

# VCE Leaders' Briefing

February 2025



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



# Acknowledgement

The Victorian Curriculum and Assessment Authority proudly acknowledges and pays respect to Victoria's Aboriginal and Torres Strait Islander communities and their rich and enduring cultures.

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

# The VCE Unit

- Study designs
- School-based assessment audit
- Permission to deliver the VCE and the VPC
- Applied Learning
- Higher Education Studies (HES)
- VCE offshore program

VCAA VCE Curriculum contact

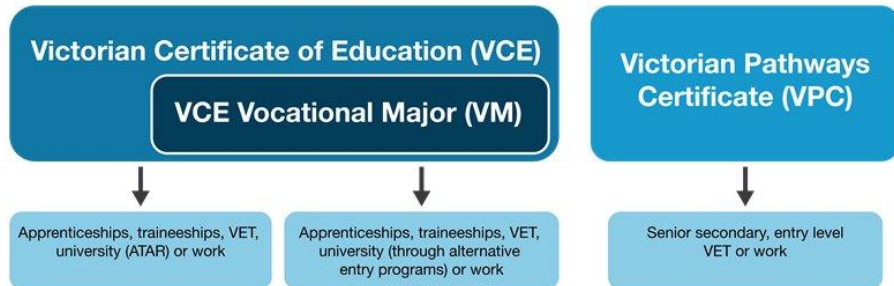
[vcaa.vce.curriculum@education.vic.gov.au](mailto:vcaa.vce.curriculum@education.vic.gov.au)

## VCE Administrative Handbook 2025

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

# The Victorian Pathways Certificate

- Year 11 and 12 certificate designed for students who require a more individualised and flexible program for their last 2 years of school.
- Foundation Secondary Certificate
- Can be used as an end-point or a transition to further study
- Students should be counselled into the VPC on an individual basis in consultation with teachers and family.



For more information:

- [VPC Administrative Handbook](#)
- [About the VPC](#)
- [VPC Professional Learning](#)

# Entry to VCE studies

- English as an Additional Language (EAL), Second Languages, Chinese Language, Culture and Society, VCE VM Literacy and VCE VM Numeracy studies have some enrolment restrictions.
- There are no prerequisites for entry into other studies at Units 1, 2 and 3, and VCE students may enter at any of these levels.
- Sometimes it is recommended that students complete either or both Units 1 and 2 or demonstrate equivalent experience before attempting Unit 3. The relevant advice is published in the study designs.

**Schools cannot create barriers to entry that are outside of the VCAA's requirements for completion of the VCE**

# School-based Assessment

- Provides evidence that contributes to the determination of achievement of outcomes and completion of a unit.
- Determines a student's level of achievement in Units 3 and 4.

## VCE (non-VM)

Teachers make 2 separate judgements:

- **S or N outcome** - separate from the decision that assesses a student's level of achievement
- **Level of achievement** - used for the calculation of a study score and contributes towards an ATAR.

## VCE VM

Teachers make a judgement about an **S or N outcome** for a Unit

# Assessment in the VCE and VCE VM

## In the VCE

- In Units 1 and 2 teachers and schools determine the assessment tasks to use.
- In Units 3 and 4, a range of assessment tasks are specified in the study designs from which school can select.

## In the VCE VM

- For Units 1 to 4, teachers and schools determine the assessment tasks from a range specified in the study designs.

# Ranking

- Is not an additional step for your assessment
- Is organic and fluid
- Is across cohorts not individual classes
- Can change after each assessment

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

# Reporting Outcomes

## Units 1 & 2

**Assessment tasks created and set by school**

**One assessment decision is reported to the VCAA:**

**1) Satisfactory Completion of Outcomes/Units:**

- S or N

## Units 3 & 4

**Two separate assessment decisions are reported to the VCAA:**

**1) Satisfactory Completion of Outcomes/Units:**

- S or N
- 2) Level of achievement in Outcomes:**
  - SAC
  - SAT

### WHAT ABOUT J RESULTS?

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

The J result can only be used if the student:  
is no longer attending class  
has not submitted work for assessment.

