VPC Administrative Handbook 2024

This document outlines the administrative arrangements that will apply for the Victorian Pathways Certificate (VPC) in 2024

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

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Introduction

The *VPC Administrative Handbook 2024* provides detailed information for principals, teachers and administrators on how to implement the Victorian Pathways Certificate (VPC). The handbook outlines the rules, regulations and policies that support the integrity of the certificates and equity of student access to fair and valid results. This is in line with the national goals for education.

Goal 1: The Australian education system promotes excellence and equity.

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

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

This document uses the term 'school' to cover any organisation registered by the Victorian Registration and Qualifications Authority (VRQA) as a foundation secondary provider.

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

This handbook also provides instructions on how to use the Victorian Assessment Software System (VASS) for principals, teachers and administrators.

For VCE and VCE VM administrative advice, see the **VCE Administrative Handbook 2024**.

From 2024, all VCAL units will be discontinued and replaced by VCE VM and VPC studies.

Qualification: Victorian Pathways Certificate

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

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

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

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

Purpose of the VPC

The VPC aims to:

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

Pathways

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

Possible future pathways for VPC students include:

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

VPC program components

VPC units

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

A VPC learning program may include:

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

All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially. 3

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

The VPC has 4 studies:

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

Each VPC study has 2 or 4 units.

The following VPC units are available for delivery.

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

Nominal duration

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

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

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

VCE and VCE Vocational Major units

The VPC can include any VCE and VCE Vocational Major units at Units 1–4 level. For the rules, regulations and policies governing the delivery of the VCE, refer to the **VCE administrative handbook sections**.

VET

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

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

For the rules, regulations and policies governing the delivery of the VCE, including VCE VET programs, refer to the **VCE administrative handbook sections**.

Entry to VPC studies

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

Parameters for entry and exit in schools are determined by school regulations and enrolment guidelines. If a non-school provider delivers the VPC, flexible entry and exit points are determined by the policies and regulations of that education provider. The **VPC pages** include guidance to support appropriate school-based decision-making regarding student suitability.

The VPC has been designed to be flexible so students' individual needs can be recognised. It is important to note that some students with particular needs may require additional resources to enable them to successfully complete the learning program, while some students may require additional time to achieve learning goals.

Specific eligibility requirements for VPC studies

While some VCE studies have specific eligibility requirements, there are no specific eligibility requirements for VPC studies. Refer to the relevant **VCE administrative handbook sections** for these requirements.

Eligibility for the award of the VPC

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

A VPC unit is satisfactorily completed once all the modules within that unit have been completed. Satisfactory completion of a module is based on the teacher deciding that the student has demonstrated achievement of the learning goals specified in the module. Students can only be awarded the unit upon satisfactory completion of all modules within that unit. Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion.

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

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

Minimum requirement

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

- at least 2 units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- at least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- at least 2 VPC Personal Development Skills units
- at least 2 VPC Work Related Skills units.

The remaining 4 units may include other curriculum, such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET.

Certification

The student receives their certificate and a Statement of Results after successfully completing the VPC. The registered training organisation (RTO) provides the official VET statements of attainment or certificates for successful completion of VET units of competency.

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

Program options

A VPC program can contain a combination of:

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

VCE units

All VCE units successfully completed provide credit towards the completion requirements of the VPC.

VET units of competency

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

Structured workplace learning recognition for VET

There are changes to Structured Workplace Learning recognition in 2024.

From 2024, SWL Recognition will be delivered as a VCE study design called Structured Workplace Learning Recognition for VET. Students must undertake Unit 1 before commencing Unit 2. Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of Structured Workplace Learning (SWL) placement.

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

- SWL in an industry aligned to a VCE VET program (VE1)

- a school-based apprenticeship or traineeship (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 within 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 Structured Workplace Learning recognition for VET webpage for more information.

Atypical VPC programs

Students with credit from VCAL

Students who transitioned from the Victorian Certificate of Applied Learning (VCAL) to the VPC in 2022 or 2023 received credit for completed VCAL units. Students will not be excluded from enrolling in any VPC units, regardless of which VCAL units they have previously completed. However, students cannot receive credit for a unit where they have already received credit for an equivalent unit.

