

CLV SINGLE STUDY LANGUAGE PROVIDERS (SSLP) ADMINISTRATIVE HANDBOOK

Community Languages Victoria

Where language and culture come together

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http://www.communitylanguages.org.au/CLV_SSLP.php

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The information in this handbook is based on the VCAA VCE and VCAL Administrative Handbook.

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ADMINISTRATIVE INFORMATION: SCHOOLS & PROVIDERS

In 2018, Community Language Victoria (CLV) was successfully granted re-registration as a non-school senior secondary education provider for all Victorian community language schools providing VCE.

CLV is required to renew its registration with VRQA every 5 years. The re-registration process involves audit of compliance with VRQA minimum standards and other requirements for registration as a non school senior secondary registration. It involves reviewing and checking all CLV policies and procedures documents and enabling the VRQA to conduct an audit on the operation of the provider in relation to the minimum standards.

Community language schools that wish to offer a VCE Study must first be a member of a registered site of Community Languages Victoria on the VRQA State Register. They also must have permission to deliver the VCE as a Single Study Language Provider (SSLP) by the Victorian Curriculum and Assessment Authority (VCAA).

1. SINGLE STUDY LANGUAGE PROVIDER REGISTRATION

1.1 Accreditation with the Department of Education

The Department of Education must accredit Community Language Schools that wish to deliver VCE languages as Community Language Schools.

The accreditation process enables the Department to assess whether CLS are delivering quality programs and are aware of their obligations for child safety and wellbeing. Accreditation does not support a CLS to be registered as an education provider under the Education and Training Reform Act 2006. To become accredited, CLS must demonstrate their capacity to deliver high-quality language programs that comply with the Department's requirements and expectations.

More information about accreditation can be found in www.cls.vic.edu.au website.

1.2 Registration with CLV

SSLP must complete an **SSLP Annual Registration Form** with CLV confirming:

- SSLP contact details (Legal/Registered name, postal address, contact person, phone, mobile and email);
- VCE Coordinator details;
- Site location details (physical address, date and time);
- For new site registrations, evidence of access to physical facilities that meet Australian building code standards and regulations, as well as occupational health and safety requirements, if operating outside of a government school facility;
- Number of classes;
- Number of students (Units 1&2, 3&4) - **SSLPs are required to attach a copy of VASS enrolment.**
- VIT teachers (**CLV will verify teachers' details using its VIT Employment Portal**).

Access to the **SSLP Annual Registration Form** can be found on the CLV website:

www.communitylanguages.org.au/CLV_SSLP.php

1.3 Non-School Senior Secondary or Foundation Secondary Provider with VRQA

SSLP that wish to deliver VCE language must also meet the Minimum Standards for Registration to Provide an Accredited Senior Secondary:

- Standard 1 – Principles
- Standard 2 – Student learning outcomes
- Standard 3 – Student welfare
- Standard 4 – Student records and results
- Standard 5 – Teaching and learning
- Standard 6 – Governance and probity

Please refer to item 3: **School/Provider Obligations to the VRQA** on page 9.

1.4 VCAA Registration (Allocation of a VASS identity)

SSLP must apply annually to the VCAA for permission to deliver VCE language studies as a Single Study Language Provider.

The permission to process requires **two stages**:

- Stage 1: Application
- Stage 2: Curriculum and Assessment

Please refer to item 4: **School/Provider Obligations to the VCAA** on page 15.

All support materials including application forms for both stages for this process can be found on this page: [Pages - Single study providers \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Single-study-providers.aspx)

Once registration has been approved, the VCAA oversees the allocation of each provider's identity in the Victorian Assessment Software System (VASS) (www.vass.vic.edu.au) and contacts the School or organisation to provide training if required.

1.5 Registration as CRICOS Provider

Applicable only if you are offering VCE language to international students.

SSLP that wishes to offer VCE language to international students must first register as Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Applicants must read the Guidelines for international education ([Guidelines for international education](#)) first before applying .

Contact VRQA (vrqa.international@education.vic.gov.au) for more information.

2. SCHOOL/PROVIDER UPDATING INFORMATION

SSLP information must be current and up to date on the CLV record, VASS system and VRQA State Registers.

2.1 School/Provider Name Changes and School Relocation/Closures

CLV, as a proprietor, will notify VRQA within 10 working days of changes to the name or contact details including principal, or members of the governing body.

SSLP that wish to close, relocate or no longer offer the VCE must write well in advance to CLV and the Student Records and Results Unit at the VCAA.

CLV will notify the VRQA well in advance of any proposed closure or relocation of a campus or delivery site that may affect the continuity of education in the senior or foundation secondary course.

2.2 School/Provider Address, Telephone and Coordinator Changes

It is the responsibility of SSLP to ensure that their contact details, including address, telephone number, fax number and the details of their principal and coordinator, are correct and confirmed using VASS. The VCAA's VASS Operations team must be contacted within ten days to change the school email address. CLV also needs to be advised within 7 days of any changes to update its record.

The VRQA will be notified within ten working days of any changes to the site's contact details.

SSLP information must be current and up to date on the CLV record, VASS system and VRQA state registers.

3. SCHOOL/PROVIDER OBLIGATIONS TO THE VRQA

Principles of SSLP are the formal authorities for many important procedural and managerial requirements in the VCE site. These requirements are summarised as follows:

3.1 School's Adherence to Australian Democratic Principles & Practice

SSLP must be committed to the principles of a liberal democracy.

- We believe in an accountable, democratically elected government.
- We respect and observe the rule of law, and believe that no person is above the law.
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes.
- We believe not only in the freedom of religion, but also the need to practice tolerance and understanding of others' beliefs.
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.

We believe in the values of openness and tolerance and value and respect all members of the school community regardless of background.

3.2 Student Learning Outcomes

SSLP must provide supporting documentation and evidence of compliance with:

1. Student learning sequences and assessment plan for the accredited course.
2. Procedures and documentation to indicate that staff and students have been provided with current and accurate information about VCAA standards and requirements including course standards, timelines, course requirements and the current VCAA VCE and VPC Administrative Handbooks.

3.3 Student Welfare

a) SSLP must provide supporting documentation and evidence of compliance with student safety, policies and procedures.

