Principles and procedures for the development and review of VCE studies

Section 1: The VCE qualification and requirements for its award

The Victorian Certificate of Education (VCE) is one of the senior secondary qualifications accredited in Victoria. The VCE provides certification of a level of achievement, provides pathways from school to further study, training or employment and contributes to building a multicultural, democratic and civil society. All VCE studies are benchmarked against curriculum in leading national and global jurisdictions.

The Victorian Curriculum and Assessment Authority (VCAA) is the statutory authority responsible for the development, approval, monitoring, evaluation and review of curriculum and assessment for the VCE and its studies. The Victorian Registration and Qualifications Authority (VRQA) is the statutory authority responsible for the accreditation of the VCE and its studies, including periods of accreditation.

To be awarded the VCE, the minimum requirement is satisfactory completion of 16 units which must include:

* three units from the English group, two of which must be a Unit 3–4 sequence.
* three Unit 3–4 sequences, which can include further sequences from the English studies group.

There are no prerequisites for entry into Units 1, 2 and 3 of a study. Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before commencing Unit 4 of that study. Where Units 1 and 2 or Units 3 and 4 of a study contain assumed knowledge and skills for Units 3 and 4 of the same or a related study, these relationships are indicated in the relevant study design.

Most students will undertake a total of between 18 and 24 units in their VCE program, over two or more years.

Section 2: Curriculum and assessment principles for VCE studies

* 1. Overview

To ensure that the VCE meets Victorian community expectations for high-quality curriculum and assessment, the VCAA will ensure that individual VCE studies are developed in accordance with the following curriculum and assessment principles. These principles underpin the general terms of reference used in the development and review of all VCE studies.

* 1. VCE curriculum principles
* The following principles underpin the design, development and delivery of all VCE studies.

***Optimise curriculum connections and pathways***

VCE studies will have clear connections with and build on the knowledge, skills and understandings developed over the compulsory years of schooling, as reflected in the Victorian Curriculum F–10.

VCE studies support students in making the transition to further education, training or the workforce.

***Reflect democratic values and community standards***

VCE studies will be consistent with social values, community standards, government policies and legislation. The curriculum is free from discrimination on the basis of gender, culture, physical disability, socioeconomic background or geographic location. The curriculum will provide access to indigenous content where relevant.

***Balance challenge and expectation with the needs of the individual***

VCE studies cater for students with a wide range of ability levels, providing appropriate levels of differentiation, setting high but reasonable expectations, and allowing students to develop and achieve their best. Standards will be established by comparison to other like studies and to leading national and global jurisdictions.

***Express and reflect enduring and dynamic aspects of a field or discipline***

VCE studies will draw on valued disciplines and knowledge domains to assist students to develop contemporary understandings and skills. VCE studies will do this by:

* Identifying specific knowledge, skills and understanding to be demonstrated by students.
* Drawing on contemporary contexts and examining future challenges.
* Requiring higher order thinking, critical perspectives and analysis.
* Promoting investigation of the nature of inquiry associated with the disciplines underpinning the study.

2.3 VCE assessment principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment activities enable:

* the demonstration of the achievement of an outcome or set of outcomes
* judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set.

At the Units 3 and 4 level of a VCE study, School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations provide assessment results that are used in the calculation of a student’s study score.

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

***VCE assessment should be valid and reasonable***

The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.

Each assessment instrument (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.

Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

***VCE assessment should be equitable***

Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, physical disability, socioeconomic status and geographical location.

Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence.

***VCE assessment should be balanced***

The set of assessment instruments used in a VCE study should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment should also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.

Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies.

***VCE assessment should be efficient***

The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

Section 3: Requirements

**3.1 Overview**

The development of a new VCE study or the review of an established VCE study takes place under the guidance and direction of the VCAA Senior Secondary Curriculum and Assessment Committee (SSCAC). The SSCAC endorses new or revised studies for Board approval.

