VCE Administrative Handbook 2025

This document outlines the administrative arrangements that apply for delivery of the   
Victorian Certificate of Education (VCE) in 2025

**Acknowledgement**

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We acknowledge Aboriginal and Torres Strait Islander people as Australia’s first peoples and as the Traditional Owners and custodians of the lands and waters on which we rely. We pay respect to Elders past and present of the lands where we conduct our work and recognise their ongoing contributions as the first educators on the land now known as Victoria.

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# Introduction

The VCE Administrative Handbook 2025 provides principals, teachers and administrators with detailed information on implementing the Victorian Certificate of Education (VCE), including the VCE Vocational Major (VCE VM). It outlines the rules, regulations and policies that support the integrity of the certificate and equity of student access to fair and valid results. This handbook also provides principals, teachers and administrators with instructions on using the Victorian Assessment Software System (VASS).

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| Important note |
| **In this 2025 edition of the *VCE Administrative Handbook*, information relating to the VCE includes the VCE VM, unless otherwise stated or when referring to scored school-based and external assessments and related processes and results.** |

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## About the VCE

Under Part 2.5 of the *Education and Training Reform Act 2006* (Vic) (the Act), the Victorian Curriculum and Assessment Authority (VCAA) has the task of developing, evaluating and approving courses normally undertaken in, or designed to be undertaken in, Years 11 and 12. The VCAA has approved the VCE as the qualification awarded to secondary school students who successfully complete their senior education studies at Years 11 and 12. It is the highest Victorian qualification delivered by schools, offering students a broad range of high-quality studies that provide them with diverse pathways for entry to further study, vocational training and employment.

The Victorian Registration and Qualifications Authority (VRQA), the body responsible under the Act for the accreditation of courses and registration of qualifications, has assessed the VCE as meeting the requirements for accreditation under Part 4.4 of the Act and associated guidelines.

The rigorous accreditation process has found that the VCE:

* meets its stated purpose of equipping students with the skills, knowledge, values and capabilities to succeed in further study, employment, and personal and civic life
* meets national standards for a senior secondary curriculum as set by the Australian Curriculum and Assessment Reporting Authority
* meets national policy requirements for a senior secondary qualification set by the Australian Qualifications Framework (AQF)
* has a coherent structure and a robust assessment framework
* has parity of esteem with other national and international senior secondary qualifications.

Accreditation is for a period of not more than 5 years, after which a new application for accreditation must be submitted to the VRQA.

# VCE programs

The VCE is a senior secondary certificate of education recognised within the AQF.

The VCE includes VCE curriculum components and programs from Vocational Education and Training (VET) qualifications and is designed to be completed over a minimum of 2 years.

Students have 2 enrolment program options when enrolling in the VCE:

* the **VCE**, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
* the **VCE VM**, a vocational and applied learning program which includes studies with school-based assessments that do not provide a study score towards an ATAR. VCE VM students can include other VCE studies and VET units as part of their VCE VM program, including [Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx).

The VCE is available for delivery on 2 academic timetables:

* the Victorian academic timetable, delivered across a calendar year
* the Northern Hemisphere academic timetable, delivered from July to June for selected VCE studies only.

There is one examination period in each academic timetable. The General Achievement Test (GAT) is conducted at the same time for both academic timetables.

The VCE is normally completed over 2 years; however, students may accumulate units over any number of years. Most students will undertake 16–20 units over a period of 2 years.

Student programs may include some Units 1 and 2 studies in the second or final year or some Unit 3–4 sequences in the first year, or a combination of both. Adults returning to study and students who have received credit equivalent to a full Year 11 in another jurisdiction can complete their certificate in a single year.

Each VCE unit involves at least 50 hours of scheduled classroom instruction. Students also undertake up to 50 hours of self-directed learning for each unit.

All new schools intending to deliver the VCE must apply for permission from the VCAA.

## Program components

### VCE studies

Most VCE studies are designed to provide for a 2-year program of study. Units 1 to 4 are designed to a standard equivalent to the final 2 years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

### VCE VM studies

VCE VM studies contribute to a program that is designed to be completed over a minimum of 2 years. VCE VM studies are specific VCE applied learning studies that enable students to learn knowledge and skills in the context of ‘real life’ experiences. VCE VM studies can be tailored to the needs and interests of the student to enable them to focus on developing their skills and readiness for employment or further education and training. All VCE VM studies are benchmarked against comparable national and international curriculum.

### Units 1 and 2 studies

Units 1 and 2 studies may be undertaken separately or as a pair. Schools may timetable Units 1 and 2 in a sequence that is suitable for their program. Students may enrol simultaneously in Units 1 and 2.

### Units 3 and 4 studies

Units 3 and 4 of all studies (excluding VCE VM studies) must be undertaken as a sequence in the academic year. A student may not enrol in Unit 4 only.

Students enrolled in VCE studies (excluding VCE VM studies) must undertake Unit 3 before commencing Unit 4 of a study. Students granted [Interrupted Studies status](https://www.vcaa.vic.edu.au/administration/special-provision/Pages/OtherCircumstances.aspx) are an exception to this rule.

Students enrolled in VCE VM can meet Units 3 and 4 sequence requirements by undertaking Units 3 and 4 VCE VM studies concurrently over a minimum of 2 semesters or over multiple years. To be eligible for award of the qualification they must complete the requisite number of units and sequences in order.

VCE VM flexible delivery options can be used to deliver units out of sequence or over an extended period. VCE VM flexible delivery options cannot be used to accelerate the completion of the VCE VM in less than 2 years. See [Flexible delivery of the VCE VM](#_Flexible_delivery_of) for further information.

### VET units

The VCE can include components of nationally recognised VET courses. These components can contribute towards the VCE 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 course at Certificate II level or above (block credit recognition).

## Entry to studies

There are no prerequisites for entry into Units 1, 2 and 3. VCE students may enter studies at Units 1, 2 or 3 levels. In some studies, before attempting Unit 3 students are recommended to complete either or both of Units 1 and 2, demonstrate equivalent experience or be willing to undertake some preparatory learning. The relevant advice is published in the study design for each study.

### Specific enrolment requirements

There are specific eligibility requirements for enrolment in:

* Chinese Language, Culture and Society
* English as an Additional Language (EAL)
* VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese
* VCE VM studies.

For more information, see the [Student enrolment](#STUDENT_ENROLMENT) section.

## Eligibility for the award

### Minimum requirements

#### VCE

The minimum VCE requirement is satisfactory completion of 16 units that must include:

* 3 units from the English group, including a Unit 3–4 sequence
* 3 Unit 3–4 sequences, which can include further sequences from the English group.

Note: VCE VM Literacy is only available to students enrolled in an eligible VCE VM program.

The [Victorian Tertiary Admissions Centre](https://www.vtac.edu.au/) (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies (excluding VCE VM Literacy) is required to calculate a student’s ATAR.

Students undertaking atypical programs may have their previous studies or experience counted towards the award of the VCE. For more information, see the [Atypical programs](#_Atypical_programs) section.

#### VCE VM

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

* 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)
* 2 VCE VM Numeracy or other units from the Mathematics studies group
* 2 VCE VM Work Related Skills units
* 2 VCE VM Personal Development Skills units
* 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency [UoCs] to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of ‘Vocational Major’ on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

### Satisfactory completion

To satisfactorily complete a VCE unit (including VCE VM units), students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about the satisfactory completion of outcomes is based on the teacher’s holistic judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to those outcomes. The decision to award an S for the unit must be distinct from the assessment of levels of achievement. For more information on satisfactory completion and how it differs from decisions regarding levels of student achievement, see the section on [Satisfactory completion and levels of achievement](#SatisfactoryCompletion).

Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes of the unit. Judgements regarding satisfactory completion must not be made based on a single school-based assessment. The VCAA encourages teachers to use a range of measures other than numerical performance on assessment tasks when determining the result of an outcome.

A teacher’s judgement when determining the satisfactory completion of a VCE unit must be consistent for all students, including those who are completing the [VCE without the calculation of a study score](#UnscoredVCE).

Students who complete VCE units with or without a study score are required to:

* be assessed for satisfactory completion
* participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA.

A student may be eligible for the award of the VCE if they have submitted a range of set work (learning activities) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed external assessments.

Students must consider the assessment requirements when making their enrolment selection, as not undertaking graded assessments for VCE studies (excluding VCE VM studies) may limit their pathway options. A student must be assessed for levels of achievement in 2 of the graded assessments per study to receive a study score. If graded assessments are not provided, the student will not receive a study score.

## Special eligibility requirements

### VCE Baccalaureate

The VCE Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both higher level mathematics and a language in their VCE program of study.

To be eligible to receive the appellation of ‘VCE Baccalaureate’ on their VCE certificates, students must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

* a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above
* a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics
* a Unit 3–4 sequence in a VCE Language
* at least 2 other Unit 3–4 sequences.

If a student previously completed their VCE and received a VCE certificate, they will not receive a subsequent VCE Baccalaureate certificate.

### English requirement

The minimum requirement for English units is selected from:

* Bridging EAL Units 1 and 2
* Foundation English Units 1 and 2
* English Units 1–4
* EAL Units 1–4
* English Language Units 1–4
* Literature Units 1–4
* VCE VM Literacy Units 1–4 for students enrolled in an eligible VCE VM program only. (VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR.)

English and EAL are equivalent studies so only one study at each unit level may be counted towards the award of the VCE.

Further units from the English group may contribute to the requirement for additional Unit 3–4 sequences. A student’s English results are calculated first to determine if they have met the minimum requirements for the award of the VCE. Once a student has met the English requirement by completing an English sequence, any additional sequences from the English studies group will be credited towards the minimum requirement for completion of at least 3 additional Unit 3–4 sequences.

Adult students and students with credit from interstate or overseas study can use their previous studies to satisfy the English requirement.

The following table provides examples of how the English requirement will apply in 2025 for students who are not adults and have no credit from interstate or overseas study.

Table 1: Possible unit combinations from the English group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Combination | English group Units 1 and 2 satisfactorily completed | English group Units 3 and 4 satisfactorily completed | Is the English requirement met? | Unit 3–4 sequences contributing to the requirement for at least  3 other sequences | Units contributing to minimum  16-unit count | Notes |
| 1 | English Units 1 and 2 | English Units 3 and 4 | Yes | 0 | 4 |  |
| 2 | English Units 1 and 2 | Literature Units 3 and 4 | Yes | 0 | 4 |  |
| 3 | English Units 1 and 2 | Literature Unit 3 | No | 0 | 3 | Students need a Unit 3–4 sequence from the English group to meet the English minimum requirement. |
| 4 | Literature Units 1 and 2 | Literature Units 3 and 4 | Yes | 0 | 4 |  |
| 5 | English Language Units 1 and 2 | English Language Units 3 and 4 | Yes | 0 | 4 |  |
| 6 | English Units 1 and 2 | English Language Units 3 and 4 | Yes | 0 | 4 |  |
| 7 | English Units 1 and 2 | English Units 3 and 4;  English Language Units 3 and 4 | Yes | 1 | 6 | The study scores for both Unit 3–4 sequences can be included in the primary 4 for the ATAR. |
| 8 | Foundation English Units 1 and 2 | EAL Unit 3 | No | 0 | 3 | Students need a Unit 3–4 sequence from the English group to meet the English minimum requirement. |
| 9 |  | English Units 3 and 4;  English Language Units 3 and 4 | Yes | 1 | 4 | The study scores for both Unit 3–4 sequences can be included in the primary 4 for the ATAR. |
| 10 |  | English Units 3 and 4;  Literature Units 3 and 4 | Yes | 1 | 4 | The study scores for both Unit 3–4 sequences can be included in the primary 4 for the ATAR. |
| 11 | Literature Units 1 and 2; English Units 1 and 2 |  | No | 0 | 4 | One of these units counts towards the English requirement. Students need a Unit 3–4 sequence from the English group of studies. |
| 12 |  | English Units 3 and 4;  English Language Units 3 and 4;  Literature Units 3 and 4 | Yes | 2 | 6 | 2 Unit 3–4 results from the English group of studies can be included in the primary 4 for the ATAR. The third study score can contribute as an increment. |
| 13 | English Units 1 and 2 | English Unit 3;  English Language Units 3 and 4 | Yes | 0 | 5 |  |
| 14 | Bridging EAL Units 1 and 2;  English Units 1 and 2 | EAL Units 3 and 4 | Yes | 0 | 6 | One unit from Units 1 and 2 levels counts towards the English requirement. |
| 15 | VCE VM Literacy Units 1 and 2 | VCE VM Literacy Units 3 and 4 | Yes | 0 | 4 | VCE VM Literacy is available only for students enrolled in the VCE VM program. VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR. |
| 16 | English Units 1 and 2 | VCE VM Literacy Units 3 and 4 | Yes | 0 | 4 | VCE VM Literacy is available only for students enrolled in the VCE VM program. VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR. |
| 17 | VCE VM Literacy Units 1 and 2 | English Units 3 and 4 | Yes | 0 | 4 | VCE VM Literacy is available only for students enrolled in the VCE VM program. VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR. |

### Equivalent studies

Some VCE studies consist of more than 4 units. There are no restrictions within these studies on the number or combinations of units that students may undertake. For example, in VCE Applied Computing, students may obtain credit for Units 3 and 4 of both Data Analytics and Software Development. To obtain credit for a sequence, students must satisfactorily complete both Units 3 and 4 from the one study.

There are restrictions on the number of equivalent units that can be credited towards satisfactory VCE completion. If a student undertakes a unit equivalent to one that they have already completed, only one of these units can count towards satisfying the minimum requirements for award of the VCE.

Schools must run a **VCE or VCE VM student eligibility report** on VASS and contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) if the report reveals any concerns.

The following deemed equivalences apply from 2025.

#### VCE Global Politics

VCE Politics(accreditation period – Units 1 and 2: 2024 and Units 3 and 4: 2025) has replaced the previous study of VCE Australian and Global Politics.

From 2025, students who have completed:

* both Units 3 and 4 of Australian Politics cannot count the VCE Politics Unit 3–4 sequence towards satisfactory VCE completion
* both Units 3 and 4 of Global Politics cannot count the VCE Politics Unit 3–4 sequence towards satisfactory VCE completion.

For all other equivalent studies before 2025, go to the [Equivalent studies](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/EquivalentStudies.aspx) webpage.

### Recognition of VCE VET programs in the VCE

VCE VET units contribute towards satisfactorily completing the VCE only if no significant duplication exists between a VCE VET program and VCE studies or other VCE VET programs. If there is significant duplication, students may enrol in the VCE VET program, VCE studies or other VCE VET programs identified; however, a reduced VCE VET unit entitlement will apply. Schools should refer to [VCE VET program booklets](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs.

Duplication between VCE VET programs and other VET, including courses available through block credit recognition, will be considered when determining the amount and level of credit towards the VCE.

### Recognition of Higher Education studies

Higher Education studies (HES) are offered by higher education institutions and are designed for independent, high-achieving and interested VCE students.

Satisfactory completion of an approved HES within the VCE will contribute towards a student’s:

* satisfactory VCE completion, as a Unit 3–4 sequence without a study score
* ATAR calculation
* progression to the higher education’s second year of that study at the higher education institution.

The VCAA publishes the [list of approved studies](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx) each year.

Schools are responsible for:

* advising a student that only one HES can be undertaken as part of their VCE program
* making sure the student has met the prerequisite or co-requisite requirements for their selected HES.

School principals must approve students’ participation in the program and certify that they meet the guidelines provided by the higher education institution. This may include completion of specific tests.

If students have completed the VCE prerequisite in a previous year for enrolment in the HES, they are required to complete at least one Unit 3–4 sequence towards the VCE in the same year in which they enrol in the HES. For enrolment in HES, students usually demonstrate high achievement across all studies and, if applicable, have a VCE study score of at least 40 in the prerequisite study.

#### Extension and advanced standing study

Two types of study – extension and advanced standing – are offered through the HES program. For more information, see [Higher Education studies in the VCE](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx).

#### Australian Tertiary Admission Rank increment

If a student successfully completes their approved HES and meets applicable prerequisite or co‑requisite conditions, the study can contribute to their ATAR as a fifth or sixth study. However, this is subject to the restrictions on combinations outlined in the Victorian Tertiary Entrance Requirements set by VTAC.

If a student withdraws from or fails to satisfactorily complete the VCE prerequisite or co‑requisite study requirement of the HES, they will not be eligible for a HES increment in their ATAR calculation, regardless of their HES performance.

### Repeating units

There are no restrictions on students repeating units. However, they may obtain credit only once for each unit. Students who repeat a unit must repeat the full unit, including all assessments for the outcomes specified for the unit, in the study design for the year of repetition. Students wanting to receive a study score when repeating VCE units must satisfactorily complete the Unit 3–4 sequence in the year of repetition.

## Students enrolling in VCE VM with previous VCAL enrolment

### Credit for VCAL units completed in or prior to 2023

Students who completed Victorian Certificate of Applied Learning (VCAL) (now discontinued) units in or before 2023 may be eligible for credit towards the VCE. For queries regarding student eligibility, please email [Senior Secondary Reform Team](mailto:vcaa.seniorsecondaryreform@education.vic.gov.au).

## Atypical programs

Students may vary the usual VCE program requirements if they:

* require additional support, by completing VCE units without the calculation of a study score
* are adult students returning to study
* have transferred from interstate or overseas
* have past results from a VCAL program
* are exchange students
* have previously been enrolled in the International Baccalaureate (IB).

### Completing VCE units without calculation of a study score

The VCE provides an option for individual students to complete units without being assessed for levels of achievement in some or all school-based and external assessments.

This option should only be applied in response to individual student need, and not as an alternative VCE program for a cohort of students. Examples of circumstances where it is appropriate to offer this option include the following:

* illness and/or absence
* mental health and wellbeing issues
* clear and well-supported post-school aspirations that do not require an ATAR, for example, an offer of an apprenticeship
* other specific and personal circumstances (not based on academic results).

Students who complete VCE units without a study score are still required to:

* be assessed for satisfactory completion
* participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA. However, the conditions under which the school-based assessment is to be completed may be varied.

Teachers must base their decision about satisfactory completion of units through holistic judgement of the student’s achievement of the outcomes. This decision is based on evidence gained through the student’s overall performance on assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) related to these outcomes and must be consistent for all students.

The VCAA observes that schools demonstrate best practice when they adopt a collaborative approach to determining student suitability. The VCAA expects schools to have a clear process, such as outlined in the relevant [Guidance for schools](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/VCEWithoutStudyScore.aspx#SupportMaterials), when considering an individual student’s suitability for completing VCE units without the calculation of a study score. This must include:

* **Step 1**: Using the checklist in the [Guidance for schools](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/VCEWithoutStudyScore.aspx#SupportMaterials) support material to help with the decision-making process.
* **Step 2**: Obtaining informed written consent from the student and their parent(s) or legal guardian(s).
* **Step 3**: Providing ongoing support to the student through follow-up discussions and a review of their support needs.

When students, with support from parents or guardians, decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.

See also [Special Provision](https://www.vcaa.vic.edu.au/administration/special-provision/Pages/Index.aspx).

#### Scored assessment

Schools are encouraged to support all students to undertake scored assessment, excluding students enrolled in the VCE VM, which does not include scored assessment. Scored assessment provides VCE students with a more detailed record of what they have achieved and is the best way to maximise their employment opportunities and transition to further education.

The VCE provides the flexibility to satisfactorily complete units without being assessed for levels of achievement in any or all graded assessments (2 graded assessment scores are required to achieve a study score).

Where students have valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement or sitting external assessment.

Students must still meet all requirements for satisfactory completion of the unit, including undertaking any school-based assessments.

All graded assessment will be entered as NA (not assessed) on VASS. In this case, a study score will not be calculated.

### Adult students returning to study

Students must meet 2 criteria to be enrolled as an adult:

* be at least 18 years of age on 1 January in the year of enrolment
* not have been enrolled in more than 7 units in the full year preceding the first year of enrolment as an adult.

Table 2: Examples of application of the criteria for adult enrolment in the VCE

|  |  |  |
| --- | --- | --- |
| Schooling | Age requirement | VCE with adult status |
| No senior secondary program in the full year preceding enrolment as an adult | 18 years of age or over as of 1 January in the year of enrolment as an adult | Yes |
| No senior secondary program in the full year preceding enrolment as an adult | Not yet 18 years of age as of 1 January in the year of enrolment as an adult | No |
| Not enrolled in more than 7 units in the full year preceding enrolment as an adult | 18 years of age or over as of 1 January in the year of enrolment as an adult | Yes |
| Not enrolled in more than 7 units in the full year preceding enrolment as an adult | Not yet 18 years of age as of 1 January in the year of enrolment as an adult | No |

#### Adult students with no previous Year 12 results

##### VCE

To satisfy requirements for the award of the VCE, adult students with no previous Year 12 results must satisfactorily complete at least 8 units, including:

* a Unit 3–4 sequence from the English group
* at least 3 sequences of Unit 3–4 studies, which can include further sequences from the English group.

The following table provides examples of such a program.

Table 3: Example of a VCE program for an adult student with no previous Year 12 results

|  |  |  |  |
| --- | --- | --- | --- |
| Total units satisfied | English requirement | 3 other Unit 3–4 sequences | Satisfies VCE? |
| * VCE Business Management Units 3 and 4 * VCE English Units 3 and 4 * VCE Accounting Units 3 and 4 * VCE Psychology Units 3 and 4 | * VCE English Unit 3–4 sequence | * VCE Business Management * VCE Accounting * VCE Psychology | Yes |

##### VCE VM

To satisfy requirements for award of the VCE VM, adult students with no previous Year 12 results must satisfactorily complete at least 8 units, including:

* a Unit 3–4 sequence from the English group
* 2 Units from VCE VM Personal Development Skills
* 2 Units from VCE VM Work Related Skills
* at least 3 sequences of Unit 3–4 studies, which can include further sequences from the English group.

#### Adult students with credit for interstate or overseas studies or block credit recognition from VET training

For these students, at least 5 of the 8 units required for satisfactory completion must be VCE units or credit from nationally recognised VET training, of which 4 units must be at Units 3 and 4 levels.

#### Adult students claiming results before their current year enrolment

Students who wish to be eligible for award of the VCE using previous VCE, VCE (HSC), VCE (TOP) or VCE (T12) results must accumulate satisfactory results for 8 units, including a Unit 3–4 sequence from the English group, provided that all units are taken at Unit 3 and Unit 4 levels (Year 12). These students are exempt from all requirements for Unit 3–4 sequences, other than the English requirement.

Students who wish to be eligible for award of the VCE VM using previous VCE, VCE (HSC), VCE (TOP) or VCE (T12) results must accumulate satisfactory results for 8 units, provided that all units are taken at Unit 3 and Unit 4 levels (Year 12). These must include a Unit 3–4 sequence from the English group, and 2 Unit 3–4 sequences from the VCE VM studies, one of which must be either Personal Development Skills or Work Related Skills.

VET courses may also contribute units to award of the VCE.

### Student transfer and credit from interstate studies

Credit is available at all unit levels for equivalent studies completed interstate. The requirements for obtaining credit for interstate studies are the same as the requirements for other VCE students, with the following exceptions:

* students who have credit granted at any level for studies undertaken interstate must satisfy the requirement for English, which is 3 units from the VCE English studies group, including a Unit 3–4 sequence
* at least 5 of the minimum 16 units required to complete the course must be VCE units or credit from a nationally recognised VET course, of which 4 must be at Units 3 and 4 levels
* the requirement for 3 other Unit 3–4 sequences may be met using credit granted at Units 3 and 4 levels.

Students must apply to the VCAA through the Victorian school at which they are enrolled using the form Application for credit towards the VCE and VPC. All applications for credit must be accompanied by principal-certified copies of and Statements of Results or certificates. Original documents must not be submitted. Credit will be granted only if students have completed the equivalent of a unit or a full year of study in one or more subjects. Partially completed subjects will not be considered for credit. Credit granted will appear on the student’s Statement of Results as a statement of granted credit. This statement will specify the number and level of units. However, it will not state the titles of studies or subjects, unless the study is in English. The VCAA can grant a maximum of 12 units of credit at Units 1–4 levels to each student.

At Units 1 and 2 levels, schools will recommend the amount of credit to be granted, based on an interstate school or authority transcript and the equivalent course guidelines. Credit recommended by the school will be entered on the application form. The student’s previous school reports and certificates should be attached. The VCAA will decide the amount of credit to be granted at Units 3 and 4 levels. The VCAA will record the credit granted and schools can view them on VASS.

### Student transfer and credit from overseas studies

Credit from overseas studies is available at Units 1 and 2 levels only. Credit is not granted at Units 3 and 4 levels for studies undertaken overseas.

The requirements for satisfactory completion for students from overseas who have been granted credit for equivalent study undertaken at Units 1 and 2 levels will be the same as for continuing students.

Students must apply to the VCAA through the Victorian school at which they are enrolled, using the form Application for credit towards the VCE and VPC. All applications for credit must be accompanied by of principal-certified copies of Statements of Results or certificates. Original documents must not be submitted. All accompanying documentation must be in English or have been translated into English by a recognised authority. Credit will be granted only if students have completed the equivalent of a unit or a full year of study in one or more subjects. Partially completed subjects will not be considered for credit.

Credit granted will appear on the student’s Statement of Results as a statement of granted credit. This statement will specify the number and level of units. However, it will not state the titles of studies or subjects, except for English. The VCAA can grant up to 12 units of credit to each student. The VCAA decides the amount of credit to be granted. Details of the credit granted can be viewed on VASS.

#### Overseas students who have not completed Year 11

If a student from overseas wants to undertake Year 12 but has not completed the equivalent of Year 11, the principal can make a recommendation on the student’s readiness. The principal should request to see the student’s reports and other relevant documentation from overseas and, based on this, recommend the number of units of credit to be awarded at Units 1 and 2 levels, including those for English. The VCAA may accept this advice and grant up to 6 units of credit. A signed statement from the principal documenting the student’s circumstances should be sent to the VCAA with the credit application. This provision is primarily aimed at students who have suffered major disruption to their education.

### Exchange students

#### Returned Victorian exchange students

Victorian students who have returned from exchange studies may apply to the VCAA to receive credit for study undertaken overseas. The procedure and level of credit available are identical to those for students from overseas. If students have undertaken a full Year 12 course of study overseas and have been awarded a formal qualification, they may apply to the VCAA for a Statement of Equivalent Qualification to the VCE.

#### Overseas exchange students

Overseas exchange students may only enrol in Unit 3, Units 3 and 4, or Unit 4. These students may complete some or all graded assessments and have their grades reported. However, a study score is calculated only if Units 3 and 4 are completed in the same academic year.

### Credit from the International Baccalaureate

Students may transfer from the IB to the VCE. In general, students may not enrol in a mix of IB and VCE studies concurrently on the VCAA database. However, if a curriculum area cannot be studied as part of the IB, students may enrol in a single VCE study. In such cases, the school should write to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) detailing the student’s:

* current curriculum program within the IB
* proposed enrolment in VCE study.

The correspondence must display the school letterhead and be signed by the principal. Following receipt, the Student Records and Results unit will assess the request and, if appropriate, enrol the student in the VCE study.

IB students enrolled in Year 11 may transfer from the IB to the VCE after completing 2 units of study. These students will be eligible for credit towards their VCE based on their IB results, provided they have not simultaneously undertaken any unapproved VCE units. Students transferring from an IB program in Year 11 to the VCE in Year 12 may receive credit towards the relevant number of VCE units at Units 1 and 2 levels and Units 3 and 4 levels based on IB results (including any Year 12 IB subjects) obtained in Year 11.

Credit will only be granted if students have completed the equivalent of a unit or a full year of study in one or more subjects. Partially completed subjects are not considered. Credit granted will appear on the student’s Statement of Results and will specify the number and level of VCE units but will not state the titles of studies or subjects except for English. The VCAA can grant each student a maximum of 12 units of credit at Units 1–4 levels.

Schools are required to provide the credit application form to the VCAA. This can be downloaded from VASS together with the **IB semester reports**. These reports must contain a numerical score. The scores are used to determine the amount of credit that can be calculated. The minimum credit score is between 3 and 7. Anything recorded below 3 does not meet satisfactory completion for VCE credit.