Refer to the *CLV Student Safety and Staff Welfare Manual for Community Language Schools* for all supporting documentation required to ensure compliance with student safety, policies and procedures.

b) Coronavirus (COVID-19) Safety, evidence in the form of:

- a COVIDSafe Plan
- policies and procedures to enable the provider to comply with any mandatory vaccination requirements for higher education workers as required by the pandemic orders made by the Minister for Health under the *Public Health and*

Wellbeing Act 2008 relating to coronavirus (COVID-19), including:

- policies and procedures to ensure all higher education workers are fully vaccinated against COVID-19 by the specified date(s), or hold a valid exemption
- policies and procedures for the collection, use and disclosure of vaccination information and maintaining vaccination records.

c) Student care, evidence in the form of:

Refer to **Duty of Care** outlined in the *CLV Student Safety and Staff Welfare Manual for Community Language Schools*

d) Additional evidence, policies and procedures that address:

- accidents and incidents register; Refer to the CLV Student Manual (add page)
- first aid policy and procedures; Refer to the CLV Student Manual (add page)
- internet use policy and procedures; Refer to the CLV Student Manual (add page)
- critical incident plan; Refer to the CLV Student Manual (add page)
- emergency management plan which must be reviewed at least annually and immediately after any significant incident. Refer to the CLV Student Manual (add page)

e) Evidence of how the provider communicates policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents.

Refer to the *CLV Student Safety and Staff Welfare Manual for Community Language Schools* for information on how to communicate policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents.

3.4 Student Records and Results

Policies and procedures for:

- assessment;
- administration of student records;
- monitoring and analysis of student results (including monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program); – *this information needs to be publicly available* –
- maintaining the integrity, accuracy and currency of student records;
- allowing students to check personal details stored on the VCAA database;
- ensuring personal student details are stored securely to prevent unauthorised access
- allowing for of eligibility reports for currently enrolled students from VASS
- demonstrating appropriate learning programs;
- evidence the provider has the technical hardware to support the VASS.

3.5 Teaching and Learning

Evidence of:

- qualifications, Victorian Institute of Teaching (VIT) registration or Permission to Teach (PTT) and other information showing that teachers meet the requirements for the delivery and/or assessment of the course (Registered Early Childhood Teachers are not qualified to teach VCE and should not be scheduled to teach VCE).
- recruitment and ongoing monitoring of a teacher's suitability to engage in child connected work as required by the Child Safe Standards
- a register of VCE teachers containing each teacher's name, VIT registration, registration category (full or PTT)
- evidence of a designated person responsible for ensuring overall compliance with the principles and requirements of the accredited senior secondary course
- evidence of access to physical facilities that meet Australian building code standards and regulations, as well as occupational health and safety requirements
- evidence of adequate learning resources, such as equipment for the courses intended for delivery, to ensure that delivery meets all requirements for resources and facilities.
- evidence of teaching and learning programs that use the relevant VCAA curriculum and assessment documents as the source of the content, and are in accordance with the currently accredited course
- evidence of written advice to staff and students that provides comprehensive course advice, including VCAA assessment rules and responsibilities
- evidence of procedures for establishing and applying decisions about satisfactory completion and delay of satisfactory completion across the course, consistent with VCAA guidelines
- evidence of policies and procedures that ensure the integrity and authentication of assessments and their compliance with VCAA requirements and administrative Guidelines
- evidence of procedures to identify students who require special provision and, where relevant, to enable consistent and fair decisions to be made about appropriate assistance for these students

3.6 Governance and Probity

Evidence of:

- policies and procedures that include appropriate provisions for the management of finances, physical environment, staff and students.
- policies and procedures for the effective management of staff and students will include appropriate enrolment agreements with students, and employment agreements with staff.
- rental/leasing arrangements of each delivery site, including council approval (where required);
- **for new site registrations:** evidence of access to physical facilities that meet Australian building code standards and regulations, as well as occupational health and safety requirements, if operating outside of a government school facility;
- written communications from SSLPs to CLV in order to notify the VRQA well in advance of any proposed relocation(s);
- written communications from SSLPs to CLV in order to notify the VRQA well in advance of any proposed closure of a campus or delivery site that may affect the continuity of education in the senior or foundation secondary course;
- policies and procedures that enable the provider to respond to and supply information
- policies and procedures to show that the provider:
 - can comply with any relevant guidelines issued by the VRQA under section 4.3.11(3) of the Act
 - can enable the VRQA to conduct an audit on the operation of the provider in relation to the minimum standards.

3.7 Declaration

- Statutory Declaration (to be completed by the Principal)
- Fit and Proper Person Declaration – Non-school providers (to be completed by the persons specified on the declaration)

More information about the registration process and minimum standards can be found on this page: [Minimum standards in a non-school setting](#)

4. SCHOOL/PROVIDER OBLIGATIONS TO THE VCAA

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

Each year schools indicate to the VCAA, through student enrolments, the detailed programs they will offer. The principal undertakes to ensure that students are provided with access to adequate facilities and resources to complete any VCE study they are offered.

4.1 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 must be in place so that official emails and all correspondence are promptly forwarded to the appropriate school staff (for example, VCE Coordinators and VASS administrators). Teachers and VASS administrators must be kept informed of VCAA administrative and assessment requirements, including official notification of changes to VCE procedures. Teachers must have access to copies of:

- relevant accredited VCE study designs
- relevant VCE Advice for Teachers and Assessment Handbooks
- assessment criteria sheets and assessment advice for VCE School-assessed Tasks
- current units of competency
- VCE and VCAL Administrative Handbook
- VCAA Bulletin
- Notices to Schools

4.2 Endorsement from the Principal or VCE Coordinator

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

- amendments to results
- confirmation of grades
- credits
- late entry of data on VASS
- Second Language status

Other documentation requiring their verification includes partnership agreements at midyear.

4.3 VASS

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

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

4.4 Data security and VASS

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

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

VASS administrators should refer to the [VASS New Users Guide](#) for comprehensive details on using VASS. If VASS administrators experience problems, including password and login issues, they should contact VASS Operations.

4.5 Data security and VASS

Home Schools

Please refer to VCAA VCE and VCAL Administrative Handbook for more information regarding Home Schools.

Assessing Schools

The Assessing School (SSLP) is the school responsible for providing unit assessment and is responsible for fulfilling the requirements of the School-based Assessment Audit. A student may have one or more assessing schools.

