VCE VET units undertaken, and the academic year in which the result was obtained
* graded assessment and study scores for each sequence of VCE, VCE VM, VCAL and VCE VET Unit 3 and 4 studies undertaken either in the current year or earlier; if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed
* credit obtained for study undertaken overseas, interstate, as part of the International Baccalaureate (IB) or for a vocational certificate
* university studies successfully completed
* a GAT statement (if completed)
* a declaration stating whether the student has or has not been awarded the VPC.

Certification points

In 2023, one certification point is available to students who complete the VPC in December.

Students who have lost their original certificate or Statement of Results may apply to the VCAA for a replacement. Requests for replacement certificates or Statements of Results should be made on the appropriate forms available on the VCAA website.

Reporting graded assessment results

VPC units do not have graded assessments.

Reporting study scores

VPC units do not have study scores.

Data amendments and late fees

Procedure for amending enrolments after the due date

Data will be locked after the due date for enrolments in each cycle. The Manager, Student Records and Results Unit, must be notified of any errors that have occurred in entering VPC unit data as soon as they are detected. Schools are reminded that enrolment changes will not be accepted if students have indicated their intention to withdraw from the unit after a closing date or have left school without formally exiting from the VPC.

The acceptance of an application for amendment is at the discretion of the VCAA. Applications for amendments must be submitted on the appropriate form, available as VASS downloads.

1. The relevant enrolment amendment forms for VCE and VPC are available as VASS downloads.

All requests for changes to VCE VET and VET units of competency should be made on the **Application for Late VET Enrolment Amendments** form, available on VASS. If the results submission date has also passed, the result for the new enrolment must be included on the form.

Requests for the addition of units of competency to certificates or the addition of a new certificate should be accompanied by the student’s training plan, previously scanned and emailed to the VCAA VET Unit for approval.

1. If the request is made after the VCAA cut-off dates, the request must include:

* a letter from the school principal explaining the reason for the error
* evidence supporting the enrolment change, such as copies of a class attendance sheet, and evidence of the student’s intention to withdraw.

1. The application for amendment must be accompanied by the appropriate fee (see [Fees and Charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website). No GST is payable on late fees.

School/provider obligations to students

Schools should:

* advise students in writing of the VCAA’s rules, the school’s rules and the school’s responsibilities
* ensure that subject matter the students investigate through self-directed research and/or produce as an artwork, performance or product is consistent with community standards, appropriate for study by school students, and does not place students at risk of contravening Victorian or Australian laws
* ensure that teachers use the accredited VCAA curriculum and assessment documents as the source of content for the teaching and learning programs
* provide comprehensive course advice to students, including the consequences of receiving an N result for a unit
* provide a process for students to check their personal details stored on the VCAA database on an annual basis
* keep students’ personal details secure from unauthorised access
* allow for student appeal on adverse school decisions
* ensure that students understand and have access to special provision for VPC studies
* ensure that VPC student eligibility reports are run on a regular basis to ensure that students will meet the eligibility requirements for the award of the VPC.

Provision of accredited curriculum and assessments

Teachers must provide learning experiences and assessment opportunities that are in accordance with the intention of the currently accredited curriculum designs without undue assistance.

Enrolling students in the VPC

The VPC is designed for students:

* in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate
* working at Level 1 of the AQF.

Checking the accuracy of student data

Students’ personal details

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

Each student’s personal details (particularly their date of birth), consent permissions and subject enrolment details must be entered on VASS. It is a school responsibility to ensure that eligibility reports for the VPC are run periodically, and checked and signed by the students and their teachers, using the **Student Full Details Report** from VASS. Failure to run this report could severely affect students’ eligibility for satisfactory completion of their VPC certificate. Students should be provided with a new **Student Full Details Report** to sign at the end of each enrolment cycle to ensure any requested changes have been made. Students should also be advised that the postal address on their **Student Full Details Report** is the one their Year 12 results will be mailed to at the end of the academic year.

Students must be enrolled on VASS using their legally registered name as per the Registry of Births, Deaths and Marriages Victoria, or the relevant state or national agency. When signing their personal details form under the General Declaration, students attest that they are enrolling using their legally registered name.

Gender diverse students

A student who does not identify as male or female may elect to have ‘self-described’ as their nominated gender identity. The self-described gender category refers to any person who does not identify as either exclusively male or female, including people of non-binary gender.

Transgender students

Schools that have students who are in the process of gender affirmation/transition should contact the Student Records and Results Unit for further advice in relation to recording student details on VASS and the reporting of their results.

From 1 May 2020, a student who has legally changed the sex that is recorded on their birth certificate, through the Births, Deaths and Marriages registry process, may present this birth certificate to their school (if under 18 years of age and currently in school) or to the VCAA (if over 18 and no longer in school) so that their record can be updated.

Students’ postal 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. If a student’s postal address is unknown, schools should enter the school address as the student’s address. The postal address is used by the VCAA when mailing final results.