The VCAA decides the amount of credit to be granted. All applications for credit must be made on the form Application for credit towards the VCE and VPC and be accompanied by principal-certified copies of Statements of Results or certificates. Original documents must not be submitted. Credit granted will appear on the Statement of Results.

### VCE on a Northern Hemisphere Timetable

The external assessment results for the Northern Hemisphere Timetable (NHT) academic year are subject to an equating process to ensure they compare with the results of the Victorian cohort assessed in the preceding calendar year. Key dates and other administrative requirements are available to permitted schools on VASS.

To satisfy VCE requirements for award of the VCE, students may accumulate units on both timetables, subject to the following requirements:

* Units 3 and 4 of a study must be undertaken as a sequence within the same academic timetable.
* Students cannot be enrolled in the same Unit 3–4 sequence in overlapping academic timetables.

Enrolment in, and completion of, a Unit 3–4 sequence cannot be extended over 18 months using the 2 academic timetables, unless interrupted studies applies (see the [Students with interrupted studies](#_Students_with_interrupted) section).

Students can enrol in the same study in the next academic timetable; however, they must undertake all graded assessments if they seek a study score.

The same study undertaken in both timetables has equivalent sequences. However, only one sequence may be counted towards the award of the VCE and only one study score will count towards the calculation of the ATAR.

The VCAA is committed to ensuring that all VCE students are treated fairly and equitably, whether they study for the November examination timetable or the June examination timetable. This is achieved by:

* developing June examinations that are compared with the previous November examinations to make sure they are of the same standard and difficulty
* wherever possible, using the same pool of VCE-qualified assessors to mark the June examinations as the previous November examinations
* having an additional equating process that ensures scores for the June examinations are equivalent to those from the previous November examinations.

### Flexible delivery of the VCE VM

Schools and providers may deliver VCE VM studies flexibly by:

* delivering a single VCE VM unit across more than one semester
* accepting midyear entries and delivering
* VCE VM Unit 1 in Semester 2, and Unit 2 in Semester 1 the following year
* VCE VM Unit 3 in Semester 2, and Unit 4 in Semester 1 the following year
* commencing delivery of a VCE VM unit during a semester and continuing in the next semester, including over multiple calendar years
* delivering Units 1 and 2, or Units 3 and 4, concurrently across 2 semesters.

Students may be eligible for midyear certification of their VCE VM program; however, flexible delivery options cannot be used to enable accelerated completion of the VCE VM in less than 2 years.

[Read](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx) more information about the flexible delivery of VCE VM studies.

#### VCE VM satisfactory completion requirements

Students can meet Unit 3–4 sequence requirements when studying the VCE VM flexibly by completing Units 3 and 4 of VCE VM studies concurrently over 2 semesters, or over multiple years, provided they complete the requisite number of units and sequences. For example, if a student completes Unit 3 Personal Development Skills across Semesters 1 and 2 (a full year) and then completes Unit 4 Personal Development Skills over 2 semesters in the following academic year, this would be considered a Unit 3–4 sequence.

# VET

VET allows students to work towards qualifications for all types of employment, and gain sector-specific knowledge and skills to assist their transition to further study and employment. Students who complete all or part of a VET course drawn from a training package or accredited course receive credit towards completing the VCE. VCE students typically undertake training at Certificate II or III levels.

There are 3 VET certificate types coded on VASS:

* VE1 – VET courses approved by the VCAA for delivery to secondary students. They are typically drawn from Certificate II and III levels with courses and UoCs packaged within VCE VET programs. VE1 certificates provide credit towards the VCE in the form of VCE VET units.
* VE2 – VET courses with training plans approved and registered with the [VRQA](https://www.vrqa.vic.gov.au/Pages/default.aspx) for delivery as SBATs. Both VE1 and VE2 coded course types provide credit towards the VCE in the form of VCE VET units.
* VE3 – all other VET courses are contained within this certificate type. These courses offer block credit recognition towards the VCE.

Home schools must ensure that students are enrolled in the correct certificate type and receive accurate advice about eligibility for satisfactorily completing both the VET course and the VCE. The onus for reporting completion of VET courses lies with the registered training organisation (RTO).

Some VCAA-approved courses are available as both a VCE VET (certificate type VE1) and an SBAT (certificate type VE2) qualification.

If the VET course is not available on VASS, schools should contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for advice, or complete and add to VASS the Application for VET qualifications or General Education courses form (available as a VASS download) accompanied by information requested in the form.

#### Useful information

Useful information on VCE VET is available from the following sources:

* [*VET Quick Guide for VASS Administrators*](https://www.vcaa.vic.edu.au/Documents/vass/vetquickguide.pdf)
* [booklets for all VCE VET programs](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx).

### VET program summary

The following table provides details on each certificate type and the recognition available for each type of program.

Table 4: Summary of VASS certificate types

|  |  |
| --- | --- |
| VASS certificate type | VCE credit arrangements |
| VE1 (VCE VET program) | VCE   * Units 1–4 levels * generally includes one course providing a Unit 3–4 sequence towards satisfactory VCE or VCE VM completion * automatic enrolment in VCE VET units of credit through enrolments in UoCs * a study score may be available * can provide additional credit where the course exceeds the hours that provide Units 1–4 |
| VE2 (VRQA-approved training contracts available as SBAT) | VCE   * Units 1–4 level * Certificate III courses and selected Certificate II courses that include one Unit 3–4 sequence towards satisfactorily completing the VCE * can provide additional credit where the course exceeds the hours that provide Units 1–4 * automatic enrolment in VCE VET units of credit through enrolments in UoCs |
| VE3 (all other VET programs) | VCE   * contribution through block credit recognition * Certificate II courses provide credit at Units 1 and 2 levels only; credit is capped at 6 units of credit * Certificate III courses provide credit at Units 1–4 levels; most include one Unit 3–4 sequence; additional credit is available where the course exceeds the hours that provide Units 1–4; credit is capped at 6 units of credit * Certificate IV and above courses provide credit at Units 3 and 4 levels; credit is capped at 4 units of credit * credit accrues within each course enrolment |

VCE VET courses (certificate type VE1 on VASS) provide credit towards the VCE typically for   
Units 1–4, although some courses provide credit only at Units 1 and 2 or Units 3 and 4 levels.

VCE VET courses are continually being developed or revised. Refer to the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx), the [*Senior Secondary Update*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/seniorsecondaryupdate/Pages/index.aspx) or the [VET](https://www.vcaa.vic.edu.au/curriculum/vet/Pages/index.aspx) section of the VCAA website for the most up-to-date information. A summary of VCE VET courses, containing qualification codes and titles, is available [online](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) in January each year. If changes are identified in the summary, a fully updated version of the program is available on the relevant [VCE VET program](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) webpage.

Programs offering a study score at Units 3 and 4 levels are indicated on individual VCE VET program webpages.

### Assessing groups

Schools can select an assessing group when entering VET courses in VASS by indicating where the delivery of the course takes place.

For all scored VCE VET courses, assessing group data will be used for reporting on VASS and for statistical moderation.

An assessing group can be:

* a home school – a teacher from the school delivers and assesses the VCE VET course
* an RTO – students attend an external RTO for delivery of the VCE VET course
* a cluster group – students attend another school as part of a VET cluster for delivery of the VCE VET course.

### School-based apprenticeships and traineeships

SBATs occur where a student is undertaking a vocational training program within a part-time employment arrangement. Each student enrolled in an SBAT is required to enter a formal training contract with the employer.

An SBAT comprises:

* enrolment in the VCE or VCE VM
* enrolment with an RTO in a structured vocational training program that leads to a vocational qualification
* part-time, paid work under an industrial agreement that recognises SBATs
* at least one timetabled day spent on the job or in training during the normal school week
* at least 7 hours of employment and 6 hours of training per week.

A student can undertake an SBAT only if the:

* [VRQA](https://www.vrqa.vic.gov.au/Pages/default.aspx) has approved the training plan for delivery as an SBAT
* student is 15 years of age or over
* student is an Australian citizen or a permanent resident
* student is in relevant employment
* principal or principal’s delegate has signed the training plan that confirms the student is enrolled in a nationally recognised course that can be undertaken as an SBAT.

Students who undertake an apprenticeship or traineeship that does not satisfy the school-based criteria will instead be undertaking a ‘part-time apprenticeship or traineeship’. This type of arrangement still provides credit towards the VCE if it is recorded on VASS as a VE2 certificate type.

All students can achieve a Unit 3–4 sequence from an SBAT by completion of 180 hours of UoCs at Certificate II or Certificate III level followed by completion of an additional 180 hours of UoCs in an SBAT where:

* the Certificate II traineeship provides credit for Units 1–4, such as that provided for VCE VET programs
* the SBAT is at Certificate III or above.

For the level of credit in the VCE, refer to the **Certificate UoC structure report** on VASS.

### Transfer arrangements between VET certificate types

If a student wants to transfer from one course to another VET course with a different certificate type (for example, from the VE1 certificate type for SIS30122 Certificate III in Sport, Aquatics and Recreation to the VE2 certificate type), the following procedure should be followed:

1. If the student is currently enrolled in the VE1 course, they should be withdrawn from the course before enrolling in the VE2 course.
2. A statement from the RTO should be obtained, listing the UoCs that the student has satisfactorily completed in the previous enrolment.
3. The student can now be enrolled in the VE2 course and then given a result of S (competent) for these UoCs completed while enrolled in the VE1 course.
4. The student should then enrol in the remaining UoCs, which are expected to be completed in the current year of the VE2 course.
5. The student should be awarded an S for any UoCs completed and N (not yet competent) for any UoCs not yet completed in the VE2 course.

#### Certificate type: VE1 and VE2 programs

The requirements for satisfactorily completing a VCE VET course are outlined in the relevant [VCE VET program booklets](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx). For VRQA-approved SBATs, the **Certificate UoC structure report** on VASS provides information on completion and credit arrangements.

#### Certificate type: VE3 programs

Satisfactory completion of a certificate type VE3 course is not calculated or reported on VASS. However, any training completed can contribute towards the student’s overall VCE. The RTO is responsible for issuing a statement of attainment or a certificate for training undertaken.

### Duplication between courses

When a VCE VET program significantly duplicates the course content in other VCE studies or VET training in a student’s program, a reduced VCE unit entitlement may apply.

VCE VET units contribute towards satisfactorily completing the VCE only if there is no significant duplication between a VCE VET unit and a VCE study or other VCE VET programs. If there is significant duplication, students may enrol in the VCE VET program or VCE studies or other VCE VET programs identified; however, a reduction in credit towards the VCE will then apply.

In such situations, all satisfactorily completed VCE VET units will appear on the student’s Statement of Results. Course coordinators should refer to [VCE VET program booklets](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx) for further information on the duplication between VCE VET programs and VCE studies or other VCE VET programs.

Duplication has been identified between VCE language studies and the VET Applied Language certificates where they are undertaken in the same language. Where a student is enrolled in both a VCE language study at Units 3 and 4 levels and the VET Certificate III in Applied Language in the same language, the VCE language study will be the only one to contribute towards satisfactory completion of the VCE. However, the results from the VET Certificate III in Applied Language will also be reported on the VCE Statement of Results.

Duplication between VCE VET programs and other VET courses available through block credit recognition will be considered when determining the amount and level of credit towards the VCE. If UoCs sit within the scored Unit 3–4 sequence of a VCE VET program, they will not be included in VE3 courses in the same industry.

#### Duplication of units of competency

Some UoCs may be included in multiple VET courses, for example, UoCs for First Aid. Where such duplication occurs, the student’s VASS record must record only one ‘S’ result for that UoC. RTOs are responsible for reporting unit outcomes for each UoC of the courses they deliver.

### Contribution of VET to VCE

VCE VET and SBAT (VE1 and VE2) programs and VET (VE3) programs contribute to completion of the VCE in different ways. See [Table 4](#Table_4) for a summary of the credit arrangements for each certificate type. Schools should also note that:

* Enrolment in a UoC automatically leads to enrolment in VCE VET units for VE1 and VE2 certificate types only.
* Schools can directly enrol students in or withdraw students from VCE VET units only by enrolment in, or withdrawal from, a UoC.
* As UoCs are completed, VCE VET unit completion is calculated automatically. The nominal hours for VCE VET units vary from program to program.
* In VCE VET programs where a study score is available (see [Table 13](#Table_13)), the contents of the   
  Unit 3–4 sequence are prescribed and all prescribed UoCs in the sequence must be completed.
* In VCE VET programs where a study score is unavailable, students will receive credit based on the accrual of hours from that program. (Credit will be granted up to a maximum of 6 units.)

The level of credit for Certificate III courses is determined in relation to the AQF qualification level under which the UoCs are undertaken. See [Table 4](#Table_4) for a summary of the credit arrangements for Certificate I, II and III courses.

Students who aggregate results from more than one VET course may be eligible for units of credit for all of their training, subject to completion of sufficient hours.

#### Block credit recognition

VCE VET programs and approved SBAT programs with full recognition in the VCE have predetermined credit. Credit for all other nationally recognised courses at and above AQF Level II is based on the block credit rules. Students must be enrolled in the VCE to be eligible for block credit recognition.

Other VET courses require enrolments in the VE3 certificate type on VASS. Schools should check the **Certificate** **UoC structure report** on VASS to confirm credit arrangements. See also [Table 4](#Table_4).

#### Additional recognition arrangements for VET

Students may accrue units of credit achieved through UoCs undertaken that are not currently contributing to a VCE VET unit of credit at Certificate II level or above. These UoCs can be combined to form up to 2 VCE VET units of credit at Units 1 and 2 levels. A maximum of 180 hours from UoCs will be recognised across VET courses. These VCE VET units of credit will be reported as General units.

All students who want to achieve a Unit 3–4 sequence from VCE VET courses, other than the identified scored sequence, will be required to complete 360 nominal hours of training if they either:

* complete 180 nominal hours of training in any VET Certificate II or III followed by an additional 180 hours in the same industry in a single certificate enrolment in:
* a (VE1) VCE VET program that provides a Unit 3 and 4 sequence or
* a (VE3) VET course at Certificate III level

OR

* complete 180 nominal hours of UoCs at Certificate II or Certificate III followed by completion of an additional 180 hours in a single certificate enrolment in an SBAT where:
* a Certificate II traineeship provides VCE Units 1–4 credit
* the SBAT is at Certificate III or above.

#### Certificate IV and diploma enrolments

Schools seeking to enrol students in Certificate IV or diploma courses must seek prior approval from the VCAA, before students commence training. An application for approval form is available from the [block credit recognition](https://www.vcaa.vic.edu.au/assessment/results/credit-recognition/Pages/BlockCreditRecognition.aspx) webpage. This approval process ensures that students are undertaking studies aligned to their future pathway and that courses are appropriate to their needs and capabilities.

Decisions regarding the award of units of credit to a student will include consideration of issues of duplication with their other studies.

#### Students who completed training in VET before 2025

Students who completed training in a nationally recognised VET course before 2025 and have not previously had their details entered on VASS can include the course in their enrolment for the current year if the course is available on VASS. If it is not available on VASS, the school must submit an application to the VCAA.

Applications for credit in this way must be made via the form **Application for credit towards the VCE and VPC** (available as a VASS download), The application must be accompanied by principal-certified copies of statements of attainment or certificates or both. Original documents must not be submitted. Any credit granted will be displayed on a student’s record, which schools can view in the form of a **Student full details report** on VASS. The VCAA will report the credit granted on the VCE Statement of Results.

### Structured Workplace Learning Recognition

SWL recognition is delivered as a VCE study design called [Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/Documents/vce/swlr/StructuredWorkplaceLearningRecognitionforVET.docx). Students must undertake Unit 1 before commencing Unit 2. Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of SWL placement.

Structured Workplace Learning Recognition for VET is available only for students who undertake:

* SWL in an industry aligned to a VCE VET course (VE1)
* an SBAT (VE2).

The award of satisfactory completion for a unit in Structured Workplace Learning Recognition for VET is based on whether the student has demonstrated the set of outcomes specified for the unit in the study design. Students need to undertake a minimum of 80 hours of SWL placement and must maintain a Workplace Learning Record related to the SWL placement for recording, authentication and assessment purposes.

See the [Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx) webpage for more information.

# VCE providers

## Registered schools and providers

Schools wishing to offer the VCE must receive permission to deliver the course from the VCAA and be registered as a senior secondary education provider with the [VRQA](https://www.vrqa.vic.gov.au/Pages/default.aspx).

The term ‘provider’ is used here to cover any school or organisation registered by the VRQA as a senior secondary course provider. The contact details of schools providing the VCE can be viewed on VASS.

Any schools (including established schools) intending to implement an online or hybrid model for delivery of the VCE must also apply for permission to deliver. See the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/Index.aspx) for further information about this process.

### Single study provider registration

A school wanting to provide only a single VCE study must receive [permission to deliver from the VCAA](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/Index.aspx) and be registered as a senior secondary single course provider with the VRQA. Enquiries about registration should be directed to the [VRQA](https://www2.vrqa.vic.gov.au/).

### Schools as registered training organisations

Schools may apply to the VRQA or Australian Skills Quality Authority (ASQA) to become an RTO to deliver specified courses. A school recognised as an RTO is responsible for the delivery, assessment, certification and quality assurance of its courses. Schools as RTOs may contract other providers to deliver training and assessment; however, the school remains responsible for quality assurance and validating assessments.

All RTOs must comply with either the [*Standards for Registered Training Organisations (RTOs) 2015*](https://www.wa.gov.au/service/governance/regulation-development/standards-registered-training-organisations-rtos-2015#:~:text=The%20purpose%20of%20the%20Standards%20for%20Registered%20Training,with%20due%20consideration%20of%20learners%27%20and%20enterprises%27%20needs.) or the [*VRQA Guidelines for VET Providers*](https://www2.vrqa.vic.gov.au/new-guidelines-vet-providers).

### Allocation of a VASS identity

Once the school has been registered and has been given permission to deliver the VCE, the VCAA oversees the allocation of its identity on VASS and contacts it to provide training, if required.

### School–registered training organisation partnerships

A school may enter a partnership with an RTO to deliver VET to VCE students. An RTO may be a TAFE institute, group training company, industry training organisation, enterprise, school, or adult, community and further education (ACFE) provider.

An agreement between a school and an RTO enables a school to deliver components of the VET course or the whole course. Schools may contract an RTO to deliver the whole course. The RTO is responsible for delivering, assessing and issuing qualifications for the courses that it delivers. Details of partnerships are available through the Department of Education’s [Student resource package – targeted initiatives](https://www2.education.vic.gov.au/pal/student-resource-package-srp-targeted-initiatives/resources) webpage.

Both these options incur costs. Advice on eligibility for funding is available from the relevant advisory body – the [Department of Education](https://www.vic.gov.au/education/), [Independent Schools Victoria](https://is.vic.edu.au/) or the [Victorian Catholic Education Authority](https://vcea.catholic.edu.au/). Schools should confirm that the RTO with which they have an agreement has the scope of registration to deliver the VET programs offered.

## Responsibilities of providers

School principals are the persons responsible for implementation of many important procedural and administrative processes for delivery of the VCE (including providing 50 hours of classroom instruction per unit). In addition:

* providers must ensure teachers use the accredited VCAA VCE study designs
* teachers must provide learning experiences and assessment opportunities that are in accordance with the intention of the currently accredited study designs and do not require undue assistance.

Each year schools must provide information to the VCAA on student enrolments and the VCE studies they intend to offer. This information is provided via VASS. Schools must also ensure that students have access to adequate facilities and resources to complete any VCE study offered by the school.

### 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. Procedures should be in place for ensuring that VCAA communications are forwarded to appropriate school staff (such as VCE coordinators and VASS administrators). Teachers and VASS administrators must be kept informed of VCAA administrative and assessment requirements, including official notification of any changes to VCE procedures. Teachers must have access to copies of:

* current versions of the relevant accredited VCE study designs
* relevant VCE Support materials, Advice for teachers and Assessment handbook publications
* assessment criteria sheets and assessment advice for VCE school-assessed tasks
* relevant VCE VET program booklets, extracts or summaries
* current UoCs
* VCE VET Scored Assessment Guide
* VCE Administrative Handbook
* VCAA Bulletin
* Notices to Schools.

### Communication to students

Providers must ensure that students have access to accurate information about the course. They must provide information to students in writing about the following matters:

* the VCAA’s rules and the school’s rules for participation in the course, including rules for assessment
* eligibility for award of the qualification
* that initial school assessments for Units 3 and 4 may change following statistical moderation of school‑based assessments
* procedures for requesting an extension of time for submitting school-based assessments
* procedures for Special Provision.

For all VCE units, schools must inform each student in writing at the beginning of each VCE unit of the following:

* all set work and assessment tasks they must complete to achieve an S for the unit and the conditions under which the work is to be completed
* all school-based assessment they must complete for the assessment of levels of achievement and the conditions under which the school-based assessment is to be completed
* instructions on how to submit work
* timelines and deadlines for completing work.

Providers must also provide students with:

* comprehensive course advice
* information on the consequences of receiving an N or a J result for a unit
* clear information on the processes for appealing an adverse school decision, including a decision on an assessment result
* VCE examination timetables and, for all students enrolled in a Unit 3–4 study, a copy of the *VCE Exams Navigator.*

### Monitoring student attendance

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit.

Each provider sets minimum class time and attendance rules. A school policy and set of procedures to cover absence from school-based assessment tasks must be published and made available to staff, students and parent(s) or guardian(s).

If a student has completed work but there has been a substantial breach of the provider’s attendance policy, the provider may be unable to authenticate the student’s work completed across the outcome. Where the provider assigns an N result for the unit because the work cannot be authenticated, the provider must assign an N for the outcome or outcomes that cannot be authenticated.

#### Special provisions for attendance

When a student is absent for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special circumstances, the provider may, upon application from the student, grant special provisions for classroom learning and school-based assessments. In this case, the student should not be penalised for lack of attendance. Special provisions may allow a student to work from home for a period of time. Schools should retain documentation about any decisions relating to granting special provisions for school-based assessment, including supporting evidence. Advice about special provisions for classroom learning and school-based assessments is provided in the [Administration of Special Provision](#_Administration_of_special) section.

When a student is allowed to work from home, the school must have additional measures in place to be able to authenticate the student’s work as their own. Advice about authentication measures is provided in the section on [Units 3 and 4 scored assessment](#Units3_4ScoredAssessment).

#### VCE VM attendance

The VCE VM program often includes learning outside the school, including VET classes and [Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx). The RTO or workplace sets attendance expectations related to these settings. A school policy and set of procedures related to VCE VM attendance should be published and made available to staff, students and parent(s) or guardian(s).

### Integrity of school-based assessments

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 VCE school-based assessments, including the rules for authentication of school-based assessments.

Principals are responsible for administering the VCAA’s rules and instructions in their schools and for ensuring teachers use only the currently accredited VCE study designs.

In addition, schools must:

* carefully plan, develop, document and implement plagiarism, cheating and authentication policies, processes and strategies for their school to make sure 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 about the development and delivery of school-based assessment and the steps teachers must take to ensure the security of the content
* keep assessment tasks, including tasks in development, out of the reach, view and access of students until they are delivered
* avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, and avoid sending assessment tasks by unsecured means such as emails
* ensure teachers understand their professional responsibility to ensure the integrity and security of school-based assessments
* have students sign a declaration that they will abide by their school’s policies and rules relating to the appropriate use of technology, including the internet
* minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
* make sure that tasks are not recycled from one academic year to another, to prevent student use of other student work from previous academic years, including previous assessed tasks that were not returned to students
* suitably modify commercially produced materials and publicly available materials to ensure the school can authenticate student work
* have procedures for students to request an extension of time to complete an assessment task
* provide students with information on the requirements for class attendance
* have procedures for lodging an appeal against school decisions related to assessment and make these procedures accessible to students.

For all VCE units, schools must inform each student in writing at the beginning of each VCE unit of the following:

* all set work (learning activities) and assessment tasks (including school-based assessment) they need to complete in order to achieve an S for the unit and the conditions under which the work is to be completed
* all work they need to complete for school-based assessment for the assessment of levels of achievement and the conditions under which the school-based assessment is to be completed
* requirements for class attendance
* rules on plagiarism, cheating and authentication of school-based assessments
* instructions on how to submit work
* timelines and deadlines for completing work
* procedures for obtaining an extension of time
* procedures for lodging an internal school appeal.

The school is solely responsible for deciding about the satisfactory completion of a unit. Decisions about satisfactory completion are informed by VCAA guidelines, including the requirements of the study designs and the assessment principles.

To provide students with maximum opportunity 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 and units.

A teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study must be consistent for all students. This includes those who are being assessed for levels of achievement in the study and those who are not.

Each VCE unit results must be determined based on evidence of achievement of outcomes completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the last weeks of the academic year before enrolment in the study. These programs are generally no more than 3 weeks in length and, for Units 3 and 4, must not include formal school-based assessment for the assessment of levels of achievement or to determine a unit result.

### Administration of Special Provision

Schools must develop procedures to identify students requiring Special Provision and ensure that consistent and fair decisions are made about appropriate assistance for those students. Procedures to apply for Special Provision must be given in writing to all students and the school must retain all documentation used to support decisions.

Students may apply to their school for Special Provision for both classroom learning and school-based assessment. Schools are responsible for making an application to the VCAA on behalf of a student for Special Examination Arrangements (SEAs) for external assessments. Students are responsible for applying for a Derived Examination Score (DES).

If a student’s application for Special Provision for classroom learning and school-based assessment 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.

### School name changes and closures

Schools that change their name must advise the VCAA in writing and provide proof that the relevant governing body has endorsed the name change.

Schools that cease delivering the VCE should notify the VCAA in writing.

### School address, telephone and coordinator changes

Schools must ensure that their address, telephone number and the details of their principal and coordinators are correct and confirmed on VASS. Schools must also contact the VCAA [Student Records and Results unit](mailto:student.records@education.vic.gov.au) if the school email address has changed.

### Certification of data

The principal’s signature or that of their delegate is required on some documents to certify that the information they record is accurate and complete. These documents relate to:

* making amendments to results
* providing confirmation of grades
* awarding credits
* confirming a student’s status as a First or Second Language Learner through the **Declaration for enrolment in VCE Modern Languages Units 3 and 4** form
* certifying DES
* carrying out inspections of examination response materials
* addressing matters concerning IB students
* certifying a student’s Interrupted Studies status
* acknowledging late entry of data on VASS
* certifying a student’s EAL status
* outlining SEAs.

Other documentation requiring principal or delegate verification includes:

* agreements to conduct and administer VCE external assessments
* accurate identification lists of fee-paying international students
* forms for GAT and VCE written examination centres
* material related to the appointment of supervisors and delivery of all examination materials
* partnership agreements
* endorsed lists of VCE VM-eligible students at midyear.

### Small-group partnerships

The VCAA recommends that all schools with fewer than 5 enrolments in any VCE Unit 3–4 study (note that English and EAL are separate studies) form a partnership with at least one other school to ensure the quality of curriculum provision and assessment arrangements for students. Possible formal arrangements include small-group partnerships for statistical moderation of school-based assessment, and informal VCE partnerships for the extension of learning programs and resources.

#### Forming and documenting a small-group partnership

Schools can search for potential partner schools through VASS.

Once schools have formed a partnership, the details should be entered on VASS and approved by each school in the partnership. A VCAA partnership agreement form is available on VASS.

Once partnership details are entered on VASS, schools must check that each school in the partnership has checked/ticked the approval button. The VCAA cannot consider a partnership valid unless all schools in the partnership group have approved their involvement. In addition, the statistical moderation process cannot run for partnerships in which one or more schools have not checked the approval button. Partnerships cannot be entered directly on VASS after the published closing date.

Schools must first exchange partnership agreements and then enter the details directly in VASS. Each school is required to keep its own copy of the partnership agreement, and each copy must be signed by the principal of each participating school. Schools are not required to provide a copy of the agreement to the VCAA but must retain a copy for possible audit purposes.