# Reporting Outcomes

## VCE VM Units 1 - 4

Assessment tasks created and set by school

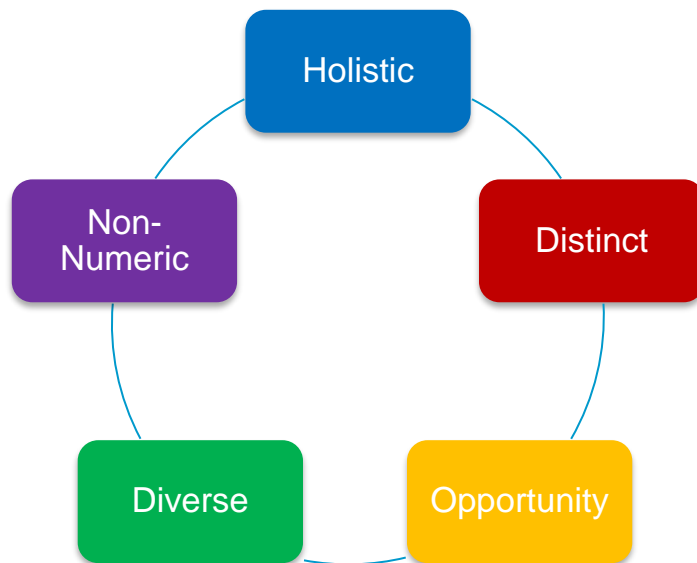
One assessment decision is reported to the VCAA:

1) Satisfactory Completion of Outcomes/Units:

- S or N

# Satisfactory Completion

To satisfactorily complete a VCE unit (including VCE VM units), students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about the satisfactory completion of outcomes is based on the teacher's judgement and should be:



# Satisfactory Completion

## Holistic

The decision about the satisfactory completion of outcomes is based on the teacher's holistic judgement of the student's overall performance in a combination of set work and assessment tasks related to those outcomes.

## Distinct

The decision to award an S for the unit must be distinct from the assessment of levels of achievement.

## Opportunity

Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes of the unit.

## Diverse

Judgements regarding satisfactory completion *must not be made based on a single school-based assessment.*

## Non-Numeric

The VCAA encourages teachers to use a range of measures other than numerical performance on assessment tasks when determining the result of an outcome.

# Satisfactory Completion

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

For all VCE units, schools must specify in writing all set work (learning activities) and assessment (including school-based assessment) that a student must complete to achieve an S for a unit and the conditions under which the work is to be done.

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

# Feedback to students

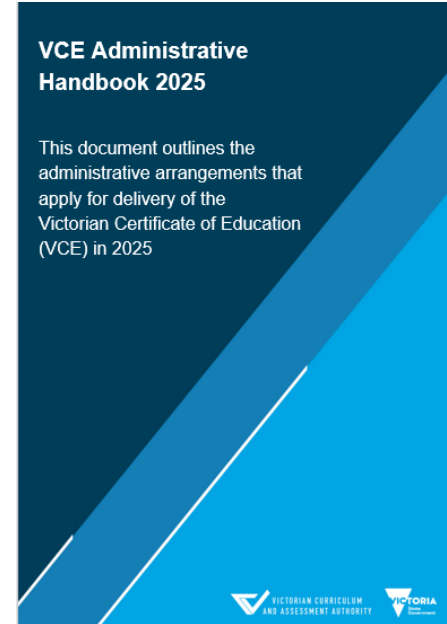
- After assessment tasks are submitted and marked, teachers should provide feedback to students.
- Students should also be provided with their initial school-based assessment score for individual SACs. When initial SAC scores are provided, teachers must advise students that their scores may change following statistical moderation.
- Students must be provided with a copy of each completed school-based assessment, and the initial school-based assessment results for each assessment task.

# Redeeming Outcomes

- Redeeming outcomes is not redeeming SAC scores.
- If, in the teacher's judgement, work submitted by a student is incomplete or does not meet the requirements for satisfactory completion, the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion. These opportunities may include class work, homework, or additional tasks or discussions.
- A student may only submit further work for reconsideration to redeem an N to an S outcome.
- Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.

# Key policies and documents

- [VCE Assessment Principles](#)
- [VCE Administrative Handbook](#)
- [VCE Study Designs](#)
- [Important Admin Dates](#)
- [Support Material](#)
- [School based assessment reports](#)
- [Statistical moderation](#)
- [Statistical information](#)
- [Exam reports](#)



# Completion of VCE units without the calculation of a study score

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Schools are encouraged to support all students to undertake scored assessment.