VCAL units will no longer be available for delivery from 2024 onwards.

Students with credit from the VCE

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

Student transfer and credit from interstate studies

Nationally accredited studies that correspond with the individual VPC curriculum designs, including aims of the studies and satisfactory completion requirements, and that a student has completed before they enrolled in the VPC, may contribute to the award of the VPC. Students must apply to the VCAA for credit.

Adult students returning to study

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

Administrative information: Schools and providers

Schools and other organisations that wish to offer the VPC must be authorised by the VCAA and registered as a foundation secondary provider with the VRQA. Enquiries about registration should be directed to the VRQA Quality Assurance Schools Unit.

Single study provider registration

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

Allocation of a VASS identity

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

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

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

Schools providing the VPC

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

School/provider name changes and school closures

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

School/provider address, telephone and coordinator changes

Schools are responsible for using VASS to make sure their address, telephone number, fax number and details of their principal and coordinators are correct and confirmed. The VASS Operations Team must be contacted to change the school email address.

Registered Training Organisations

Registered Training Organisations (RTOs) are responsible for delivering, assessing and certifying Vocational Education and Training (VET). An RTO may be a technical and further education (TAFE) institute, a group training company, an industry training organisation, enterprise, school or adult and community education (ACE) provider.

School–RTO partnerships

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

Both these options incur costs. Advice on eligibility for funding to cover these costs is available from the relevant sector authority – the Department of Education (DE), Independent Schools Victoria or the Catholic Education Commission of Victoria. Schools should confirm that the RTO they have entered into an agreement with has the scope of registration to deliver the VET programs offered.

Schools as RTOs

Schools may apply to the VRQA or Australian Skills Quality Authority (ASQA) to become an RTO to deliver specified qualifications. A school recognised as an RTO is responsible for delivering, assessing, certifying and quality assurance. The school is also responsible for providing enrolment and results data to the training sector. Schools as RTOs may contract other providers for delivering 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* or the VRQA Guidelines for VET Providers.

School/provider obligations to the VCAA

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

Each year schools provide student enrolment details to the VCAA through their enrolments on VASS, which indicate to the VCAA the programs the schools will offer. The principal makes sure students have access to adequate facilities and resources to complete any VPC study the school is offering.

Communication from the VCAA to school staff

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

- relevant accredited VPC curriculum designs
- relevant companion documents to the curriculum designs, called VPC support materials
- relevant VCE study designs and VCE *Advice for teachers*
- relevant VCE VET program booklets, extracts or summaries

- current units of competency
- VCE VET Assessment Guides
- the annual VCE and VPC Administrative Handbooks
- *VCAA Bulletin*
- Notices to Schools.

Principal endorsement

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

- amendments to results
- credits
- late entry of data on VASS.

Other documentation requiring principal or delegate verification include:

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

VASS

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

All VPC providers are required to have access to VASS. The VCAA is notified of schools eligible to offer VPC by registering authorities. Schools can apply to the VASS Operations Team for a user ID and password.

The term 'school' refers to VPC providers and schools registering Year 10 students without programs as part of the Department of Education (DE) On Track survey.

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

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

RTOs that are not senior secondary qualification providers or foundation secondary providers need to apply for read-only access to VASS. Once approved, they will be limited to only viewing the details of the students undertaking their training. RTOs should contact the VASS Operations Team to initiate access.

VASS users

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

VASS administrators use their high-level access to administer the VPC, including any VET, for their school. This includes setting up the school's program, 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 should have no more than 4 VASS administrators. Schools may have many VASS users, for example every VPC teacher could be given VASS teacher (restricted) status to enter their own results.

Data security and VASS

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

Schools must contact the VASS Operations Team to set up new VASS administrators or modify existing VASS administrators. VASS administrators can set up other VASS users. All users should change their own password 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 at the VCAA.

Data entry on VASS

Enrolment and unit completion and results must be entered into VASS in accordance with the VCAA's administrative requirements and critical deadlines. Penalties apply for late data entry.