To ensure the successful delivery of final results, the VCAA undertakes to validate the postal addresses of all students eligible to complete the VPC and all students who are claiming past results. If an error is detected, schools will receive an email before results processing that lists the affected students. Schools should contact students to amend the information.

Students’ email addresses

The VCAA requires that schools enter into VASS a non-school email address for each student enrolled at senior secondary level. This will support results delivery, enable post-results service statements to be provided by email, and support communication with students, including any communications about recognition and awards.

Changes to students’ personal details

Results will be printed using the student’s name as entered on VASS. The results will be mailed to the student addresses as entered on VASS. The Important Administrative Dates 2023 will have deadlines for amending this information. The VCAA cannot accept changes of address after this date because results processing will have already begun.

Matching students with previous results

Matching of student details is done on the basis of name, date of birth and gender. Slight differences in spelling, an inaccurate date of birth or a change of name may mean that a student who has attended more than one school might be assigned multiple student numbers, each having only part of the student’s academic record.

As the matching process will occur as soon as a student is registered, it is essential that the personal details entered for the student are accurate so that the system is able to match the student’s academic history with their current details. If a match is found on the database for a particular student, the student is allocated their previous student number, and their previous results and enrolments for the current year are combined to make up a complete academic history for the student.

Schools should not estimate dates of birth to enrol students. If details are not correct, these matches cannot occur and the student will have two student numbers, each having only part of their academic history. This may lead to the student not being awarded the certificate in which they are enrolled.

Security of student data

All VPC data on VASS must remain secure and the privacy of students’ personal and academic details must be protected (see ‘Privacy’ in this section).

Security of student numbers and Results Service password

The student number is a key identifier that allows the VCAA to securely maintain student result data. Students should have full confidence that the enrolment and result record maintained by the VCAA is accurate, complete and confidential.

The confidentiality of a student record should be restricted to the student and administrative staff at their home school and assessing school. Select VCAA staff have a specific role in the maintenance of that data. Any other access requires the written consent of the student.

Each student should be given a printed copy of their **Student Full Details Report** so they are aware of their student number. Lists of student numbers and names should not be printed and published or displayed on school noticeboards or otherwise made available to members of the school community.

Integrity of student work

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA’s rules and the school’s rules and procedures for submitting work, including the rules for authentication.

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 VPC curriculum designs.

To ensure the integrity of student work, schools should:

* carefully plan, develop, document and implement authentication policies, processes and strategies for their school to ensure that student work completed is the student’s own and completed without undue assistance from another person, including their teacher
* develop a document that clearly states the school’s expectations in relation to the development and delivery of assessment
* have students sign a declaration that they will abide by their school’s policies and rules relating to the appropriate use of the internet
* suitably modify commercially produced materials to ensure the school can authenticate student work
* suitably modify publicly available materials to ensure the school can authenticate student work.

For all units in the VPC, schools must specify the work that a student must do to achieve an S and the conditions under which the work is to be done. The school must inform each student in writing of the following:

* all set work and assessment they need to complete to achieve an S for the unit
* class attendance requirements
* rules for authentication of submitted work
* how to submit work
* timelines and deadlines for completing work
* procedures for obtaining an extension of time
* internal school appeal procedures.

Decisions about satisfactory completion of a unit are solely the responsibility of the school.

A student is awarded the VPC when they have satisfactorily completed 12 units, including a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all modules within that unit have been completed. Completion of a module is based on the teacher’s decision that the student has demonstrated achievement of the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks.

Students can include other curriculum in their VPC learning program, such as VCE units, VCE Vocational Major units and VET, to meet the VPC minimum requirement.

By reporting satisfactory completion, the teacher is certifying that the student has achieved the learning goal(s) for the module according to the rules set out by the VCAA and the school.

In order to support students with additional opportunities to achieve a satisfactory result, schools should:

* have an established process to support the delay of satisfactory completion decisions that is applied consistently across studies, units and modules
* assess students on an ongoing basis, integrating knowledge and skills with practical application over a period of time
* use flexibility to meet the specific needs of students, ensuring that every student has the opportunity to demonstrate achievement at their own level and at their own pace, as appropriate to the purpose of the qualification.

Procedures for the assessment of levels of achievement are a matter for school decision based on the examples provided in published VCAA supporting material.

Administration of special provision

Procedures must be established to identify students who may require special provision, to ensure consistent and fair decisions are made about appropriate assistance for students. Application procedures for special provision must be given in writing to all students and the school must retain the necessary documentation used to support decisions.

Students may apply to their school for special provision for classroom learning. If a student’s application for special provision for classroom learning is rejected, either in full or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

When schools fail to meet their obligations to students

In exceptional cases, the VCAA may consider an application by a principal that students have been disadvantaged because of a teacher’s failure to teach and/or assess a significant part of the accredited VPC curriculum design. This is known as a teacher error application. The VCAA will not consider matters concerning teacher qualifications, teacher availability and/or quality of teaching staff.