In order to ensure security of student data, an assessing school that is not the home school must have a student number and home school code before a student's details can be viewed for the first time. The assessing school may then enrol the student in units that it offers.

Timelines and Summary of Data Requirements

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

There are four types of data required from schools but only one related to assessing schools (SSLP) which is: student result data – there are several dates by which SSLP must provide data.

SSLP should set dates for students to complete School-based Assessment that take into account the way these dates affect the workload of students and teachers. SSLP should access the [Assessment Schedule](#) which is also published on the VCAA website. This will provide information to schools on what School-based Assessment scores are required for particular 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 and accompanied by the rules for ensuring the dates are complied with. If students do not submit their work by the specified date, the school may accept the work and assess it in the normal manner, or refuse to accept it and award an NA, in accordance with school policy. Students should only be awarded 0 if a task was submitted and did not meet any of the specified criteria for that task. VCAA submission dates cannot be varied.

Extensions of Time to Enter Enrolment or Results Data

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

Special circumstances beyond the control of the school will be taken into account; otherwise, the school will be charged a fee for this service (see the [Summary Schedule of Fees and Charges](#) on the VCAA website).

4.6 Accuracy of Personal and Enrolment Data

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

4.7 Process for Inputting Data

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

Unit Results for VCE

Schools report students' results as follow:

- S (satisfactory),
- N (not satisfactory) or
- J (discontinued a study without formal withdrawal).

All VCE unit results are due at the VCAA on a specific date; however, the VCAA recommends schools enter unit results as they are received, to reduce the amount of data entry required closer to the deadline.

Scores for School-Based Assessment (Units 3 and 4)

Scores may be entered continually until the relevant date. If a student withdraws early in the academic year, the school is advised to keep a paper record of any scores achieved by the student in that study. In the event that the student re-enrolls in that sequence, these scores may then be re-entered.

Schools are advised that best practice supports the checking of all results before entry. Here is an example:

- 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 score 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.
- If the teacher is also the VASS admin, someone else must sign off.

Missing Results and Scores

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

If results for a whole class are not available for entry by the scheduled submission date, the Manager, Student Records and Results Unit at the VCAA, should be contacted for advice.

4.8 Data Amendments and Late Fees

Procedure for Amending Enrolments After the Due Date

After the final date for enrolments in each cycle, data will be locked. The Manager, Student Records and Results Unit 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 a closing date or if the student has left school without formally exiting.

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

1. The relevant enrolment amendment forms for VCE are available as VASS downloads.
2. If the request is made after the VCAA cut-off dates, the request must include:
 - a. a letter from the school principal explaining the reason for the error
 - b. evidence supporting the enrolment change, such as copies of a class attendance sheet, and evidence of the student's intention to withdraw.
3. The application for amendment must be accompanied by the appropriate fee (see the [Summary Schedule of Fees and Charges](#) on the VCAA website). No GST is payable on late fees.

After the deadline for withdrawing from a Unit 4 study, the VCAA will only withdraw a student from Unit 4 of a study if the student indicated their intention to withdraw prior to the cut-off date. If a student wishes to withdraw from a Unit 4 study after the deadline, they must be able to prove that their intention was to do so before the deadline. Unit enrolments will not be withdrawn if the notification by the student was after the cut-off date or if the student has formally exited from the VCE.

Procedure for Amending Results for School-Based Assessment After the Due Date

After the final date for submitting results, student results for that assessment period will be locked. The Manager, Student Records and Results Unit must be notified of any errors that have occurred in entering the results as soon as they are detected. The acceptance of an application for amendment is at the discretion of the VCAA.

1. The relevant results amendment forms are available on VASS. All requests for scores for the VCE should be made on the **Score Amendment Sheet** (SAS) generated through VASS.
2. If the request is made after the final results have been released and the amendment

will change the course result or a VCE study score, the request must include:

- a. a letter from the principal explaining the reason for the error
 - b. evidence supporting the new result, such as copies of a class attendance sheet and/or teacher's mark book.
3. The application for amendment must be accompanied by the appropriate fee (see the [Summary schedule of Fees and Charges](#) on the VCAA website). No GST is payable on late fees.

5. INTEGRITY OF SCHOOL-BASED ASSESSMENTS

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA rules and the school's rules and procedures.

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

To ensure the integrity of School-based Assessment in all VCE units, schools should:

- develop a document that clearly states the school's expectations in relation to 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
- where possible, avoid storing assessment tasks on open school networks and unsecured media such as USB sticks, and avoid sending assessment tasks by unsecured means such as emails
- have students sign a declaration that they will abide by their school's policies and rules relating to the appropriate use of the internet
- when delivering the same School-based Assessment across several different discrete classes, minimise the time lag between classes
- avoid the recycling of tasks from one academic year to another to ensure that students are unable to use other student work from previous academic years.

Administration of Special Provision

The administration of Special Provision is handled by Home schools. SSLP must contact Home school to find out if any Special Provisions are in place for individual students.

6. WHEN SCHOOLS FAIL TO MEET THEIR OBLIGATIONS TO STUDENTS

In exceptional cases, the VCAA may consider an application by a principal that students have been disadvantaged because of a teacher's failure to teach a prescribed text or their failure to teach and/or assess a significant part of the accredited VCE study design. This is known as a teacher error application. The VCAA will not investigate matters concerning teacher qualifications and/or quality of teaching staff. Only an application by the principal will be considered.

1. The principal must write to the Senior Investigator, Legal Services Unit, VCAA, to apply on behalf of students who may have been disadvantaged by a teacher error and provide an outline of the alleged error.
2. An investigation into the matter will be undertaken by the VCAA. This may include interviewing all parties involved.
3. The VCAA may determine that there is no teacher error or that the school must provide an additional opportunity for each student to complete assessment or may determine that each student should be treated as having obtained in the examination, or other form of assessment, a standard or result determined by the VCAA, or another outcome appropriate to the matter.

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

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

7. MAINTENANCE OF SCHOOL RECORDS

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

- unit completion and graded assessments (and initial School-based Assessments if appropriate)
- student appeals and resulting decisions
- applications and decisions relating to Second Language and English as an Additional Language (EAL) eligibility
- 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 or not these are approved
- any interviews with a student and any resulting decisions.