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

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

Home schools

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

Only a student's home school may enter or amend 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 is offering the unit. If the home school is to enrol the student, the assessing school must complete the **Assessing School Enrolment Notification** form for that student and send it to the student's home school. The correct VCAA school code for the assessing school for each unit must be entered on VASS.

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

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

Assessing schools

The assessing school is the school responsible for providing the assessment for one or more units and for fulfilling the requirements of the VPC Curriculum and Assessment Audit. A student may have one or more assessing schools. The assessing school is usually the home school.

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

Timelines and summary of data requirements

Schools must adhere to published dates for entry of enrolments and results on VASS. Some dates are important for both school administration and the VCAA. Others are cut-off dates and the VASS system will not allow data entry after these dates. Due dates and warnings on the VASS website home page prompt VASS users to meet scheduled dates. School administrators should also refer to the **Important Administrative Dates 2024**.

There are 4 types of data required from schools:

- school programs – providers must identify the units comprising their school's VPC program before enrolling students in their programs
- student registrations – these can be entered at any time but must be completed before the end-of-academic-year results processing
- student program enrolments – refer to the **Important Administrative Dates 2024** 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
- student result data – schools must provide data by several dates throughout the year.

The principal is responsible for making sure all data required by the VCAA is entered into VASS by closing dates.

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

Extensions of time to enter enrolment or results data

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

Special circumstances beyond the school's control will be taken into account, otherwise the school will be charged a fee for this service (see Fees and Charges).

Accuracy of personal and enrolment data

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

Student data imports

A students' personal details and program data 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 VCAA Student Records and Results Unit immediately so the issue can be resolved ASAP.

Reporting the death of a student

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

Student enrolment data

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

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

Student eligibility

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

Accuracy of results data

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

Reporting unit results

Schools report students' results as follows:

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

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

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

Schools can produce several relevant reports:

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

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

N results

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

Students with existing credit will only need to complete the outstanding modules for the VPC unit that they were yet to achieve to record an S for the unit. This will assist VPC students who have interruptions to their studies, including those who:

- have a significant illness
- have significant personal hardship
- are returning to VPC after changes to their career pathway; for example if a student left VPC to take up employment but then lost their job
- have other interruptions to their study, for example if they became disengaged and left school
- have taken a long time to achieve their VPC.

Missing results

VASS can be used to produce input, summary and missing result reports for all types of results. Schools must check these reports to make sure all students' results are entered. Failure to do so may lead to unit results or certificates not being awarded. If results for a whole class are not

available for entry by the scheduled submission date, contact the Manager, Student Records and Results Unit for advice.

The student's home school is responsible for entering results where the assessing school is a private provider.

Award of certificate

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

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

Students who have previously satisfied all VPS requirements and have chosen to undertake additional studies with the same certificate enrolment are not re-issued the certificate.

Statement of Results

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

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

Certification points

In 2024, 2 certification points will be available to students who complete the VPC in July and December.

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

Reporting graded assessment results

VPC units do not have graded assessments.

Reporting study scores

VPC units do not have study scores.

Data amendments and late fees

Procedure for amending enrolments after the due date

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

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

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

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

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

2. 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.

3. The application for amendment must be accompanied by the appropriate fee (see Fees and Charges). No GST is payable on late fees.

School/provider obligations to students

Schools should:

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

Provision of accredited curriculum and assessments

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

Enrolling students in the VPC

The VPC is designed for students:

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

Checking the accuracy of student data

Students' personal details

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

Each student's personal details, particularly their date of birth, consent permissions and subject enrolment details must be entered on VASS. Schools are responsible for using the **Student Full Details Report** from VASS to make sure eligibility reports for the VPC are run regularly and checked and signed by students and their teachers. Failure to run this report could severely affect students' eligibility for satisfactory completion of their VPC certificate. Students should be provided with a new **Student Full Details Report** to sign at the end of each enrolment cycle to guarantee any 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.

Gender diverse students

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

Transgender students

Schools with students who are in the process of gender affirmation/transition should contact the VASS team for further advice relating to recording student details on VASS and reporting their results.

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

Students' 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, schools should enter the school address as the student's address.

