VCAA policy on accreditation of new VCE Languages

**Introduction**

The VCAA supports the study of languages in the VCE through an extensive range of language courses available to students across Victoria. The VCAA also provides the opportunity for community groups to request that an additional language is considered for inclusion in the VCE.

In order for a language to be considered for development as a VCE study, clear interest and demand from the community needs to be established, and the resources required to sustain the study need to be demonstrated to the VCAA. This document provides information about the requirements of a submission to the VCAA for the development of a new VCE language study.

**Context**

All VCE studies, including Languages, are accredited by the Board of the VCAA and by the Victorian Registration and Qualifications Authority (VRQA) for a specific period of time. VCE studies are administered by the VCAA, directly through the provision of curriculum and assessment and via a student’s school or VCE provider.

A new language study developed for inclusion in the VCE will require accreditation by the Board of the VCAA and the VRQA. The majority of new VCE language studies successfully submitted for accreditation are developed based on the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) model which is a national project allowing the sharing of the development of senior secondary Language studies.

Using the CCAFL model provides a safety net for VCE language studies that may have fluctuating candidatures in the future. A language study can be proposed by the VCAA for inclusion in the CCAFL Project if it fulfils all the required criteria. The CCAFL Project involves a cooperative arrangement between Australian states and territories to provide shared national curriculum and examinations for small candidature languages. If a VCE language study is accepted into the CCAFL project, it is still considered to be a VCE study in Victoria. Over fifty percent of the languages offered in the VCE are based on the CCAFL model.

It should be noted that the period of time between a VCAA decision to proceed with development of a language and implementation of that language as a VCE study is approximately 24 months.

**Requirements**

A community or group wishing to nominate a language for inclusion in the VCE will provide evidence to support the viability and sustainability of the language study. This evidence includes:

1. The potential number of students who would enrol in the study on an annual basis in Victoria for at least five years from the date of estimated accreditation of the study.
* A minimum annual projected enrolment of 15 VCE students at Year 12 is required for the period that the study is to be accredited by the VCAA.
* Suitable evidence to support projected enrolments would include current enrolment data from Victorian providers offering the language from Foundation Year to Year 10, or Year 7 to Year 10.
	+ Suitable evidence would also include the existence of a substantial community of speakers of the language in Victoria as demonstrated by relevant Australian Bureau of Statistics data on population trends.
	+ The VCAA reserves the right to decide whether the Language is included in the CCAFL suite of languages or is defined as a Victorian language.
1. Established quality teaching and learning programs in the language that are offered through recognised schools or providers.
	* Students enrolling in a VCE language study need to have had access to a learning program that offers at least 200 hours of study (or equivalent) in the language prior to commencing VCE Unit 1.
	* A recognised school or provider is one which is recognised by the Victorian Department of Education and Training, the Catholic Education Office, or the Association for Independent Schools and registered by the VRQA.
2. Substantive support for the provision of the VCE language study from groups such as:
	* + Relevant education sectors
		+ Schools
		+ Community leaders
		+ Tertiary institutions
		+ Relevant community groups and / or diplomatic personnel
* Statements of support could be accompanied by a possible contribution that could be made to support the teaching and learning of the study.
1. Suitable resources to support the language study at senior secondary level, including:
	* + Bilingual dictionaries
		+ Reference texts (for example, grammar guides)
		+ Course books or materials, where available.
		+ Materials suitable for the level of language and relevant to the themes prescribed for VCE language studies, including resources of each of the following types:
			- Written
			- Visual
			- Audio
			- Digital and multimedia
	* All materials and resources must be accessible to any potential teacher or student of the language.
	* Suitable evidence would be a list providing a sample of the resources available (with full publication details) under each category above.
	* Examples of language study designs developed on the CCAFL model, including the themes studied, can be viewed on the VCAA website at: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx>
2. The ability to support the development of the VCE language study.
	* The VCAA is responsible for the provision of high quality curriculum and assessment materials and has processes for the development of new studies to ensure that the required curriculum and assessment standards are met. The VCAA requires evidence that there are suitable people with relevant expertise to develop the language study, as follows:
		+ 2 writers who are qualified secondary teachers, preferably teachers of languages
		+ A reference group of 4 to 6 suitably qualified speakers of the language who are able to provide support to the writers (at least three practising teachers and one tertiary expert)
		+ An additional expert who is able to provide independent feedback on draft materials
	* The names of proposed writers, reference group members and tertiary experts should be provided with a brief outline of their qualifications and experience relevant to senior secondary teaching and learning of the language study.
3. The availability of at least seven people with expertise in assessment, to ensure that

 the setting of examinations is independent from the teaching of the language.

* + According to VCAA policy for all VCE studies, teachers of a VCE subject are not eligible to develop examinations in the same year that they are teaching Year 12.
	+ At least five of the seven proposed educators are to be available for the development of examinations and assessment of student performance in each year.
	+ The names and contact details of nominees are to be provided, accompanied by a brief description of each person’s knowledge and expertise in assessment processes, principles and practices.
1. The language study would be offered at VCE by a recognised VCE Provider.
	* A recognised school or provider is one which is recognised by the Victorian Department of Education and Training, the Catholic Education Office, or the Association for Independent Schools. This includes Community Language schools and the Victorian School of Languages.
	* Where the language would be the only VCE Study offered by the provider, evidence would need to be provided that the school would be eligible for authorisation as a VCE single study provider by the VCAA. Information is provided on the VCAA website at: <https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx>
	* Suitable evidence of the existence of a recognised school or provider would include details of the names and status of schools currently offering the language at F-10 level.

 For guidance about the presentation of evidence to support the submission, please contact:

VCAA Languages Curriculum Unit

2 Lonsdale St

Melbourne 3000

Phone: 9032 1692

Email: vcaa@edumail.vic.gov.au

**The role of the VCAA**

1. The VCAA undertakes to review each submission for the inclusion of a new VCE language study in the context of VCAA considerations and Department of Education priorities. These include, but are not limited to:
* The submission meeting all of the criteria listed under *Requirements*.
* The potential impact of the introduction of the language at VCE on enrolments in other VCE studies, in particular on existing VCE language studies.
* The capacity of the VCAA to manage and resource new VCE studies, including the development and assessment of oral and written examinations at the time of the submission.
1. Submissions should be made to the Languages Curriculum Unit, VCAA. See above

It is advisable to contact the VCAA early in the development of the submission to discuss the requirements.

1. The VCAA will acknowledge the submission within 14 days of its receipt.
	* Where the submission does not address all of the *Requirements*, feedback and advice will be provided.
2. The VCAA will consider all aspects of the submission and make a decision on the viability of introducing the language as a study in the VCE.
	* The person or persons who have made the submission will be informed of the decision.
	* In the case of an unsuccessful submission, further advice may be sought by contacting the Manager, Languages Curriculum Unit, VCAA.
3. If a submission is successful, the VCAA will:
	* establish a timeline for the development and introduction of the VCE study
	* initiate and manage the development of the study which will usually be based on the CCAFL curriculum and examinations model.
	* appoint people with appropriate expertise in the roles required at each stage in the development of the study.
4. VCE studies remain the intellectual property of the VCAA at all times.