Only an application by the principal will be considered. The principal must write to the Senior Project Officer, Quality Assurance, VCAA, to apply on behalf of students who may have been disadvantaged by a teacher error and provide an outline of the alleged error.

An investigation into the matter may be undertaken by the VCAA. This may include interviewing all parties involved. The VCAA may determine that there is no teacher error or that the school must provide an additional opportunity for each student to complete assessment, or may determine that each student should be treated as having obtained in the examination, or other form of assessment, a standard or result determined by the VCAA, or another outcome appropriate to the matter.

The VCAA will not enter into a dispute between a student and their school as to whether an error occurred. The process applies only to cases in which the principal believes an error has been made that may have disadvantaged students in terms of their VPC results.

The application must be lodged at the VCAA not later than the last day of the academic year in which the teacher error is alleged to have occurred. Late applications will not be accepted.

Partnerships

VPC providers are encouraged to form cooperative partnerships with external education providers, businesses, community organisations and individuals. Partnerships will enhance the curriculum provision or assessment arrangements for students and extend the learning program and resources available to VPC providers.

Successful partnerships between schools, non-school providers and partner organisations involve building a culture of collaboration and creating connections between schools, non-school providers and partner organisations. These partnerships rely on strong, cooperative relationships and a shared understanding and commitment to:

* ‘learning that does not stop at the school gate’
* the values of technical and further education (TAFE) institutes, adult and community education (ACE) organisations and schools, with easy movement between these sectors

a ‘whole community’ approach that involves shared leadership, pooling of resources and expertise, and non-exclusive ownership of learning programs.

Maintenance of school records

Schools must establish procedures to keep records and documentation of decisions relating to:

* module and unit completion
* student appeals and resulting decisions
* agreements to work in partnership with other providers
* 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 a student and any resulting decisions.

Schools should advise students that they need to retain work completed for assessment until the end of the academic year in which the work was undertaken. Schools may wish to supervise the storage of student work for this purpose, but this is not required. Work assessed as N, or which may for other reasons be the subject of dispute at a later date, should be retained at the school. Such work may be retained in original or photocopied form.

Privacy

Laws relating to the privacy of personal information affect collection, use, disclosure, security and storage of, as well as access to, student and parent/guardian information.

The *Privacy and Data Protection Act 2014* (Vic) and the *Health Records Act 2001* (Vic) set legal standards for the way the Victorian public sector collects and handles the ‘personal information’ and ‘health information’ of individuals. The *Charter of Human Rights and Responsibilities Act 2006* (Vic) requires public authorities to act compatibly with human rights, including the right to privacy. Victorian government schools must comply with the *Privacy and Data Protection Act*, the *Health Records Act* and the *Charter of Human Rights and Responsibilities Act*. The *Privacy Act 1988* (Cth) may apply to the collection and handling of personal information about individuals by non-government schools, who should seek their own advice in this regard. Schools may be required by the Department of Education and Training (DET) or their sector authority to have a privacy policy.

Access to student data

Schools registered with the VRQA are required to ensure that parents of a student have access to accurate information about the student’s achievement and performance. This information must include at least two written reports per academic year relating to the student’s performance. This is a requirement of the minimum standards for registration of a school (regulation 60 and Clause 3 of Schedule 4 of the *Education and Training Reform Regulations 2017* [Vic]).

Schools should seek their own advice from DET, the relevant sector authority or their legal adviser about providing information to parents/guardians and students, to ensure they comply with applicable privacy legislation.

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

Security and storage

Schools should store student and parent/guardian personal information securely and protect it from misuse, loss, unauthorised access, modification and disclosure, and in accordance with applicable privacy legislation and policies. This may mean a locked filing cabinet or cupboard within a locked room that is accessible only to persons authorised by the principal, or secure data storage with appropriate access controls for digital records.

School copies of results should be held separately from collections of student work. Duplicate master records should also be stored separately. Information stored electronically, on databases or portable storage devices, should be kept securely and in such a way that records are not accessible by unauthorised persons.

Schools should seek their own advice in relation to compliance with legislation and good practice for the storage of personal, confidential and sensitive information, and digital and cloud-based storage. School privacy policies (if required) should address data security.

Freedom of Information requests

Students, parents and guardians at government schools may be able to request access to school documents by making a Freedom of Information (FOI) request under the *Freedom of Information Act 1982* (Vic). An FOI request for access to government school records should be sent to the FOI and Privacy Unit at DET, or emailed to [foi@education.vic.gov.au](mailto:foi@education.vic.gov.au).

The VCAA holds records related to students’ personal details, enrolment and assessment. FOI requests for access to documents held by the VCAA should be sent to the Freedom of Information Officer, Legal Services Unit, VCAA, 2 Lonsdale Street, Melbourne, 3000, or emailed to [vcaa.foi@education.vic.gov.au](mailto:vcaa.foi@education.vic.gov.au). Schools must not process such applications. Further information about FOI and the VCAA is available on the VCAA website.