The VCAA Board approves a VCE study for a set period and notifies the VRQA that the development of or revisions to the study design have been completed in accordance with the processes set out in the *VCAA principles and processes for the development and review of VCE studies*, and meets the VRQA’s *Standards for accreditation of senior secondary courses* (Appendix A). The VRQA has responsibility for accrediting a VCE study.

**3.2 Defining a VCE study**

A VCE study must be constructed to reflect:

* the knowledge and skills that are distinctive and characteristic of the discipline on which the study is based
* enduring and contemporary approaches to learning in the discipline
* the nature of discourse and activity in the discipline.

A VCE study must build on learning from the compulsory years of schooling and enable students to undertake further study in related disciplines. The details of a study are published in the corresponding VCE study design. The specific requirements are provided in **Attachment 1**.

**3.3 Standards and benchmarking**

Units 1 and 2 of a VCE study are to be developed to a Year 11 standard. Units 3 and 4 of a VCE study are to be developed to a Year 12 standard. To ensure this, all VCE studies will be benchmarked against like curricula and assessments in leading national and global jurisdictions, corresponding subjects in the International Baccalaureate and within the same or related VCE disciplines, and comprehensive consultation will be undertaken with experts and practitioners in relevant disciplines.

VCE studies will align with relevant learning areas and, where appropriate, general capabilities in the Victorian Curriculum F–10.

Benchmarking will involve:

* at least three high-performing global jurisdictions
* any similar subject curriculum as set out in the International Baccalaureate
* at least two other Australian jurisdictions
* VCE studies within the same discipline or related discipline areas.

Benchmarking will involve comparisons of rationale and aims, breadth and depth of course content and assessment demands.

**3.4 Overlap and duplication**

There are close relationships between various VCE studies and VCE VET programs in many areas of the curriculum. The curriculum and assessment in VCE and VCE VET programs should be distinctive. Each VCE and/or VCE VET program must be able to be distinguished from all other VCE studies in terms of the outcomes to be achieved by students. Students must not be able to receive credit in more than one VCE study for achieving a particular outcome or submit work for assessment of an outcome in more than one VCE study or VCE VET program. The same requirements apply to VCE studies and VCAL units from similar study areas.

**3.5 Resources**

The VCAA will consider the resource implications of proposals for new VCE studies and changes to established VCE studies. This includes the requirements for equipment, qualified staff and resources to deliver the curriculum and assessment, and the likelihood of timely availability of suitable resources and professional learning opportunities for teachers of the study.

Any need for specialised equipment or additional qualifications required to deliver the study will be identified in the VCE study design.

Issues related to teacher professional learning are examined throughout the review process, and appropriate support is designed into implementation planning.

**3.6 Minimum enrolment**

In general, a VCE study will not be developed or approved unless it can be demonstrated that it is likely to achieve an enrolment of at least one per cent of the VCE cohort or do so within the first three years of its initial implementation, and subsequently maintain or exceed this level of enrolment.

Exceptions to this may occur in cases where there is a clear rationale to establish or maintain a study based on government priorities, and policies exist to support particular groups or initiatives. This may involve the approval of small candidature studies in Languages or specific vocational programs.

In approving such exceptions the capacity to meet the requirements outlined below need to be demonstrated:

* the availability of resources required to deliver the study
* sufficient qualified people, with the required study-specific and assessment expertise, available to undertake examination development and administer assessment procedures for the external assessment program for Units 3 and 4.

**3.7 Monitoring**

The VCAA monitors the implementation of all VCE studies throughout their accreditation period.

As a result the VCAA may identify necessary changes to aspects of a study as it deems appropriate from time to time. It will also make timely decisions with respect to bringing forward a review process, or recommending extension of an accreditation period, and manage procedures for the review and approval of VCE studies to ensure that transparency of process; quality assurance and accountability requirements are met.

Based on VCAA monitoring of the implementation of a study during its accreditation period, supplementary advice, changes and updates to information contained in a study design and/or the *VCE and VCAL Administrative Handbook* (published annually) may occur throughout the year. These will be communicated to VCE providers in the *VCAA Bulletin*.