The VCAA uses the postal addresses stored on VASS to mail students the final results of their VCE, VCE VM or VCE VET Unit 3-4 study.

To make sure the final results are successfully delivered, the VCAA undertakes to validate the postal addresses of all students eligible to receive their results in the mail. If an error is detected, schools will receive an email that lists the affected students. Schools are responsible for making sure student personal details are accurate and should contact students to amend the information.

Students' email addresses

The VCAA requires schools to enter a non-school email address for each student enrolled in a VCE, VCE VM or VCE VET Unit 3-4 study into VASS. This will support results delivery, enable post-results service statements to be provided by email, and support communication with students, including any information about recognition and awards.

Changes to students' personal details

Results will be printed using the student's name as entered on VASS. The results will be mailed to the student addresses as entered on VASS where applicable. The Important Administrative Dates 2024 will have deadlines for amending this information. The VCAA cannot accept changes of address after this date as results processing would have already begun.

Matching students with previous results

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

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

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 lead to the student not being awarded the certificate in which they are enrolled.

Security of student data

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

Security of student numbers

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

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

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

Integrity of student work

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

Principals are responsible for administering the VCAA's rules and instructions in their school. They must make sure teachers are using only the currently accredited VPC curriculum designs.

To guarantee the integrity of student work, schools should:

- carefully plan, develop, document and implement authentication policies, processes and strategies for their school to make sure student work 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 relating to the development and delivery of assessment

- have students sign a declaration stating they will abide by their school's policies and rules relating to the appropriate use of the Internet

- suitably modify commercially produced materials to ensure the school can authenticate student work

- suitably modify publicly available materials to ensure the school can authenticate student work.

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

- all set work and assessment they need to complete to achieve an S for the unit

- class attendance requirements

- rules for authentication of submitted work

- how to submit work

- timelines and deadlines for completing work

- procedures for obtaining an extension of time

- internal school appeal procedures.

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

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

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

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

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

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

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

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

Schools decide the procedures for assessing levels of achievement, based on the examples provided in published VCAA supporting material.

Administration of special provision

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

Students may apply to their school for special provision for classroom learning and school-based assessment. If a student's application for special provision for classroom learning is rejected in full or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student can appeal the decision within 14 days of receiving the advice.

Partnerships

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

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

- 'learning that does not stop at the school gate'

- the values of technical and further education (TAFE) institutes, adult and community education (ACE) organisations and schools, with easy movement between these sectors

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

Maintenance of school records

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

- module and unit completion

- student appeals and resulting decisions

- agreements to work in partnership with other providers

- applications for extensions of time, with supporting documentation

- applications for, and approvals of, special provision, with supporting documentation

- student absences and whether or not these are approved

- any interviews with a student and any resulting decisions.

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

Privacy

Laws relating to the privacy of personal information affect collection, use, disclosure, security and storage of, and access to, student and parent or carer information.

The *Privacy and Data Protection Act 2014* (Vic) and the *Health Records Act 2001* (Vic) set legal standards for the way the Victorian public sector collects and handles the 'personal information' and 'health information' of individuals. The *Charter of Human Rights and Responsibilities Act 2006* (Vic) requires public authorities to act compatibly with human rights, including the right to privacy. Victorian government schools must comply with the *Privacy and Data Protection Act*, the *Health Records Act* and the *Charter of Human Rights and Responsibilities Act*. The *Privacy Act 1988* (Cth) may apply to how non-government schools collect and handle personal information about individuals. Affected schools should seek their own advice in this regard. The Department of Education (DE) or the relevant sector authority may require these schools to have their own privacy policy.

Access to student data

Schools registered with the VRQA are required to make sure parents or carers of a student have access to accurate information about their child's achievement and performance. This information must include at least 2 written reports on the student's performance each academic year. This is a requirement of the minimum standards for registration of a school (regulation 60 and Clause 3 of Schedule 4 of the *Education and Training Reform Regulations 2017* [Vic]).

Schools should seek their own advice from DE, the relevant sector authority or their legal adviser about providing information to parents or carers and students to make sure they comply with applicable privacy legislation.