#### Procedures for managing small-group partnerships

To ensure consistency of implementation, the VCAA recommends that schools adopt the following procedures to manage small-group partnerships.

#### Communication

* Principals should receive timely information on the formation of the partnership, its ongoing maintenance, and the resulting moderation of school-based assessment scores.
* Teachers in the partnership should make contact as early as possible in the academic year and keep emails and written records of meetings, telephone calls and any other relevant interaction.
* Principals must be kept informed of any conflicts that arise and the measures taken to resolve issues.
* An initial meeting is conducted to determine the requirements of the study design for each of the chosen assessment tasks, assessment criteria and learning tasks.

#### Assessment

* Teachers agree on the procedures for ensuring comparability of assessment tasks as well as the selection of tasks done in common.
* Teachers are clear about the consistent application of any mandated criteria and descriptors for SATs.
* Each school marks the assessment tasks of its own students and selects student tasks for moderation.
* Each school enters the scores for its own students on VASS.
* Each school sends a copy of the VASS printout of the scores for all school-based assessment tasks to its partner schools to verify that scores have been entered correctly.
* If a Score Amendment Sheet (SAS) is subsequently filed with the VCAA, it must be signed and dated by the principal of each school in the partnership.
* Schools can run the School scores by partnership (ranked) repor**t** on VASS to maintain correct rank order of students in the partnership. The report can be used to verify that scores have been entered correctly by each partner school.

Refer to the [Initial school-based assessments in partnership with another school](#_Initial_school-based_assessments) section for information on producing a combined set of comparable school-based assessment scores.

#### Small-group moderation

Each partnership school must retain a copy of a single list of the moderated scores for all students in the partnership.

Schools with moderation groups that comprise fewer than 5 enrolments at the time of moderation should retain all student work contributing to school-based assessments and make this work available to the VCAA if requested.

The VCAA provides a wide range of resources to support schools and teachers engaged in small-group partnerships, including access to professional development and examples of best practice.

#### Record-keeping

Each partnership school must retain copies of the following documents:

* a signed copy of the partnership agreement
* a single list of the moderated scores for all students in the partnership
* a copy of the partner school’s VASS printout of the assessments for all SACs.

Schools with moderation groups that comprise fewer than 5 enrolments at the time of moderation should retain all student work contributing to school-based assessments and make this work available to the VCAA if requested.

#### Exemption from partnership requirement

Exemption from the requirement to form a partnership may be granted following a written request to the VCAA outlining why the formation of a partnership is impossible or undesirable. The exemption request letter must be endorsed by the school principal. Exemption requests can be accepted up until the submission of student results in any given academic year.

Exemption requests will be processed within 10 working days. The outcome of each request will appear in the status column on the VCE Partnerships screen on VASS. If an exemption request is unsuccessful, the principal will be notified in writing.

#### Dissolving a small-group partnership

If a school in a partnership deems the partnership to be unsatisfactory, it may be in the best interests of the students that the partnership is dissolved.

Unsatisfactory partnerships can occur when:

* regular and sufficient communication is not maintained
* teachers do not agree, or a compromise cannot be reached, on such matters as the standard of set tasks and assessment, the outcomes of moderation, or the level and spread of student scores
* a teacher feels pressured to agree to carry out assessments they believe do not best reflect student ability.

Partnership arrangements can be dissolved before student results are entered. Requests to the VCAA for dissolution of a partnership, stating the reason for the request, must be submitted in writing and endorsed by the principal of each school involved. These requests are to be addressed to [Student Records and Results](mailto:student.records@education.vic.gov.au).

The VCAA will then remove the partnership from the database and, if necessary, award an exemption. Alternatively, any of the schools involved can form a new partnership with another school.

## Maintenance of school records

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

* unit completion and graded assessments (including VCE school-based assessments)
* student appeals and resulting decisions
* applications and decisions relating to VCE Second Language and EAL eligibility
* VCE Modern Languages student declarations and statuses
* agreements to work in partnership with other providers in determining initial school-based assessments
* applications for extensions of time, with supporting documentation
* applications for, and approvals of, Special Provision, with supporting documentation
* student absences, and whether these have been approved
* any interviews with a student and any resulting decisions.

### Retention of school-based assessments

Students must be provided with a copy of each completed school-based assessment, and the initial school-based assessment results for each assessment task. In such circumstances, students should be advised that that initial school assessments for Units 3 and 4 may change following statistical moderation of school‑based assessments. For SATs, the date on which they may be returned to students is published annually on the VCAA’s [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) webpage.

Schools must also have access to work completed for assessment until the end of the academic year in which the work was undertaken. Schools must maintain digital or physical copies of student work or supervise the storage of student work for this purpose. Schools who decide to return original copies of school-based assessments to students 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.

Work assessed as N, or is the subject of dispute, must be retained at the school. Such work may be retained in photocopied and digital or physical (original) form.

As part of the school-based assessment audit program, the VCAA may request copies of specific items of school-based assessment completed by students. The school-based assessment audit dates are published as part of the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx).

### Privacy

Laws relating to the privacy of personal information inform the collection, use, disclosure, security and storage of, as well as access to, information regarding each student and their parent(s) or guardian(s).

The Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic) set legal standards for how the Victorian public sector collects and handles individuals’ ‘personal information’ and ‘health information’. 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) and Australian Privacy Principles establish the standards for how applicable non-government schools collect and handle personal information about individuals. In instances where schools are required to have their own privacy policy, the school’s processes for the collection, storage and use of personal information must be consistent with the requirements of that policy and if applicable, the Australian Privacy Principles.

### Access to student records and results

It is a condition of registration that a school provides each parent or guardian of a student enrolled at the school and the student with access to accurate information about the student's performance at the school This information must include at least 2 written reports per academic year on the student’s performance.

Schools should seek their own advice from the Department of Education, their relevant sector authority or their legal adviser about the most appropriate form in which to provide this information.

Schools are also required to ensure that upon request, copies of a student’s records are provided to the student or to a person authorised by the student to receive those records during the course of their study and, at the principal’s discretion, after completing the course.

### Security and storage of student records

Schools should store personal information about students and their parent(s) or guardian(s) securely and protect it from misuse, loss, unauthorised access, modification and disclosure, and in accordance with applicable privacy legislation and school privacy policies and procedures. 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.

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

At government schools, students and their parent(s) or guardian(s) have the right to request access to school documents by making a freedom of information (FOI) request under the Freedom of Information Act 1982 (Vic). To find out how to make an FOI request for access to government school records, go to the Department of Education’s [Freedom of information requests](https://www.vic.gov.au/freedom-information-requests-department-education-and-training#FOI) webpage.

The VCAA holds records relating to students’ personal details, enrolment and assessment. FOI requests for access to documents held by the VCAA should be sent to the [VCAA Freedom of Information Officer](mailto:vcaa.foi@education.vic.gov.au). Schools must not process such applications. Further information about [FOI and the VCAA](https://www.vcaa.vic.edu.au/About-us/Pages/FreedomofInformation.aspx) is available.

### Specific provider requirements

#### 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:

* PROS 22/06 Retention and Disposal Authority for Records of Schools
* PROS 10/09 Retention and Disposal Authority for Records of Education and Early Childhood Development Functions.

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

#### Non-government schools/providers

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

# VASS

VASS is a database where schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data is always maintained.

All schools offering the VCE are required to have access to VASS. Schools can apply to the [VASS Operations Team](mailto:vass.support@education.vic.gov.au) for a user ID and password.

The VCAA and schools are jointly responsible for protecting the privacy of students’ personal information held in VASS. School-based authorised users of VASS are responsible for the use and disclosure of students’ personal information, including their academic record 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. Students’ personal information, including their academic records, must not be provided to staff, students or any other person with no legitimate reason to access that information.

Schools are responsible for respecting and protecting the privacy of students’ personal and academic information. VASS system security is designed so that schools can view students’ details 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 course providers need to apply for read-only access to VASS. Once approved, they will be limited to viewing only the details of those students undertaking training at the RTO. RTOs should contact the [VASS Operations Team](mailto:vass.support@education.vic.gov.au) to initiate access.

### VASS users

Several school-based VASS user types allow each school to control and maintain the security of their students’ 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 VCE for the school. This includes setting up the school’s programs, enrolling students, entering results and producing reports. Schools may have one or more VASS administrators appointed at the principal’s discretion. However, the VCAA recommends that each school have no more than 4 VASS administrators. Schools may apply to have many VASS users, for example, every teacher could be given VASS teacher (restricted) status to enter their own results.

### Data security and VASS

VASS has a 3-layer security system. Users must have a username, password and passcode to access the authentication grid.

Schools must contact the [VASS Operations Team](mailto:vass.support@education.vic.gov.au) to set up new VASS administrators or modify existing VASS administrators. VASS administrators can also set up other VASS users. All users should change their own password regularly. 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 the [VASS Operations Team](mailto:vass.support@education.vic.gov.au).

Staff users must not share their VASS usernames and passwords. Each person required to use VASS must have their own username and password.

### Data entry on VASS

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

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

* develop the VCE examination timetable
* plan the GAT and VCE external assessments
* identify schools for the VCE school-based assessment audit.

Schools can modify Units 3 and 4 enrolments up until the final enrolment deadline. Student transfers must be processed according to VCAA requirements and timelines.

#### 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 the program enrolments for each student are correct. This is achieved by printing and checking the **S**tudent full details reporton VASS.

Only a student’s home school may enter or amend the student’s personal details. The home school or assessing school can enrol a student in a unit or units on VASS.

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

The home school is generally the assessing school for VCE enrolments. However, the RTO code must be entered against the enrolment if appropriate. The home school remains responsible for all data entry pertaining to enrolments and results for VCE VM and VET, regardless of delivery arrangements.

#### Assessing schools

The assessing school, usually the home school, is responsible for overseeing the assessment for one or more units and for fulfilling the requirements of the VCE school-based assessment audit. A student may have one or more assessing schools. The assessing school is usually the home school.

To ensure student data is secure, an assessing school other than the home school must have access to a student’s number and home school code before that student’s details can be viewed for the first time. The assessing school may then enrol the student in units that it offers.

The home school is responsible for ensuring that all its VCE and VCE VET students have been allocated an examination centre.

#### 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 will not allow data entry after these dates. Due dates and warnings on the VASS home page prompt users to meet scheduled dates. School administrators should also refer to [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx).

There are 4 types of data required from schools:

* programs – schools must identify the studies and units that make up their VCE program before enrolling students
* registrations – these can be entered at any time but must be completed before the end-of-academic-year results processing
* enrolments – refer to the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) webpage for details. Changes to student enrolments after the due dates require VCAA approval. Late fees will be charged, except for late withdrawals approved on compassionate grounds. Schools cannot change the enrolment status of students who are in either VCE Unit 3–4 sequences or scored VCE VET Unit 3–4 sequences or both and who indicate that they no longer want to continue with a unit after the closing date for withdrawal
* student result data – schools must provide data by the applicable dates.

Schools must set dates for students to complete school-based assessment that consider the effects of workload on students and teachers. Schools can access the [Scored assessment schedule](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AssessmentSchedule.aspx) for guidance. The schedule provides information to schools on what school-based assessment scores are required for studies and cycles at various times throughout the year.

The list of completion dates can be entered on VASS. The dates should be distributed to students to ensure that deadlines are met. If students do not submit their work by the specified date, the school may accept the work and assess it in the usual manner or refuse to accept it and award an NA. Students should be awarded ‘0’ only if work was submitted and did not meet the specified criteria for that task. VCAA submission dates cannot be varied.

Principals are responsible for ensuring that all data required by the VCAA is entered into VASS by the relevant closing dates.

Teachers are responsible for ensuring that set submission dates for school-assessed tasks (SATs) and school-assessed coursework (SAC) allow adequate time for them to be completed and marked, so that the entry of results can be maintained within VCAA timelines. Teachers should not be scheduling SATs or SACs after a VCAA submission date.

#### Extensions of time to enter enrolment or results data

If a school does not meet deadlines for entering enrolment or results data due to unforeseen circumstances, it can seek permission from the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for an extension of access to VASS for a short period of time beyond the published submission date. This service is 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 a school’s control will be considered. Otherwise, schools will be charged a fee for this service (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx)).

### Student data on VASS

#### Students’ personal details

Students must complete a VCAA Student personal details and declarations form that includes their personal details and program information for the year. This information 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. Schools are responsible for issuing the Student full details report from VASS to each enrolled student to ensure all students have the opportunity to confirm that their personal details and program details are correct. Schools must ensure that eligibility reports for the VCE are run periodically and checked and signed by the students and their teachers. Failure to run these reports could severely affect students’ eligibility for satisfactorily completing their VCE. Students should be provided with a new Student full details report to sign at the end of each enrolment cycle to confirm that requested changes have been made. Students should also be advised that their Year 12 results will be mailed to the postal address on their Student full details report 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.

All fee-paying international students must be correctly identified.

The onus is on VASS users to ensure that students’ personal details are entered accurately on VASS. Entering the correct date of birth is essential as without this, the system cannot accurately or efficiently match a student’s academic history with their current enrolment. A student’s date of birth should never be invented or guessed, as it cannot be changed later.

#### 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 anyone who does not identify as either exclusively male or female, including people who identify as non-binary.

#### Transgender students

Schools with students who are in the process of gender affirmation should contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for further advice relating to recording student details on VASS and reporting their results.

From 1 May 2020, a student who has legally changed their sex that is recorded on their birth certificate, through the Births, Deaths and Marriages registry process, may present their updated 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 their record can be updated.

#### Student postal addresses

VASS only stores a student’s preferred postal address. It is mandatory to enter an address line, suburb, state and postcode. If a student’s postal address is unknown, home schools should enter the school address as the student’s address. The VCAA uses the postal address when mailing final results.

To ensure the successful delivery of final results, the VCAA will validate the postal addresses of all students enrolled in at least one Unit 3–4 sequence and all students who are claiming past results. If an error is detected, schools will receive an email that lists the affected students before results processing. Schools should then contact those students to amend the information.

#### Student email addresses

The VCAA requires schools to enter a non-school email address for each student in a senior secondary course. This will support results delivery (at Unit 3–4 level), enable post-results service statements to be provided by email, and support communication with students, including any communications about the Premier’s VCE Awards.

#### Changes to student personal details

Results will be printed using the student’s name as entered on VASS. The results for students with enrolments in any VCE Unit 3–4 sequence will be mailed to the student addresses as entered on VASS. The [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) webpage has deadlines for amending this information. The VCAA cannot accept changes of address after this date as results processing would have already begun. Students who have applied for tertiary studies through VTAC must notify VTAC directly of changes to personal details occurring after the deadline.

#### Matching students with previous results

Student details are matched based on 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 occurs as soon as a student is registered, it is essential that the personal details entered for the student are accurate. This ensures the system can 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.

Schools should not estimate dates of birth to enrol students. If details are not correct, these matches cannot occur and the student will have 2 student numbers, each having only part of their academic history. This may result in a student not being awarded the certificate in which they are enrolled.

#### Security of student data

All VCE data on VASS must be kept securely and the privacy of students’ personal and academic details must be protected (see the [Privacy](#_Privacy) 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 and to identify students for VCE examinations. Students should have full confidence that the enrolment and result record maintained by the VCAA is accurate, complete and confidential.

To ensure the privacy of records, access to student records should be restricted to the student, and administrative staff at their home school and assessing school. Select VCAA staff have a specific role in maintaining this data, and VTAC uses the data for the purpose of calculating the ATAR. 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 corresponding names should not be printed and published or displayed on school noticeboards or otherwise made available to members of the school community.

Students must create a password when registering for the VCE Results and ATAR Service, to access the VCE Results and ATAR Service website or app. Students should be advised to keep their password in a secure place to avoid unauthorised access to their results.

### Accuracy of personal and enrolment data

The Education and Training Reform Regulations 2017 require schools to maintain accurate student records, including records of student assessment. Data may be entered into the VASS database manually or by data import.

A student’s personal details and program information can be imported 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 2 VCAA student numbers in the current year of enrolment or multiple numbers across various years, schools should notify the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) immediately so the issue can be resolved promptly.

If a student has not been enrolled before sitting an examination or the GAT or before submission of school-based assessment scores, schools are advised to register the student on VASS by entering the student’s personal details, so the student is assigned a student number. This allows students to use that number for their examination or other assessments. Schools should then email the Student full details report and the Late enrolment amendment form (both on VASS) and any related school‑based assessment, to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) so the student can be enrolled in their required studies. Late fees for enrolment changes after published deadlines will apply.

#### Reporting the death of a student

Schools must communicate a student’s death to the VCAA by sending a letter signed by the principal to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au). The student’s record will be amended on the VCAA database accordingly. If the VCAA is not informed, the student’s data will be included in VCAA senior secondary data collections, which may result in the student’s family experiencing distress.

#### Student enrolment data

The Student full details report on VASS is the key report for checking students’ personal details and enrolments. For audit purposes, 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 processes are essential for ensuring the accuracy of students’ personal and enrolment data.

Schools should run student eligibility reports regularly to ensure eligible students can be awarded the qualification.

### Accuracy and accessibility of results data

Schools are required to have policies and procedures in place to maintain accurate student records, including records of assessment. Schools must also comply with appropriate requests to provide copies of a student’s records to the student. Maintaining the accuracy of results data is a key school responsibility. Results data may only be entered into the VASS database manually.

#### Reporting unit results for the VCE and VCE VET

Schools report on student results as follows:

* VCE 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 UoC results are reported as S (competent) or N (not yet competent) for all certificate types
* VET results entered as N (not yet completed) will appear on the Student full details report from VASS but are not printed on official documentation from the VCAA.

While VCE unit results are due to the VCAA by specific dates, the VCAA recommends that schools enter unit results as they are received to reduce data entry required close to the deadline.

#### Results for VCE school-based assessment (Units 3 and 4)

Results for VCE studies (excluding VCE VM studies) may be entered continually up until the relevant administrative date. If a student withdraws early in the academic year, the school should keep a local record of any results achieved by the student in that study. If the student re-enrols in that sequence, these results may then be re-entered.

Best practice supports checking all results thoroughly before they are entered. Schools can minimise the risk of errors by adopting the following strategies:

* VASS administrators distribute class lists to teachers for entry of school-based assessment scores
* teachers return completed lists to the VASS administrator for data entry
* class lists that include the entered school-based assessment scores are distributed to teachers for checking
* all teachers check the results, make any changes and return signed class lists to the VASS administrator
* any required changes are made, and class lists are distributed to the teacher for final sign-off before collection.

Entered scores cannot be removed after the VASS due date. If a student no longer wants to be assessed for levels of achievement for all or any graded assessments, the school should ensure that NA scores are entered for the remainder of that study. The scores already entered will remain.

The student’s home school is responsible for entering results where the assessing school is a private single study provider, for VCE Dance and VCE Music.

#### Scores for VCE externally assessed tasks

Scores for externally assessed tasks in VCE studies (excluding VCE VM studies) may be entered on VASS until the date communicated on the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) webpage. After this date. VASS will not allow schools to enter scores for an externally assessed task. If a student has withdrawn after the official VCAA closing date, the school should enter a result of NA. Blank records are not permitted, and scores not entered by the due dates will incur late fees.

#### Missing results and scores

VASS can be used to produce reports on input, summary and missing results for all types of results. Schools must check these reports to ensure all students’ results are entered. Failure to do so may lead to unit results or certificates not being awarded or a study score not being calculated for the student.

If results for a whole class are not available for entry by the scheduled submission date, contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for advice.

### Data amendments and late fees

#### Procedure for amending enrolments after the due date

Data for enrolments in each cycle will be locked after the due date for enrolments in each cycle. The [Student Records and Results unit](mailto:student.records@education.vic.gov.au) must be notified of any errors that have occurred in entering VCE 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 the closing date or have left school without formally exiting or completing the process for withdrawal from the VCE.

An application for amendment is at the VCAA’s discretion. Applications for amendments must be submitted on the appropriate form, available in VASS downloads.

All requests for changes to VCE VET and VET UoCs should be made on the Application for late VET enrolment amendments form available on VASS. If the results submission date has also passed, the form must include the result for the new enrolment.

Requests to add UoCs to certificates or create a new certificate should be accompanied by the student’s training plan and scanned and emailed to the [VET unit](mailto:vet.vcaa@education.vic.gov.au) for approval.

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.

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)). No GST is payable on late fees.

After the deadline for withdrawing from a Unit 4 study has passed, the VCAA will only withdraw a student from that study if the student can provide evidence that they intended to do so before the cut-off date. Unit enrolments will not be withdrawn if the student’s notification was after the cut-off date or if the student has formally withdrawn from the VCE.

#### Procedure for amending results for VCE school-based assessment or externally assessed tasks after the due date

Student results for an assessment period will be locked after the due date for submitting results. The [Student Records and Results unit](mailto:student.records@education.vic.gov.au) must be notified of any errors that have occurred in entering results as soon as they are detected. Acceptance of an application for amendment is at the VCAA’s discretion.

The relevant results amendment forms are available on VASS. All requests to amend scores for the VCE should be made on the SAS generated through VASS.

If a request for an amendment is made after the final results have been released and it will change the course result or a VCE study score, the request must include:

* the principal’s explanation for the error
* evidence supporting the new result, such as copies of a class attendance sheet or a teacher’s mark book or both.

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).

# VCAA

The VCAA is a statutory authority established under the *Education and Training Reform Act 2006* (Vic) (see [Victorian legislation](https://www.legislation.vic.gov.au/)). The VCAA’s vision is to be a global education leader and its mission is to provide high-quality curriculum, assessment and reporting to enable learning for life. Refer to the [*VCAA Strategic Plan 2021–25*](https://www.vcaa.vic.edu.au/Documents/StrategicPlan.pdf).

The VCAA Board is responsible for the governance of the VCAA and 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 8 to 15 members, one of whom is the Secretary of the Department of Education or their representative. The Governor in Council appoints the remaining members on the nomination of the Minister for Education. Schedule 2 of the Education and Training Reform Act sets out general provisions for government education 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 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, particularly sections 2.5.3 and 2.5.5.

## VCAA’s quality assurance programs

The VCAA conducts several quality assurance processes to ensure the integrity of VCE results. Schools and VCE providers agree to participate in relevant audits when approved to deliver the VCE. If selected, sufficient notice is provided to enable them to participate.

### VCE Languages eligibility audit

The criteria for eligibility for EAL and Second Languages are independent of each other. In either case, the student must provide evidence of their eligibility to enrol in a VCE Second Language study or EAL.

The VCAA will then audit the evidence to:

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

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

### School-based assessment audit

School-based assessment is an essential feature of the VCE, allowing for local flexibility in teaching and assessment practice. The VCAA’s ongoing monitoring and quality assurance program for the VCE can request an audit of assessment tasks for school-based assessment in each VCE study, including VCE VM studies and scored VCE VET units.

The VCAA’s audit of school-based assessment is conducted in line with the powers set out in sections 2.5.3 and 2.5.5 of the Education and Training Reform Act and the requirements set out in section 4.1.2 of the *VRQA* *Guidelines for the Registration of Awarding Bodies and the Accreditation of Senior Secondary and Foundation Secondary Courses*.

Schools providing the VCE must deliver the course to the standards established by the VCAA and ensure the integrity of student assessments and compliance with its requirements for the relevant assessment program. The standards and requirements for school-based assessment are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles. The school-based assessment audit checks that schools comply with these requirements.

Schools should support teachers whose studies are being audited throughout this process.

The audit examines school-based assessments for compliance with requirements and identifies instances of irregularities where VCAA requirements have not been followed. The audit findings assist in planning the VCAA assessment advice and professional development support for teachers. Schools will receive feedback on the audit’s findings.

In the event of an instance of serious non-compliance, the VCAA will determine whether disciplinary or other procedures will apply.

For more information about the 3 VCE audit programs visit:

* [School-based assessment audit](https://www.vcaa.vic.edu.au/administration/schooladministration/schoolbasedassessmentaudit/Pages/Index.aspx)
* [VCE VET programs scored assessment](https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx) for the VCE VET school-assessed coursework audit
* [About the VCE Vocational Major](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx) for the VCE VM curriculum and assessment audit.

### Audit of examination centres and observations of external assessments

The VCAA periodically visits each school permitted to host VCE external assessments. Audits occurring outside VCE external assessment periods check processes that are in place for conducting and administering external assessments and ensure that VCAA requirements, including security requirements, are being met. In addition, the VCAA may visit a school during a VCE external assessment period to monitor the conduct and administration of the assessment (observation).

## VCAA’s management of student records

### Security of personal information

The VCAA collects personal information from students to manage their enrolment in the VCE and VET. 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 relating to their VCE status, for example, any Special Provision.

The VCAA is a Victorian public sector agency that must comply with the Privacy and Data Protection Act*.*

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

#### Access to personal information

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](mailto:vcaa.privacy@education.vic.gov.au). In some circumstances, an application under the Freedom of Information Act 1982 (Vic) may be necessary.

### 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 the year, the VCAA provides a Statement of Results for VCE and VET students.

Further copies of Statements of Results will be made available if the student requests them. 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.

### Victorian Student Number

The Victorian Student Number (VSN) is a randomly generated 9-digit number assigned to all Victorian students as a unique identifier. Every student under 25 years is assigned a VSN when they first enrol at a Victorian education or training provider or are registered by the VRQA for home schooling. The VSN is different and additional to a student’s VCE student number.

For most students, this occurs when they enrol at a Victorian school in Foundation level. However, a student who does not already have a VSN will be given one when enrolled at a Victorian education or training provider any time before they turn 25 (for example, because they have relocated from interstate or overseas). The VRQA will not register students for home schooling until after their sixth birthday. This includes students enrolled at a government, Catholic or independent school.

VSNs are also provided to students under 25 who are undertaking VET with a TAFE, RTO or ACFE provider.

Students keep the same VSN for their personal information when they change education or training providers in Victoria until they turn 25, after which their VSN record is archived.

#### Purpose of the VSN

The VSN allows education and training providers to record and monitor the enrolment of students in Victoria, and to track their progress through their school-age years and beyond should they continue into VET. This enables students’ records to be accurately maintained, ensures education and training providers have appropriate levels of resourcing, and allows schools and support services to identify instances of disengagement from the school system while children remain of compulsory school age.

The VSN also provides the Department of Education, the Department of Jobs, Skills, Industry and Regions, education and training providers, and other relevant parties with a dataset. This dataset is used to conduct analysis and research that can inform operational and policy decisions to improve education and training at an individual provider level and for the Victorian education sector more widely.

#### Using the VSN

Students need their VSN to:

* enrol at a Victorian school
* enrol in a government-funded or fee-for-service accredited course at a VET provider (VET providers include TAFEs, government and non-government RTOs, and ACFE providers)
* register with the VRQA for home schooling
* apply for Selective Entry High School examinations.

Schools are responsible for supplying the VSN to students, parents and guardians on request. Schools may print a student’s VSN on their student ID card and other correspondence to give students easy access to their own VSN.

For further information about the VSN and the *Secretary’s Guidelines on the Victorian Student Number*, see [The Victorian Student Number](https://www.vcaa.vic.edu.au/administration/schooladministration/student-numbers/Pages/Index.aspx) on the VCAA website.

# Student enrolment

There are specific arrangements for enrolment in the VCE and some VCE studies. Care should be taken with collection of student information to ensure development of an accurate and complete enrolment record.

## Student personal details

Students must complete and submit the relevant **Student personal details and declarations** form to their home school for each academic year 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 senior secondary course. 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, the school must ensure that VCE eligibility reports are run regularly. In this way schools can proactively identify issues with student enrolment and identify whether the student is able to complete their senior secondary course. If errors are reported or identified, they must be resolved and the eligibility report run again.

#### Fee-paying international students

An overseas student wanting to undertake the VCE (including the VCE VM) or IB must indicate if they are a fee-paying international student when completing their form.

#### General declaration

All students must sign an agreement to abide by the rules and instructions relating to external assessments (including the VCE and the GAT) and any rules for school-based assessment (including school rules).

#### 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 Department of Education 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.

If the personal information requested is not provided and/or if Section A, the General declaration, is not signed, the student may not be accepted for enrolment in the VCE.