Maintenance and disposal of records

Advice for government schools/providers

Government schools are obliged to keep and dispose of school records in accordance with retention and disposal authorities (RDAs) made under the *Public Records Act 1973* (Vic). RDAs describe the categories of records kept by schools and specify the minimum period for which they should be retained.

The relevant government school RDAs are:

* PROS01/01 Retention and Disposal Authority for Records of School Records
* PROS10/09 Retention and Disposal Authority for Records of Education and Early Childhood Development Functions.

RDAs can be viewed on the [Public Record Office Victoria](https://prov.vic.gov.au/) website.

Advice for non-government schools/providers

Non-government schools may be guided by the retention periods specified for government school records, or they may wish to use the Records Retention Schedule for Non-Government Schools produced by the Australian Society of Archivists. Alternatively, they may have their own internal records authority for school records and may wish to seek their own advice about record keeping.

VASS administrators should refer to the *VASS New User’s Manual* for comprehensive details on using VASS. If VASS administrators experience problems, including password and login issues, they should contact VASS Operations.

Administrative information: Victorian Curriculum and Assessment Authority

About the Victorian Curriculum and Assessment Authority

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

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

Responsibilities of the VCAA

As set out in section 2.5.3(1) of the *Education and Training Reform Act*, the VCAA is responsible for:

* developing high-quality courses and curriculum and assessment products and services
* carrying out functions as a body registered with the Victorian Registration and Qualifications Authority (VRQA)
* providing linkages that will facilitate movement between courses.

Functions and powers

The functions and powers of the VCAA are set out in Part 2.5 of the *Education and Training Reform Act*. Particular reference should be made to sections 2.5.3 and 2.5.5.

VCAA obligations to schools

Quality assurance

Schools must deliver the VPC to the standards and requirements established by the VCAA. The standards and requirements are set by the VCAA through the study-specific VPC curriculum designs and the *VPC Administrative Handbook*.

The VCAA publishes an online companion document to the curriculum design called VPC support materials for each VPC study, which includes advice on developing a program, teaching and learning activities, and sample approaches to assessment.

As part of the VCAA’s ongoing monitoring and quality assurance program for the VPC, the VCAA conducts regular audits of schools. The Curriculum and Assessment Audit checks that:

* the standards and requirements of VPC studies are being followed
* assessment is being carried out in line with the VPC assessment principles of valid and reliable, fair, flexible and efficient assessment.

Through these audits, the VCAA collects a range of evidence from schools including:

* school rules and procedures for judging satisfactory completion
* unit plans detailing the activities and tasks set for students to demonstrate the learning goals
* assessment tasks
* evidence of how schools are implementing the principles of assessment
* internal moderation and cross-marking processes.

An audit is conducted in two stages. The first stage collects evidence on the school’s planned approach to delivery, allowing the VCAA to detect early poor practice or teacher error. The second stage collects evidence of what the school has delivered.

The VCAA annually examines school completion data. Where an irregularity in the data occurs, the VCAA flags the school as high risk and follows up through the audit program.

The VCAA conducts annual statewide and comprehensive professional learning programs for educators. The VCAA provides a range of resources to support schools and teachers to implement curriculum and assessment programs. The details of VCAA professional learning programs and resources are announced in the *VCAA Bulletin* and/or published on the relevant VPC study page of the VCAA website.

Principals are responsible for ensuring that teachers receive all relevant assessment material and that they use the advice from the current year, which is published on the relevant VPC study page.

VPC units are subject to the existing provisions for the submission of data on VASS on set administrative dates, identified in the VCAA’s Important Administrative Dates published annually.

VCAA obligations to students

Collection of student enrolment data

The VCAA collects personal information from students for the purpose of managing their enrolment in the VPC. Personal information is collected from the student through the school or provider and entered on VASS, which retains information for all students enrolled in Victoria. A student record includes the student’s address and contact details, assessment details and any other information concerning their VPC status, for example, special provision.

The VCAA is a Victorian public sector agency and required to comply with the *Privacy and Data Protection Act* *2014* (Vic).

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

Provision of student assessment records

The VCAA makes records of student results available to students or their nominated representatives in accordance with section 2.5.3(2)(o) of the *Education and Training Reform Act*. At the end of each year, the VCAA provides a Statement of Results for VPC students.

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

Access to personal information under the Privacy and Data Protection Act

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

Victorian Student Number

The Secretary to DET established the Victorian Student Register (VSR) under Part 5.3A of the *Education and Training Reform Act 2006* (Vic). The VCAA maintains the VSR and carries out various functions on behalf of the Secretary.

The VSR records Victorian Student Numbers (VSNs) and related information about all students under 25 years of age in government and non-government schools, or who are undertaking VET with a technical and further education (TAFE) institute, a registered training organisation (RTO) or an adult and community education (ACE) provider (referred to collectively as VET providers).