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

Security and storage

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

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

Schools should seek their own advice relating 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 carer(s) 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). To find out how to make a FOI request for access to government school records, go to the Victorian Department of Education's Freedom of information requests page.

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. Schools must not process such applications. Further information about FOI and the VCAA is available.

Maintenance and disposal of records

Advice for government schools/providers

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

The relevant government school RDAs are:

- PROS01/01 Retention and Disposal Authority for Records of School Records
- PROS 10/09 Retention and Disposal Authority for Records of Education and Early Childhood Development Functions.

RDAs can be viewed on the Public Record Office Victoria website.

Advice for non-government schools/providers

To comply with the Child Safety Standards Ministerial Order 1359, non-government schools should meet the minimum retention periods for records relevant to child safety and wellbeing in PROS

22/06 Retention and Disposal Authority for Records of Schools, excluding the transfer to PROV obligation.

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

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

Administrative information: Victorian Curriculum and Assessment Authority

About the Victorian Curriculum and Assessment Authority

The Victorian Curriculum and Assessment Authority (VCAA) is a body corporate continued under the *Education and Training Reform Act 2006* (Vic), available from 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 2021–2025*.

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 between 8 and 15 members, one of whom is the Secretary of the Department of Education (DE), 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 authorities, including the VCAA.

Responsibilities of the VCAA

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

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

Functions and powers

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

VCAA obligations to schools

Quality assurance: VPC curriculum and assessment audit

School-based assessment is an essential feature of the VPC, allowing for local flexibility in both teaching and assessment practice. As part of the VCAA's ongoing monitoring and quality assurance program for the VPC, it can request an audit of assessment tasks for school-based assessment in each VPC study from schools. 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 VASS out in section 4.1.2 of the VRQA Guidelines and

Standards for the Registration of Awarding Bodies and the Accreditation of Foundation Secondary Qualifications.

Schools providing the VPC 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. For school-based assessment, the standards and requirements are stated in the assessment specifications set out in the relevant VPC curriculum design and the VPC assessment principles. The curriculum and assessment audit checks that schools comply with these requirements.

The VCAA will draw any irregularities identified by the auditing process to the attention of the principal. In the event of serious irregularity, the VCAA Executive Committee will determine whether disciplinary or other procedures will apply and may alter schools' assessments in the light of evidence presented.

VCAA obligations to students

Collection of student enrolment data

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

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

The VCAA keeps all information collected secure and confidential. Only relevant VCAA staff members who deal with the specific processes for which the information was collected access this 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.

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. The VCAA provides a Statement of Results for VPC students at the end of each year

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

Access to personal information under the Privacy and Data Protection Act

Under the Privacy and Data Protection Act, students have the right to request access to personal information held about them by the VCAA. Individuals seeking access to personal information held

about them by the VCAA should email the [VCAA Privacy Officer](). An application under the *Freedom of Information Act 1982* (Vic) may be required in some circumstances.

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 of age is given a VSN when they first enrol at a Victorian education or training provider or are registered by the Victorian Registration and Qualifications Authority (VRQA) for home schooling.

For most students, this occurs when they enrol at a 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 years of age (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 who are enrolled at a:

- government school
- Catholic school
- independent school.

VSNs are also provided to students under 25 years of age who are undertaking vocational education and training (VET) with a:

- TAFE institute
- registered training organisation (RTO)
- adult, community and further education (ACFE) provider that is funded by the ACFE Board.

Students keep the same VSN connected to their personal information when they change education or training providers in Victoria until they turn 25 years old and 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 data set 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 wider Victorian education system.

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 Registered Training Organisations and Adult and Community Education providers)

- register with the VRQA for home schooling
- apply for Selective Entry High School Examinations.

Schools are responsible for supplying the VSN to students and parents or carers 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.