This option should only be applied in response to individual student need, and **not as an alternative VCE program for a cohort of students.**

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

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

# Completion of VCE units without the calculation of a study score

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The VCAA expects schools to have a clear process, such as outlined in the relevant [Guidance for schools](#), when considering an individual student's suitability for completing VCE units without the calculation of a study score. This **must** include:

**Step 1:** Using the checklist in the [Guidance for schools](#) to support decision-making.

**Step 2:** Obtaining **informed written consent** from the student and their parent(s) or legal guardian(s).

**Step 3:** Providing ongoing support to the student through follow-up discussions and a review of their support needs.

Scored-Assessment should be entered as NA, not 0  
If a score is provided for 2 or more Graded Assessments (GA) in a VCE study then a study score will be calculated

# Study Designs new in 2025

- Accounting
- Applied Computing
- CCAFL (Units 3 & 4)
- Classical Studies
- Drama
- Extended Investigation
- Health and Human Development
- Philosophy
- Physical Education
- Politics (Units 3 & 4)\*
- Theatre Studies

From 2025, all VCE study designs have an accreditation start date, indicating the first year of delivery, but no end date. When a VCE study design is revised and a new accreditation period begins, a new start date will be indicated. Schools will be notified when a study is being reviewed.

\*[Equivalent studies](#)

# VCE School-based Assessment Audit

An essential feature of the VCE, allowing for local flexibility in both teaching and assessment practice. The standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles.

- Schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit.
- Schools receive feedback on the findings of the audit
- The Principal has overall responsibility for the delivery of teaching and learning programs and assessment in accordance with the requirements of the study design, the assessment principles and any other VCAA requirements.
- Schools should support teachers whose studies are being audited throughout this process.

# VCE School-based Assessment Audit

## Purpose of the audit

- Compliance with VCE assessment principles, VCE and Administrative Handbook and the relevant study design
- Ensure the integrity of student school-based assessments
- Monitoring and quality assurance

# Special Provision

- The decision on whether to approve [special provision for classroom learning or School-based Assessment](#) is a school decision. It must be evidence-based and made using a range of appropriate sources including teacher observations, professional testing and reports or educational assessments.
- Schools may approve [special provision for classroom learning or School-based Assessments](#) to enable students with a disability, illness, impairment or a personal circumstance to demonstrate what they know, and to participate in classroom learning and/or School-based Assessments.

# Special Examination Arrangements

- [Special Examination Arrangements](#) may be approved for students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment.
- [Special Examination Arrangements](#) applications are made to the VCAA through the student's school and must be endorsed by the principal.
- The VCAA encourages schools to engage with the VCAA as early as possible to discuss any issues relating to managing students completing secondary level studies (Years 7–12) who may require special provision.

# Key Dates for 2025

Keep up-to-date with important administrative dates over the year, by referring to the VCAA website:

<https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx>

# Summary of Changes to VCE Administrative Handbook 2025\*

1. Consolidation of advice on the satisfactory completion of a unit and how it differs from levels of achievement
2. Updated information on completing VCE units without calculation of study scores
3. Consolidation of advice on the responsibilities of providers for the delivery of the VCE (previously School obligations to the VCAA)
4. A new section on the maintenance of school records, summarising the responsibilities of schools for establishing, maintaining and disposing of VCE-related records

\*Summarised on the [VCAA website](#)

# Summary of Changes to VCE Administrative Handbook 2025

5. Clarification of feedback to students, including the requirement that schools provide students with their initial school-based assessment score for individual SACs
6. The addition of specific advice on generative AI and the authentication of school-based assessments
7. The section on breaches of rules and investigations includes a new section on student complaints
8. The addition of a list of terms used in the handbook

Please ensure you check the VCE Administrative Handbook 2025 and [summary of changes](#) on the VCAA website carefully.

# VCE leaders ensure:

## Staff are informed

- Rules and requirements – [VCE Administrative Handbook](#)
- Teacher checklists – [VCE Administrative Handbook](#)

## Staff are kept up to date

- VCAA Bulletin
- Notices to schools

## Compliance

- Support staff to ensure that delivery of programs are in line with VCAA policy

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Early Years Update

F–10 Update

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