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

Students, parents and guardians may apply for information recorded in the VSR relating to a student. The Secretary may authorise certain persons and bodies to access, use or disclose VSNs or related information for certain purposes, including monitoring and ensuring student enrolment and attendance, ensuring education or training providers and students receive appropriate resources, statistical purposes relating to education or training, research purposes relating to education or training, and ensuring students’ educational records are accurately maintained.

VCAA committees and terms of reference

Executive Committee

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

* providing a forum for consideration of matters relating to the VCAA and making decisions on those matters for which authority is delegated at times when the full VCAA Board is not scheduled to meet and/or did not achieve a quorum for a scheduled meeting
* providing support to the VCAA Board and, where so resolved by the Board, making decisions on its behalf
* exercising any function or authority determined by the VCAA Board when so required
* considering matters determined by the VCAA Board or following from a request of the CEO, as and when required
* advising the VCAA Board of all recommendations and proposed actions that are outcomes of a meeting of the committee whether the committee has met in session or out of session
* acting at all times in the best interests of both the VCAA and the Victorian community.

Early Years–10 Curriculum and Assessment Committee

The Early Years–10 Curriculum and Assessment Committee comprises VCAA Board members and representatives from the Catholic Education Commission of Victoria, Independent Schools Victoria and the Department of Education and Training (DET).

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

* policies, criteria and standards for curriculum and assessment for the Early Years to Year 10
* the relationship between the Victorian Early Years Learning and Development Framework (VEYLDF) and the Victorian Curriculum F–10, and the Victorian Curriculum F–10 and senior secondary pathways in education and training, including the VCE, VET and VPC
* the administration of the NAPLAN program (Years 3, 5, 7 and 9)
* monitoring and reporting of student participation and performance in Early Years–Year 10 assessment programs
* the provision of materials for schools and early childhood settings, and of professional development for teachers and educators, to support the implementation of Early Years–Year 10 curriculum and assessment programs
* research on matters relating to Early Years–Year 10 curriculum, standards and assessment at a national and international level.

Senior Secondary Curriculum and Assessment Committee

The Senior Secondary Curriculum and Assessment Committee comprises nominated VCAA Board members and representatives from the senior secondary education sector, tertiary education sector, industry, and Catholic, independent and government sectors.

The committee provides expert advice and makes recommendations to the VCAA Board on:

* the development, evaluation and approval of curriculum and assessment designed to be undertaken in the senior secondary years
* policies and procedures for the design, delivery and evaluation of curriculum and assessment products and services for the VCE, VCE VET and the VPC
* patterns of participation and quality of outcomes relating to courses of study in the senior secondary years
* research on matters relating to senior secondary curriculum and assessment.

Senior Secondary Certificate Reform Committee

The Senior Secondary Certificate Reform Committee comprises VCAA Board members and external members.

The committee advises the VCAA Board and makes recommendations on the implementation of the senior secondary reforms recommended in the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling: Final Report, including:

* policy, strategy and risk matters related to the reform of the senior secondary certificate
* the development, evaluation and approval of a vocational pathway within the VCE
* the design of an integrated senior secondary certificate
* the development of new senior secondary curriculum and assessment relating to the vocational pathway
* arrangements for enrolled students in 2023 and 2025
* any other matters relating to implementing the recommendations of the review.

Audit Committee

The VCAA Audit Committee comprises VCAA Board members and independent external members.

The VCAA Audit Committee assists the VCAA Board in fulfilling its responsibility to establish and maintain effective financial governance. The committee independently reviews and assesses the effectiveness of the VCAA’s systems and controls for financial management, performance and sustainability, including risk management; oversees the internal audit function and audit activities; and advises the Board on key accountabilities, including the annual audit of financial statements, the annual financial report and compliance with financial management requirements.

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

Review Committees

The Review Committees consist of three members, one of whom must be a VCAA Board member and the Committee Chair.

A Review Committee is established only when required and is responsible for:

* hearing student appeals against decisions by their school, and any penalties imposed, in respect of contraventions of VCAA assessment rules relating to School-based Assessments
* conducting hearings into allegations that students have contravened the VCAA examination rules or obtained an assessment by fraudulent, illegal or unfair means, and imposing penalties where appropriate in accordance with the requirements of the *Education and Training Reform Act 2006* (Vic). Penalties range from reprimands to amending or cancelling students’ grades.

International Committee

The International Committee comprises the VCAA Board members, the VCAA CEO and representatives of the Department of Education and Training, the Department of Jobs, Precincts and Regions, the Victorian tertiary sector, independent international education and business consultants.

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

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

Administrative information:  
Student enrolment

Registration: Student Personal Details and Declaration form

Students must complete and submit the relevant **Student Personal Details and Declaration** form to their home school for each academic year in which they enrol. The accuracy of student details should be audited against information provided on a student’s form. Students must use their legally registered names when enrolling in a foundation secondary qualification. To verify the legal identity of the student, schools should request the student’s birth certificate or change of name document, both of which are issued only by the Registry of Births, Deaths and Marriages Victoria, to ensure the accuracy of student names and birthdates.