### Students with past results

A ‘past result’ is any result in Matriculation, HSC, TOP, T12, STC, VCE or VCAL in a previous year. This is 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 on their 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 all past results for VCE or VCAL achieved by students, including results from their previous school.

## Enrolment restrictions

The only VCE studies with enrolment restrictions are EAL, Second Languages, Chinese Language, Culture and Society, and all VCE VM studies. There are no restrictions within a study on the number or combinations of units that students may undertake or for which credit may be gained towards satisfactorily completing the VCE, except for units deemed to be equivalent.

### Studies with more than 4 units

Some VCE studies consist of more than 4 units:

* History
* Applied Computing
* Australian and Global Politics
* Mathematics
* Music.

There are no restrictions within these studies on the number or combinations of units that students may undertake or for which credit may be gained towards satisfactorily completing the VCE except for units deemed to be equivalent. For example, in Applied Computing, students may obtain credit for Units 3 and 4 Data Analytics or for Units 3 and 4 Software Development but not both.

### Students seeking English as an Additional Language status

Students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are deaf or hard of hearing may also have access to EAL status. Students applying for EAL status should indicate this on their VCAA Student personal details and declarations form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

There are 2 VCE EAL studies available for enrolment:

* Bridging EAL (Units 1 and 2)
* EAL (Units 1–4).

EAL has specific eligibility requirements for enrolment in Units 3 and 4 and students must submit an application in order to be approved to enrol. Students planning to enrol in Units 1 and 2 EAL or Bridging EAL or both, and who are considering further study of Units 3 and 4 EAL, are advised to discuss the eligibility requirements with their VCE coordinator before finalising their VCE program.

Table 5: EAL requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Study | Study code | Units 1 and 2 requirements | Units 3 and 4 requirements |
| Bridging EAL | EN11 | Application is not required for enrolment in Units 1 and 2 | No Unit 3–4 sequence available for enrolment; however, an application is requirement for enrolment in Units 3 and 4 EAL (see below) |
| EAL | EN09 | Application is not required for enrolment in Units 1 and 2 | Application is required for enrolment in Units 3 and 4\* |

\*See the eligibility requirements in [Students seeking English as an Additional Language status](#_Students_seeking_English)

#### Students from non-English-speaking backgrounds

To apply for EAL status at Units 3 and 4, each student is required to submit an **Application for enrolment in English as an Additional Language Units 3 and 4** form to the school. This is designed to help schools evaluate a student’s EAL status. Schools should maintain a record of all completed applications. The student is responsible for providing supporting documentation. Schools should not enrol a student in EAL unless they have received all documentation verifying that the student meets the EAL eligibility criteria. Schools are required to commence the process to determine Units 3 and 4 EAL eligibility before the student commences their VCE program to allow time to collect and assess the supporting documentation. Students from non-English-speaking backgrounds who are ineligible to enrol in Units 3 and 4 EAL are still able to undertake Units 1 and 2 of EAL or Bridging EAL or both as part of their VCE program if the school considers that this would benefit their learning.

Students applying to seek EAL status must meet one of the 3 criteria outlined in the following table.

Table 6: Criteria for EAL status

|  |  |
| --- | --- |
| Criterion no. | Criterion |
| 1 | A student   * will not have resided in Australia or another predominantly English-speaking country for a total period of more than 7 years before 1 January in the year the student will be undertaking Units 3 and 4 EAL\* *and* * has not enrolled in schools where English has been the student’s major language of instruction for a total period of 7 years or more over the period of their education^ |
| 2 | A student is an Aboriginal or Torres Strait Islander person whose first language is not English |
| 3 | A student is deaf or hard of hearing and meets the eligibility requirements |

\* The period of 7 years is to be calculated cumulatively. The calculation of time spent in Australia is made from the initial date of arrival as a resident of Australia plus any previous periods of time spent living in Australia or any predominantly English-speaking country. Time spent out of Australia during school holidays must be included in the accumulation towards the 7 years because there would have been no disruption to education during these periods.

^ Schools must sight the student’s overseas school reports to confirm that the language of instruction was not English during this period.

#### Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student’s eligibility for EAL status, including:

* minimal or no primary school education
* material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
* material interruptions to schooling after arrival in Australia.

#### Circumstances not considered for EAL status

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

* the language spoken in the student’s home
* the standard of the student’s spoken and written English
* the failure of the student’s school to provide EAL assistance to the student.

#### Determinations about EAL status

If a student clearly meets the criteria, the principal has the authority to approve acceptance of the application. Such applications should be retained on the school file and not sent to the VCAA. The VCAA may request copies of applications to confirm eligibility as part of an audit process.

If a determination is not clear, the principal may apply to the VCAA for a determination using the Application for enrolment in English as an Additional Language Units 3 and 4 form. The completed application form, together with all supporting documentation, should be forwarded to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) as soon as possible (which should be in the year before undertaking Units 3 and 4 EAL).

#### Students who have resided and studied in Singapore or India

VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than 7 years. A message on VASS will appear, stating ‘EAL eligibility for this country of origin can only be approved by the VCAA’. The school must forward the application to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp or international movement records or both to determine whether the student is eligible for EAL status. If the VCAA approves the application, it will be entered on VASS and the school will be able to enrol the student in EAL. This application and supporting documentation should be forwarded to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) as soon as possible (which should be in the year before undertaking Units 3 and 4 EAL).

#### Students who are deaf or hard of hearing

Students seeking EAL status on the grounds of being deaf or hard of hearing must produce evidence of a hearing test administered by the Australian Government Hearing Services Program or an equivalent body no more than 2 calendar years before the year of enrolment in a Unit 3–4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in their better ear. Other aspects of hearing loss, such as issues relating to sound frequencies, should be noted in the report. The report should be written in an accessible language, with the implications of the audiogram results clearly explained.

The Visiting Teacher Service must also ascertain a student’s EAL status and eligibility for assistance based on the grounds of being deaf or hard of hearing or being enrolled in a school for the deaf or hard of hearing or a recognised unit or facility for the deaf or hard of hearing attached to a registered school.

Schools can decide about the eligibility of a deaf or hard of hearing student for EAL status based on these criteria. Advice can also be sought from the [Student Records and Results unit](mailto:student.records@education.vic.gov.au).

If the principal has approved the student’s application, their status can be entered on VASS. If the principal is uncertain about a student’s eligibility, they should apply to the VCAA using the Application for enrolment in English as an Additional Language Units 3 and 4 form. All evidence as described in the eligibility criteria must be supplied with the application.

To satisfy the requirements of English or EAL, students who are deaf or hard of hearing may undertake an alternative assessment task to the one specified in the English or EAL study design. For students who are deaf or hard of hearing and who have a limited capacity for oral communication, an alternative may be a data presentation (for example, using Microsoft PowerPoint) or a presentation using Auslan, translated into speech by an interpreter.

#### School-based arrangements for EAL

Studies have been designed so teachers can develop courses appropriate to the needs of their students. The flexibility in the study design should be applied when considering a student’s comparative unfamiliarity with the English language.

### Enrolment in Second Language studies

Specific eligibility requirements apply for Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese. These studies are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment.

The VCAA must approve all enrolments in Units 3 and 4 of a Second Language study. The VCAA does not need to approve enrolment in Second Language Units 1 and 2 studies.

The home school is responsible for submitting the VCE Second Language studies Units 3 and 4 application form, which should be submitted with the relevant supporting documentation in the academic year prior to the year of enrolment. It is important that schools meet the VCAA deadline, so students are aware of their Second Language status at the beginning of the academic year in which they are enrolled and can be enrolled in the correct study. If this is not possible, schools must enrol students into a First Language class until approval is granted. If the school does not offer the relevant First Language study, the student should be enrolled in a First Language study offered by an accredited provider of VCE First Languages.

The student must provide sufficient evidence to support their application. The home school principal or their delegate must then make an initial assessment using criteria and advice provided by the VCAA and complete the principal’s declaration section of the relevant VASS forms. All accompanying documentation must be in English or have been translated into English by a recognised translation authority.

The student is responsible for providing supporting documentation. The VCAA may not permit enrolment if the study forms or supporting documentation are deemed incomplete or insufficient.

#### Eligibility for Second Language studies

The criterion for eligibility for enrolment in a Second Language study is the number of years the student has been educated in a school where the specific language is the medium of instruction outlined in the following table. Students who have learnt all they know of the language in an Australian school are eligible for Second Language enrolment.

Table 7: Second Language study eligibility

|  |  |
| --- | --- |
| Chinese Second Language | A student is not eligible for Chinese Second Language if they have either:   * completed one year (12 months) or more of education in a school where Chinese is the medium of instruction, or * resided for 3 years (36 months) or more of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau). |
| Chinese Second Language Advanced | A student is eligible for Chinese Second Language Advanced if:   * they have completed no more than 7 years of education in a school where Chinese is the medium of instruction * the highest level of education they have attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.   As the formal education commencement age for a Victorian student is 5 years of age, all applicants will be deemed to have commenced formal education by the end of their fifth year of age, regardless of the setting. |
| Indonesian Second Language | A student is eligible for Indonesian Second Language if they have completed no more than 7 years of education in a school where Indonesian or Malay is the medium of instruction. |
| Japanese Second Language | A student is eligible for Japanese Second Language if they have completed no more than 7 years of education in a school where Japanese is the medium of instruction. |
| Korean Second Language | A student is eligible for Korean Second Language if they have completed no more than 7 years of education in a school where Korean is the medium of instruction. |
| Vietnamese Second Language | A student is eligible for Vietnamese Second Language if they have completed no more than 7 years of education in a school where Vietnamese is the medium of instruction. |

#### Enrolment in Second Language studies (Units 3 and 4 only)

To provide a complete application for enrolment in a Units 3 and 4 Second Language study, students must:

* complete the relevant VCE Second Language studies Units 3 and 4 application form, giving details of their language background
* ensure all requested information is provided and that the ‘Certification by student and parent or guardian’ section has been completed
* provide the school with relevant supporting documents in English (or translated into English by a recognised translation authority) to support their application.

Students are responsible for providing supporting documentation, which can be obtained by contacting the National Accreditation Authority for Translators and Interpreters (NAATI) on 1300 557 470. The VCAA will not permit students to enrol in the study if the application form or supporting documentation is incomplete or deemed insufficient to allow eligibility to be determined. The VCAA may also require the following information as supporting documentation:

* students who have Australian citizenship must provide a copy of their birth certificate or passport showing their date of arrival in Australia and country of residence
* students who have attended school overseas must provide reports from the school showing languages studied and years of attendance
* students who have had non-attendance at school in any year or part year from the age of 6 must provide official relevant documentation. Acceptable documentation may be an official letter from the school in the country concerned, a report from a medical officer in that country, or a statement from the education authority in that country
* students who have lived overseas must provide passport entry and exit dates detailing international movement. Students who have misplaced their passports may obtain this information from the Australian Government Department of Home Affairs
* the principal or their delegate of the home school must make an initial assessment using criteria and advice provided by the VCAA and complete the principal’s declaration section of the application form.

The home school must:

* certify that the information provided in the form and supporting documentation is true and correct before submitting it to the VCAA
* inform the student and their assessing school if the student is deemed to be ineligible. The application forms of these students should be forwarded to the VCAA only if endorsement of the school’s recommendation is required
* forward application forms and a copy of the relevant supporting documentation to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au)
* alert the assessing school of the VCAA’s decision concerning a student’s eligibility (by forwarding a Student full details report).

Schools should contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for advice about:

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

#### Exceptional circumstances

If a principal considers that a student who does not clearly satisfy the criteria for enrolment in a Units 3 and 4 Second Language should be allowed to enrol in the study due to exceptional circumstances, they should send an application detailing the circumstances (supported by appropriate documentation) to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for consideration.

Difficulty in obtaining documents to explain non-attendance at school is not an exceptional circumstance. Appropriate documentation must be provided.

Approval for Second Language status will not be granted because of a student’s standard of writing, speaking or listening in the language.

#### Chinese studies enrolment

There are 4 Chinese studies available for enrolment, and 3 of these studies have specific eligibility requirements requiring the student to apply to complete the study.

Students planning to enrol in Units 1 and 2 Chinese Second Language, Chinese Second Language Advanced, or Chinese Language, Culture and Society and who are also considering further studies at Units 3 and 4 level are advised to discuss the eligibility requirements with their VCE coordinator before finalising their Unit 1 and 2 studies.

Table 8: Chinese studies enrolment requirements

|  |  |  |  |
| --- | --- | --- | --- |
| VCE study | Study code | Units 1 and 2 enrolment requirements | Units 3 and 4 enrolment requirements |
| Chinese First Language | LO04 | Application not required | Application not required |
| Chinese Second Language Advanced | LO48 | Application not required | Application required |
| Chinese Second Language | LO39 | Application not required | Application required |
| Chinese Language, Culture and Society | LO57 | Application not required | Application required |

### Enrolment in Chinese Language, Culture and Society

A student is not eligible for VCE Chinese Language, Culture and Society if they have either:

* undertaken 6 months or more education in a school where Chinese is the medium of instruction
* resided for 24 months or more in any VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau).

### Enrolment in Modern Languages

Enrolment in VCE Modern Languages Units 3 and 4 studies does not need to be approved by the VCAA. However, students are required to declare their status as either a First Language Learner or a Second Language Learner.

A student will be considered a Second Language Learner if they have completed all their schooling in Australia or have accumulated less than 7 years of education in a school where the language they are enrolling in was the main language of instruction.

First and Second Language Learners undertake the same curriculum and examinations. However, the VCAA uses the 2 language learner categories in the study score calculation process for VCE Modern Languages.

For each applicable study, study scores will be calculated based on Second Language Learners. The outcomes from these calculations will then be applied to all students. This process maintains the rank order of all students within the study while making sure the study scores of Second Language Learners are not affected by First Language Learners.

This applies to students enrolling in: Arabic, Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish and Yiddish.

Students must complete the Declaration for enrolment in VCE Modern Languages Units 3 and 4 form and submit it to their home school. Students should submit declaration forms to their home school with the relevant supporting documentation for the principal’s certification before they are enrolled in the language study.

The home school is responsible for recording each student’s status on VASS as either a First or Second Language Learner in the language of study. Language learner statuses are required to be entered on VASS before the enrolment deadline for VCE Unit 3–4 sequences.

### Enrolment in VCE VM studies

Students may only enrol in VCE VM Literacy and VCE VM Numeracy studies if they are completing a program that meets the specific program requirements for award of the VCE VM.

All VCE students are eligible to enrol in VCE VM Work Related Skills and Personal Development Skills.

Schools are expected to run a **VCE VM student eligibility** **report** in VASS for all VCE VM students to make sure their program will allow completion of the VCE and the VCE VM program (see the [Minimum requirements](#_Minimum_requirements) section). If a student meets the requirements for satisfactorily completing the VCE, but not the requirements for the award of the Vocational Major appellation, the student will be awarded the VCE without an appellation. Schools should contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) regarding any concerns about the report.

Schools should also contact the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) for advice about:

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

## Enrolment in VET

Students should only be enrolled in the UoCs they expect to complete in the current academic year, rather than the complete course. If a student does not complete a UoC and wants to complete it in the following academic year, they must be re-enrolled in the following year.

There may be restrictions on the VET training that students can undertake due to industrial arrangements, the nature of the industry from which training is derived, or regulatory requirements. If a student does not have a valid, current training plan, they cannot enrol into a course designated as an apprenticeship. The VCAA requires all schools wanting to enrol students into Certificate IV or Diploma courses to complete an Application for higher level qualifications form. The decision about the content of the training program will be made by the school in consultation with the RTO.

After finalising enrolments, a **VCE or VCE VM student eligibility report** should be run in VASS.

Schools must comply with the deadlines set out in the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) for the following:

* finalising UoC enrolments within VCE VET scored Unit 3–4 sequences
* finalising UoC enrolments for any students undertaking any certificate type (VE1, VE2 or VE3)
* withdrawing students from UoCs from a VCE VET scored Unit 3–4 sequence
* finalising assessment plan information for VCE VET scored Unit 3–4 sequences.

## Enrolment of International Baccalaureate students

IB students need to be identified as such on VASS and the same attention to detail should be given to collecting and maintaining their personal details as is required for VCE students.

All Australian Year 12 IB students are required to sit the GAT to calculate a notional ATAR. These students should complete the International Baccalaureate (IB) student personal details form. All international Year 12 IB students must be enrolled on VASS by the deadline specified in [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) so that this information can be forwarded to VTAC. The GAT is optional for international students, at the school’s discretion. However, if a student does not sit the GAT, an ATAR will not be calculated (they will receive a notional ATAR statement).

There is an administrative fee for each IB student sitting the GAT (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website). The VCAA invoices students through their school. Each school is responsible for the collection of VCAA payments from its students. Schools must submit one payment to cover all IB students on the invoice. Where schools have an IB student wanting to undertake a VCE study, the principal must request permission for this enrolment from the VCAA before entering the enrolment on VASS. The school should provide to [Student Records and Results](mailto:student.records@education.vic.gov.au) a full course outline of the IB program the student is undertaking and identify the VCE study the student wants to undertake. This VCE study must be different from any study being undertaken as part of their IB program.

## Enrolment of Year 10 students

Schools are required to identify Year 10 students on VASS regardless of whether they are enrolled in the VCE or IB. The course type for these students will be VCE. If a student is not undertaking the VCE or IB, the school will be required to tick the Personal Details Only (PDO) box on the enrolment screen, identifying the student as PDO. This information is collected for the purposes of the Department of Education’s On Track survey. The Year 10 student personal details form must be completed by such students. The school should retain these forms until the following year.

## Atypical enrolment

There are some students who do not start and finish their VCE at the one school or within a continuous timeframe, including those who:

* transfer from one school to another within Victoria
* transfer from another state or territory system to the VCE
* transfer from another country to the VCE
* require a break in their VCE studies due to personal circumstances (interrupted studies).

There are some students who combine their VCE studies with a HES at university. The records of all such students need to be appropriately managed.

### Students transferring within Victoria

If 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.

To prevent a second student number being created, a student must not be enrolled at the new school until correct transfer procedures have been completed. Multiple records in the same academic year for the one student may lead to the student not being awarded their VCE.

Students who transfer during the academic year must have results for units or school-based assessment recorded on VASS at the time they transfer.

#### VCE transfers

If a student transfers:

* very early in the academic year and completes all outcomes at the receiving school, the receiving school determines satisfactory completion for both Units 3 and 4
* very late in the academic year, having completed all outcomes at the original school but sitting any examinations at the receiving school, the original school determines satisfactory completion of Units 3 and 4
* midway through the academic year and completes Unit 3 at the original school, that school determines satisfactory completion of the unit, while the receiving school determines satisfactory completion for Unit 4
* part-way through completion of a unit, the original school enters all information on its assessments for any outcomes completed before transferring the student to the receiving school, while the receiving school determines satisfactory completion of the remaining outcomes and the unit.

The scheduling of assessment tasks at the receiving school may mean that a student would not have the opportunity in the normal teaching program to complete their remaining tasks for the unit. The receiving school should provide support for the student to complete any missing tasks, including the necessary teaching and preparation for the task. The scheduling of other tasks for the unit may prevent this, or the student may be disadvantaged by an overload of work in comparison with other students in the class. In such cases, the principal may award an S for the unit on the advice of the teacher of that study if the student has completed sufficient work overall for a decision to be made.

### Students transferring from interstate on exchange programs

Students transferring from interstate on exchange programs may have late enrolments approved. Written applications should be made to [Student Records and Results](mailto:student.records@education.vic.gov.au).

### Students transferring from interstate during Year 11

How schools deal with students who transfer from interstate during Year 11 will depend on the time of year that the student transfers. The following examples describe the varying procedures.

#### Case 1: Student arrives before the end of Term 1

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* enrol the student in VCE units in the usual way
* determine a reasonable expectation for completing the work in each VCE unit the student enrols in, considering the time remaining in the teaching period
* assess the student’s satisfactory completion of units based on the expectations established in the previous steps and the information provided by the student’s former school.

At this stage students cannot be credited with completing a unit by virtue of work completed at their previous school.

#### Case 2: Student arrives before the end of Term 2

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* determine what would constitute a reasonable work program for the student for the remainder of the teaching period
* apply for credit based on work undertaken at the interstate school, considering work completed at the Victorian school, if appropriate
* enrol the student in VCE units in the usual way.

#### Case 3: Student arrives before the end of Term 3

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* apply for credit based on work undertaken at the interstate school, considering work completed at the Victorian school, if appropriate
* enrol the student in VCE units in the usual way
* determine a reasonable expectation for completing the work in each VCE unit in which the student enrols, considering the time remaining in the teaching period
* assess the student’s satisfactory completion of units based on the expectations established above and the information provided by the previous school.

#### Case 4: Student arrives after the end of Term 3

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* determine a reasonable work program for the student for the remainder of the teaching period
* apply for credit for studies undertaken interstate, considering work completed at the Victorian school, if appropriate.

Students arriving in a Victorian school after enrolments for that year are closed will have to enrol the following year.

### Students transferring from interstate during Year 12

How schools deal with students who transfer from interstate during Year 12 will depend on the time of the academic year that the student transfers. The following cases describe the procedures schools should follow.

#### Case 1: Student arrives before the last day for enrolment in Unit 3–4 sequences

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* enrol the student in VCE units in the usual way
* determine a reasonable expectation for completing the work in each VCE unit in which the student enrols, considering the time remaining in the teaching period
* assess the student’s satisfactory completion of units based on the expectations established in the previous procedures and the information provided by the previous school
* apply for credit for units completed at Year 11 or Year 12 level or both.

#### Case 2: Student arrives after the last day for enrolment in Unit 3–4 sequences

The school to which the student transfers should:

* request documentation of the student’s progress from their previous school
* determine a reasonable work program for the student for the remainder of the teaching period
* apply to the VCAA for credit for studies undertaken interstate, considering work completed at the Victorian school, if appropriate.

Students who receive credit at Units 3 and 4 level will be permitted to enrol in Unit 4. Wherever possible, it is expected that students enrolling in only Unit 4 will enrol in VCE studies that are related to the interstate subjects on which the credit granted for Unit 3 level is based. Requests to enrol interstate students directly into Unit 4 must be made in writing to [Student Records and Results](mailto:student.records@education.vic.gov.au).

Students who are awarded credit for Unit 3 of a study completed interstate in 2024 and who complete Unit 4 of a similar VCE study and 2 or more graded assessments will have a study score calculated. This applies only to the current year of enrolment.

Students who obtain an N for Unit 4 may return in the following year, but they must enrol in the   
Unit 3–4 sequence. An S for Unit 4 will satisfy the sequence, but a study score will be calculated only if the student satisfactorily completes Units 3 and 4 in the one year.

#### Case 3: Student arrives after the deadline for withdrawing from a Unit 4 study

Students transferring from interstate during Year 12 after the deadline for withdrawing from a Unit 4 study will not be permitted to enrol in Unit 4 for that year.

### Students arriving from overseas

Students transferring from overseas may have late enrolments approved. Written applications should be made to [Student Records and Results](mailto:student.records@education.vic.gov.au).

#### Students arriving from overseas during Year 11

The procedures outlined for interstate transfers during Year 11 also apply to overseas transfers. How schools deal with students transferring from overseas will depend on the time of year the student arrives.

#### Students arriving from overseas during Year 12

Overseas students may complete the VCE in one year if the VCAA awards them credit at Units 1 and 2 level. For overseas students transferring during Year 12 in the period before the last day for enrolment in Unit 3–4 sequences, schools should follow the same steps as those described in [Case 1: Student arrives before the last day for enrolment in Unit 3–4 sequences](#_Case_1:_Student). Students transferring from overseas after the last day for enrolment in Unit 3–4 sequences will not be permitted to enrol in Units 3 and 4.

### Students with interrupted studies

Interrupted Studies status enables students to complete VCE Units 3 and 4 and have a study score calculated over 2 academic years. The principal or delegate, on behalf of the student, applies to the VCAA using the Interrupted Studies status application form (on VASS).

The interrupted studies provision is primarily designed to manage a student’s program to ensure access to the full range of assessments. Schools will need to demonstrate a student’s eligibility in the application documentation, the action taken so far in managing the student’s circumstances, and the arrangements being made by the school to make sure that the student can complete their studies when they return to study in the following academic year.

#### Eligibility for interrupted studies

Students enrolled in Units 3 and 4 who undertake a recognised overseas exchange program or experience serious illness or other major adverse circumstances during the academic year may apply for Interrupted Studies status and withdraw from Unit 4 of a sequence. Students may apply for Interrupted Studies status for their whole program of study or for only part of their program (for example, interrupting 2 studies of an enrolment of 5 studies).

Students who cannot satisfactorily complete Unit 3 in a study before their departure should consider compassionate late withdrawal from the study, encompassing both Units 3 and 4.

Interrupted Studies status is not granted to students who want to enrol in an alternative course or participate in activities of personal interest. Schools may consider making specific arrangements for a student who chooses to participate in interstate or overseas sporting events and will be absent from school for a brief period. These arrangements should focus on allowing students to satisfactorily complete outcomes.

Students who take up full-time employment or a full-time apprenticeship but maintain their commitment to the VCE by continuing enrolment in at least 2 sequences of Units 3 and 4 may be considered eligible.

Australian Defence Force personnel may apply for Interrupted Studies status. Schools should contact [Student Records and Results](mailto:student.records@education.vic.gov.au) for advice.

There is no specific date by which the VCAA must receive applications; however, Interrupted Studies status will not be granted to students who satisfy the outcomes for Unit 4 but could not complete VCE external assessments. In these cases, the student may be eligible to apply for a DES.

#### Sample program structures

Eligible students may vary their program to suit their circumstances. The following table describes 2 examples. The first student needs to take a complete break from study. The second student has continued with 2 of their 5 studies and taken a complete break in 3 studies, then chosen to repeat one of the continued studies the following year, repeat Unit 3 of 2 of the interrupted studies, and complete Unit 4 of each of the interrupted studies.

Table 9: Examples of interrupted studies

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of interrupted studies | First year | Second year | | Third year | |
| Student 1: Complete break | English Units 1 and 2  Mathematical Methods Units 1 and 2  Chemistry Units 1 and 2  Media Units 1 and 2  Literature Units 1 and 2 | English Unit 3  Mathematical Methods Unit 3  Chemistry Unit 3  Media Unit 3  Literature Unit 3 |  |  | English Unit 4  Mathematical Methods Unit 4  Chemistry Unit 4  Media Unit 4  Literature Unit 4 |
| Student 2: Partial break | English Units 1 and 2  Mathematical Methods Units 1 and 2  Chemistry Units 1 and 2  Media Units 1 and 2  Literature Units 1 and 2 | English Unit 3  Mathematical Methods Unit 3  Chemistry Unit 3  Media Unit 3  Literature Unit 3 | English Unit 4  Mathematical Methods Unit 4 | Mathematical Methods Unit 3  Media Unit 3  Literature Unit 3 | Mathematical Methods  Unit 4  Chemistry  Unit 4  Media Unit 4  Literature  Unit 4 |

#### Returning to complete Unit 4 studies

A student is not automatically flagged as a returning Interrupted Studies student when they resume their studies the following academic year. The VCAA requires written notification that the student has returned and has been enrolled in the relevant studies.

#### Arrangements for a student’s return to school with interrupted studies

In preparation for a student’s return to undertake Unit 4 of a study commenced in a previous academic year, schools are strongly advised to check the curriculum content to ensure the continuity of the sequence. If there are significant curriculum changes, teachers should ensure that students receive advice and additional preparatory work.

#### Students who return to a different school after interrupted studies

A student who returns to a different school after interrupted studies should inform their new school that they have Interrupted Studies status to ensure enrolment in Unit 4 of the studies for which they were granted this status.

#### Inability to return to school after interrupted studies

If a student cannot return to school to complete Unit 4 at the agreed time, the school may apply on their behalf for an extension of interrupted studies for a further 12 months. Applications for extension must be in writing from the school principal and include current medical or other professional documentation to support the application.