**3.8 Evaluation**

Curriculum and assessment evaluation is central to the development and renewal process for VCE studies. Evaluation commences with the systematic collection of data to inform decisions about whether to review, the extent of a review and what should be retained, modified, extended or removed in and from a VCE study. It involves drawing on the input of as many stakeholders and interested parties as possible from a variety of sources. The evaluation process is designed to maintain the highest quality curriculum and assessment in VCE studies.

**3.9 Consultation**

Consultation is an important part of the VCAA’s curriculum and assessment development and review processes. Consultation informing a review process must be broad, and consultation material must be freely available.

VCE study review processes are designed to provide multiple opportunities for consultation with interested individuals and groups. The minimum expectations are:

* Targeted or public consultation (focus groups, online surveys, consultation meetings) will inform the initial recommendation about the need for or extent of review of a study.
* A draft study design, summary of proposed changes and consultation questionnaire will be made available for consultation on the VCAA website. Public consultation will be open for at least four weeks.

Consultation registers are established at the start of a review process to support broad participation at key points in the process.

Information about the annual review schedule and progress of individual study reviews is published regularly in the *VCAA Bulletin*. A study-specific review plan incorporating terms of reference, consultation plan, schedule and contacts is available from the study webpage.

Section 4: Procedures for reviewing a VCE study

The VCAA manages procedures for the review and approval of VCE studies to ensure that transparency of process, quality assurance and accountability requirements are met.

**4.1 Monitoring**

The VCAA monitors and evaluates the implementation of all VCE studies during their accreditation period. The VCE study review commences with a systematic review of information gathered during monitoring, which is the basis for a recommendation to the VCAA Board to undertake a major review, a minor review or to extend the existing study for a specified period.

This involves:

* analysis of enrolment and completions data
* consideration of issues identified in the school-assessed coursework audit
* analysis of trends in external assessment results
* input from key stakeholders and representative groups, including consideration of student voice
* outcomes of practitioner surveys, focus groups or consultation meetings
* interaction with teachers and liaison with subject associations that contribute practitioner views
* consideration of emerging issues in the discipline area.

**4.2 Major review**

A major review is conducted when:

* redevelopment of the study design, or parts of the study design, is anticipated
* changes to the study are high risk
* such a review is consistent with stakeholder expectations.

A major review may involve consideration of:

* changes to the rationale for and focus of the study
* introduction of substantial new content and new skills arising from contemporary developments in the discipline, for example with respect to new knowledge, techniques or approaches
* substantial reorganisation of knowledge and skills between units, areas of study or outcomes as a result of monitoring and evaluation during the accreditation period
* the number, type and weighting of school-based and/or external assessments.

Planning

Planning is undertaken by the Curriculum Manager in consultation with the Manager VCE Curriculum. It involves:

* preparation of the terms of reference, a consultation plan and a schedule for the review
* identification of and undertaking benchmarking and duplication studies and commissioning further research or position papers (as appropriate)
* establishing review panels and appointing writers.

Terms of reference, review panel members and writers are endorsed by SSCAC. Details of the review scope, consultation and schedule are published as a VCE Study Review Plan.

Evaluation

A Study Review Panel is formed to consider materials prepared in the planning stage and other issues as outlined in the terms of reference. Decisions are made about which aspects of the study design should be retained, modified or removed. The panel considers the implications of any proposed changes for both school-based and external assessments, and proposes appropriate changes.

The Study Review Panel’s findings, proposed changes and issues requiring further consideration are reported to SSCAC.

Development

The Study Review Panel works with the writer to prepare a study design proposal for consultation. The consultation draft is approved by SSCAC prior to release for public consultation via an online survey. Two independent reviewers, an academic and a practitioner, provide formal feedback about key aspects of the proposed study design. The Study Review Panel responds to consultation and review in providing a final study design proposal. The final study design is submitted to SSCAC for endorsement.

The Study Review Panel will ensure that the final proposal is consistent with VCAA requirements as outlined in this document and any interpretation of these principles and processes by the VCAA or decisions that the VCAA may make in the process of review.