VCAA committees and terms of reference

Executive Committee

The Executive Committee, established under section 2.5.7 of the *Education and Training Reform Act 2006* (Vic), comprises the Chair of the VCAA Board, the VCAA Chief Executive Officer (CEO) and 3 VCAA Board members. The committee's key responsibilities include:

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

Early Years–10 Curriculum and Assessment Committee

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

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

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

Senior Secondary Curriculum and Assessment Committee

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

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

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

Senior Secondary Certificate Reform Committee

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

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

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

Audit Committee

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

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

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

Review Committees

Review Committees are only established when required. They consist of 3 members, one of whom must be a VCAA Board member and the Committee Chair and are responsible for:

- hearing student appeals against decisions by their school, and any penalties imposed in respect of contraventions of VCAA assessment rules relating to School-based Assessments

- conducting hearings into allegations that students have contravened the VCAA examination rules or obtained an assessment by fraudulent, illegal or unfair means and imposing penalties where appropriate in accordance with the requirements of the *Education and Training Reform Act 2006* (Vic). Penalties range from reprimands to amending or cancelling students' grades.

International Committee

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

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

- assessing applications from schools to deliver the VCE offshore

- licensing of VCAA products and services for use overseas

- risk management and quality assurance related to the offshore delivery of the VCE

- alignment of VCAA international activities with VCAA and government policy and strategy objectives.

Vocational Education Reference Group

The Vocational Education Reference Group comprises VCAA Board members, representatives from the Catholic Education Commission of Victoria, Independent Schools Victoria, the Department of Education (DE), Victorian Registration Qualification Authority (VRQA), TAFE sector, tertiary sector, Local Learning Employment Networks, industry sector and representative/s of senior secondary schools.

The group:

- advises the Senior Secondary Curriculum and Assessment Committee of the VCAA on VET delivered to secondary students, block credit into the VCE and other issues arising across all levels of schooling in relation to state and Commonwealth initiatives in Vocational learning, enterprise education and employability skills

- recommend the development of new VCE VET programs and revisions to existing programs based on industry expectations and training package development

- monitors the work of the VCAA projects in vocational education and training and recommend directions and strategies, outcomes and timelines.

Administrative information: Student enrolment

Registration: Student Personal Details and Declaration form

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

If a student's enrolment changes, the school is responsible for ensuring the VCE and VPC eligibility reports are run on the SBAT (VASS). By running eligibility reports regularly, schools can identify where there are issues with students not being able to meet satisfactory completion of that foundation secondary certificate. If errors are reported, they must be fixed and the eligibility report run again.

General declaration

All students must sign an agreement to abide by VCAA regulations before undertaking any studies.

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

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, on VASS.

Fee-paying international students

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

VET enrolment

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

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

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

Schools should comply with the deadlines (which some sectoral authorities use to determine their funding arrangements) set out in the Important Administrative Dates 2024 Important Administrative Dates 2024 for the following:

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

Student transfers between schools

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

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

If VPC students transfer from one Victorian school to another, schools use VASS for the transfer procedure. When a student transfers to another school, the school the student is leaving is required to transfer the student on VASS, so they can be enrolled at the new school. If this is not done, the new school must contact the student's former school and request the transfer. Students should not be transferred until the new home school is known. A student must not be enrolled at the new school until correct transfer procedures have been completed to make sure a second student

number is not created. Multiple records in the same academic year for the one student may lead to the student not being awarded their VPC.

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

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

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

Students arriving from overseas

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

Withdrawal from a VPC study

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

Withdrawal from the VPC

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

Student observance of assessment and attendance rules

At the beginning of each academic year, students must sign a written declaration stating they agree to abide by the rules and instructions relating to the conduct of the VPC program.

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

VPC attendance

Each VPC unit requires 100 nominal hours, of which at least 50 hours need to be scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of the school's attendance policy, the school may be unable to authenticate the student's work completed across the outcome. Where the school chooses to assign an N result for the unit because the work cannot be authenticated, the school must assign an N for the outcome/s that cannot be authenticated.

School regulations determine attendance in a school setting. A school policy and set of procedures related to VPC attendance should be published and made available to staff, students and parents or carers. In other educational settings, the nominal hours may vary to allow consideration of a student's specific needs. There is no maximum time limit for completion of VPC units.