#### Repeating studies

It is not intended that students who are granted Interrupted Studies status repeat Unit 3. However, they may do so if they want to use it to improve assessment results. If a student was awarded an N for Unit 3 due to illness or another serious cause, they should repeat the unit. They must complete the unit according to assessment requirements of the study design in the academic year of their return.

## Withdrawal from study

Students may choose to withdraw from their studies at any time. However, their record of enrolment can be withdrawn from a unit only if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

### Compassionate late withdrawal

Under exceptional circumstances, a student may be approved for compassionate late withdrawal from VCE Units 3 and 4. The principal or delegate, using the Application for late VCE and VPC enrolment amendments form, must apply to [Student Records and Results](mailto:student.records@education.vic.gov.au), on the student’s behalf, for permission to withdraw from one or more VCE Units 3 and 4 studies. Documentation of the exceptional circumstances must be included. Compassionate late withdrawal is not available to students who simply may not be coping with the demands of VCE studies. This provision is designed to assist students who have genuinely attempted to continue their VCE studies while suffering major adverse circumstances but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person – for example, a general practitioner or psychologist – is required as part of the application. No fees apply for compassionate late withdrawal.

Compassionate late withdrawal from a Units 3 and 4 study will not be approved if a student has a final reported grade for an examination or school-based assessment. If the student has scores for an examination or school-based assessment associated with Unit 3 only and wants to continue with that study the following year, the school may apply for Interrupted Studies status on the student’s behalf.

### Total withdrawal

Students wanting to withdraw from the VCE must complete a Student exit form (on VASS). Only a student can withdraw their own enrolment. Schools or other individuals seeking to withdraw a student’s enrolment may apply on behalf of the student only with the student’s written permission. The Student exit form should be incorporated into the school’s exit procedures and retained at the school, and the withdrawal must be entered on VASS. The school can complete the withdrawal from VCE provided the enrolment date for that unit or units has not passed.

## Fee-paying international students

Fee-paying international students studying at a Victorian school who want to undertake the VCE or IB must indicate that they are a fee-paying international student on their VCAA Student personal details form. IB studies are not available to international students studying at a Victorian government school.

International students are students from overseas who do not hold Australian citizenship, do not have permanent residency, and are in Australia on a visa that permits them to study. Some international students must pay fees to study in Victoria. Each provider determines fee liability. International students in Australia on a recognised overseas exchange program are not required to pay fees to attend school in Victoria and are not required to pay VCAA fees.

In Victorian government schools, the fee-paying status of international students is set under the Education and Training Reform Act 2006 (Vic), Ministerial Order 819 – Fees for Overseas Students in Government Schools and the International Students Visa Fee Table document. The fee table assists Victorian government schools to correctly identify which international students must pay fees based on the visa they hold. Fee-paying international students wanting to study at a Victorian government school must enrol in the Department of Education’s International Student Program, administered by the department’s International Education Division. Queries about the fee liability of international students at Victorian government schools can be directed to the International Education Division on 03 7022 1000 or [international@education.vic.gov.au](mailto:international@education.vic.gov.au).

In non-government schools, the fee-paying status of international students is set by each school. Contact the relevant schools for further information on the fee liability of international students at these schools.

### Administration fee

The VCAA administration fee invoiced to fee-paying international students covers the cost of enrolment, assessment and examination procedures, printing and delivery of results, and the forwarding of results to VTAC. The VCAA invoices students through their schools after the last day for enrolment in a Unit 3–4 sequence. No payments should be sent until invoices have been received. A tax invoice for the school will not be issued. If the accounts department at the school requires a tax invoice to issue a cheque, the control report and student invoices may be photocopied before being distributed to the students.

The VCAA fees for fee-paying international students are listed in [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx). These fees are GST exempt.

As the fees payable depend on unit enrolments, it is essential that student enrolment data is correct when invoicing. Students must be enrolled in their complete program for the academic year before the last day for enrolment in a Unit 3–4 sequence. Schools should pay particular attention to the enrolments of students studying units at other assessing schools such as VCE Language providers.

First, second and third round invoice and payment due dates for fee-paying international students are listed in [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx). Schools must distribute invoices, collect payments and submit one payment either by cheque or bank transfer to cover all students invoiced. Note that payments made by students directly to the VCAA will not be accepted.

Fee-paying international students should be made aware that failure to pay all VCAA invoices received over their enrolment in their senior secondary program (which may be over one or more years) may result in final results being withheld from them, the school and VTAC.

Principals must ensure that the list of fee-paying international students provided by the VCAA is a complete record of all VCE students with this status at the school. The list, which needs to be certified as correct by the principal, must be returned to [Student Records and Results](mailto:student.records@education.vic.gov.au).

If any student’s status needs to be amended, either to or from fee-paying status, the required amendment is to be made on VASS and the Student full details report forwarded to [Student Records and Results](mailto:student.records@education.vic.gov.au) with a brief explanation.

### Fee refund policy

If VCAA receives fees for a student who has been incorrectly flagged as a fee-paying international student or who formally withdrew before the enrolment date, it will refund the school. An international student granted Australian residency status after the enrolment date must still pay the fees invoiced.

# [Assessment](#Assessment)

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 VCE assessment program. This includes school rules related to school-based assessments and external assessments.

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

Schools should refer to [Units 3 and 4 scored assessment](#Units3_4ScoredAssessment) and [External assessment](#EXTERNAL_ASSESSMENT) sections for detailed information on the VCAA’s rules relating to VCE assessment (excluding the VCE VM), and what to do if there is a breach of these rules.

See also the section on the [General declaration](#_General_declaration).

### Satisfactory completion and levels of achievement

To satisfactorily complete a VCE unit (including VCE VM units), a student must demonstrate that they have achieved the set of outcomes as specified in the relevant study design. The decision about satisfactory completion of outcomes of a unit is entirely the decision of the school. It is based on the teacher’s holistic judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) for each of the outcomes in the study design. Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve those outcomes.

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

* produced work that demonstrates achievement of the outcomes for that study
* submitted work that is clearly their own.

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

* the work does not demonstrate achievement of the outcomes
* the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a Special Provision or both)
* the work cannot be authenticated, for example, through lack of attendance
* there has been a substantial breach of the VCAA’s rules and the school’s rules and procedures.

For the VCE (excluding the VCE VM) the teacher makes 2 separate judgements. The S or N decision for an outcome is separate from the decision that assesses the student’s level of achievement, which is used for the calculation of a study score and contribution towards an ATAR.

VCE VM studies are not assessed for levels of achievement and do not contribute to calculation of an ATAR. If a student wants to receive a study score, they can choose from the wide range of VCE studies and scored VCE VET program units that include both internal and external assessment.

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 all VCE units, schools must specify all set work (learning activities) and assessment (including school-based assessment) that a student must complete to achieve an S for a unit and the conditions under which the work is to be done. See the [Integrity of school-based assessments](#_Maintaining_integrity_of) section for more information.

### Redeeming outcomes – submitting further evidence for satisfactory completion

If, in the teacher’s judgement, work submitted by a student is incomplete or does not meet the requirements for satisfactory completion, the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion. These opportunities may include class work, homework, or additional tasks or discussions.

The school should delay the decision about satisfactory completion to allow a student to complete or submit further work. The other work considered by the teacher does not need to be completed under test conditions.

A student may only submit further work for reconsideration to redeem an N to an S outcome. Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.

### VCE VM assessment

Assessment tasks and activities provided to VCE VM students to demonstrate their achievement of the set of outcomes as specified in the study design must also comply with the [Pillars of Applied Learning](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx), particularly Assessment practices which promote success*.* VCE VM studies are based on an applied learning approach to teaching and assessment, and as such, assessment practices for the VCE VM should reflect this applied approach.

The processes for determining satisfactory completion of VCE VM units are the same as those for satisfactory completion of VCE units. See also the section on [Satisfactory completion and levels of achievement](#_Satisfactory_completion_and).

VCE VM studies contribute to satisfactorily completing the VCE, and do not include scored assessment of levels of achievement for study score calculation. VCAA rules and instructions about SACs, SATs, scheduling assessment tasks, determining initial school-based assessments, and VCE externally assessed tasks do not apply to VCE VM studies.

Schools delivering VCE VM studies must observe and apply the [VCAA rules for authentication of school-based assessment](https://www.vcaa.vic.edu.au/administration/vce-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment.aspx#Authentication), school-based assessment audits, and the arrangements for [breaches of rules and investigations](#_Breaches_of_rules).

### VET assessment

#### Satisfactory VET unit of competency result

VET UoCs are reported as ‘competent’ or ‘not yet competent’. Students will receive an S for a UoC if they have been assessed as competent in that unit. The student’s RTO is responsible for determining final assessment results.

Satisfactory completion of VCE VET units is granted automatically as students satisfactorily complete UoCs. Most VCE VET courses consist of 4 VCE VET units containing one Unit 3–4 sequence. The exceptions are some Certificate II courses where the credit is only at Units 1 and 2 levels, and some Certificate III courses that provide 2 Unit 3–4 sequences.

#### Not yet competent VET result

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

### Care in the use of technology

A student who uses technology to produce work for assessment is responsible for making sure:

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

### 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, shall determine the unit result for the student based on records kept.

### Unit result of J

If a student is no longer attending a unit but has not officially withdrawn by signing a Student exit form, the symbol J will be included on VASS.

The J result can only be used if the student:

* is no longer attending class
* has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student’s Statement of Results. Units with a J result are made available to the VTAC and are treated as equivalent to those with an N result.

# Units 3 and 4 scored assessment

The results of school-based assessments and external assessments (including examinations) contribute towards a student’s study score in each VCE study and towards their ATAR.

There are 2 forms of school-based assessment for VCE Units 3 and 4 (excluding VCE VM).

* The SAC consists of a set of tasks that assesses each student’s level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
* The SAT is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student’s level of achievement based on a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. GAT scores may also be used in statistical moderation.

School policies and procedures, including the conditions and rules under which school-based assessment takes place, must be communicated to students and their parent(s) or guardian(s) at the beginning of the academic year or when a student enrols in any VCE unit at the school.

See list of [VCE studies with scored assessment in 2025](#_VCE_studies_with).

## School-assessed coursework

Each VCE unit result must be determined based on evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs late in the year before enrolment. These programs are generally one to 3 weeks in length. Programs with content from Units 3 and 4 must not include formal school-based assessment for the assessment of levels of achievement or to determine a unit result.

### Developing assessment

For each new or revised VCE study from 2022, information that was formerly contained in Advice for teachers is now incorporated and published as *Support materials* on each VCE study webpage. Information that was contained in a separate Assessment handbook between 2015 and 2022 has been incorporated into a single Advice for teachers publication. Studies accredited before 2015 have both an Advice for teachers and an Assessment handbook.

The *Support materials* include assessment information about Units 3 and 4 SACs. Advice is provided on how to construct and incorporate assessment tasks and how to grade these tasks using performance descriptors.

Notification of any changes to assessment advice during the course of study will be made available to teachers via the VCAA Bulletin and VCAA website.

### Initial school-based assessment

Schools are responsible for the initial SAC assessment. The basis for this is the teacher’s assessment of the performance of each student on the tasks specified in the study design. The *Support materials*, Advice for teachers and Assessment handbook for each VCE study include advice on SAC assessment.

Schools should not apply any additional ranking processes after initial school-based assessment results have been calculated.

### Feedback to students

After assessment tasks are submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

* advising on particular problem areas
* advising on where and how improvements can be made for further learning
* reporting S or N decisions and providing written comments on students’ performance against each outcome.

Schools may choose this feedback as a basis for reporting to a student’s parent(s) or guardian(s).

Students should also be provided with their initial school-based assessment score for individual SACs. When initial SAC scores are provided, teachers must advise students that their scores may change following statistical moderation.

Schools should include in student VCE handbooks advice about:

* the conditional nature of any SAC marks given to students
* how statistical moderation can impact total scores for SAC.

Refer to the [Retention of school-based assessments](#_Retention_of_school-based) section for guidance on returning SACs to students.

### Lost, stolen or damaged school-assessed coursework

If a teacher or student has lost a SAC or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The school must keep a record but is not required to report it to the VCAA. The principal will determine an initial score for the assessment task, acting on advice from the teacher and based on their assessment records.

### VCE VET school-assessed coursework

To be eligible for a study score, students must demonstrate competence in the UoCs that make up the Unit 3–4 sequence. Students must also satisfy all the requirements of scored assessment.

Each scored VCE VET program requires the satisfactory completion of 3 SACs that are integrated into the delivery of the VET training program. An assessment plan is required for each VCE VET scored program. Details of the assessment process for scored VCE VET programs are published in the [*VCE VET Scored Assessment Guide*](https://www.vcaa.vic.edu.au/Documents/vet/publications/VETScoredAssessmentGuide.pdf).

## School-assessed tasks

A SAT is set by the VCAA to assess specific skills and knowledge. Teachers assess the student’s level of achievement based on a rating against criteria for that task as specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against all examination scores in the study.

The information provided here applies to the SATs for the following Units 3 and 4 studies:

* Algorithmics (HESS) (AL03)
* Art Creative Practice (AR03)
* Art Making and Exhibiting (SA03)
* Applied Computing
* Data Analytics (IT02)
* Software Development (IT03)
* Media (ME03)
* Product Design and Technologies (DT03)
* Systems Engineering (SE03)
* Visual Communication Design (VC03).

SATs assess specific sets of practical skills and knowledge and are used to measure a student’s level of achievement in Units 3 and 4 as specified in the relevant study design. The VCE study designs outline the task requirements for assessment purposes.

Administrative information for school-based assessment is published annually for each VCE study with a SAT component and includes the scope, nature and criteria for SATs along with authentication information, the Authentication recordform and assessment sheet. Teachers must use the correct Administrative information for school-based assessment (available on each VCE study webpage) for the current academic year.

### Developmental stages of school-assessed tasks

As part of the authentication process through observations, teachers are required to provide feedback to students on work in progress for a SAT. These comments are to be noted on the Authentication **record** form.

Teachers must follow the authentication advice in the relevant Administrative information for school-based assessment for their VCE study. This is to ensure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student’s authorship or ownership of the work.

### Assessment of school-assessed tasks

Schools are responsible for the initial assessment of a student’s level of achievement in SATs. The basis for this is the teacher’s rating of the performance of each student against the set of criteria that is published each year by the VCAA in the Administrative information for school-based assessment, available on the VCE study webpages. The VCAA provides detailed descriptors of levels of performance for each criterion. These criteria are mandated, and schools must use the descriptors when making assessment judgements.

Information is provided annually through the Administrative information for school-based assessment and the VCAA’s professional learning program and resources, details of which are announced in the *VCAA Bulletin* or published on the relevant study webpage or both.

Principals must make sure that teachers receive all relevant assessment material and that they use the assessment criteria and advice for the current year, as published on the relevant VCE study webpage, to accurately assess students’ work.

#### Assessment sheets for school-assessed tasks

The VCAA provides assessment sheets, which are published annually and made available on the relevant VCE study webpage as part of the Administrative information for school-based assessment. The assessment sheets specify the criteria for the awarding of initial scores. Schools must use the assessment sheets for the current academic year. Each criterion has a numerical scale of zero to 10 and schools award an initial score for each criterion. Each criterion score is to be entered on VASS and must be submitted by the relevant submission date. The date on which to return SATs to students is determined by the school after consideration of advice from the VCAA published in [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx). Schools should maintain access to work completed for assessment until the end of the academic year in which the work was undertaken.

#### Submitting initial results to the VCAA

The assessing school should enter SAT initial scores into VASS by the due date specified for each study in the Scored assessment schedule.

### Feedback to students

Feedback is provided to students at observation points throughout the SAT. These comments are noted on the Authentication recordform. In addition, after the SAT has been submitted and marked, teachers provide feedback to students on their level of achievement. This is also documented on the Authentication recordform. It must be made clear to students that school assessment results may change due to the statistical moderation process.

### Lost, stolen or damaged school-assessed tasks

If a teacher or student has lost a SAT, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. The school must complete the Report on lost, stolen or damaged school-assessed tasks and externally assessed tasks form, enter an estimated score on VASS and email the form to the [School-based assessment audit team](mailto:school.assessment.vcaa@education.vic.gov.au).

The principal, acting on advice from the teacher and on the basis of records kept on the Authentication recordform, will determine an initial assessment.

### School-assessed tasks of students who transfer after the due date

If a student transfers to another school after the due date for the study in which a SAT is scheduled, the student’s SAT must stay with the assessing school until after the return of student work.

## Authentication of student work

Principals are responsible for administering the VCAA’s rules and instructions for assessment at their school. One of these rules is that students must ensure that all work submitted for assessment is their own.

As a means of authenticating student work, teachers may consider it appropriate to ask students to demonstrate their understanding of the task when they submit their work. If any part of the work or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

### Rules for authentication of school-based assessment

When submitting a completed assessment task, students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign the **Authentication record for school-based assessment** form for work done outside class.

The VCAA authentication rules for school-based assessment state that a student must:

* make sure that all work submitted for assessment is their own
* not plagiarise
* not cheat
* acknowledge all resources used, including
* texts, websites and other source material
* the name and status of any person or source who provided assistance and the type of assistance provided
* not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
* not submit the same piece of work for assessment in more than one study, or more than once within a study
* not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
* not knowingly assist another student in a breach of rules.

Acceptable levels of assistance include:

* incorporating 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 or self-correction or both.

Unacceptable forms of assistance include:

* use of or copying another person’s work, including their teacher’s work, another source’s work or other resources without acknowledgement
* use of or copying sample answers provided by their teacher, another person or another source
* corrections or improvements made or dictated by another person, including their teacher.

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.

Students who complete school-based assessment work outside class must sign and submit the VCAA **Authentication record for school-based assessment** form.

#### Use of generative artificial intelligence

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school’s policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

Students should be provided with appropriate guidance to ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning. Teachers should draw on the range of strategies already in place to authenticate learning, building an informed relationship with students as they observe and guide their engagement. These strategies support the importance of tasks that promote transparency in student decision-making, reflection, feedback and collection of evidence of learning.

The [VCAA website](https://www.vcaa.vic.edu.au/administration/vce-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment.aspx#Authentication) has additional resources for teachers, including approaches to authentication in the era of genAI.

### Authentication of school-assessed coursework

Teachers must develop programs of study that include appropriate set work (learning activities) to enable students to demonstrate achievement of outcomes. To make sure that the work submitted by the students is clearly their own, undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether there is provision for the use of support materials and technology.

#### Work completed outside class

Most work to demonstrate achievement of unit outcomes will be completed in class. However, this does not preclude normal teacher expectations for students to complete research and set work (learning activities) that contribute to gaining key knowledge and skills outside of class time.

Additional work and study completed outside class will be required as part of the student’s regular learning program. The setting and marking of work with a formative focus allows students to develop their knowledge and skills, and allows teachers to provide diagnostic and timely feedback.

A task may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The teacher decides the amount of work to be completed as homework considering the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data may need to be collected outside the classroom.

For SACs undertaken outside of class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and maintaining records in the Authentication record for school-based assessment form, which is on VASS.

#### Drafting

Teachers are not required to formally sight drafts or record students’ completion of drafts unless it is a requirement of the VCE study design and/or for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for SACs. However, students and teachers must follow the VCAA authentication rules regarding acceptable levels of assistance when providing feedback on the draft, in order to maintain the integrity of the SACs and ensure the authenticity of each student’s work.

### Authentication of school-assessed tasks

Teachers must make sure that there is a sufficient range of topics within their SATs to distinguish each student’s work and, therefore, to assist in the authentication process.

Teachers are required to follow the authentication advice in the relevant Administrative information for school-based assessment for their VCE study, available on the VCAA website. This is to make sure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student’s authorship or ownership of the work.

Teachers must monitor and record each student’s work development, from planning and drafting through to completion, in the study-specific Authentication recordform, also available on the relevant VCE study webpage. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

#### Strategies for avoiding authentication problems

The following strategies will reduce the risk of authentication problems.

* Teachers should devise a teaching and learning program that provides opportunities for students to develop the key knowledge and skills required to produce work that is clearly their own, without undue assistance from another person, including their teacher.
* Teachers should make sure that tasks are stored securely before delivery, to avoid unauthorised release to students that would compromise the assessment. Tasks should not be sent or stored electronically without due care.
* A significant amount of class time should be spent on the task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with each student.
* Students should document the stages of work development, starting with an early part of the task, such as the topic choice, list of resources or preliminary research.
* Copies of each student’s written work should be filed at given stages in their development.
* Assessment tasks should not be recycled, unless sufficient modifications are made to ensure that students cannot use other students’ work from a previous academic year.
* Where commercially produced materials are being used for school-based assessment, the school should make sure the tasks meet the study design requirements and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated.
* Where publicly available materials are being used for school-based assessment, the school should make sure the tasks meet the study design requirements and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated.
* If there is more than one class of a particular study in the school, the school should minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class.
* If there is more than one class of a particular study in the school, teachers should apply internal moderation or cross-marking to ensure consistency of assessment and identify possible authentication breaches.
* Teachers should be advised to apply the same authentication and record-keeping approach. Early liaison on topics and sharing of draft work between teachers enables possible authentication problems to be identified earlier and appropriate action to be taken sooner.
* Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure tutors understand the authentication requirements. Similar advice applies to students who receive regular help from a family member.

## Scheduling assessment tasks

Teachers are advised to give students the dates for completion of assessment tasks in advance. The VCAA’s [Scored assessment schedule](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AssessmentSchedule.aspx#:~:text=This%20assessment%20schedule%20table%20provides%20study%20names%20and%20study%20codes) has the dates by which schools must submit results to the VCAA and should be used in conjunction with the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx).

Schools should consider issues of authentication and student workload in deciding when specific details regarding tasks are given to students.

An extension may be needed to account for circumstances in which a student or group of students has not been given appropriate time to undertake or complete school-based assessments.

### Rescheduling assessment tasks for an entire class

If teachers want to reschedule an assessment task because their students are not ready to be assessed, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

### Rescheduling an assessment task for an individual student

Extension of time for an individual student to complete a task should be granted only in special circumstances.

An extension of time may be permitted, but not into the next academic year.

Schools must have a policy outlining conditions under which an extension of time for individuals may be granted. It should be common across all VCE units within a school and should contain details including:

* a formal process for applying for an extension of time
* the rules of eligibility
* the maximum period for an extension
* the conditions under which an extension will be allowed.

See the [Administration of Special Provision](#_Administration_of_special) section.

Extensions for tasks related to UoCs contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated simultaneously for all VCE studies.

## Initial school-based assessments

Each school should have established procedures for determining school-based assessments and should apply these procedures consistently. There should be consistency in the decisions made by teachers of individual studies and made by multiple teachers of one study.

All teachers should review the Statistical moderation **report** (available on VASS) related to their study. Where the internal assessment scale is misaligned against the external assessment scale, the school may want to consider establishing a professional partnership with another provider to further develop teacher capacity to align internal and external assessment scales.

### Initial school-based assessments where there is more than one class in the school

If there is more than one class in a study, teachers should consult with one another to develop school-based assessments. The following approaches will help schools review their current assessment arrangements or establish new practices for cross-marking internal moderation or both.

#### Approach 1

* Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task.
* Teachers grade the task from their own classes.
* Teachers swap samples and carry out blind marking.
* If necessary, teachers mark further tasks or reassess tasks from their own class.
* Difficult cases are further discussed before results are entered.

#### Approach 2

* Teachers combine and distribute the student tasks among themselves for assessment. The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results.
* Unusual cases are considered by all teachers concerned.

#### Approach 3

* Samples from all classes are distributed.
* All teachers assess the same tasks.
* Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors or assessment criteria.
* When all teachers are confident they have a consistent understanding of the application of the performance descriptors or assessment criteria, each teacher assesses tasks from their own class.

### Initial school-based assessments in partnership with another school

Good assessment practice can also be informed by professional discussions with teachers of the same study in other schools. Initial discussions between teachers from the schools involved should occur at the beginning of the academic year.

It can be useful to exchange drafts of typical work early in the process of completing the school-based assessment. The earlier a common understanding between teachers is established, the more smoothly the process will be completed.

Teachers in schools that are combining their individual assessments will find it useful to discuss and come to an agreement on student completion dates.

Refer to the [Small-group partnerships](#_Small-group_partnerships) section for information about setting up partnerships specifically for school-based assessment.

#### Producing a combined set of comparable scores for a school‑based assessment

The following steps are recommended.

1. Participating teachers should discuss the study design requirements, the chosen assessment tasks for each outcome, the performance descriptors or assessment criteria for each task or outcome, and the assessment program of each partnership school. This communication should occur as early as possible, and not later than the expected date of completion of the first designated assessment task for the unit.
2. The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.
3. Each school reviews the assessment tasks of its own students. It is expected that the schools with more than one class for the study will apply their own procedures to achieve comparability of assessments within their school.
4. Each school selects student tasks for cross-marking. For small-group partnerships, this should include all the tasks from the school with the small group, and at least an equivalent number from the partner school. Teachers should agree on an appropriate number from other partnerships, preferably at least 5 pieces from each school. For each task, the second marking should be ‘blind’ – that is, made without any knowledge of the assessment given by the student’s own teacher.
5. Teachers then discuss both assessments for each task and agree on a final score. If the teachers cannot reach a consensus, the 2 scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other tasks not included in the cross-marking.
6. When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis.

## Externally assessed tasks

Externally assessed tasks assess a student’s level of achievement according to the specified outcomes in the study design and published assessment criteria.

Externally assessed tasks are marked by assessors appointed by the VCAA. However, the authentication requirements for school-based assessment, outlined in the advice for [authentication of school-based assessment](https://www.vcaa.vic.edu.au/administration/vce-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment.aspx#Authentication), must be followed for all student work submitted to the VCAA.

Teachers must ensure that there is a sufficient range of topics or types of works within their class to enable them to distinguish an individual student’s work and therefore to assist in the authentication process.

Teachers must monitor and record each student’s work development, from planning and drafting through to completion, in the **Authentication record for externally assessed task** form. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

The **Authentication for school-based assessment** form signed by the teacher and the student must accompany the documents submitted for assessment.

If the teacher cannot authenticate the student’s final work, they should contact the VCAA before submitting the student’s work for assessment.

For more detailed information about externally assessed tasks for Music Composition, Music Inquiry or Extended Investigation externally assessed task, refer to the relevant study pages on the VCAA website.

## Managing score amendments

Student results entered on VASS for that cycle will be locked. Any administrative errors in entering the results must be amended using an SAS, generated through VASS. The principal (or delegate) must sign the completed SAS, and email it to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au) with:

* a written explanation of the reason for the alteration to the score, signed by the principal
* a copy of the original assessment sheet.

If the SAS is received after the final grade has been allocated, the VCAA will determine the final grade.

## Breaches of rules and investigations

### School-based assessment

Schools are responsible for ensuring that students comply with VCAA rules for school-based assessment. For advice on school-based assessment, refer to:

* [Work completed outside class](#_Work_completed_outside) in the [Authentication of school-assessed coursework](#_Authentication_of_school-assessed_1) section
* [Strategies for avoiding authentication problems](#_Strategies_for_avoiding) in the [Authentication of school-assessed tasks](#_Authentication_of_school-assessed_2) section.

Schools should have their own policy and procedures for responding to allegations that students have breached [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) or [school-based assessment authentication rules](https://www.vcaa.vic.edu.au/administration/vce-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment.aspx#Authentication). The policy and procedures should be clear about roles and responsibilities and who the decision-maker is in relation to any alleged breaches. The school policy and procedures should follow the principles of procedural fairness and describe:

* the process that will be followed when an allegation is received
* the communication that can be expected from the school during the process of investigation and decision-making
* the opportunities that will be available for the student to respond to allegations
* the timeframe for investigating and resolving alleged breaches
* the possible penalties and the avenues of appeal.

The school policy and procedures should be made available and explained to students and others in the school community at the start of the academic year.

A student undertaking assessment under test conditions as part of school-based assessment in Units 1–4 must comply with VCAA examination rules and school rules. The VCAA examination rules are published on the VCAA website and distributed to all VCE providers and students in both the GAT brochure and *VCE Exams Navigator* each year.