The VCAA will ensure that any proposal for the accreditation of a revised study meets the requirements provided in **Attachment 1**, has been approved by the VCAA Board, and addresses the VRQA standards for accreditation of senior secondary courses.

# 4.3 Minor review

A minor review will be conducted in cases where revision of some aspects of a study design is recommended. Typically a minor review may involve:

* refinement and/or clarification of aspects of an area of study or outcome including key knowledge and key skills
* reorganisation of knowledge and skills between units, areas of study or outcomes
* introduction of some new content as key knowledge and key skills
* removal of some content to manage workload issues identified in monitoring.

Planning

Planning is undertaken over a shorter timeframe than for a major review and typically involves:

* preparation of the terms of reference, consultation plan and schedule for the review
* undertaking duplication studies (as appropriate)
* establishing the writing panel.

Details of the review terms of reference, consultation, schedule and contacts are published as a VCE Study Review Plan. The terms of reference for the review and writing panel members are approved by SSCAC.

Evaluation

A Study Writing Panel is formed to consider materials prepared in the planning stage and other issues as outlined in the terms of reference for the review. Decisions are made about which aspects of the study design should be retained, modified or removed. The writing panel considers the implications of any proposed changes for both school-based and external assessments, and advises on the resolution of any issues arising. The Study Writing Panel’s proposed directions, changes and any issues arising are reported to SSCAC.

**Development**

The Study Writing Panel prepares a study design proposal for consultation. After approval by SSCAC, the consultation draft is released for public consultation via an online survey. One independent reviewer, who will be an experienced practitioner, provides formal feedback about key aspects of the proposed study design. The Study Writing Panel responds to consultation and review in providing a final study design proposal.

The Study Writing Panel will ensure that the proposal is consistent with principles and processes for the development and review of VCE studies and any interpretation of these by the VCAA or decisions that the VCAA may make in the process of review.

The VCAA will ensure that any proposal for the accreditation of a revised study meets the requirements outlined in **Attachment 1**, has been approved by the VCAA Board, and addresses the VRQA standards for accreditation of senior secondary courses.

# 4.4 Implementation

Following accreditation by the VRQA, the new or revised study design is released in the year prior to implementation. A professional learning program to support implementation is delivered during this year.

Further resources and advice are developed and published to support implementation. These include:

* *Advice for teachers*
* Performance Descriptors for SACs and SATs
* External Assessment specifications
* Sample examination materials

Based on the feedback received at implementation briefings, further advice such as FAQs and specialists papers may be developed.

Section 5: Terms of reference

# 5.1 Major review

When undertaking a major review of a VCE study, Study Review Panels and Expert Study Panels are required to consider the following in relation to the existing study, any study-specific issues identified prior to commencing the review and any proposed changes to that study:

* benchmarking against similar subject curriculum and assessments in other high performing national and global jurisdictions
* coherence with other VCE studies within the same discipline and related disciplines
* the relationship between the Victorian Curriculum F–10 and the VCE study
* the relationship between the study and post-schooling pathways including employment and further education
* the extent to which current research and developments in the discipline are appropriately reflected in the study
* overlap or duplication within the study, with other VCE studies, VCE VET programs or VCAL units
* the coherence of the overall structure of the study and consistency with its aims
* the appropriate relationship between the areas of study and outcomes, school-based assessment and external assessment
* the effectiveness of the assessment program in measuring student performance against the learning outcomes
* the implications of any proposed changes for the assessment program
* in relation to the specific study, the appropriate use of ICT in school-based and external assessment
* the appropriateness of the weighting of school-based and external assessment
* how the study enables broad participation and the achievement of excellence
* teacher and student workload
* sources of gender, cultural or socioeconomic bias
* any specific facilities and resources required to deliver the study, including implications for the professional learning requirements for teachers.