If a student’s enrolment changes, it is the school’s responsibility to ensure that VCE and VPC eligibility reports are run on the Victorian Assessment Software System (VASS). By running eligibility reports regularly, schools will be able to identify where there are issues with students not being able to meet satisfactory completion of that foundation secondary certificate. If errors are reported, the errors must be fixed and then the eligibility report run again.

General declaration

Before undertaking any studies, all students must sign an agreement to abide by VCAA regulations.

Consent for disclosure of personal information to other organisations

Students must give permission for their data to be forwarded to newspapers and other government bodies for the calculation of awards and prizes, and for the DET On Track survey. This must be done for each academic year of enrolment.

Permission for use of student work

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

Students with past results

A ‘past result’ is any result in Matriculation, HSC, TOP, T12, STC, VCE or VCAL in a previous year (unless the result was achieved in the year immediately before the current academic year and the student is continuing at the same home school).

Students with past results will need to provide sufficient personal details to enable their records to be matched to database records. The VCAA database matches a student’s records based on their student number or all of 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 form.

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

Fee-paying international students

Fee-paying international students will not be able to undertake the VPC.

VET enrolment

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

There may be restrictions on the VET training students can undertake because of industrial arrangements, the nature of the industry from which training is derived, and/or regulatory requirements. The enrolment into a qualification designated as an apprenticeship only is not permissible where a student does not have a valid, current training plan. The VCAA requires all schools wishing to enrol students into Certificate IV or Diploma qualifications to complete an **Application for Higher Level Qualifications** form, which is available in the VET section of the VCAA website. The decision about the content of the training program will be made by the school in consultation with the registered training organisation (RTO).

After enrolments have been finalised, a VCE or VPC student eligibility report should be run in VASS.

Schools should comply with the deadlines (which some sectoral authorities use to determine their funding arrangements) set out in the Important Administrative Dates 2023 for the following:

* finalising unit of competency enrolments within VCE VET scored Unit 3–4 sequences
* finalising unit of competency enrolments for any students undertaking any certificate type (VE1, VE2 or VE3)
* withdrawing students from units of competency from a VCE VET scored Unit 3–4 sequence
* finalising Assessment Plan information for VCE VET scored Unit 3–4 sequences.

Student transfers between schools

There are some students who do not start and finish their VPC at the one school. The records of all such students need to be appropriately managed.

There are no formal entry requirements for VPC studies. The VPC has been designed to accommodate flexible entry and exit. Students are able to enter VPC studies at a time that best suits their learning needs, abilities and interests.

If VPC students transfer from one Victorian school to another, schools use VASS for the transfer procedure. When a student transfers to another school, the school that the student is leaving is required to transfer the student on VASS, so they can be enrolled at the new school. If this is not done, the new school must contact the student’s former school and request the transfer. Students should not be transferred until the new home school is known. A student must not be enrolled at the new school until correct transfer procedures have been completed, to ensure that a second student number is not created. Multiple records in the same academic year for the one student may lead to the student not being awarded their VPC.

If VPC students transfer from an interstate school to a Victorian school, the school which the student transfers to should:

* request documentation of the student’s progress from their previous school
* apply for credit on the basis of work undertaken at the interstate school, taking into account work completed at the Victorian school, if appropriate
* enrol the student in VPC units in the usual way
* determine what would constitute a reasonable work program for the student for the remainder of the teaching period
* assess the student’s satisfactory completion of units on the basis of the expectations established in the previous steps and the information provided by the student’s former school.

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

Students arriving from overseas

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

Withdrawal from a VPC study

Students may choose to withdraw from their VPC studies at any time. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

Withdrawal from the VPC

Students wishing to withdraw from the VPC must first complete a **Student Exit** form (on VASS). It is not possible for schools or individuals other than the student to withdraw a student’s enrolment without the student’s written permission. The **Student Exit** form should be incorporated into the school’s exit procedures and documentation and should be stored at the school, and the withdrawal must be entered on VASS. Withdrawal from VPC can be at any time.

Student observance of assessment and attendance rules

At the beginning of each academic year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VPC program.

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

VPC attendance

Within a school setting, a VPC learning program would normally be based on a full-time load of scheduled and unscheduled learning (1200 hours). Attendance in a school setting is determined by school regulations. In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student. There is no maximum time limit for completion of VPC units.

VPC programs often include learning outside the school, including VET classes and structured workplace learning. Expectations related to these settings are set by the RTO or workplace.

A school policy and set of procedures related to VPC attendance should be published and made available to staff, students and parents/guardians.

When a student is absent from school for prolonged periods, or has been unable to complete all tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning. In this case, the student should not be penalised for lack of attendance. Special provision may allow a student to work from home for a period of time. Schools should ensure they retain documentation about any decisions relating to granting provisions, including supporting evidence.

In the situation where a student is allowed to work from home, the school must have in place additional measures to be able to authenticate the student’s work as their own. Advice about authentication measures is provided in the ‘Assessment: Satisfactory completion of units’ section.