#### Investigation of breaches of school-based assessment rules

The following guidance on processes for responding to breaches of VCAA examination rules or breaches of VCAA rules for authentication of school-based assessment is provided to assist schools in developing their own policy and procedures that are contextualised for their student community. However, this is not a substitute for schools developing and familiarising students with the school’s own policy and procedures.

#### Reporting alleged breaches of rules in school-based assessment

The school’s policy and procedures should make clear who is responsible for receiving reports of allegations of breaches of rules in school-based assessment. The principal or an authorised member of the principal class may want to be the initial point of contact for reports and delegate the conduct of investigations to a person of appropriate seniority and experience.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and must be kept confidential.

On a school’s receipt of an allegation, the student’s work should not be accepted for assessment, pending an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

#### Preliminary investigation

On receipt of an allegation, the person appointed to investigate alleged breaches of rules should conduct a preliminary investigation to determine if there is any substance to the allegation that requires further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the school decision-maker. The student should be advised in writing that an investigation is to take place.

#### Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment, including the rules for authentication of student work. If so, the evidence should be put to a decision-maker for determination.

The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

* any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
* the student’s work
* copies of specific notes or another student’s work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
* samples of other work by the student for comparison, if relevant
* the teacher’s record of authentication
* the teacher’s opinion about the student’s work
* accurate notes of conversations with witnesses, the teacher and the student.

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student’s parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school’s policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school’s knowledge of the student’s personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked to:

* provide evidence of the development of the work
* discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
* provide samples of their other work
* complete, under supervision, a supplementary assessment task related to the original task.

#### Decision-making

The school’s policy and procedures should make clear who in the school has the authority to decide if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. The principal may want to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may want to delegate their authority to make decisions about alleged breaches of VCAA examination rules and VCAA authentication rules for school-based assessment to a hearing panel of members appointed by the principal.

It is important that the decision-maker is not the same person as the investigator. The material gathered during the investigation should be provided to the decision-maker, including evidence that suggests the allegations are not proven, as well as any responses the student provided during the investigation.

If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered, and the student given an opportunity to be heard. The decision-maker should reserve their judgement until they have heard from the student at the meeting or hearing.

The following principles apply to whoever is given the authority to make the decision regarding alleged breaches of rules:

* The decision-maker must act fairly and without bias.
* The student must receive at least 24 hours’ written notice of the meeting or hearing conducted by the decision-maker. The notice should include:
* the date, time, place and likely duration of the meeting or hearing
* the allegation(s) against the student
* the names of all decision-makers
* advice that the student may bring a support person to the meeting or hearing (see below)
* the name of a contact person if the student has queries about the meeting or hearing
* a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
* the possible outcomes, including penalties.

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating but is appropriate given the nature of the allegation.

At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.

The decision-maker may ask questions of the student.

The student must be given the opportunity at the meeting or hearing to respond to the evidence presented and to ask questions of any witnesses present at the meeting or hearing.

The decision-maker must consider all evidence and submissions carefully, including the student’s response, and whether the allegation (and the student’s defence) is supported by evidence that is relevant and credible.

The decision-maker must consider all relevant factors and no irrelevant factors.

The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school’s policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:

* a verbal or written warning
* detention or suspension
* refusal to consider the student’s work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
* refusal to accept the part of the student’s work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
* refusal to accept any part of the work, awarding an N for the outcome.

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student’s right to appeal the decision of the school to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting or hearing, the school must write to the student to confirm:

* the findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
* the reasons for the decision on each allegation, and the supporting evidence
* any penalty that will be imposed
* information about the student’s right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wants to appeal a decision.

If the student’s work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student’s records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the SAS.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student’s conduct in disrupting a school-based assessment task conducted under test conditions.

### Student appeals

The school’s policy and procedures about breaches of VCAA examination rules or school-based assessment authentication rules should include information about the student’s statutory right of appeal against the school’s decision.

Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student’s attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the VCAA CEO must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

#### Notice of school decision following the resolution process

Following the interviews conducted by the VCAA-nominated representative, the school must notify both the student and the VCAA, in writing and within 7 days, that it has either:

* rescinded its decision and any penalty imposed
* rescinded the penalty imposed
* reduced the penalty imposed
* confirmed both the decision and the penalty imposed.

#### Student appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student’s appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

* rescinded the penalty imposed
* reduced the penalty imposed
* confirmed both the decision and the penalty imposed.

#### Appeal hearing

If a student elects to proceed with an appeal, the VCAA CEO must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re‑hearing. This means that the review committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school’s procedures and handling of the allegation(s) against the student.

If the review committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may decide to:

* reprimand the student
* permit the student, if practicable, to resubmit the schoolwork required for either
* assessment in the study or the course
* satisfactory completion of the study or the course
* refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
* amend the student’s school-based assessment results.

This decision must be conveyed to the student in writing.

### External assessments

Students are required to observe all VCAA examination rules for the conduct of external assessments administered by or on behalf of the VCAA, as well as the day-to-day rules of the school or institution providing the venue for the external assessment.

Principals and chief supervisors are responsible to the VCAA for the conduct of VCE external assessments. Any alleged breach of the VCAA examination rules or any allegation that a student’s assessment has been obtained by fraudulent, illegal or unfair means must be reported to the VCAA. The VCAA CEO may refer serious cases to a review committee, which will conduct a hearing to consider the circumstances of the alleged breach and, if applicable, determine any appropriate penalty. Further information about the role of principals and other school personnel in investigations is set out in the following parts of this section.

All supervisors of VCE external assessments are issued with directions for the administration of the external assessment and are required to report all alleged breaches of rules to the VCAA.

### Alleged breach of VCAA rules

If an alleged breach of rules relating to the conduct of a VCE external assessment is detected, the student must be permitted to complete the external assessment, and any discussion considered necessary must be conducted when the external assessment has finished. Unless there are exceptional circumstances, the student must be informed by the supervisor or the school that an incident report is being forwarded to the VCAA.

Supervisors must complete an incident report immediately after the external assessment, providing as much information as possible about any alleged breach, including any relevant circumstances leading up to it, and details of what occurred afterwards. It is important to include all matters associated with the incident, no matter how insignificant they may have appeared. The VCAA may contact supervisors for additional information during an investigation into the alleged breach of rules.

#### Alleged breaches involving electronic devices, including mobile phones

Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.

Students detected with such a device must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its representatives to enable examination of the device. Devices should not be returned to students without the VCAA’s prior approval. Schools can contact the VCAA Legal Services unit for further advice via the VCAA email address [vcaa@education.vic.gov.au](mailto:vcaa@education.vic.gov.au).

### Initial investigation

When the VCAA receives reports about incidents during external assessments, it may investigate:

* a suspected breach of VCAA examination rules
* an allegation that a student’s assessment was obtained by fraudulent, illegal or unfair means.

The VCAA will contact schools to request additional information about the student and the incident. The VCE coordinator, subject teacher or year coordinator is usually best placed to provide this information. The VCAA considers this information to determine whether a formal investigation is required.

In its investigation, the VCAA may nominate a person on its behalf to interview the student and any other person who may have information regarding the alleged breach.

A person nominated to interview a student must give them no less than 24 hours’ notice, which:

* need not be in writing
* may nominate a time and place for the interview
* must give particulars of the matter under investigation.

The student must be informed of the matter to be discussed at the interview, any possible further action by the VCAA and the consequences of these actions for the student.

The person who conducts the interview must submit a written report of the interview to the CEO as soon as practicable after the interview.

#### Decision to proceed to hearing or issue a written reprimand

After considering the interview report the CEO may issue the student a written reprimand, request that a review committee conduct a hearing into the matter under investigation or decide that no further action is required.

The VCAA will notify the school if a student’s case has been referred to a review committee and request that they send a representative to the hearing as support for the student. The review committee will ask the school representative to speak about the student’s character and school experience.

### Review committee

Review committees consist of 3 people who are either VCAA Board members or VCAA staff. Chairs of review committees must be VCAA Board members.

#### Withholding student results

The VCAA may withhold the assessment results of a student who is required to attend a hearing before a review committee until whichever of the following occurs later:

* the decision of the review committee and the expiry of the period of 14 days after the day on which it gave its decision verbally at the hearing
* if the student applies to an appeals committee for review of the decision, notification to the VCAA by the appeals committee of its application determination.

The VCAA will advise the school if a student’s results have been withheld. Wherever possible, the VCAA aims to finalise all investigations and hearings before the VTAC cut-off date for students to submit changes of preference.

#### Notice of hearing

The CEO must provide a student who is required to attend a hearing before a review committee:

* written notice of the hearing no less than 7 working days before the hearing is due to commence
* copies of the information and documents the VCAA will refer to at the hearing, no less than 5 working days before the hearing is due to commence.

#### Procedure of the review committee

At a hearing:

* the proceedings must be conducted with as little formality and technicality as the requirements of the Education and Training Reform Actand the proper consideration of the matter permit
* the rules of evidence do not bind the deliberations of the committee; however, it may inform itself in any way it thinks fit
* the rules of natural justice and procedural fairness bind the work of the committee.

#### Cross-examination of witnesses

The cross-examination of witnesses is at the review committee’s discretion. Any exercise of this discretion must be consistent with the rules of natural justice.

#### Legal representation for the student

A legal practitioner may represent a student at a hearing before a review committee.

#### Assisting the review committee

Review committees may be assisted by a person nominated by the VCAA who:

* is entitled to be present during the proceedings
* must ensure that all relevant information is put before the review committee, although they cannot act as prosecutor
* must advise the review committee on any matter it requests, but must not adjudicate on the matter.

#### Decision of the review committee

If the review committee is satisfied on the balance of probabilities that a student has contravened the VCAA examination rules or engaged in practices that are fraudulent, illegal or deceitful, the review committee may do one of the following:

* reprimand the student
* amend or cancel the student’s grade for the external assessment where the contravention occurred
* amend or cancel the student’s grade for the external assessment where the contravention occurred, and also amend or cancel any or all of the student’s assessments in the same study, including cancellation of satisfactory completion of the study
* amend or cancel the student’s grades for external assessments or other assessments in one or more other studies, including cancellation of satisfactory completion of the study
* cancel all the student’s grades for external assessments and other assessments conducted by the VCAA during the year where the contravention occurred or the assessment was obtained, including cancellation of satisfactory completion of the certificate.

#### Notification of decision

The review committee must give its decision:

* verbally at the hearing
* in writing to the student no later than 7 days after the hearing.

In its notification to the student, the review committee must set out in its written decision:

* the reasons for its decision
* the findings on material questions of fact that led to the decision.

The review committee must notify the VCAA as soon as is practicable of its decision.

Principals are advised in writing of the outcome of review committee hearings.

### Review by an appeals committee

A student affected by a decision of a review committee may apply for review of the decision by an appeals committee on one or both of the following grounds:

* the decision was unreasonable
* the penalty imposed was too harsh.

An application must be made by notice in writing to the CEO, no later than 14 days after the day the review committee gave its decision verbally at the hearing. The CEO must refer an application to an appeals committee for determination.

A student may make a written submission to the appeals committee; however, is not entitled to be heard in support of the written submission or to appear before the appeals committee.

The appeals committee must review a decision made by a review committee having regard to all the documents before it, the review committee’s written decision, and any written submission made by the student.

In determining an application for review of a decision made by a review committee, an appeals committee may:

* affirm the decision under review
* vary the decision under review
* set aside the decision under review.

An appeals committee must notify the VCAA immediately of its determination of an application for review.

#### Appointment of an appeals committee

An appeals committee consists of 3 members appointed by the Minister for Education (the Minister) to determine applications for review. The Minister may appoint more than one appeals committee at any time.

A member of an appeals committee must not be a member of the VCAA, a member of a VCAA committee or a VCAA employee. Collectively, the members must have knowledge of the assessment programs of the VCAA, the Education and Training Reform Act and the field of secondary education.

#### Notification of alteration of record of student assessment

If a student’s assessment is amended or cancelled, the VCAA:

* must give written notice to the student concerned
* may give written notice to any other person to whom a copy of the student’s record was previously provided.

### Investigation of teacher errors

It is the responsibility of schools delivering VCE studies to ensure that teachers use the accredited VCAA curriculum and assessment documents, including the current prescribed text lists and approved works.

In exceptional cases, the VCAA may consider an application by a principal that students have, or may have been, disadvantaged because of a teacher’s failure to teach and/or assess a significant part of an accredited VCE study design or VCE VET program.

Where a teacher error is identified during the academic year, the principal should ensure that, as far as possible, issues are managed by the school during the academic year.

The VCAA can provide support to schools seeking advice about how to address situations identified during the school year.

Teacher error enquiries should be directed to the [VCE Assessment Review Team](mailto:vce.assessment.review@education.vic.gov.au).

A formal teacher error application must be submitted by the principal, in writing, to apply on behalf of students who have or may have been disadvantaged by an alleged teacher error and provide an outline of the error and any action taken to determine how the error occurred. Further advice about eligibility should be sought from the VCAA, prior to lodging a formal application.

On receipt of a principal’s formal application, an investigation into the matter may be undertaken by the VCAA. This may include interviewing relevant parties. The VCAA may determine:

* that there is no teacher error or no evidence of student disadvantage
* that the school must provide an additional opportunity for each student to complete the assessment
* whether the circumstances warrant an adjustment to the student's assessment result and, if so, the level of adjustment that should be made.

The VCAA will not consider matters concerning teacher qualifications, teacher availability or quality of teaching staff. The VCAA will not enter into a dispute between a student and their school as to whether an error occurred.

The application must be lodged at the VCAA no 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.

### Student complaints

Schools must have clear policies and procedures in place for when a student, parent or guardian makes a complaint about the school, or the actions of a person connected to the school, including non-compliance by teachers and/or schools in implementation of the VCE. These policies and procedures must be publicly available to students and their parents or guardians.

The VCAA is obligated to investigate complaints to determine whether the school is delivering VCE assessments in accordance with VCAA policies, the requirements outlined in the *VCE Administrative Handbook 2025*, the **Agreement to deliver the VCE in the Victorian academic year**, and relevant VCE study designs. Complaints may concern any aspect of VCE assessment, including the conduct of assessments and decisions regarding assessment results.

The VCAA’s role and investigative powers include:

* Permission to teach VCE studies: The VCAA is the body responsible for granting schools permission to deliver VCE studies. It ensures that schools meet all required standards for VCE delivery and assessment. The VCAA also retains the right to review and, if necessary, revoke a school’s permission to teach VCE studies if it fails to comply with VCE requirements.
* Investigation of provider non-compliance: The VCAA has the authority to investigate any allegations of non-compliance under the Education and Training Reform Act. The investigation will assess whether the school is meeting the required standards for delivering VCE studies and assessments in accordance with VCAA guidelines.
* Request for documentation: As part of the investigation process, the VCAA may request documentation from the school, including policies, procedures, and assessment records related to the VCE. Schools are required to comply with these requests to ensure transparency and accountability.
* Issuing directives: If non-compliance is identified, the VCAA has the power to issue directives to the school, requiring changes to policies or procedures that do not meet the standards set out in the *VCE Administrative Handbook 2025* or other VCAA guidelines.
* Authority to audit: The VCAA may conduct audits of a school’s VCE programs if a complaint is made or as part of regular quality assurance measures. Audits may include a review of the school’s assessment practices, integrity measures and overall compliance with VCE standards.

Students and their parents or guardians must first follow the complaints procedure of their school and, where applicable, the school's governing body such as the Department of Education (for government schools), the Victorian Catholic Education Authority (for Catholic schools) or the school board (for independent schools).

Schools must respond in writing to any complaints and inform the student or their parent(s) or guardian(s) of the outcome of any investigation conducted in relation to the complaint. If students or their parent(s) or guardian(s) are not satisfied with the outcome, they can contact the VCAA. Complaints must be made in writing to the CEO of the VCAA no later than 14 days after receiving written notice of the school’s decision.

Upon receipt of a complaint, the CEO of the VCAA may convene a panel to investigate the allegations. This panel has the authority to:

* request evidence from all parties involved in the allegations
* request to interview all relevant parties regarding the allegations.

On completion of the investigation, the panel will provide a report to the VCAA VCE Integrity Committee and VCAA CEO to determine appropriate actions.

Actions may include:

* instructing the school to amend policies or procedures not in line with the VCE Administrative Handbook 2025
* overturning decisions not in line with the VCE Administrative Handbook 2025
* requesting a school-based assessment audit
* reviewing the school’s permission to teach VCE studies
* referring the school to the VRQA.

# External assessment

External assessments are any tasks set and assessed by the VCAA, including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

To uphold the integrity of VCE external assessments, students are expected to provide authentic and relevant responses to the questions asked, rather than rely on pre-prepared responses that are not their own.

The home school is responsible for the administration of all student data and course enrolments on VASS and for ensuring that all its students have been allocated to an examination centre or room. A student can have only one home school at any given time.

## VCE examinations

VCE examinations are set by VCAA-appointed panels. VCE examination specifications, sample examination materials (by study), as well as an archive of past examinations and external assessment reports are available on the VCAA website.

### Integrity of written examinations and examination administration

At the beginning of the academic year, schools must ensure that students are aware of the VCAA examination rules to ensure the integrity of VCE external assessments. By completing and signing the annual VCAA Student personal details and declarations form, students declare they will abide by and observe the rules and instructions relating to VCE external assessments.

VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequences must meet the VCAA requirements for conducting and administering VCE examinations, as outlined in the **Agreement to conduct and administer VCE external assessments**.

Principals must complete and sign this agreement each year, certifying they will comply with all VCAA requirements for conducting and administering VCE external assessments. Principals must make sure school personnel associated with the administration of VCE external assessments are aware of VCAA requirements.

Principals are reminded of the serious consequences that may result from non-compliance. If a serious breach of this agreement occurs, a school’s authorisation to host VCE external assessments will be subject to review.

### VCAA examination rules

Students are required to observe [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) for the conduct of external assessments conducted by or on behalf of the VCAA, and the day-to-day rules of the school or institution providing the venue for the assessment. VCAA rules apply with appropriate and reasonable modifications for students with a disability or impairment.

## Eligibility to undertake VCE external assessments outside Victoria

Students who sit VCE examinations must be resident in Victoria and enrolled at a school or institution approved by the VCAA as a VCE provider, except if a student:

* is a bona fide resident of Victoria but is temporarily interstate or overseas
* is on an exchange program overseas
* is a student on exchange in Victoria and is returning home immediately before or during the VCE external assessment period
* is representing Australia in an official capacity, for example, at a sporting, academic, military or cultural event
* has a parent or guardian who has been asked to work interstate or overseas
* is a bona fide resident of Victoria who has completed a substantial part of their VCE Unit 3–4 course of study in Victoria and has moved temporarily or permanently interstate or overseas.

Schools must submit an Application to sit VCE external assessments interstate or overseas form to the VCAA.

Evidence of eligibility must be submitted with the application form.

Events such as family holidays, travelling, birthdays and weddings are not considered valid grounds for an application to sit VCE external assessments interstate or overseas.

## External assessment periods and timetable

The VCAA determines the timing of VCE external assessments. Schools must issue each student with an individual student examination/assessment timetable after the release date for each VCE external assessment period. For VCE Languages oral and performance examinations and the Extended Investigation oral presentation, schools must issue each student with their advice slips and, where relevant, Performance Program Sheets/Performer’s Statement, Statements of Intention, Industry Statements, Interpretation Statements and Information Booklets. These documents are available on the relevant study webpage and on VASS.

The VCAA develops the VCE examination timetable using enrolment data. In developing the examination timetable, the VCAA endeavours to:

* minimise the number of students required to sit more than 2 examinations on a given day
* minimise the number of clashes of 2 examinations in the same session
* avoid scheduling another examination on the same day as English and EAL
* allow sufficient time to complete marking within the available timeframe.

The VCE examination timetable is published on the VCAA website after VCAA Board approval.

The VCE examination timetable is also printed in the *VCE Exams Navigator*, which must be issued to students by their home school.

### Students with 3 examinations timetabled on one day

The VCAA will notify schools of the arrangements made for students with 3 examinations timetabled in a single day during an examination period.

The VCAA will allow students with 3 examinations timetabled on a single day to have an additional 10 minutes per hour for the final examination. This can be taken as extra working time or as supervised rest breaks. Students are not obliged to use the extra time entitlement and can leave the examination before their revised finish time.

Students who complete 3 examinations in a single day will receive a DES for the third examination. These students are not required to apply for a DES.

To be eligible for additional time and the DES, students must attend all 3 examinations on the day and attempt the questions on the paper to the best of their ability.

To be eligible for the calculation of a DES, students must have completed the course of study leading to the examination and have a result for at least one other graded assessment in the same study.

The DES should be considered a safety net. If they apply themselves diligently, many students will exceed or equal their predicted DES in their third examination. The VCAA will compare each student’s actual examination score and their calculated DES and award the student the higher of the 2.

### Timetable clashes

If a student has 2 examinations timetabled for the same session, one of the examinations will be moved to another session on the same day. Principals may consult the student and, on behalf of the student, request which examination is to be moved to a different session.

While all attempts will be made to work around timetable clashes, the VCAA is unable to move VCE Languages examinations, Music written examinations and VET Creative and Digital Media examinations.

### Early starts

Principals can apply to the VCAA (with supporting evidence) for permission to begin VCE written external assessments up to 30 minutes earlier than stated in the official timetable. The VCAA will confirm approval in writing to the principal to begin at the earlier time. The principal must notify students and their parent(s) or guardian(s) in writing of the new start and finish times.

### Late arrivals

Each VCE written external assessment begins with a reading period that is included in the times shown in the VCE examination timetable. Students must check the starting time of each VCE written external assessment, arrive before the commencement time and familiarise themselves with the rules about late admission. If a student is late, the VCAA reserves the right to determine whether their response materials will be accepted.

The procedure for admitting late students is outlined in the [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) and is also published in the VCE Examination Manual and *VCE Exams Navigator*.

### Student identification requirements for VCE external assessments

All students undertaking a performance examination, Languages oral examination or the Extended Investigation oral presentation will need to provide personal identification at the registration point for their assessment. The personal identification must include a clear photograph of the student and their full name. Most existing student identification cards or personal documents (for example, a school ID card, a public transport ID card, a passport or a driver’s licence) are sufficient. Students undertaking the oral component of the VCE Languages examination will need to identify themselves by stating, in English, their VCAA student number.

School uniform must not be worn by students to performance examinations, Languages oral examinations or Extended Investigation oral presentations.

Students completing the GAT or a VCE written examination must write their VCAA student number on the response materials. Students attending a location other than their home school may also need to provide personal identification before entering the examination room.

A student’s home school provides them with their VCAA student number.

### Materials and equipment authorised for use in the GAT and VCE written examinations

Refer to [Authorised materials and equipment](https://www.vcaa.vic.edu.au/assessment/vce-assessment/materials/Pages/index.aspx). This information can also be found in the VCE Examination Manual, the GAT brochure and VCE Exams Navigator.

### Irregularities

Irregularities are events that significantly interrupt and adversely affect a student’s performance immediately before or during a VCE external assessment that are outside their control. Examples of events that can occur and be classified as an irregularity include:

* power failures, emergency evacuations and other disruptive events
* printing, collating errors or both in examination question and answer books
* excessive noise or interference
* incorrect interpretation of examination conditions or rules by supervisors
* procedural issues with the conduct of Languages oral or performance examinations, or the Extended Investigation oral presentation

If reasonably possible and practical, minor disruptions will be rectified and remedied at the time of the external assessment by the supervisor, for example, replacing faulty books.

In the event of major disruptions to the conduct or administration of an external assessment, the supervisor should refer the matter to an authorised person at the school.

For more information, refer to the advice on irregularities on the [Examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) webpage, the VCE Examination Manual and VCE Exams Navigator.

## Marking external assessments

External assessments will be subject to independent marking by VCAA-appointed assessors. If necessary, there will be discrepancy marking by an additional assessor who will assess the task without knowledge of the previous assessments.

### Indicative grades and anomalous grades check

Schools must submit indicative grades before the relevant external assessment period for all VCE external assessments, except the Music Composition and Music Inquiry externally assessed tasks. The primary purpose of collecting these indicative grades is to support the quality assurance procedures for marking external assessments. Indicative grades assist in identifying possible anomalous marking of individual student responses. Indicative grades will also be used in the calculation of the DES.

The indicative grade is the school’s prediction of a student’s actual level of achievement on the examination. Indicative grades are letter grades, from A+ to E/UG (ungraded) or NA (not assessed). Schools should note that plus (+) can be used, but minus (-) is not available for input. Class teachers of the same study at the school should discuss and compare the indicative grades given to their students.

The rank order and level of spread of the indicative grades for the school cohort in the study are extremely important. VCAA moderates the school cohort’s indicative grades to ensure they are statistically reliable. If they are not, they will not be used.

#### Strategies for arriving at an indicative grade

The VCAA has no preferred position on how a school arrives at a set of indicative grades, except to advise that the process should be defensible. The principal should advise all teachers at the school on the definition and purpose of the indicative grade, and how to arrive at a set of indicative grades for each student cohort.

Examples of strategies used by schools include:

* setting practice examinations that must be held at a time that allows entry of the indicative grade on VASS by the due date
* ranking the students by performance in school-based assessment and then applying an appropriate grade
* basing the grade on prior knowledge of the relative ability of the student in the study.

The VCAA recommends schools use the indicative grades feedback report on VASS to help determine indicative grades. This report shows if the school’s indicative grades for the previous year were generally aligned with the final grades. The indicative grades feedback report is available on VASS.

#### Anomalous grades check process

For all external assessments, except for General Mathematics Examination 1 and the Music Composition and Music Inquiry externally assessed tasks, an anomalous grade check is undertaken before issuing final results. Indicative grades provided by the school, if they are statistically reliable, are used to identify student assessments with anomalous grades. The relevant chief assessor’s panel reconsiders these students’ assessments.

The anomalous grades check highlights where the student’s examination outcome is substantially different from that predicted by one or more of the following:

* the school’s indicative grade
* the student’s GAT component scores
* another examination assessment in the study for studies with more than one external assessment.

In each case, the differences must be statistically significant.

In the students’ interests, teachers should be as accurate as possible when estimating an indicative grade. If the teacher is accurate (that is, they allocate indicative grades with a similar order and spread to external assessment performance of their students), any possible anomalous marking will be detected, and the assessment referred to the chief assessor for checking. If the teacher allocates indicative grades that are different in order and spread to the external assessment performance of their students, some anomalous assessments might not be detected. If the teacher consistently under or over assesses indicative grades for all students, anomalous performance from the pattern given by the school can still be detected. Therefore, a school need not be overly concerned about submitting indicative grades with exactly the correct level within the constraints of the grade structure. However, teachers should try to order and spread students’ grades as accurately as possible.

Schools can run a VASS report that lists those students whose scripts or recordings were forwarded to the chief assessor’s panel for final determination.

## Process for externally assessed tasks

Assessors appointed by the VCAA mark externally assessed tasks using the assessment criteria for those tasks published by the VCAA.

All student work is submitted to the VCAA electronically in accordance with the specifications and guidelines provided for each study and on the dates published in the [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx). Teachers must make an initial assessment of a student’s work against the published criteria using the marking sheet provided. These initial teacher scores are entered on VASS and are used by the VCAA for quality assurance purposes and to inform marking of external assessments.

At least 2 assessors independently mark all externally assessed tasks. If required, the marking is subject to discrepancy marking. Anomalous grade marking programs are not applied to all externally assessed tasks. However, additional checks are conducted for quality of marking and, where applicable, compliance issues and authentication of student work. Student work may be reassessed as a result of these processes.

For more detailed information about the Music Composition, Music Inquiry or Extended Investigation externally assessed task, refer to the relevant study pages on the VCAA website.

# Score aggregation

The information in this section does not relate to the VCE VM, which does not include scored assessment.

## Study score

A study score indicates how a VCE student performed in relation to all other VCE students who undertook the study. It is calculated using the student’s final scores for SACs, SATs, externally assessed tasks and examinations for each study.

To receive a study score, students must achieve 2 or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year, unless they have Interrupted Studies status and have met these requirements over 2 academic years.