For existing studies a panel is required to consider a range of data and advice including:

* enrolments and enrolment trends by unit and year level (including gender, sector and location)
* satisfactory completion rates by unit (including gender, sector and location)
* reports from the state reviewer, examination panel chair and chief assessor
* feedback from stakeholders including teachers and students
* evidence of uptake of any optional components with the study
* data from the school-based assessment audit
* grade distributions for all graded assessments
* relevant data from the external assessment program.

# 5.2 Minor review

When undertaking a minor review of a VCE study, Study Writing Panels are required to consider the following in relation to the existing study, any study-specific issues identified prior to commencing the review and any proposed changes to that study:

* study-specific issues raised through monitoring and evaluation
* the extent to which current research and developments in the discipline are appropriately reflected in the study
* the coherence of the overall structure of the study and consistency with its aims
* the implications of any proposed changes for the assessment program
* in relation to the specific study, the appropriate use of ICT in school-based and external assessment
* how the study enables broad participation and the achievement of excellence
* teacher and student workload
* sources of gender, cultural or socioeconomic bias
* any specific facilities and resources required to deliver the study, including implications for the professional learning requirements for teachers.

For existing studies a panel is required to consider a range of data and advice including:

* enrolments and enrolment trends by unit and year level (including gender, sector and location)
* satisfactory completion rates by unit (including gender, sector and location)
* reports from the state reviewer, examination panel chair and chief assessor
* feedback from stakeholders including teachers and students
* evidence of uptake of any optional components with the study
* data from the school-based assessment audit
* grade distributions for all graded assessments
* relevant data from the external assessment program.

Terms of reference will be incorporated into a VCE Study Review Plan. Together with key dates or timeframes in the review schedule, relevant contacts and study-specific issues, this Plan will be published on the relevant study page of the VCAA website.

Section 6: Review Structures

Study Review Panels

The VCAA will establish a Study Review Panel when undertaking a major review.

The Study Review Panel undertakes a review of the study and development of a revised study design in accordance with the requirements outlined in this document. The Study Review Panel will consider all matters in the terms of reference. The role of the review panel is advisory and its proposed study design will be subject to endorsement by VCAA committees and approval by the VCAA Board.

The panel may request that the VCAA provides additional data or information relevant to specific aspects of the review.

Study Review Panels are chaired by a VCAA officer, usually the Curriculum Manager, and generally consist of eight to twelve members.

Teachers and other qualified individuals will be given an opportunity to submit an expression of interest in participation on a Study Review Panel.

Review panel members will be appointed by the VCAA in their individual capacity to make expert contributions to the work of the panel for its duration. Nominations are prepared by the Curriculum Manager and approved by VCAA senior management.

The Study Review Panel will be balanced in its representation of gender, rural/regional, practitioners and sectors.

State reviewers, examination panel representatives and chief assessors are also nominated as members of the Study Review Panel.

Representatives from Examinations, Assessment Operations and other areas within the VCAA, will contribute expertise on relevant aspects of the review.

Members will agree to abide by decisions of the VCAA and observe all conditions of appointment required by the VCAA, including conflict of interest and confidentiality.

Failure to attend two consecutive meetings or more than two meetings of the panel without good reason will be grounds for discontinuing membership.

The panel is expected to work on a general consensus model of consideration and decision making. Where this is not possible the panel will, through its chair, note and refer significant issues and/or matters where there are clear and substantive differences in points of view to the Executive Director Curriculum for reporting to the SSCAC and to receive further advice or direction.

Expert Study Panels and reference groups

The VCAA may decide to convene an Expert Study Panel to consider particular issues in relation to a study or group of related studies, for example the relationship between different studies within the same discipline. Expert Study Panels may be convened prior to, or work in conjunction with, review panels, and will likely have some overlapping membership. Where an Expert Study Panel is convened prior to the establishment of a review panel, it may make recommendations through its chair with respect to the establishment of review panels, or otherwise, for each study.

Expert Study Panels are established under similar arrangements to a Study Review Panel.

The size and composition of an Expert Study Panel will be determined in relation to the number of VCE studies involved, the nature and significance of the issues and considerations to be addressed, and the breadth or scope of its terms of reference.