When a student is absent from school for prolonged periods or has been unable to complete all tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning. In these instances, the student should not be penalised for lack of attendance. Special provision may allow a student to work from home for a period of time. Schools should make sure they retain documentation about any decisions relating to granting provisions, including supporting evidence. Advice about special provision for classroom learning and school-based assessments is provided in the **Special provision** section. Where 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 'Assessment' section.

VPC programs often include learning outside the school, including VET classes and structured workplace learning. The RTO or workplace set the expectations relating to these settings.

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

Assessment

Satisfactory completion

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

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

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

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

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

The tasks and activities provided to VPC students to demonstrate their achievement of the set of modules as specified in the currriculum design must also comply with the Pillars of Applied Learning, particularly Assessment practice which promote success. The VPC studies are based on an applied learning approach to teaching and assessment.

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

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

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

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

Schools decide the procedures for assessing levels of achievement based on the examples provided in published VCAA support material.

Each VPC study has 4 units. Each unit contains one to 3 modules. The module specifies the learning goal(s) and describes their application. Students must demonstrate achievement of the learning goal(s) to satisfactorily complete the module.

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

For VCE (including VM) and VET units included in the VPC learning program, assessment must be delivered in accordance with the relevant VCE study design.

Satisfactory VPC unit result

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

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

Schools are solely responsible for decisions about satisfactory completion. Results for each module must be based on a judgment of satisfactory (S) or not yet complete for (N) each learning goal(s).

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

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

Repeating VPC units

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

Redeeming modules – submitting further evidence for satisfactory completion

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

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

Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must provide a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, however they are not required to report the loss, theft or damage to the VCAA. The principal shall base their decision on the student's unit result on records kept and the teacher's advice.

Care in the use of technology

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

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

Authentication

Principals are responsible for administering VCAA rules and instructions in their school. One of these rules is that students must make sure all unacknowledged work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

Rules for authentication of school based assessment

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

- a student must make sure that all unacknowledged work submitted is their own
- a student must acknowledge all resources used, including:
  - texts, websites and other source material
  - the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person, including their teacher, in the preparation and submission of work
- acceptable levels of assistance include:
  - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
  - prompting and general advice from another person or source that leads to refinements and/or self-correction
- unacceptable forms of assistance include:
  - use of or copying another person's work, including their teacher's work or other resources without acknowledgement
  - use of or copying sample answers provided by their teacher or another person
  - corrections or improvements made or dictated by another person, including their teacher
- a student must not submit the same piece of work for assessment in more than one study or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- in considering if a student's work is their own, teachers should consider if the work:

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

Determining unit results

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

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

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

Satisfactory completion of VET units

Satisfactory VET unit of competency result

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

Not yet competent VET unit of competency result

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

VPC School-based assessment audit

The VPC curriculum and assessment audit checks that curriculum and assessment are conducted in line with the Pillars of Applied Learning, VPC assessment principles and the requirements of the relevant curriculum design.

Principals are encouraged to support teachers whose VPC studies are being audited throughout this process.

The curriculum and assessment audit involves the completion of a study-specific questionnaire. Teachers complete the questionnaire on behalf of their school.

The audit examines school-based assessments for compliance with requirements, seeking to identify 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 findings of the audit.

A more detailed overview of this process is provided on the 'About the VPC' webpage.

School-based assessment: Breaches of rules and investigations

Schools are responsible for making sure students comply with VCAA rules for school-based assessment and authentication.

Schools should have their own policy and procedures for dealing with allegations that students have breached school-based assessment authentication rules. 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 set out the process to be followed when an allegation is received, what communication can be expected from the school during the investigation and decision-making process, the opportunities that will be available for the student to respond to allegations and the possible penalties and 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.

Some guidance on process and procedures for dealing with breaches of VCAA rules for authentication of school-based assessment is available in the VCE Administrative Handbook. However, this is not a substitute for schools developing and familiarising students with their own policy and procedures.

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.

Special Provision is available to VPC students for classroom learning and School-based Assessment and VCE external assessments.

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

Read the Special Provision Policy and latest advice about special provision. For further information about the function of special provision in the VPC, refer to About the VPC.