### Study score calculation

The final score for each graded assessment is standardised. This is done by subtracting the state mean for a graded assessment from the student’s final score for that graded assessment, and dividing the result by the state standard deviation for the graded assessment:

* standardised score = (final score − state mean) / state standard deviation

The standardised score for each graded assessment is multiplied by its percentage contribution to the study score. In some studies, the graded assessments are equally weighted, while in others they are weighted differently. For English, the formula is:

* (standardised Unit 3 coursework score × 0.25) + (standardised Unit 4 coursework score × 0.25) + (standardised end-of-academic-year examination score × 0.50)

Student-weighted standardised scores are added together. For VCE studies, up to 3 weighted standardised scores are added together. The weighted totals of all students in the study are ranked in descending order. When students have the same total, they are given the group’s highest rank. For example, in a study of 1500 students, if 3 students have the equal highest total, each will be assigned the rank of 1500. The next highest total will be assigned the rank of 1497.

The ranks are then normalised using an inverse normal function. The scores resulting from this transformation are distributed normally, with a mean of zero and a standard deviation of one. The normalised scores are then converted to a scale with a mean of 30 and standard deviation of 7, truncated at zero and 50. This produces a possible study score ranging from zero to 50, with most study scores between 23 and 37. Further adjustments are made for studies that have small numbers of students.

For further explanation, see the [series of videos detailing the VCE study score](https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx).

### Calculating a VCE VET study score

Some VCE VET units include scored assessments. In these units, students receive a score and a grade for each of 2 components:

* SACs, a set of tasks students undertake in the Unit 3–4 sequence of their program
* an examination based on the Unit 3–4 sequence, set by the VCAA.

The statistically moderated SAC score and the examination score are used to calculate study scores using the same procedures as other VCE studies.

See the [VCE VET units with scored assessment in 2025](#_VCE_VET_units) section.

### Calculations for students with Interrupted Studies status

Students who have been granted Interrupted Studies status will have their study scores calculated using graded assessments across 2 academic years, provided they have achieved 2 or more graded assessments in the study and received an S for both Units 3 and 4. The best results for each graded assessment across the 2 years of study are used when the study score is calculated. The following table demonstrates how these requirements are applied.

Table 10: Example of interrupted studies study score calculation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | First academic year | | Second academic year | | Sequence requirement met | Second academic year study score |
| Unit 3 | Unit 4 | Unit 3 | Unit 4 |
| Interrupted Study | S | Overseas study/illness | Overseas study/illness | S | Yes | Yes |

### Interstate credit and study scores

A student awarded credit at Units 3 and 4 level for interstate studies will have a study score calculated only if they have credit for Unit 3, receive an S result for Unit 4 in a similar VCE study and have attempted at least 2 graded assessments in the VCE study.

### Statistical moderation

School-based assessment is an important part of the VCE. It contributes 50% towards the calculation of a student’s study score in many studies. To ensure fairness when study scores are calculated, it is important that school-based assessments made by all schools are comparable.

The VCE program gives teachers some flexibility in deciding which teaching and learning activities and school-based assessment tasks they will use to assess the learning outcomes specified in each study design. As a result, coursework assessments from different schools will sometimes be based on different sets of assessment activities, even though they are assessing the same learning outcomes, and therefore cannot be compared.

The VCAA acknowledges that teachers are best placed to assess students’ academic achievement. However, assessment scores are comparable only when they are expressed on the same scale. Statistical moderation does not change the relative performance of students within the statistical moderation group. The VCAA uses statistical moderation to adjust students’ achievements from all schools on the same scale. This provides fairness for students across the state. To ensure comparability across school-based assessments from different schools, the VCAA applies statistical procedures to each moderation group, study by study.

For VCE studies, moderation groups are the cohort of students in each school undertaking the study, or the total cohort of students from schools that combine for assessment and moderation for a particular study.

For VCE VET units with scored assessment, the moderation group is the identified assessing group. By selecting an assessing group, schools are choosing the group in which students will be statistically moderated; students will be statistically moderated with the entire assessing group. An assessing group can be a cohort of students who are enrolled in the same unit in:

* a home school – a teacher from the school delivers and assesses the scored Unit 3–4 sequence from the VCE VET program
* an RTO – students attend an external RTO for delivery of the scored Unit 3–4 sequence from the VCE VET program
* a cluster group – students attend another school as part of a VET cluster for delivery of the scored Unit 3–4 sequence from the VCE VET program.

Statistical moderation aligns the distribution of school-based scores for each school group or moderation group with the distribution of external scores for each school-based assessment. The external score is based on examination scores achieved by students across Victoria in common tasks and using common assessors. The process provides a suitable basis for moderating school-based scores to calculate the external score used for statistical moderation. In studies with 2 external assessments, scores from both will be used.

The VCE assessment program also includes the GAT. In a few studies, where it is found to enhance the moderation process, student results from the GAT are also used to calculate the external score. In such cases, the examination scores remain the primary reference for adjusting school-based scores. Further information on statistical moderation can be found on the VCAA website.

### Internal comparability of assessments

For statistical moderation, each school’s assessments in a study are treated as a single group, not as separate teaching classes. Each school should have established procedures for marking school-based assessments and should apply these procedures consistently. There should be consistency across decisions made by teachers regarding individual studies and consistency across decisions made by multiple teachers of one study.

### Transferring students

For each transferring student, the VCAA will decide how the student’s school-based assessment is moderated for each study. The decisions will be based on the following conditions.

#### Students who transfer very early in the academic year and complete all assessment tasks at the receiving school

* The receiving school is the assessing school and the moderation group.
* The student’s school-based assessment and examination scores are treated in the usual way in the moderation process for the receiving school.

#### Students who transfer very late in the academic year, having completed all assessment tasks at the original school, but sit the examinations at the receiving school

* The original school remains the assessing school.
* The student’s examination score is treated as belonging to the original school.
* The student’s school-based assessment scores and examination scores are generally treated in the moderation process for the original school.

#### Students who complete all the assessment tasks for Unit 3 at their original school and the assessment tasks for Unit 4 at their receiving school

##### Example for English

* The original school is the assessing school for Unit 3 coursework.
* The receiving school is the assessing school for Unit 4 coursework.
* As the student’s school-based assessment preparation for the examination has been completed at 2 different schools, the student’s scores are removed from the moderation process for both schools.
* Once scores have been entered, they cannot be removed once the date for such changes on VASS has passed. Therefore, if a student no longer wants to be assessed for levels of achievement for all or any graded assessments, the school should enter NA (not assessed) for the remainder of that study. The scores already entered will remain.

#### Students who complete some assessment tasks for the school-based assessment at their original school and the remainder of the tasks at the receiving school

##### Example for Mathematics

* The student transfers during the academic year, having completed the Unit 3 tasks of the   
  Unit 3–4 school-based assessment at the original school.
* The student completes the Unit 4 school-based assessment tasks at the receiving school.

##### Example for English

* The student transfers early in the academic year, having completed 2 of the 3 assessment tasks for the Unit 3 school-based assessment at the original school.
* The student completes the remaining task for Unit 3 school-based assessment at the receiving school.

In both examples the student’s school-based assessment will be handled as follows:

* The original school will enter the scores for the tasks assessed at that school on VASS before transferring the student to the receiving school.
* The receiving school will enter the scores for the tasks assessed at that school on VASS.
* The student’s SACs and examination scores will be removed from the moderation process for both schools.

At the completion of the moderation process for both schools, the VCAA will calculate a moderated partial score for the SACs completed at the original school, using the moderation parameters for that school. The VCAA will also calculate a moderated partial score for the SACs completed at the receiving school, using the moderation parameters for the receiving school.

The moderated partial scores from each school will then be added to produce the moderated total score for the student.

If a student arrives at the receiving school having completed only some of the assessment tasks for the school-based assessment, and those tasks have been done in a different sequence to that of the receiving school, the receiving school should provide support for the student to complete any missing tasks. This support should include the necessary teaching and preparation for the tasks, and scheduling of tasks for the student.

Schools should seek advice from [Student Records and Results](mailto:student.records@education.vic.gov.au) if they are unsure of appropriate measures to take in any of these situations.

## Final grades

Levels of performance in graded assessments are reported as A+ to E, UG (ungraded) and NA (not assessed). UG indicates that the score achieved was too low to assign a grade. NA indicates that the school-based assessment was not submitted, or the examination was not undertaken.

All VCE studies include at least one external assessment, and all except Algorithmics (HESS) have SACs for either a combined Units 3 and 4 assessment, separate Unit 3 and Unit 4 assessments, or a Unit 3 assessment only. Some studies have SATs and Music Composition, Music Inquiry and Extended Investigation have Externally assessed tasks.

The distribution of grade ranges for all assessment components in each study are reported each year and published on the VCAA website.

### Grades for VCE and VCE VET school-based assessment

The minimum score required for each grade within each school-based assessment in a VCE study and a VCE VET scored program is determined by the VCAA, following statistical moderation of school-assessed initial scores.

### Final grades for external assessments

The VCAA determines the minimum score for each grade at the completion of marking.

# Results reporting to schools

### School access to student final results

Schools can access student final results for the VCE, VCE VET and the GAT on VASS. The final results for the end-of-academic-year external assessments and all school-based assessments are released at the end of the academic year.

### Confirmation of grades

After considering a student’s grades for an external assessment and the GAT, the principal may ask the VCAA to confirm the student’s final grade. This can be requested only if there is a significant discrepancy from the level the school expected the student to attain. The VCAA’s confirmation of grades process involves an administrative check of the procedures used in finalising the student’s grade. Schools can request information on this process for any type of external assessment, including written, oral, electronic/digital, aural and performance tasks. This applies to external assessment only and the confirmation of grades process does not apply to school-based assessments.

Based on the standard achieved, an equivalent process is also available for the GAT.

Schools are encouraged to discuss the reasons for any perceived marking discrepancies with the student prior to making a request to the VCAA for more information.

Schools can request grades to be confirmed by using the Confirmation of grades request form on VASS. The principal must endorse all provided information before submitting the application. Refer to [Important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) for the final day for principals to request a confirmation of grades for external assessments.

Statistical moderation reports for school-based assessments are available to each school through VASS.

### VCE Data Service

Data for each year’s VCE results is available before the commencement of the next academic year. Schools can use the VCE Data Service to analyse the performance of their school in the VCE. The service can:

* assist in identifying the strengths and weaknesses in the performance of groups of students across VCE programs offered by a school
* provide information on the longitudinal progress of students from NAPLAN to VCE
* provide information to inform professional discussions about strategies for improving student performance outcomes.

School staff can analyse the school’s performance using the VCE Data Service via the relevant VASS report.

### External Assessment Results Service

Teachers can use the VCE External Assessment Results Service on VASS to analyse the performance of their VCE classes in external assessments. In particular, the service can be used to:

* identify strengths and weaknesses in the performance of a class against certain criteria
* inform the effectiveness of current teaching practices and areas for improvement
* inform professional learning discussions with fellow teachers that lead to improved teaching practices.

For all external assessments, teachers can use VCE External Assessment Results Service to analyse class performance against that of all VCE students at the:

* summary examination level
* question or criterion level, including extended answer and multiple-choice (Response Analysis).

The report can be accessed on the VASS menu by selecting:

* School Admin > School Statistics > External Assessments – Summary
* School Admin > School Statistics > External Assessments – Questions/Criteria.

At the end of the academic year, the VCAA issues a Statement of Results to all students who have obtained results in VCE studies, VCE VET units and nationally recognised VET UoCs. The VCAA issues VCE certificates to eligible students.

### VCE certificate

The VCE certificate contains the student’s full name but does not list their individual studies or results. The certificate is issued in the academic year in which the student first satisfies the requirements for the award of the VCE. Students who have previously satisfied the requirements of the VCE but choose to do additional studies in subsequent years do not have their certificate reissued.

Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.

### Statement of Results

The VCAA issues a VCE Statement of Results to all students enrolled in the VCE as their primary program. This contains:

* a cumulative record of achievement for all VCE and VCE VET units undertaken, and the academic year in which the result was obtained (units awarded a J result will not be shown)
* graded assessment and study scores for each sequence of Units 3 and 4 studies undertaken, excluding VCE VM studies, either in the current academic 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 taken overseas, interstate or as part of the IB or for a vocational course
* university studies successfully completed
* a statement indicating whether the student sat the GAT
* if relevant, a statement indicating that the student was granted EAL status, along with the years in which that status was granted
* if relevant, a statement indicating whether the student has met the requirements for award of the VCE.

### Completion of units

There are 2 symbols for reporting the completion of units on a VCE Statement of Results:

* S (satisfactory), which means all outcomes as specified in the study design have been achieved
* N (not satisfactory), which means that not all outcomes have been achieved or there was a significant breach of the VCAA or school rules for assessment.

### Graded assessment results

VCE studies (excluding VM studies) have 3 graded assessments for each Unit 3–4 sequence. Scored VCE VET studies have 2 graded assessments for each Unit 3–4 sequence.

Levels of performance in graded assessments are reported as being from A+ to E, UG (ungraded) or NA (not assessed). UG indicates that the score achieved was too low to be assigned a grade. NA indicates that the school-based assessment was not submitted, or the examination was not undertaken.

For studies undertaken before 2003, students may have had Consideration of Disadvantage granted to them. This was reported by means of an asterisk against the grades for which it was granted. Grades were reported as \*A+ to \*E, \*UG or \*NA.

#### Combined Units 3 and 4 school-based assessment grades

For studies with a combined Units 3 and 4 school-based assessment grade, the grade reported in each academic year is calculated from the available scores for that year. Students may request a statement of grades, estimated from all available scores for the school-based assessment, from [Student Records and Results](mailto:student.records@education.vic.gov.au).

#### Higher Education studies

Student enrolments in a HES can be viewed through the Student full details report on VASS in the week after the last day for enrolment in Unit 3–4 sequences. For information on student results for these studies, schools should contact the higher education institution at which the student is enrolled.

Students who successfully complete a HES have the study title and the academic year of enrolment reported on their VCE Statement of Results. A HES may contribute towards satisfactory completion for the award of the VCE as an unscored Unit 3–4 sequence.

#### Study scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student’s moderated school-based assessment scores, the externally assessed task (where relevant) and the examination scores for each study.

The maximum study score is 50. The following table shows the approximate proportion of students who will achieve a study score on or above the stated values for studies that have 1000 or more enrolments. For studies with fewer enrolments the proportions may vary slightly.

Table 11: Study score distribution

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Study score | 20 | 25 | 30 | 35 | 40 | 45 |
| Approximate proportion of students on or above this position (%) | 93 | 78 | 53 | 26 | 9 | 2 |

If the study score is less than 20, the score will be reported to the student as <20.

Schools can access information on the scores of all their students. The actual score is sent to VTAC. This is available to the student’s school on VASS. Students can access this information on the results service by contacting the VCAA or by applying to the VCAA for a Statement of Study Score.

If a study score is unavailable, the score will be reported to the student as UN. A study score is unavailable when more than one graded assessment is NA or the student has not satisfactorily completed Units 3 and 4 of the study.

## GAT results

Students who obtained GAT results are issued with a statement indicating their performance against the standards for writing, reading and numeracy. For students who completed both Sections A and B of the GAT, the scores achieved for each component and a descriptive statement of these results, along with a standardised score for each component, are also reported.

For more information, go to [The GAT](#THE_GAT) section.

## VET results

### Satisfactory completion of units of competency

UoCs that have been satisfactorily completed are reported on the student’s VET Statement of Results. UoCs not yet completed, although entered as N on VASS, will not appear on the student’s VET Statement of Results.

VCE VET units are reported on the VCE Statement of Results. The student’s RTO awards all certificates and issues all Statements of Results.

### VET Statements of Results

VET Statements of Results are issued to students who satisfactorily complete UoCs as part of a VCE VET program, an SBAT or a VET certificate.

Each Statement of Results contains a cumulative record of achievement for all UoCs undertaken towards a certificate with a current enrolment. If students are undertaking more than one VCE VET program but are yet to complete all UoCs, results for all units may appear on one Statement of Results.

## Delivery of results

Students who have undertaken a VCE Units 3 and 4 study in any year or who have pre-VCE results will have their results package mailed directly to their address as recorded on VASS, on the scheduled date at the end of the academic year. Depending on the student’s enrolment, the package may include a Statement of Results for VCE, GAT and VET.

Certificates are forwarded to the student’s home school on the scheduled date.

Students who have undertaken study at VCE Units 1 and 2 level only and have not completed any pre-VCE studies will have their results included in the results package sent to their home school on the scheduled date. The school results package will contain:

* VCE Statements of Results for all VCE students, including Units 1 and 2 VCE and VCE VM students
* VCE VET and VET/FE Statements of Results listing UoCs completed for all students studying VCE, including VCE VM Units 1 and 2 only
* VCE certificates for the current academic year, including:
* VCE – Baccalaureate certificates
* VCE – Vocational Major certificates.

## VCE Results and ATAR Service

Students may obtain their final Year 12 results by accessing a range of services from the VCE Results and ATAR Service (a joint VCAA and VTAC service) if they have at least one VCE Units 3 and 4 enrolment. Students can use the VCE Results and ATAR Service website or app. They should refer to the VCE Exams Navigator for information regarding access to the results service.

## Post Results and ATAR Service

Post Results and ATAR Service (PRAS) is a joint VCAA and VTAC enquiry service that provides information after the release of results in December. Students, their parents or guardians, or teachers with queries about VCE results should phone 03 9637 3877 (metropolitan callers) or 1800 653 080, or email [pras@education.vic.gov.au](mailto:pras@education.vic.gov.au). Actual results cannot be obtained from this service.

## Statement of Marks and Statement of Study Score

Students may apply to the VCAA to obtain a Statement of Marks for their VCE external assessments and the GAT. Students will receive a personalised application form for this purpose with their VCE results, and a general application form is available on the VCAA website. A Statement of Marks provides the marks obtained for each question or criterion on an external assessment, and the maximum marks available.

A Statement of Study Score provides details of the calculation of a student’s study score for VCE Units 3 and 4 or scored VCE VET Unit 3–4 sequences.

Fees are not required when applying for these statements. Students with vision impairment can request a Statement of Marks in an accessible format.

There is a closing date for applications. There is no provision for late applications. Applications received after this date will not be processed.

## Inspection of examination response materials

Student examination papers and recordings remain the property of the VCAA and will not be returned to students but may be made available for inspection under certain conditions. All written examination papers and audio recordings for Music Performance examinations may be available for inspection. The following materials are not available for inspection:

* video recordings for any performance examination
* recordings of VCE Languages oral examinations and VCE Extended Investigation oral presentations.

Students may inspect their examination papers on application to the VCAA. Students receive a personalised form for making this application with their VCE results. The application form covers Statement of Marks, Statement of Study Score and Inspection of Scripts. A general application form is also available on the VCAA website. Students must obtain the relevant Statement of Marks before an inspection of papers. A fee is charged for each examination paper inspected (see [Fees and charges](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/FeesandCharges.aspx) on the VCAA website).

Inspections can occur at the student’s school, or when schools are closed, inspections may occur at the VCAA. For inspections at the school, the principal must sign the **Inspection of Scripts** application, which is forwarded to the VCAA. Material will be sent to the principal. An appointment must be made at the school for the inspection. If the inspection is taking place at the VCAA, the VCAA will make an appointment with the student.

The VCAA allows 15 minutes for the inspection of each examination script. It is recommended that students have their study teacher present (and is a pre-condition for a VCE Examination Score Review). If the study teacher is not available, students should contact their school to discuss a possible suitable substitute. The substitute should be a teacher teaching the study at the same level.

Under no circumstances are examination papers, authorised photocopies of the materials or recordings allowed to be taken from the inspection room or copied. Alteration of any material is also not allowed. Students must not take mobile phones into the inspection room. Marks and assessors’ comments do not appear on examination papers.

Examination papers and recordings are held until the end of the inspection period, one month after the final day for lodging requests to inspect scripts. The VCAA has permission from the Keeper of Public Records to destroy the material after this date and this is typically carried out annually in April. After this deadline, all scripts and raw assessment data held at the VCAA are destroyed.

## Release of final results

Published results are final apart from exceptional cases. No school-based assessments will be re‑marked once results have been released unless a student appeals to the VCAA against penalties imposed by their school for breach of VCAA examination rules or school-based assessment authentication rules. There is no provision for a student to appeal to the VCAA against a school’s assessment of outcomes for satisfactory completion of a unit.

### VCE examination score review

In exceptional cases the VCAA may consider an application by a principal who believes that there has been an error in the marking of a student’s response to one or more questions on a written examination and, consequently, the student has been incorrectly assessed.

An application should not be submitted solely because a student was expected to achieve a higher overall mark. The VCAA will consider a VCE examination score review application made only by the principal or an authorised member of the principal class at the student’s school.

Applications must be made following the VCAA’s policy and procedures, which are available by download from VASS. It is a precondition of any such application that the student and study teacher have obtained a Statement of Marks and inspected the student’s examination response materials.

Schools should refer to the confirmation of grades process if they have concerns about a student’s result for an oral or performance examination, or an externally assessed task.

## Replacement certificates and Statements of Results

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](https://www.vcaa.vic.edu.au/assessment/results/Pages/replacement-results.aspx).

### Certified copies

A certified copy is a one-page statement that verifies a student’s results.

### Equivalent qualifications

The VCAA may issue statements of equivalent qualifications to the VCE to applicants with senior secondary school qualifications obtained interstate or overseas.

The VCAA will also assess interstate or overseas qualifications for their equivalence to Year 11.

Applications for assessments of equivalent qualification should be made on the [**Application for statement of equivalent qualification**](https://www.vcaa.vic.edu.au/Documents/results/equal.pdf) form.

Statements of equivalent qualifications are not available for students with current active enrolment in the VCE. Schools that are applying for credit on behalf of a student should refer to the [Student transfer and credit from overseas studies](#OverseasCredit) section.

# The GAT

The GAT is a paper test of general knowledge and skills taken by students while completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate that they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. The Victorian Literacy and Numeracy Standards are derived from the Australian Core Skills Framework. For more information see the [Victorian Literacy and Numeracy Standards](https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/VictorianLiteracyandNumeracyStandards.aspx).

GAT results are also used to calculate a DES.

No additional study is required to prepare for the GAT. Past study of subjects such as English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

### GAT structure

The GAT is structured into Section A and Section B, each of which is administered in separate sessions on the same day.

Section A comprises:

* a 2-part writing task
* 50 numeracy multiple-choice questions
* 50 reading multiple-choice questions.

Section B comprises:

* an extended writing task
* 25 mathematics, science and technology multiple-choice questions
* 25 arts and humanities multiple-choice questions.

### Who sits the GAT

#### Both Sections A and B

* Students who are enrolled in one or more scored VCE or VCE VET Unit 3–4 sequences including:
* students not planning to undertake scored assessment
* students who have met the literacy and numeracy standards in the previous year.

#### Section A only

* Students who are enrolled in one or more VCE VM Unit 3–4 sequences but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences

If a student has met the standards in a previous year and is enrolled in VCE VM but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may do so if they wish.

### Victorian Literacy and Numeracy Standards

Section A of the GAT assesses whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling. This gives another indication of their readiness to move onto further education, training or employment.

### Use of the GAT in the VCE

#### School-based assessment

Using GAT scores, the VCAA applies statistical moderation procedures to school-based assessment scores to ensure they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school’s assessments of its students in each study with the level and spread of the same students’ scores in the external assessment and adjusts the school scores if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will be done only if they provide a better match with school-based assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

#### External assessments

The GAT is used as part of a final check on external assessment scores except for the Music Composition and Music Inquiry externally assessed tasks. This final check is known as anomalous grading marking. If there is a statistically significant difference between the final score for an external assessment and the score predicted by the GAT and school indicative grades, the chief assessor will assess the external assessment again. Scores may go up or stay the same; however, they will not go down because of this final check.

#### Derived Examination Score

The calculation for the DES uses all available scores for the student in the affected study, the indicative grade for any external assessments provided by the school, and the GAT component scores. For each approved application for a specific external assessment, the VCAA will calculate a range of possible scores using the DES. This will be calculated statistically from the student’s other assessments, including:

* moderated school-based assessments
* GAT component scores
* other external assessment scores, if applicable
* indicative grades provided by the school.

The contribution made by the graded assessments, the indicative grade and the GAT component scores are determined by analysing the comparison data with the final score for the specific external assessments for all students who have not applied for a DES. For all external assessments, the 2 graded school-based assessment scores provide the greatest contribution to all the predictors.

If a student is eligible for a DES and the highest of the predictors is greater than the achieved external assessment score, the highest predictor is chosen as the final score for the student in the relevant external assessment.

### Exemption from the GAT

It is important for students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequences to sit Sections A and B of the GAT, and for students enrolled in one or more VCE VM Unit 3–4 sequences to sit Section A. An exemption from sitting the GAT may be granted to an individual on the basis of an application that meets one or more of the following circumstances.

#### Special Examination Arrangements

A request for an exemption from the GAT on the grounds of requiring SEAs will not be approved unless the necessary arrangements exceed those normally offered for the GAT.

Students who experience the onset of an illness, the exacerbation of an existing condition or the occurrence of an injury or personal trauma in the period before or on the day of the GAT should discuss applying for Emergency Special Examination Arrangements with their VCE coordinator, who may assist them to sit the GAT.

#### Eligibility for exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

* they have a condition, circumstance or impairment for which arrangements cannot reasonably be made. SEAs for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing
* they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
* they are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

* an accident before or on the day of the GAT
* attendance at a funeral of a family member or other person of close relationship
* required attendance at a legal proceeding.

Applications submitted based on illness, injury, personal trauma or a serious intervening event require evidence from an appropriate professional.

An application for an exemption from the GAT cannot be submitted solely based on the following circumstances, which are described more fully below:

* a student requiring SEAs
* a student not completing any graded assessment
* Interrupted Studies status or compassionate late withdrawal
* a student being interstate or overseas at the time of the GAT.

#### Students not completing any graded assessments

Students not completing any graded assessments associated with VCE or scored VCE VET Unit 3–4 sequences are expected to sit the GAT and will not be granted an exemption on these grounds.

#### Interrupted Studies status and compassionate late withdrawal

It is important for a student who has been granted Interrupted Studies status to attempt the GAT in both academic years, particularly in the academic year they return to complete the study.

If a student has been withdrawn from all VCE or scored VCE VET units at Units 3 and 4 levels before the GAT, they do not need to apply for an exemption from the GAT. A student withdrawn after the GAT is not eligible to apply for an exemption from the GAT.

#### How to apply for an exemption

If a student’s circumstances meet the eligibility requirements for an exemption from the GAT, their school may apply to the VCAA using the Application for authorised absence from the General Achievement Test (GAT) form.

Applications on the grounds of accident, illness or injury must be substantiated with evidence from an independent health professional, who will need to complete Section B of the application form.

Applications on the grounds of a personal trauma or serious intervening event must be substantiated with evidence from an appropriate independent professional. This independent professional will need to complete Section C of the application form.

### Interstate and overseas arrangements

Students may be eligible able to sit the GAT interstate or overseas if they:

* are on an overseas exchange program
* are on exchange in Victoria and are returning home immediately before or during the VCE external assessment period
* are representing Australia in an official capacity, for example, at a sporting, academic, military or cultural event
* have a parent(s) or guardian(s) who must work interstate or overseas.

Schools must submit an Application to sit VCE external assessments interstate or overseas form to the VCAA.

Evidence of eligibility must be submitted with the application form.

Events such as family holidays, birthdays and weddings are not considered valid grounds for an application to sit VCE external assessments interstate or overseas.

### GAT Statement of Results

A GAT Statement of Results is mailed to each student.

Student literacy and numeracy skills are assessed against standards in reading, writing and numeracy in Section A of the GAT.

The GAT Statement of Results indicates if the student has met the standards, not met the standards, or met the standards and demonstrated excellence.

Where a student has completed both Sections A and B, their results will also include a score for each GAT component:

* Writing (Section A) and written communication (Section B)
* Numeracy (Section A) and mathematics, science and technology (Section B)
* Reading (Section A) and humanities, the arts and social sciences (Section B).