Similarly, a reference group may be formed to advise on specific issues arising from a review or to provide feedback on new initiatives under consideration in a review process.

Study Design Writer

In the context of a major review, the VCAA will contract a writer to produce the revised study design. The writer is not a member of the Study Review Panel; however, they will attend all meetings of the panel and may contribute advice and feedback to the panel in this capacity.

The writer prepares a draft study design for consultation and a post-consultation version of the study design based on the deliberations of the panel and any directions given by the VCAA.

Study Writing Panels

The VCAA will establish a Study Writing Panel when undertaking a minor review.

The Study Writing Panel oversees a minor review of the study and development of a revised study design in accordance with the requirements outlined in this document. The Study Writing Panel will consider all matters in the terms of reference. The role of the Study Writing Panel is advisory and its proposed study design will be subject to endorsement by internal committees and approval by the Board of the VCAA.

The Study Writing Panel is chaired by a VCAA officer, usually the Curriculum Manager, and will comprise two to three other members. Writing team members will be selected for their high level of expertise and experience in the study or related disciplines, and their capacity to make timely and effective contribution to the work.

Members are nominated by the Curriculum Manager and approved by VCAA Senior Management.

Independent reviewers

In the context of a major review the consultation draft study design will be independently reviewed by both a practising teacher and an academic who are selected by the VCAA on the basis of their respective expertise and experience in the study or related disciplines. Academic reviewers may be from Victoria, interstate or overseas.

Reviewers will be provided with standard reporting templates, which direct them to comments on the adherence of the proposed study design to the curriculum principles, assessment principles and specified study design requirements and the terms of reference for the review of the study. Reviewers also advise on the accuracy, clarity and coherence of study design content.

Independent reviewer reports will be provided to the SSCAC when the final proposal for the Study Design is considered for endorsement.

For a minor review, one independent reviewer, an experienced local practitioner, will be used.

Meetings

Study Review Panels and Study Writing Panels will be chaired by an officer of the VCAA.

Panels will meet at a set time and place according to a schedule established by mutual agreement, accommodating the interest of the majority of panel members, and as appropriate for the scope of the review being undertaken.

Apologies must be communicated to the Chair. Non-attendance for two consecutive meetings or for more than two meetings, without good reason, will be grounds for discontinuing membership in favour of a replacement who can attend regularly.

Technology may be available to facilitate attendance at meetings. Any anticipated needs should be discussed with the Chair.

Panels are expected to work on a general consensus model of consideration and decision making. Where this is not possible the panel will, through the Chair, note and refer significant issues or matters where there are clear and substantive differences in points of view to the Executive Director, Curriculum, for reporting to the SSCAC and to receive further advice or direction.

Appendix A: VRQA standards for accreditation of senior secondary courses

**Standard 1 There is a demonstrated need and purpose for the course**

The course is based on an established community, educational, or vocational need. Any duplication with an accredited course on the State Register is identified and justified. The rationale, aims and learning outcomes are consistent with the purpose of the course, and with the qualification/s the course is designed to contribute towards.

**Standard 2 The specific knowledge or skills that must be demonstrated by students are clearly articulated**

Student learning outcomes are clearly articulated and the assessment requirements for the course are fair, valid and reliable. The assessment program provides for the collection of sufficient and valid evidence.

**Standard 3 The course structure and requirements are clearly specified**

The rules for the structure and successful completion of the course are specified as well as any entry requirements and prerequisites. Any limitations to access are made explicit and justified.

**Standard 4 The level of complexity of learning and the volume of learning required are appropriate for a senior secondary course**

The contribution a successful completion of the course provides towards an accredited qualification is specified.

**Standard 5 The requirements for delivery of the course are specified**

Delivery modes and any requirements for specialist facilities, teacher qualifications and resources are specified.

**Standard 6 The accreditation period is specified**

The accreditation dates including arrangements for phased implementation of parts of the course are explicit. Monitoring and evaluation strategies are identified.

**Standard 7 There are educational and vocational pathways from the course**

Information on educational and vocational pathways and employability skills is provided.