Terms used in this handbook

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

Term	Definition
accreditation period	The period during which a course or certificate is accredited.
accredited course	A course that leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed principles of accreditation. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA).
	The VPC is an accredited foundation secondary qualification under the *Education and Training Act 2006* and aligned to Level 1 in the AQF.
applications	A set of skills students must demonstrate to satisfactorily complete the module.
assessing school	The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school.
Australian Qualifications Framework (AQF)	The national framework for all qualifications in post-compulsory education and training.
Department of Education (DE)	The Victorian Government department that administers school education, apprenticeships and traineeships.
foundation secondary provider	A provider registered by the VRQA to deliver a foundation secondary qualification.
foundation secondary qualification	An accredited foundation secondary qualification aligned to Level 1 in the Australian Qualifications Framework (AQF).
General Achievement Test (GAT)	A test of literacy and numeracy skills, as well as knowledge and skills in mathematics, science and technology, and the arts and humanities.
	The GAT has 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.
	If a student is enrolled in the VPC, the following rules for sitting the GAT apply:
	• students who are enrolled in one or more VCE Vocational Major Unit 3–4 sequences are required to sit Section A
	• students who are enrolled in one or more scored VCE VET Unit 3–4 sequences must sit Sections A and B.
	The VCAA uses GAT results to check VCE external assessments and School-based Assessments have been accurately and fairly assessed.
home school	Refers to the main school of the student. Only the home school may enter and change a student's personal details through VASS. A student can have only one home school at a time. The home school is usually, but not always, the assessing school.

Term	Definition
learning goal	What students are expected to know and be able to do by the time they have completed a module.
learning program	Curriculum selected for delivery by the school to meet each student's interest and abilities and to meet minimum course requirements.
module	A distinct component of the VPC curriculum, comprising specified learning goal(s) and applications that students must demonstrate to complete the module.
nominal hours	The scheduled hours required for delivering and assessing units.
not yet complete (N)	In the VPC, N means not yet complete and is used when a student has not met all modules in the unit. VPC units with an N result are not reported on a student's Statement of Results.
registered training organisation (RTO)	Approved by the Victorian Registration and Qualifications Authority (VRQA) or Australian Skills Quality Authority (ASQA) to deliver and issue VET qualifications.
satisfactory (S)	Certifies that a student has achieved the modules for the unit. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. If a student does not complete a module, they will receive an N for the unit (not yet complete).
School-based Apprenticeship or Traineeship (SBAT)	An apprenticeship or traineeship undertaken in the VCE, VCE Vocational Major or VPC, with at least one day a week spent on the job or in training during the normal school week.
Statement of Results	A set of documents that states a student's VPC results, and whether the relevant certificate has been awarded.
structured workplace learning for VET (SWL)	On-the-job training that allows VET students to develop their work skills and understand employer expectations.
studies	The subjects available in the VCE, VCE Vocational Major and VPC.
units	Each VPC unit requires 100 nominal hours, of which 50 hours need to be scheduled classroom instruction. A unit includes modules, learning goal(s) and applications. Students must satisfactorily complete all modules to achieve an S for the unit.
VCE VET	Vocational Education and Training (VET) certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
VCE Vocational Major	A program of study within the VCE that is specified on the certificate issued to recognise the completion of the VCE – an accredited senior secondary school qualification.
Victorian Assessment Software System (VASS)	The internet-based system used by schools to register students and enter VCE, VCE Vocational Major and VPC enrolments and results directly on to VCAA's central database.
Victorian Certificate of Applied Learning (VCAL)	A previously accredited senior secondary school qualification undertaken by students in Years 11 and 12. VCAL has been replaced by the VPC and the VCE Vocational Major.

Term	Definition
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
Victorian Pathways Certificate (VPC)	An accredited course connected to Years 11 and 12 that leads to a foundation secondary qualification. The VPC is a non-AQF qualification and is not a senior secondary course.
Victorian Registration and Qualifications Authority (VRQA)	Victoria's education and training regulator. Government and non-government schools and other organisations that wish to offer the VCE and/or VPC must be registered with the VRQA and authorised by the VCAA.
Vocational Education and Training (VET)	Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VPC program.