Schools should advise students that they need to retain work completed for assessment until the end of the academic year in which the work was undertaken. Schools may wish to supervise the storage of student work for this purpose, but it is not required.

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

7.1 Retention of VCE School-Based Assessments

The decision about whether or not to return School-based Assessments to students rests with the school. Schools should have access to work completed for assessment until the end of the academic year in which the work was undertaken.

As part of the School-based Assessment Audit program, the VCAA may request copies of specific School-based Assessment completed by students. The School-based Assessment Audit dates are published as part of the VCAA [Important Administrative Dates](#).

7.2 Privacy

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

The Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic) set legal standards for the way the Victorian public sector collects and handles the 'personal information' and 'health information' of individuals. The Charter of Human Rights and Responsibilities Act 2006 (Vic) requires public authorities to act compatibly with human rights, including the right to privacy. Victorian government schools must comply with the Privacy and Data Protection Act, the Health Records Act and the Charter of Human Rights and Responsibilities Act. The Privacy Act 1988 (Cwlth) may apply to the collection and handling of personal information about individuals by non-government schools, who should

seek their own advice in this regard. Schools may be required by DoE or their sector authority to have a privacy policy.

7.3 Access to Student Data

Schools registered with the VRQA are required to ensure that parents of a student have access to accurate information about the student's achievement and performance. This information must include at least two written reports relating to the student's performance. This is a requirement of section 1.2.1(f), section 5.10.1(2) and Item 9 of Schedule 5 of the *Education and Training Reform Act 2006* (Vic), and regulation 51 and Item 3 of Schedule 2 of the *Education and Training Reform Regulations 2017* (Vic).

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

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

7.4 Security and Storage

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

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

To meet the minimum standards for security and storage, refer to the **Record Keeping and Storage** section in the *CLV Student Safety and Staff Welfare Manual for Community Language Schools* for full details.

7.5 Freedom of Information Requests

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

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

7.6 Maintenance and Disposal of Records

Advice for Non-Government Schools/Providers

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

VCE ADMINISTRATIVE ROLES STATEMENT

Community Language Australia requires every SSLP to have a VCE Coordinator and a VASS admin. The role of VCE Coordinators is to oversight the VCE program including a thorough understanding of the VCAA's rules and requirements as described in the VCE and VCAL Administrative Handbook and management of Victorian Assessment Software System (VASS), a webs-based application that allows student personal details, enrolments for VCE and result to be entered and stored on the central VCAA database.

The VCE Coordinator also has overall administrative responsibility for the VCE programs undertaken by the students. He or she will work closely with the principal and VCE teachers to ensure the accuracy and currency of VE enrolments, withdrawals, changes and results using the VASS system. This role requires considerable adherence to VCAA deadlines.

The VCE Coordinator and VASS administrator can be the same person.

Duty Statement for VCE Coordinator

- Ensuring all staff are subscribed to VCAA online bulletin
- Ensure VCAA applications relating to second language authorisation has been completed
- Ensure CLV annual VCE application has been completed
- Ensure all VCAA roles and regulations are met
- Liaise with student's home school where required
- Liaise with VCE teachers
- Securely store all students' original SAC papers and audio recordings throughout the assessing year
- Prepare reports and statistical moderation reports for the principal and VCE teachers VASS as required
- Ensure all VASS upgrades from VCAA are up to date
- Inform principal of VCAA school based-assessment and liaise with VCAA where required
- Inform principal and VCE teachers about VCAA bulletins, notice to teachers, VASS notification
- Assist in delivering information and examination briefings to VCE students
- Ensure all documentation pertaining to the school examination procedures register is current and compliant
- Undertake any administrative checks or amendments as required following the release of VCE results
- Ensure all VCE administrative timelines are met

Duty Statement for VASS Administrator

- Checking enrolment details for Units 1,2,3 and 4
- Generate class lists
- Keep accurate attendance records
- Maintain enrolment details of VCE students
- Liaise with student's home school where required
- Liaise with VCE teachers
- Record satisfactory completion of units 1,2,3 and 4
- Generate accurate student VCE transcript
- Accurately record all verified SAC results in liaison with all Unit 3 & 4 teachers
- Attend VASS training days
- Attend VASS network meetings

Professional learning available for VCE administrative staff:

CLV in cooperation with VCAA will conduct:

- CLV – VCAA Admin briefings
 - These admin briefing sessions are held at least twice a year (Feb & Mid-Year).
 - All SSLP staff (VCE Coordinators, VASS admins and VCE teachers) must attend a minimum of one.
- VCAA – VASS Administration session
 - This session will be for VASS admin only and is held at the start of the year.
 - All VASS staff must attend.
- Professional Development Sessions
 - CLV will conduct professional development sessions (curriculum, material development, VCE examination etc) throughout the year.
 - All SSLP staff are encouraged to attend.

All of the above listed professional learning activities will be advertised by CLV and held at CLV office and online.

Communication and administrative oversight between multiple campuses:

VCE Coordinator of SSLP with multiple campuses must ensure:

- all of the above-listed duties are fulfilled for all campuses
- confidentiality of results as communicated across campuses