The VCE Statement of Results indicates if a student obtained results in the GAT or had an authorised or unauthorised absence from one or both sections.

Students cannot apply for a DES for the GAT.

### Further opportunities to meet literacy and numeracy standards

If a student does not meet one or more of the standards, this will be indicated on the GAT Statement of Results. There will be opportunities to retake the GAT the following year for students who did not meet one or more of the standards in 2025 and have completed their secondary schooling.

The specific timing for resit opportunities will be provided in late 2025 in the academic year. Schools are expected to host test sessions for former students who opt to resit the GAT.

# VCE checklists

The following checklists will help principals, teachers and coordinators identify the key processes and practices they need to monitor to meet their obligations to deliver the VCE, including the VCE Vocational Major program. The items reflect the most frequent type of queries to which the VCAA responds.

## Principal’s checklist

|  |  |  |
| --- | --- | --- |
| **VCE set-up**  The principal ensures students are provided with access to adequate facilities and resources to complete their course of study. | | |
| 1 | Teachers are using only the current accredited study designs and text lists. |  |
| 2 | Students have been provided with clear, written details of both the VCAA rules and the school’s rules and procedures, including rules for authentication of school-based assessment. |  |
| 3 | There is an internal school calendar that ensures the [important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) are met. |  |
| 4 | The process to extend an important administrative date is proactively followed. |  |
| **Eligibility**  The principal or their delegate must make an initial assessment using the advice provided by the VCAA relating to a range of enrolment processes. | | |
| 1 | Determine English as an Additional Language (EAL) status. |  |
| 2 | Review and assess VCE Second Language applications before submission by the due date. |  |
| 3 | Ensure provision of VCE units without the calculation of a study score is a process supported by consultation and agreement between the student, the parent(s) or guardian(s), and the school. |  |
| **Student data**  Schools must enter and store student result data securely and protect against misuse, loss, unauthorised access, modification and disclosure. Information stored electronically, on databases or portable storage devices, must be managed and securely located in order that records are not accessible to unauthorised users either at the time of entry or once stored. (See ‘Data security and VASS’ in the *VCE Administrative Handbook*.) | | |
| 1 | There is an internal audit process to make sure data held on VASS is true and accurate. |  |
| 2 | Following the death of a student, a letter with the principal’s signature is sent to the [Student Records and Results unit](mailto:student.records@education.vic.gov.au). |  |

|  |  |  |
| --- | --- | --- |
| **Partnerships**  The VCAA recommends that schools with fewer than 5 enrolments in any VCE Unit 3–4 study (note that English and EAL are separate studies) form a partnership with another school or with a community organisation to enhance the curriculum provision or assessment arrangements for students. | | |
| 1 | **VCAA partnership agreement** forms are reviewed and signed. |  |
| 2 | A request for dissolution of a partnership is signed by the principal of each school involved and submitted in writing to the VCAA. |  |
| **School-based assessment audit**  The principal undertakes to ensure that the delivery and assessment of VCE studies complies with VCAA requirements. | | |
| 1 | Deadlines for the school-based assessment audit are met. |  |
| 2 | Teachers are supported to complete the school-based assessment audit processes. |  |
| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school. | | |
| 1 | For all units, the school specifies the work a student must do to achieve an S for the unit and the conditions under which the work is to be done. |  |
| 2 | There is an established process to support the delay of satisfactory completion that is applied consistently across studies and units. |  |
| 3 | The decision to award an S for the unit is distinct from the assessment of levels of achievement. |  |
| 4 | Any decision for a student not to complete scored assessment must be endorsed by the student, the parent(s) or guardian(s), and the school. |  |
| 5 | A teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) is consistent for all students. This approach is consistent for all student work, whether it is being assessed for levels of achievement or not. |  |
| **Endorsements**  The signature of the principal, or a delegate, is required on some documents. Some examples are below. | | |
| 1 | Applications for credit (recognition of prior learning), which should be reviewed and assessed by the school before submission |  |
| 2 | Agreement to conduct and administer VCE external assessments |  |
| 3 | Amendments to results |  |

## VCE coordinator’s checklist

|  |  |  |
| --- | --- | --- |
| **VCE set-up**  The principal ensures students are provided with access to adequate facilities and resources to complete their course of study.  The VCE coordinator will: | | |
| 1 | have in place an audit process to ensure teachers are using currently accredited study designs and current text lists |  |
| 2 | ensure students are provided with clear, written details of both the [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) and the school’s rules and procedures, including rules for authentication of school-based assessment |  |
| 3 | construct and distribute an internal school calendar to manage scheduling of school-based assessments that ensures the [important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) are met but does not place an undue burden on students |  |
| 4 | ensure that the process to extend a due date is understood by all staff administering the VCE. |  |
| **Student data**  Schools must enter and store student result data securely and protect against misuse, loss, unauthorised access, modification and disclosure. Information stored electronically, on databases or portable storage devices, must be managed and securely located in order that records are not accessible to unauthorised users either at the time of entry or once stored.  The VCE coordinator will: | | |
| 1 | develop an internal audit process to make sure data held on VASS is true and accurate |  |
| 2 | run an eligibility report on VASS regularly (e.g. each term) and when a student’s program of study is changed, and review the content. |  |
| **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 VCE coordinator will: | |  |
| 1 | check that arrangements to assist students in their learning and assessments are consistently applied across the school. This includes classroom learning and school-based assessments (approved by schools) and Special Examination Arrangements for VCE external assessments (approved by the VCAA) |  |
| 2 | identify where Special Examination Arrangements are appropriate for a particular student and ensure applications, including required evidence, are submitted by the due date |  |
| 3 | have an understanding of the Derived Examination Score process, including why it is used and how to apply for it. |  |
| **School-based assessment audit**  The principal undertakes to ensure that the delivery and assessment of VCE studies complies with VCAA requirements.  The VCE coordinator will: | |  |
| 1 | ensure teachers are promptly notified of, and supported to complete, the school-based assessment audit processes |  |
| 2 | ensure teachers are supported in the development of school-based assessment tools that are equitable, balanced, efficient, valid and reasonable. |  |
| **Breach of rules**  The school’s policy and procedures should make it clear who is responsible for receiving reports of allegations of a breach of rules in school-based assessment.  The VCE coordinator will: | | |
| 1 | treat each allegation sensitively and maintain the confidentiality of the process |  |
| 2 | in developing and reviewing policy, ensure that the decision-maker is not the investigator of the allegation. |  |
| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school.  The VCE coordinator will: | |  |
| 1 | for all units, ensure teachers specify and communicate the work a student must do to achieve an S for a unit and the conditions under which the work is to be done |  |
| 2 | make teachers aware that the decision to award an S for the unit is distinct from the assessment of levels of achievement and explain the reasoning |  |
| 3 | establish a documented process to support the delay of satisfactory completion that is applied consistently across studies and units |  |
| 4 | ensure any decision for a student not to complete scored assessment is as a result of extended consultation and is endorsed by the student, the parent(s) or guardian(s), and the school |  |
| 5 | ensure that a teacher’s judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) is consistent for all students. This approach is consistent for all student work, whether it is being assessed for levels of achievement or not. |  |
| **Examination planning and logistics**  The principal must certify that they will comply with all VCAA requirements for conducting and administering VCE external assessments.  The VCE coordinator will: | | |
| 1 | ensure that the yearly **Agreement to conduct and administer VCE external assessments** is signed by the principal and returned by the due date |  |
| 2 | support chief supervisors to attend VCAA training and give them timely access to the *VCE Examination Manual*, while providing assistance with setting up examination rooms |  |
| 3 | distribute the *VCE Exams Navigator* to all students enrolled in a Unit 3–4 study and discuss the content. |  |

## VCE VM coordinator’s checklist

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| **VCE VM set-up**  The principal ensures students are provided with access to adequate facilities and resources to complete their course of study.  The VCE VM coordinator will: | | |
| 1 | have in place an audit process to ensure teachers are using currently accredited VCE VM study designs |  |
| 2 | ensure students are provided with clear, written details of both the [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) and the school’s rules and procedures, including rules for authentication of school-based assessment |  |
| 3 | construct and distribute an internal school calendar for staff that ensures the [important administrative dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx) are met, including key enrolment change dates for VCE VM students, but does not place an undue burden on students |  |
| 4 | ensure that processes to extend due dates for unit and module completion are understood by all staff administering the VCE VM. |  |
| **Student data**  Schools must enter and store student result data securely and protect against misuse, loss, unauthorised access, modification and disclosure. Information stored electronically, on databases or portable storage devices, must be managed and securely located so that records are not accessible to unauthorised users either at the time of entry or once stored.  The VCE VM coordinator will: | | |
| 1 | develop an internal audit process to ensure data held on VASS is true and accurate |  |
| 2 | run the **Student full details report** and **VCE VM student eligibility report** on VASS at the beginning of Terms 1 and 3, and review and revise individual student programs when a student’s program of study is changed. |  |
| **School-based assessment**  VCE VM assessments are school-based and assessed through a range of learning activities and tasks.  School-based assessment refers to any work students in the VCE VM complete that contributes to teacher judgement about their satisfactory completion of an outcome in the VCE VM.  The teacher judges that the student has achieved a VCE VM Unit based on the range of set work and assessment tasks completed by the student.  The VCE VM coordinator will: | | |
| 1 | ensure teachers understand that VCE VM students must undertake school-based assessment to demonstrate their achievement of the outcomes in each unit |  |
| 2 | ensure teachers understand that VCE VM students must undertake school-based assessments to demonstrate their achievement of learning goals in each unit |  |
| 3 | ensure teachers understand that the decision to award an S for a unit is based on evidence collected by the classroom teacher |  |
| 4 | ensure evidence is retained and held securely for audit processes. |  |

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| **Satisfactory completion**  Decisions about satisfactory completion are solely the responsibility of the school.  The VCE VM coordinator will: | | |
| 1 | for all units, ensure teachers specify and communicate how a student will demonstrate their achievement of all learning outcomes, which will culminate in the satisfactory completion of a unit or module, and the conditions under which the assessment is to be completed. |  |
| **Unit and module completion**  For VCE VM, unit completion refers to the completion of a unit within the study design, per the *VCE Administrative Handbook*. | | |
| **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 VCE VM coordinator will: | | |
| 1 | check that arrangements to assist students in their learning and assessments are consistently applied across the school. This includes arrangements for classroom learning and school-based assessments, which are approved at a school level |  |
| 2 | have an understanding of the General Achievement Test (GAT), identify where Special Examination Arrangements are appropriate for a particular student and ensure applications, including required evidence, are submitted by the due date. |  |
| **School-based assessment audit**  Ensure that the delivery and assessment of VCE VM studies complies with VCAA requirements.  The VCE VM coordinator will: | | |
| 1 | ensure teachers are promptly notified of and supported to complete the audit process for VCE VM studies |  |
| 2 | ensure teachers are supported in the development of school-based assessment tools that are equitable, balanced, efficient, valid and reasonable. |  |
| **Breach of rules**  The school’s policy and procedures should make it clear who is responsible for receiving reports of allegations of a breach of rules in school-based assessment.  The VCE VM coordinator will: | | |
| 1 | treat each allegation sensitively and maintain the confidentiality of the process |  |
| 2 | in developing and reviewing policy, ensure that the decision-maker is not the investigator of the allegation. |  |

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| **Pillars of Applied Learning**  Applied learning involves students engaging in authentic and motivating learning experiences. It is a method of learning where theoretical information comes to life for students, in a real-world context that relates directly to their own future, is within their own control, and is within an environment where they feel safe and respected. Students’ knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.  The VCE VM coordinator will: | | |
| 1 | ensure all staff are aware of the [Pillars of Applied Learning](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) including: motivation to engage in learning, applied learning practices, student agency, student-centred flexible approach, and assessment practice which promotes success |  |
| 2 | support teachers to [integrate](https://www.vcaa.vic.edu.au/curriculum/VCEVMandVPCIntegrated/Pages/Integrated.aspx) 2 or more studies together where it would enhance student learning |  |
| 3 | ensure that the learning outcomes in integrated studies are assessed for each specific outcome in the studies. |  |
| **Encourage the planning and delivery of excursions and camps**  Although not compulsory, opportunities for students to apply their learning in a range of contexts can be applicable to many different school settings. Excursions that form part of the VCE VM curriculum must follow the policy outlined by the school’s sectoral authority.  The VCE VM coordinator will: | | |
| 1 | ensure relevant policies and procedures for excursions, camps and adventure activities are being followed before, during and after off-campus activities, including developing risk assessments according to guidance provided by the relevant school sector |  |
| 2 | advise eligible parents and guardians about the [Camps, Sports and Excursions Fund (CSEF)](https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy), which provides payments for eligible students to attend camps and excursions. |  |
| **VET requirements**  Students completing the VCE VM must complete a minimum 180 nominal hours of VET at Certificate II level or above.  For students undertaking a VET as part of their program, the VCE VM coordinator will: | | |
| 1 | ensure students are enrolled in VET programs from registered providers |  |
| 2 | maintain regular contact with the VET provider(s) and ensure that students are meeting attendance and coursework goals |  |
| 3 | monitor and report on students’ progress in their VET program. |  |

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| **SBAT requirements**  A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student as part of their VCE, including the VCE VM. Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week.  Please note, SBATs must be endorsed by your school and meet the guidelines published by the Department of Education. To view the SBAT guide, visit the [Department of Education](https://www2.education.vic.gov.au/pal/school-based-apprenticeships-and-traineeships/guidance) website.  The VCE VM coordinator will: | | |
| 1 | ensure student timetables allow them to engage in at least one day of on-the-job training during the normal school week |  |
| 2 | ensure students are enrolled in structured training from a registered training organisation (RTO) |  |
| 3 | monitor student attendance in SBAT programs. |  |
| **Flexible delivery**  VCE VM studies can be delivered flexibly to meet the needs of students who may learn at a different pace, need more time to complete units, or transition into the VCE VM during the academic year.  Further information can be found on the [Flexible delivery of the VCE VM](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx) webpage.  The VCE VM coordinator will: | | |
| 1 | ensure the school provides relevant flexible delivery options for students enrolled in VCE VM |  |
| 2 | where relevant, apply for permission to the VCAA to deliver VCE VM studies flexibly through the Northern Hemisphere Timetable or Atypical VCE VM delivery |  |
| 3 | where relevant, attend flexible delivery VASS training. |  |

## Teacher’s checklist

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| **VCE study development and delivery**  Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs. | | |
| 1 | In developing a course of study, I have:   * used the current study design * selected a text from the current text list, where applicable * prepared a range of tasks that enable students to develop the listed knowledge and skills * provided information to students on how to demonstrate achievement of the specified outcomes for that unit. |  |
| 2 | Where a student has been identified as needing Special Provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator. |  |
| **Satisfactory completion**  The decision about satisfactory completion of outcomes is based on the teacher’s judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes. | | |
| 1 | I have clearly explained and described in writing the work a student must do to achieve an S for a unit and the conditions under which the work is to be done. |  |
| 2 | I separate S and N judgements from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student’s overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessment) related to the outcomes. |  |
| 3 | I have provided students with multiple opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required to meet the outcomes of the unit. |  |
| 4 | My judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) has been consistent for all students. This approach is consistent for all student work, whether it is being assessed for levels of achievement or not. |  |
| 5 | Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met. |  |
| 6 | In the case of lost or stolen work, I retain a written statement explaining the circumstances. |  |
| 7 | I know the school-based process to delay satisfactory completion and apply it where appropriate. |  |

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| **School-based assessment**  School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students, parents and guardians at the beginning of the academic year or when a student enrols in any VCE unit at the school. | |  |
| 1 | To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous years’ school-based assessment. Where I have used existing resources to create school-based assessment, it has been suitably modified to ensure I can authenticate student work. |  |
| 2 | I use the [**Authentication record for school-based assessment**](https://www.vcaa.vic.edu.au/Documents/vce/School-basedAssessment/AuthRecSAC.pdf) form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time. |  |
| 3 | I have not marked or provided comment or undue assistance in the drafting process for any school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes. |  |
| 4 | When assessing student work, I use performance descriptors or an assessment rubric or a marking guide. |  |
| 5 | If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation. |  |
| 6 | After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students. |  |
| 7 | When requested by students, I provide them with their initial school-based assessment scores, informing them that scores may change due to statistical moderation. |  |

# Terms used in this handbook

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

| **Term** | **Definition** |
| --- | --- |
| accreditation period | The period during which a course or certificate is accredited |
| accredited course | An accredited course is a course that leads to an Australian Qualifications Framework (AQF) qualification or a 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 standards. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA).  The VCE is an accredited senior secondary course under the *Education and Training Reform Act 2006* (Vic) and is a senior secondary certificate of education within the AQF. |
| assessing school | The assessing school is responsible for providing the assessment (through VASS) for one or more units for a student. It is usually, but not always, the home school. A student may have more than one assessing school. |
| Australian Qualifications Framework (AQF) | The national policy for regulated qualifications in Australian education and training |
| authentication | Authentication is the process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules for assessment set by the VCAA and the school to ensure that the teacher can authenticate the work. |
| Department of Education | The Victorian Government department that administers school education and school-based apprenticeships and traineeships |
| Derived Examination Score (DES) | The DES is calculated by the VCAA and may be used as the student’s examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study. |
| Further Education (FE) | Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language. Further Education certificates are accredited under the AQTF. |
| General Achievement Test (GAT) | The GAT is 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 2 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.  The VCAA uses GAT results to check VCE external assessments and school-based assessments have been accurately and fairly assessed. |
| Higher School Certificate (HSC) | The HSC was a senior secondary qualification introduced in 1970 and superseded by the VCE in 1991. |
| home school | A home school is 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 outcome | What students are expected to know and be able to do by the time they have completed a unit of study |
| learning program | A course, curriculum, training package, units of study, or structured workplace learning that leads to the award of a qualification |
| not satisfactory (N) | Not satisfactory (N) is a result for a unit reported on a student’s Statement of Results. It indicates that the work submitted for that unit does not demonstrate achievement of the specified outcomes for satisfactory completion of the unit and/or the student has failed to meet a school deadline or other requirement for submission of the assessment task. |
| outcomes | Outcomes are what a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design. |
| registered training organisation (RTO) | Organisation registered by the Victorian Registration and Qualifications Authority (VRQA) or Australian Skills Quality Authority (ASQA) to deliver and issue VET qualifications |
| satisfactory (S) | Satisfactory (S) is a result for a unit reported on a student’s Statement of Results. It indicates that the work submitted for that unit demonstrates achievement of the specified outcomes for satisfactory completion of the unit. |
| School Tertiary Certificate (STC) | The STC was a senior secondary certificate introduced in 1984 and superseded by the VCE in 1987. |
| school-assessed coursework (SAC) | SACs are made up of a number of assessment activities specified in the study design. These activities are used to assess the learning outcomes. |
| school-assessed tasks (SATs) | SATs are extended assessment tasks in studies such as Art, Visual Communication, Product Design and Technology, Media and Studio Arts, where products and/or models are assessed. |
| school-based apprenticeship or traineeship (SBAT) | An apprenticeship or traineeship undertaken in the VCE, including the VCE Vocational Major, with at least one day a week spent on the job or in training during the normal school week |
| senior secondary provider | School or other organisation registered by the Victorian Registration and Qualifications Authority (VRQA) and approved by the VCAA to deliver a senior secondary course, including the VCE |
| Special Provision | Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies. These circumstances may include physical or mental disabilities, illness, personal circumstances or other barriers to learning. Students apply to their school for Special Provision for both classroom learning and school-based assessment. |
| Statement of Results | A set of documents that states a student’s VCE results, and if relevant, whether the student has been awarded the VCE |
| structured workplace learning for VET (SWL) | On-the-job training that enables students to develop their work skills and understand employer expectations while completing their VCE |
| study | VCE subject that comprises 4 units (Units 1, 2, 3 and 4), each of which is a semester in length |
| Technical Year 12 (T12) | The T12 was a program introduced in 1984 to provide students with a pathway to Vocational Education and Training (VET) and to better prepare them for the workforce or further education. It was incorporated into the VCE in 1987. |
| Tertiary Orientation Program (TOP) | The TOP was a program introduced in 1975 to bridge the gap between secondary and tertiary education. It was discontinued in 1987 after full implementation of the VCE. |
| unit of competency (UoC) | The specified standard for the demonstration of skills, knowledge and abilities required for a specific work activity |
| units | Units are semester-length programs that make up each VCE study or subject. Students typically study Units 1 and 2 of the study in their first year of the VCE, and Units 3 and 4 in their second year. |
| 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 Victorian Pathways Certificate (VPC) and the VCE Vocational Major. |
| VCE VET | Vocational Education and Training (VET) courses are undertaken as programs of study within the VCE and contribute to satisfactory completion of the VCE. |
| VCE Vocational Major (VCE VM) | An applied learning program of study with a vocational focus within the VCE designed to be completed over 2 years |
| Victorian Assessment Software System (VASS) | The internet-based system used by schools to register students and enter VCE enrolments and results directly onto the VCAA’s central database |
| Victorian Certificate of Education (VCE) | An accredited senior secondary course leading to the award of a senior secondary 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–Australian Qualifications Framework (non-AQF) qualification and is not a senior secondary course. |
| Victorian Registration and Qualifications Authority (VRQA) | The VRQA is Victoria’s education and training regulator. Government and non-government schools and other organisations that wish to offer the VCE must be registered with the VRQA as a senior secondary provider and authorised by the VCAA to deliver the VCE. |

# Appendix

## VCE studies with scored assessment in 2025

The results of school-based assessments and external assessments (including examinations) contribute towards a student’s study score in each VCE study and towards their ATAR. All VCE studies, excluding VM studies, have 3 graded assessments in each Unit 3–4 sequence, and include at least one external assessment.

Table 12: VCE studies and revised assessment in 2025

|  |  |  |  |
| --- | --- | --- | --- |
| Study | Graded assessment | Type of assessment | Contribution to study score (%) |
| Accounting AC03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Agricultural and Horticultural Studies AH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  30  40 |
| Algorithmics (HESS) AL03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  20  60 |
| Applied Computing:  Data Analytics IT02  Software Development IT03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  30  50 |
| Art Creative Practice AR03 | 1  2  3 | Units 3 and 4 school-assessed task  Unit 4 school-assessed coursework  Written examination | 60  10  30 |
| Art Making and Exhibiting SA03 | 1  2  3 | Units 3 and 4 school-assessed task  Units 3 and 4 school-assessed coursework  Written examination | 60  10  30 |
| Biology BI03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Business Management BM03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Chemistry CH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Classical Studies CS03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Dance DA03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Performance examination  Written examination | 25 50  25 |
| Drama DR03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Solo performance examination  Written examination | 40 35  25 |
| Economics EC03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| English:  English EN01  English as an Additional Language EN09 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| English Language EL01 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Environmental Science EV03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Extended Investigation XI03 | 1  2  3 | Unit 3 school-assessed coursework  Critical Thinking Test  Externally assessed task | 30  10  60 |
| Food Studies FY03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  30  40 |
| Geography GE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Health and Human Development HH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| History:  Australian History HI08  Ancient History HI17  Revolutions HI13 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Industry and Enterprise IE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Languages:  Arabic LO02  Chinese Second Language LO39  Chinese Second Language Advanced LO48  French LO09  German LO10  Greek LO22  Indonesian Second Language LO40  Italian LO14  Japanese Second Language LO46  Korean Second Language LO47  Spanish LO27  Vietnamese Second Language LO31 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Examination: oral component  Examination: written component | 25  25  12.5  37.5 |
| Languages (CCAFL):  Armenian LO44  Bengali LO35  Bosnian LO50  Chin Hakha LO53  Croatian LO05  Dutch LO07  Filipino LO45  Hebrew LO11  Hindi LO36  Hungarian LO12  Karen LO55  Khmer LO16  Macedonian LO20  Persian LO32  Polish LO23  Portuguese LO33  Punjabi LO49  Romanian LO42  Russian LO24  Serbian LO25  Sinhala LO34  Swedish LO28  Tamil LO43  Turkish LO29  Yiddish LO52 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Examination: oral component  Examination: written component | 25  25  12.5  37.5 |
| Languages (CCAFL):  Auslan LO03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Interactive sign examination  Sign comprehension and sign production examination | 25  25  15  35 |
| Languages:  Chinese First Language LO04  Indonesian First Language LO13  Japanese First Language LO15  Korean First Language LO37  Vietnamese First Language LO54 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Examination: oral component  Examination: written component | 25  25  10  40 |
| Languages:  Aboriginal Languages of Victoria LO38 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  30  40 |
| Languages:  Chinese Language, Culture and Society LO57 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Examination: oral component  Examination: written component | 25  25  15  35 |
| Languages:  Classical Greek LO01  Classical Hebrew LO51 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Languages:  Latin LO17 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Legal Studies LS03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Literature LI01 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Mathematics:  Foundation Mathematics MA10 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 40  20  40 |
| Mathematics:  General Mathematics MA07 | 1  2  3 | Units 3 and 4 school-assessed coursework  Written examination 1  Written examination 2 | 40 30  30 |
| Mathematics:  Mathematical Methods MA11  Specialist Mathematics MA09 | 1  2  3 | Units 3 and 4 school-assessed coursework  Written examination 1  Written examination 2 | 40  20  40 |
| Media ME03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  40  40 |
| Music Composition MS03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Externally assessed task  Aural and written examination | 30  50  20 |
| Music Inquiry MC05 | 1  2  3 | Units 3 and 4 school-assessed coursework  Externally assessed task  Examination | 35  50  15 |
| Music Contemporary Performance MC06  Music Repertoire Performance MC04 | 1  2  3 | Units 3 and 4 school-assessed coursework  Performance examination  Aural and written examination | 30  50  20 |
| Outdoor and Environmental Studies OS03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Philosophy PL03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Physical Education PE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Physics PH03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 30  20  50 |
| Politics:  Australian Politics PS03  Global Politics PS05 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Product Design and Technologies DT03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  50  30 |
| Psychology PY03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 20  30  50 |
| Religion and Society RE03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Sociology SO03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Systems Engineering SE03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  50  30 |
| Texts and Traditions TT03 | 1  2  3 | Unit 3 school-assessed coursework  Unit 4 school-assessed coursework  Written examination | 25  25  50 |
| Theatre Studies TS03 | 1  2  3 | Units 3 and 4 school-assessed coursework  Monologue examination  Written examination | 45  25  30 |
| Visual Communication Design VC03 | 1  2  3 | Unit 3 school-assessed coursework  Units 3 and 4 school-assessed task  Written examination | 20  50  30 |

## VCE VET units with scored assessment in 2025

All VCE VET programs with scored assessment have 2 graded assessments. All examinations are held at the end of the academic year unless otherwise noted.

Table 13: VCE VET programs with scored assessment in 2025

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Graded assessment | Type of assessment | Weighting of study score (%) |
| Business (BU23) BSB30120 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Community Services (CT41) CHC32015 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Creative and Digital Media (MU07) CUA31020 | 1  2 | Units 3 and 4 school-assessed coursework  Computer-based examination | 66  34 |
| Dance (DN17) CUA30120 | 1  2 | Units 3 and 4 school-assessed coursework  Performance examination | 50  50 |
| Engineering Studies (EG18) 22470VIC | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Equine Studies (EQ08) 22513VIC | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Furnishing (FN20) MSF20522 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Health (CT37) HLT33015 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Hospitality (HS31) SIT20322 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Hospitality (Cookery) (HS32) SIT20421 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Information and Communications Technology (IN60) ICT30120 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Integrated Technologies (ET16) 22586VIC | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Laboratory Skills (LB21) MSL30122 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |
| Music (Performance) (MI19) CUA30920 | 1  2 | Units 3 and 4 school-assessed coursework  Performance examination | 50  50 |
| Music (Sound Production) (MI30) CUA30920 | 1  2 | Units 3 and 4 school-assessed coursework  Aural and written examination | 66  34 |
| Sport and Recreation (SR41) SIS30115 | 1  2 | Units 3 and 4 school-assessed coursework  Written examination | 66  34 |