Assessment: Satisfactory completion of units

Satisfactory completion of VPC units

A student is awarded the VPC when they have satisfactorily completed 12 units, including a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all modules within that unit have been completed. Completion of a module is based on the teacher’s decision that the student has demonstrated achievement of the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks.

Students can include other curriculum in their VPC learning program, such as VCE units, VCE Vocational Major units and VET, to meet the VPC minimum requirement.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of modules. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is carried out in line with the VPC assessment principles of valid and reliable, fair, flexible and efficient assessment.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning goals without disadvantage.

Schools will report a student’s result for each module to the VCAA as S (satisfactory) or N (not yet complete). By reporting satisfactory completion, the teacher is certifying that the student has achieved the learning goal(s) for the module according to the rules set out by the VCAA and the school.

In order to support students with additional opportunities to achieve a satisfactory result, schools should:

* have an established process to support the delay of satisfactory completion decisions that is applied consistently across studies, units and modules
* assess students on an ongoing basis, integrating knowledge and skills with practical application over a period of time
* use flexibility to meet the specific needs of students, ensuring that every student has the opportunity to demonstrate achievement at their own level and at their own pace, as appropriate to the purpose of the qualification.

Procedures for the assessment of levels of achievement are a matter for school decision based on the examples provided in published VCAA supporting material.

Each VPC study has two or four units. Each unit contains from one to three modules. The module specifies the learning goal(s) and describes their application. Students must demonstrate achievement of the learning goal(s) to satisfactorily complete the module.

Each VPC unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction.

The VPC is designed to be delivered flexibly to suit the needs and circumstances of the individual student. VPC units have been designed as standalone and can be completed in any order. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

For VCE units included in the VPC learning program, assessment must be in accordance with the relevant VCE study design.

Procedures for the assessment of levels of achievement are a matter for school decision based on the examples provided in published VCAA supporting material.

Satisfactory VPC unit result

Students receive an S (satisfactory) for a module when the teacher determines that the student has:

* produced work that demonstrates achievement of the learning goal(s)
* submitted work that is clearly their own.

Decisions about satisfactory completion are solely the responsibility of the school. Results for each module must be based on a judgment of satisfactory achievement or not yet completed for each learning goal(s).

At the beginning of their students’ VPC enrolment, schools must provide students with clear written details of both the VCAA rules and the school’s rules and procedures. For all units in the VPC, schools must specify the learning program that a student must complete to achieve an S for a module and the conditions under which the work is to be done.

The student’s home school coordinates the assessment and collection of results for all units. Students receive an S (satisfactory) or N (not yet complete) result for each VPC unit. Students receive an S (satisfactory) for the unit upon satisfactory completion of all modules within that unit.

Repeating VPC units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit.

Redeeming modules – submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work that has been undertaken and submitted by the student for the module. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the module.

The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Care in the use of technology

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

* there is an alternative system available for producing assessable work in case of malfunction or unavailability
* hard copies of the work in progress and backup versions are produced regularly.

Authentication

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

Rules for authentication

Students must observe and apply VCAA authentication rules. Students must sign an authentication record for work done outside class when they submit completed work. The VCAA authentication rules state that:

* a student must ensure that all unacknowledged work submitted is their own
* a student must acknowledge all resources used, including:
* texts, websites and other source material
* the name and status of any person who provided assistance and the type of assistance provided
* a student must not receive undue assistance from another person, including their teacher, 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 note taking), but which have been transformed by the student and used in a new context
* prompting and general advice from another person or source, which leads to refinements and/or self-correction
* unacceptable forms of assistance include:
* use of or copying another person’s work, including their teacher’s work, or other resources without acknowledgement
* use of or copying sample answers provided by their teacher or another person
* corrections or improvements made or dictated by another person, including their teacher
* a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
* a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
* a student must not knowingly assist another student in a breach of rules
* in considering if a student’s work is their own, teachers should consider if the work:
* is atypical of other work produced by the student
* is inconsistent with the teacher’s knowledge of the student’s ability
* contains unacknowledged material
* has not been sighted and monitored by the teacher during its development.

Determining unit results

Schools should have established procedures for determining the activities and tasks set for students to demonstrate the achievement of each module. There should be consistency in the decisions made by teachers of individual studies and in the decisions made by multiple teachers of one study.

If there is more than one class in a study, teachers should engage in consultation to arrive at the activities and tasks set for students to demonstrate the achievement of each module.

It is useful to swap some drafts of typical work early in the process of completing the modules. The earlier a common understanding between teachers is established, the more smoothly the process will be completed.

Satisfactory completion of VET units

Satisfactory VET unit of competency result

Students will receive an S for a unit of competency if they have been assessed as competent in the unit. The final assessment decision is made by their RTO. Satisfactory completion of VET units is calculated automatically as students satisfactorily complete units of competency.