VCE ATTENDANCE POLICY AND PROCESSES

SSLP must

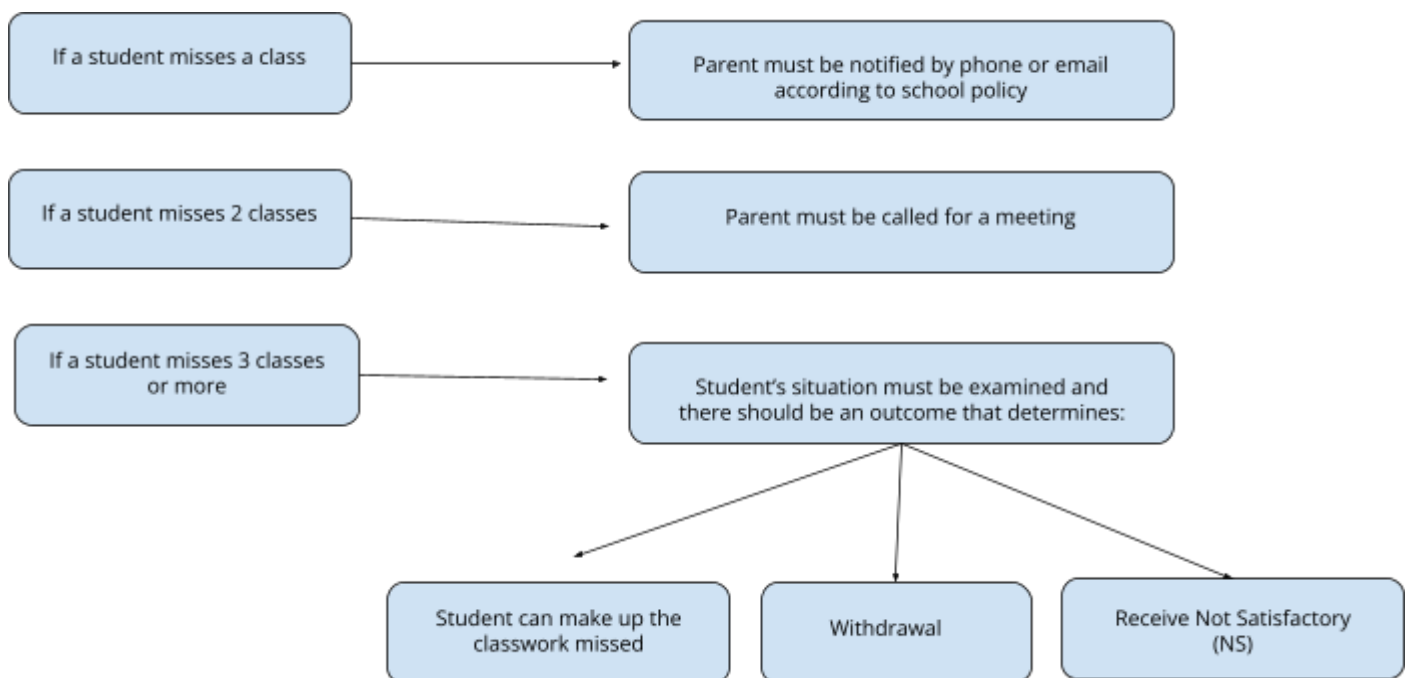
- ✓ follow and implement the attendance policy and process set by CLV
- ✓ ensure all students are informed about attendance policy at beginning of the year

Policy statement:

Students attending CLV-registered SSLP are required to attend 50 hours of scheduled classroom instruction.

Attendance Process

In all cases SSLP must maintain records of any action taken for future reference.



In the situation where a student is allowed to work from home, the school must have in place additional measures to be able to authenticate the student's work as their own. Advice about authentication measures is provided in the Scored Achievement in School-Based Assessment section.

Resources available to ensure attendance policy is met:

- Schools will be provided this document at beginning of the year
- CLV will conduct Professional Learning Sessions annually regarding administration procedures.

VCE DISSEMINATING INFORMATION TO STAFF AND STUDENTS

The important role of VCE Coordinator is to ensure that the following items have been provided to all VCE teachers and staff at the beginning of school year:

1. Accredited VCE study designs
2. Study design errata
3. VCE Advice for Teachers and Assessment Handbooks
4. VCE and VCAL Administrative Handbook
5. VCAA Bulletins
6. VCAA Notices to Schools
7. VCAA important Administrative dates

SSLP must subscribe to VCAA Bulletins and Notices to Schools (5 & 6 from the above list). It must also check (1, 2 and 3 from the above list) at the beginning and end of each year for update.

VCE Coordinators must also ensure all students have access to the following items in a timely manner:

1. VCAA's rules and regulations
2. School policies and regulations
3. Curriculum and assessment plans, including topics areas and assessment dates, in each study at the commencement of the year/unit
4. Students appeals on adverse school decisions
5. Examination timetables and information
6. VCAA important Administrative dates
7. Relevant VCAA Bulletin articles and Notice to Schools
8. Changes to accredited studies

SSLP needs to inform students about

- 1, 2, 4, 6 and 8 at the beginning of the year (assembly)
- 3 at the first lesson
- 5 in term 3 (assembly) when it's available

The following must be provided to all VCE staff and teachers in a timely manner:

Item	Who should have it?	When it needs to be checked?
<p>Accredited VCE study designs</p> <p>Study Design and Errata</p>	<ul style="list-style-type: none"> ▪ All VCE Teachers ▪ VCE Coordinator 	<ul style="list-style-type: none"> ▪ VCE Coordinator must ensure that the most updated Study Design (and errata where required) is being used by staff before the end of the previous school year. ▪ Also, must ensure that most updated Study Design is being used when sending in authorisation applications to the VCAA. ▪ Teachers are expected to make use of these documents throughout the school year.
<p>VCE Advice for Teachers and Admin Handbook</p>	<ul style="list-style-type: none"> ▪ All VCE Teachers ▪ VCE Coordinator 	<ul style="list-style-type: none"> ▪ Teachers are expected to make use of these documents throughout the school year.
<p>VCE & VCAL Admin Handbook</p>	<ul style="list-style-type: none"> ▪ VCE Coordinator 	<ul style="list-style-type: none"> ▪ VCE Coordinator expected to have a copy and have it available when required.
<p>SSLP Administrative Handbook</p>	<ul style="list-style-type: none"> ▪ All staff 	<ul style="list-style-type: none"> ▪ CLV will make this available at the commencement of the school year. ▪ VCE Coordinators must make it available to all staff.
<p>VCAA Bulletins</p> <p>VCAA Notices to Schools</p>	<ul style="list-style-type: none"> ▪ VCE Coordinator 	<ul style="list-style-type: none"> ▪ VCE Coordinator must be subscribed. ▪ VCE Coordinator must ensure all teachers understand what the Bulletin is at the beginning of the year. ▪ CLV will also be subscribed and will communicate with VCE Coordinators where required.
<p>VCAA Important Administrative Dates</p>	<ul style="list-style-type: none"> ▪ VCE Coordinator, ▪ VASS Administrator ▪ Principal 	<ul style="list-style-type: none"> ▪ Admin Dates are made available during Term 4 by the VCAA. ▪ CLV will also remind VCE Coordinators when the dates are published. ▪ VCE Coordinators, VASS Administrators and the Principal are responsible for ensuring all Admin Dates are met or otherwise the SSLP may incur late fees.

The following must be provided to students in a timely manner:

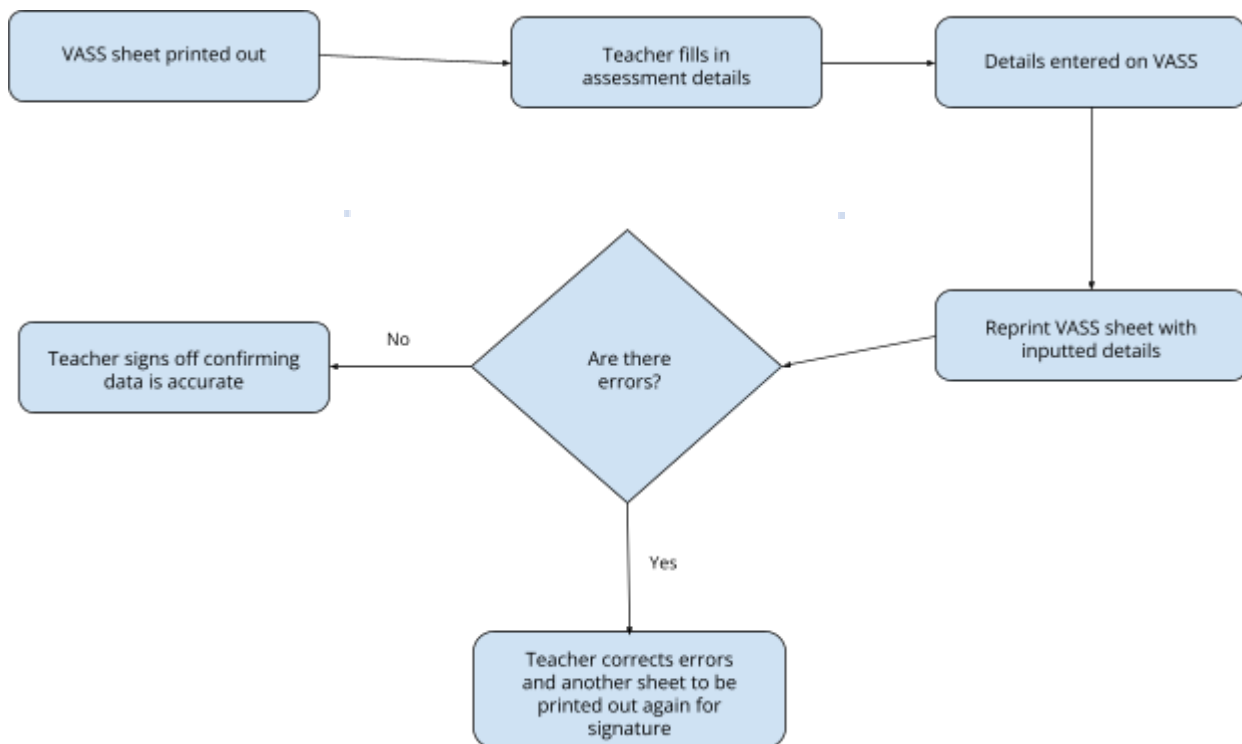
Item	When and How?
<ul style="list-style-type: none"> ▪ VCAA's rules and regulations (including School-Based Assessment Authentication rule) ▪ School policies and regulations ▪ Students appeals on adverse school decisions ▪ VCAA important Administrative dates ▪ Changes to accredited studies 	<ul style="list-style-type: none"> ▪ VCE Coordinator expected to provide a hard copy or by email a copy of all items to students at the beginning of the year. ▪ Also, must ensure the school has most updated copy of these documents ▪ School policies and regulations should include attendance and breach investigation policy ▪ VCAA administrative dates should include withdrawal from subject last date
<ul style="list-style-type: none"> ▪ Curriculum and assessment plans, including topics areas and assessment dates, in each study at the commencement of the year/unit 	<ul style="list-style-type: none"> ▪ VCE teachers must explain all items at the commencement of the year (first lesson)
<ul style="list-style-type: none"> ▪ Examination timetables and information 	<ul style="list-style-type: none"> ▪ VCE teachers must make examination timetables and information available to students by mid-year (term 3).

VCE INTEGRITY OF RECORDS AND RESULTS

SSLP must have the following process to ensure all requirements are met:

- Audit process to ensure accurate entry of students' assessment results
- Process to update students results in an outcome redemption process
- Process for managing requests to access student records
- Processes to ensure VCAA administrative dates and assessment schedule dates are met
- Processes to ensure accurate records and results are maintained across multiple campuses

SSLP inputting student results into VASS process:



Please note:

If a grade needs to be updated, school must have their own process to ensure that VASS is also updated.

If the teacher is also the VASS Admin, someone else must sign off on accuracy of input.

Policy statement:

Students are the owner of their own results, therefore;

- No student records are to be made available without written permission from the student
- Teachers may not see results from other students except their own cohort and only for professional learning reasons
- Parents cannot access students results without written permission from students under any circumstances
- Only de-identified data can be seen by staff (for Professional Learning Reasons only)
- Only VASS admin, VCE Coordinator and Principal should see it.

SSLP must also have their own process:

- to ensure that VASS is also updated when updating unit results;
- to ensure all administrative dates and assessment dates are met;
- to ensure how VASS sheets are getting delivered to teachers in multiple campuses;
- to ensure how VASS sheets are checked and signed off in multiple campuses.

VCE INVESTIGATION OF BREACHES OF SCHOOL-BASED ASSESSMENT RULES

Breach processes must be used if a teacher has reasons to believe that a student has not followed the rules for authentication of school-based assessment.

More information regarding breaches can be found in the VCE VCAL Administrative Handbook 2023 (*Investigation of breaches – Page 104*).