Not yet competent VET unit of competency result

Students will receive an N (not yet competent) result for a unit of competency if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency. If a student has not satisfied sufficient units of competency to the nominated hour value to be awarded satisfactory completion of a VET unit, the result will be left blank.

Special provision

The VCAA Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

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

The VCAA Special Provision Policy outlined in the *VCE and VCAL Administrative Handbook 2022* will apply to students enrolled in the VPC.

Terms used in this handbook

The following definitions are for the purposes of this handbook and may differ from the definition used in industry or the broader community.

| **Term** | **Definition** |
| --- | --- |
| accreditation period | The period during which a course or certificate is accredited. |
| accredited course | A course that leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed principles of accreditation. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA).  The VPC is an accredited foundation secondary qualification under the *Education and Training Act 2006* and aligned to Level 1 in the AQF. |
| applications | A set of skills students must demonstrate to satisfactorily complete the module. |
| **assessing school** | The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing schools. |
| Australian Qualifications Framework (AQF) | The national framework for all qualifications in post-compulsory education and training. |
| Department of Education and Training (DET) | The Victorian Government department that administers school education, apprenticeships and traineeships. |
| foundation secondary provider | A provider registered by the VRQA to deliver a foundation secondary qualification. |
| foundation secondary qualification | An accredited foundation secondary qualification aligned to Level 1 in the Australian Qualifications Framework (AQF). |
| General Achievement Test (GAT) | A test of literacy and numeracy skills, as well as knowledge and skills in mathematics, science and technology, and the arts and humanities.  The GAT has two sections. Section A assesses literacy and numeracy skills. Section B assesses skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills.  If a student is enrolled in the VPC, the following rules for sitting the GAT apply:   * Students who are enrolled in one or more VCE Vocational Major Unit 3–4 sequences are required to sit Section A. * Students who are enrolled in one or more scored VCE VET Unit 3–4 sequences must sit Sections A and B.   GAT results are used by the VCAA to check that VCE external assessments and School-based Assessments have been accurately and fairly assessed. |
| home school | Refers to the main school of the student. Only the home school may enter and change a student’s personal details through VASS. A student can have only one home school at a time. The home school is usually, but not always, the assessing school. |
| learning goal | What students are expected to know and be able to do by the time they have completed a module. |
| learning program | Curriculum selected for delivery by the school to meet each student’s interest and abilities and to meet minimum course requirements. |
| module | A distinct component of the VPC curriculum, comprising specified learning goal(s) and applications that students must demonstrate to complete the module. |
| nominal hours | The scheduled hours required for the delivery and assessment of units. |
| not yet complete (N) | In the VPC, N means not yet complete and is used when a student has not met all modules in the unit. VPC units with an N result are not reported on a student’s Statement of Results. |
| registered training organisation (RTO) | Approved by the Victorian Registration and Qualifications Authority (VRQA) or Australian Skills Quality Authority (ASQA) to deliver and issue VET qualifications. |
| satisfactory (S) | Certifies that a student has achieved the modules for the unit. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. If a student does not complete a module, they will receive an N for the unit (not yet complete). |
| School-based Apprenticeship or Traineeship (SBAT) | An apprenticeship or traineeship undertaken in the VCE, VCE Vocational Major or VPC, with at least one day a week spent on the job or in training during the normal school week. |
| Statement of Results | A set of documents that states a student’s VPC results, and whether the relevant certificate has been awarded. |
| structured workplace learning (SWL) | On-the-job training that allows VET students to develop their work skills and understand employer expectations. |
| studies | The subjects available in the VCE, VCE Vocational Major and VPC. |
| units | Each VPC unit requires 100 nominal hours, of which 50 hours are scheduled classroom instruction. A unit includes modules, learning goal(s) and applications. Students must satisfactorily complete all modules to achieve an S for the unit. |
| VCE VET | Vocational Education and Training (VET) certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies. |
| VCE Vocational Major | A program of study within the VCE that is specified on the certificate issued to recognise the completion of the VCE – an accredited senior secondary school qualification. |
| Victorian Assessment Software System (VASS) | The internet-based system used by schools to register students and enter VCE, VCE Vocational Major and VPC enrolments and results directly onto the VCAA central database. |
| Victorian Certificate of Applied Learning (VCAL) | A previously accredited senior secondary school qualification undertaken by students in Years 11 and 12. VCAL has been replaced by the VPC and the VCE Vocational Major. |
| Victorian Certificate of Education (VCE) | An accredited senior secondary school qualification. |
| Victorian Pathways Certificate (VPC) | An accredited course connected to Years 11 and 12 that leads to a foundation secondary qualification. The VPC is a non-AQF qualification and is not a senior secondary course. |
| Victorian Registration and Qualifications Authority (VRQA) | Victoria’s education and training regulator. Schools (government and non-government) and other organisations that wish to offer the VCE and/or VPC must be registered with the VRQA and authorised by the VCAA. |
| Vocational Education and Training (VET) | Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VPC program. |