SSLP are responsible for ensuring that

- students comply with VCAA rules for School-Based Assessment.
- Teachers are aware of their role in ensuring policy and procedures are made available and explained to students and others in the school community at the start of the academic year

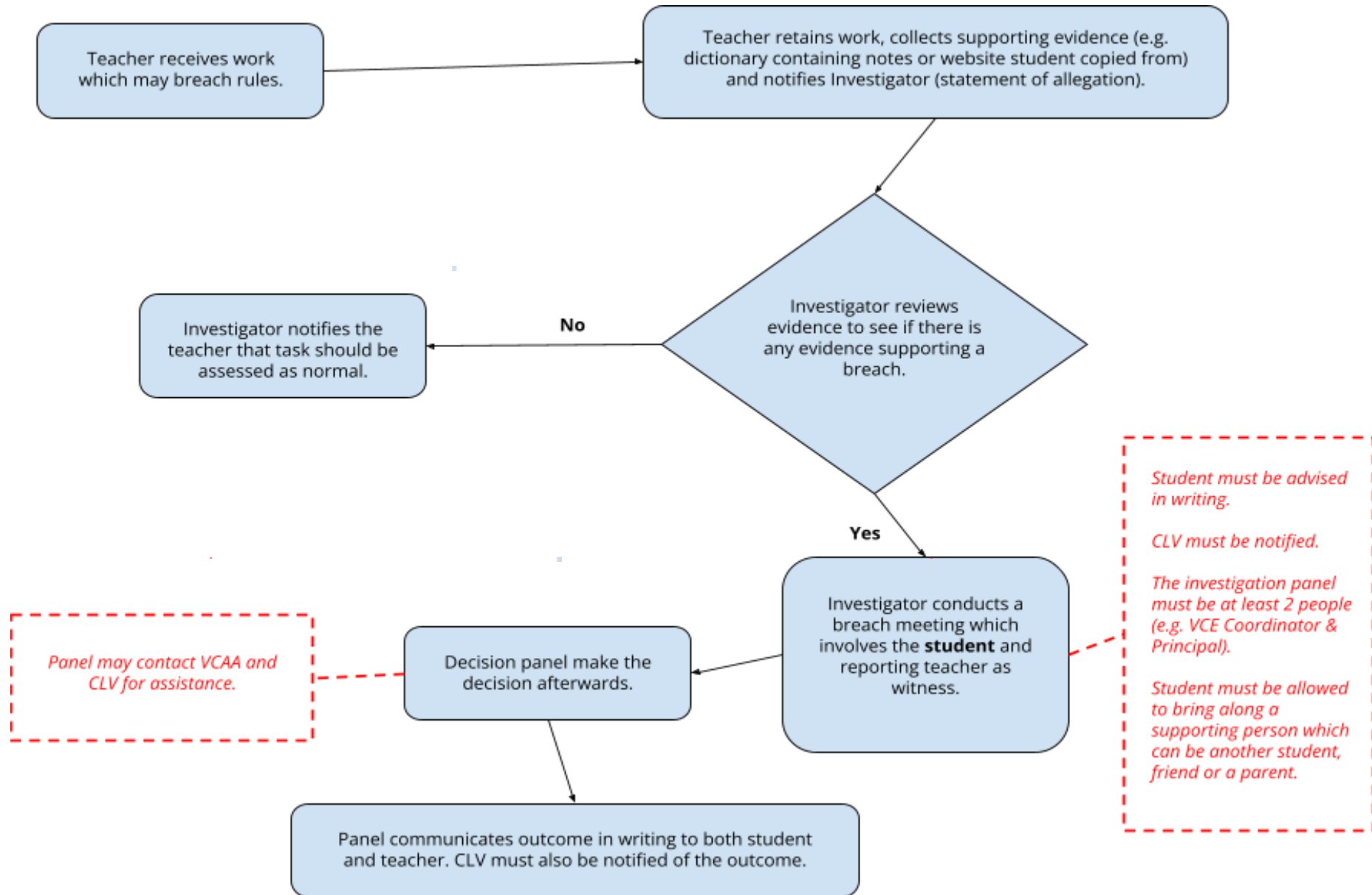
Breach Investigation Process

When a teacher suspects there may be a breach:

- Teacher collects work considered a breach.
- Teacher collects evidence which supports the allegation (dictionary containing notes or website student copied from).
- Teacher must let the student finish the task.
- Teacher compiles information and provides this with a statement of allegation to the Investigator.
- The Investigator who can be the Principal or VCE Coordinator but not the Teacher is responsible for receiving reports of allegations of breaches of rules in School-Based Assessment.
- Allegations should be handled sensitively and must be kept confidential.
- The student must receive adequate written notice of the meeting or hearing at least 48 hours before.
- The decision-maker must act fairly and without bias.
- The decision-maker must decide, in relation to any allegations against a student found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Possible penalties include:
 - a verbal or written warning;
 - detention or suspension;
 - refusal to consider the student's work, but giving the student the opportunity to re-submit 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 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 keep accurate records of their decision.

- After the meeting or hearing, the school must write to the student to confirm:
 - Findings;
 - Reasons for the decision made;
 - Penalty imposed;
 - Student's right to appeal against the decision.
- CLV is informed of any breaches and investigation regarding School-Based Assessment.

The process to handle breaches:



Student appeals against school decisions about breaches of VCAA rules

- SSLP must ensure an application to appeal against the school's decision is available to students.
- An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school.
- Not later than seven days after the interview conducted by the VCAA, SSLP must, by notice in writing, advise the student and the VCAA that, in relation to the student, one of the following decisions has been made by the school:
 - It has rescinded its decision and any penalty imposed.
 - It has rescinded the penalty imposed.
 - It has reduced the penalty imposed.
 - It confirms both the decision and the penalty imposed.
- If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination.
- If the Review Committee is satisfied on the balance of probabilities that the student has breached the VCAA rules relating to School-Based Assessment, it may do one of the following:
 - reprimand the student
 - if practicable, permit the student to resubmit the schoolwork required for either of the following:
 - 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.

VCE MANAGEMENT OF AUTHENTICATION

VCE Coordinators must ensure the following is discussed to all VCE teachers and staff at the beginning of school year:

- requirements regarding students acknowledging work not their own and strategies which students can use to avoid authentication problems
- requirements for authenticating work completed outside class (this may sometimes need to be study-specific)
- processes for scheduling and rescheduling assessment tasks for individual students or for whole classes
- authentication requirements when there are multiple classes of a study
- details of the staff member overseeing these arrangements
- teachers are all expected to discuss authentication rules with students regularly

SSLP must set processes to:

- authenticate work completed outside class
- scheduling and rescheduling assessment tasks
- authenticate requirements for multiple classes of a study

SSLP can't use commercial tasks without adjustment for your cohort/context and also for authentication.

Rules for authentication of School-Based Assessment

Students must observe and apply rules for the authentication of School-Based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

These are the VCAA authentication rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - texts, websites and other source materials
 - the name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- Unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement

- corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.

In considering whether a student's work is genuinely their own, teachers should consider whether the work:

- is not typical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.

Process:

CLV requires from SSLP that

- All assessed work must be done under supervision in the school
- Students must be notified at the beginning of each unit when the school-based assessment will occur
- When rescheduling (whole class or individual student), it must be done in writing (email or written note) to students.
- Assessment tasks must be modified if a student is completing the task at a different time from the other students
- When multiple classes are running at different times, students must not be able to make the task available to other students taking task later or task must be modified
- Students need to be aware of who they can discuss authentication matters with at the school

SSLP must advise students in writing at the beginning of the year about rescheduling tasks.

VCE MANAGEMENT OF ELIGIBILITY FOR AWARD OF THE QUALIFICATION

Eligibility for award of the VCE

Languages

There are 49 languages available for VCE enrolment. Students may study more than one language; however, students cannot count the same units of Chinese First Language, Chinese Second Language, Chinese Language, Culture and Society, and Chinese Second Language Advanced, or Indonesian First Language and Indonesian Second Language, or Korean First Language and Korean Second Language, or Japanese First Language and Japanese Second Language or Vietnamese First Language and Vietnamese Second Language towards satisfactory completion of the VCE. Students who are enrolled to study the same language in both a VCE Languages study and a Certificate II or III VET language qualification (either simultaneously or sequentially) will receive credit for only the VCE Languages study.

Students seeking enrolment in VCE Second Language studies

There are specific eligibility requirements for VCE 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.

All enrolments in Units 3 and 4 of a VCE Second Language study must be approved by the VCAA. Enrolment in VCE Second Language Units 1 and 2 studies does not need to be approved by the VCAA.

The home school is responsible for submitting the relevant **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 enrolment. Schools should meet this deadline so that students are aware of their Second Language status at the beginning of the academic year in which they are enrolled. If this is not possible, schools should enrol students who may have difficulty meeting the required Second Language criteria into a First Language class until approval is granted. If the school does not offer the relevant First Language, the student should be enrolled in Distance Education at the Victorian School of Languages (VSL).

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 that has been 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 responsibility for providing supporting documentation rests with the student. The VCAA may not permit enrolment in the study if forms are not complete or the supporting documentation is incomplete or is deemed insufficient.

Eligibility for Second Language studies

The criterion for eligibility for a VCE Second Language study is the number of years the student has been educated in a school where the language is the medium of instruction. Students who have learnt all they know of the language in an Australian school are eligible for VCE Second Language enrolment. Refer to Qualifications: Victorian Certificate of Education for details on the criteria.

<p>Chinese Second Language</p>	<p>A student is not eligible for Chinese Second Language if they have done either of the following:</p> <ul style="list-style-type: none"> • had 12 months or more of education in a school where Chinese is the medium of instruction • had three years (36 months) or more of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau).
<p>Chinese Second Language Advanced</p>	<p>A student is eligible for Chinese Second Language Advanced if:</p> <ul style="list-style-type: none"> • they have had no more than seven years of education in a school where Chinese is the medium of instruction • the highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.
<p>Indonesian Second Language</p>	<p>A student is eligible for Indonesian Second Language if they have had no more than seven years of education in a school where Indonesian or Malay is the medium of instruction.</p>
<p>Japanese Second Language</p>	<p>A student is eligible for Japanese Second Language if they have had no more than seven years of education in a school where Japanese is the medium of instruction.</p>
<p>Korean Second Language</p>	<p>A student is eligible for Korean Second Language if they have had no more than seven years of education in a school where Korean is the medium of instruction.</p>
<p>Vietnamese Second Language</p>	<p>A student is eligible for Vietnamese Second Language if they have had no more than seven years of education in a school where Vietnamese is the medium of instruction.</p>

VCE SATISFACTORY COMPLETION OF UNITS

VCE Coordinators must ensure the followings have been provided to VCE teachers to ensure award students the appropriate designation for the completion of VCE units transparently and equitably:

- distinctions between the establishing a student's satisfactory completion of VCE units and establishing a student's level of achievement in assessment tasks
- requirements for awarding a satisfactory VCE unit result
- the role of teachers in outcome redemption processes
- process for notifying the relevant staff members of lost, stolen or damaged student work
- details of the staff member overseeing these arrangements

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

- all work they need to complete to achieve an S for the unit
- all work they need to complete for School-based Assessment
- class attendance requirements
- how to submit work
- timelines and deadlines for completing work
- procedures for obtaining an extension of time
- internal school appeal procedures.

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

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

The teacher is responsible for judging satisfactory completion of a unit. By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to the rules set out by the VCAA and the school.

Each VCE unit result must be determined on the basis of 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 academic year prior to enrolment. These programs are generally one to three weeks in length; for Units 3 and 4, they must not include formal School-Based Assessment.

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 of the loss or damage work and should only report it to CLV not the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Note: this does not apply to work lost or damaged due to computer misuse or malfunction.

Refer to the ***Scored Achievement in School-Based Assessment*** section for details on the process for school-based assessed tasks and externally-assessed Tasks.

VCE SCORED ACHIEVEMENT IN SCHOOL-BASED ASSESSMENT

VCE Coordinators must ensure the followings are clearly understood:

- how assessment criteria are developed
- the role of performance descriptors (developed by VCAA), rubrics and/or other assessment tools in assessing students against assessment criteria
- how teachers arrive at a shared understanding of the assessment criteria for an assessment task when there are multiple classes
- moderation practices utilised to ensure assessment criteria for an assessment task have been used consistently

VCE Coordinators must ensure the followings are clearly understood by VCE students:

- information about School-Assessed Coursework and these contribute to study scores
- confidentiality arrangements for students results
- details of the staff member overseeing these arrangements

VCE SPECIAL PROVISION PROCESSES

The process of Special Provision is handled by the Home School.

- SSLP requests from students who are receiving school-based special provision at Home School to notify the VCE Coordinator in confidence.
- VCE Coordinator contacts Home School to seek advice on what can be done for consistency.

Policy number	CLV 08	Version	4
Drafted by	Fahry Abubaker	Approved by	13 December 2023
Responsible person	Fahry Abubaker	Committee on Scheduled review date	13 December 2024