

DECV Special Provision Policy

The purpose of the DECV's policy on Special Provision is to provide eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. This policy recognises that individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

The provisions are available to VCE and VCAL students. Implicit in this policy is that students who are enrolled in VCE studies do so with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations. The programs and assessment tasks designed for VCE and VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their learning and assessment programs are affected by illness, impairment or personal circumstances (page 122 VCAA Handbook, 2012)

Under this policy there are a range of alternative arrangements for curriculum delivery, learning programs and assessment for students, to enable them to achieve the standards required by the VCE and VCAL study designs. **The provision should ensure equivalent, alternative arrangements but should not confer an advantage to any student over other students.**

There are three forms of Special Provision for the VCE and VCAL:

- School-based assessment
- Special Examination Arrangements
- Derived Examination Scores.

Specific eligibility requirements apply for each form of Special Provision.

School-Based Assessment

The policy allows for special provisions and arrangements for school based assessments. The DECV through VCAA regulations can vary the school assessment programs to accommodate student circumstances.

Eligibility for Special Provision for school based assessment

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances not of the students own choosing.

Strategies

There are a number of alternative arrangements to enable students to be assessed against the Unit Outcomes of the study design, depending on the students circumstance:

- Rescheduling an assessment task/s
- Modifying the unit of work
- Providing extra time to complete the unit (in line with VCAA deadlines)
- Allowing the student extra time to complete the task/s
- Setting a substitute task of the same type
- Replacing a task with a task of a different kind
- Using a planned task to assess more outcomes or aspects of outcomes than originally intended
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to complete the examination is adversely affected by:

- Significant Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder

Applications for Special Examination Arrangements must only be made by School Principals for each student and must be accompanied by recent supporting medical or other specialist documentation. The VCAA will not accept direct applications from students, their families and independent professionals.

Special Examination Arrangements can only be granted to students who have previously established accommodations for their long-term impairments at the school level.

Students who have been granted ESL status on the basis of unfamiliarity with the English Language are not eligible for special examination arrangements on this ground alone, unless they qualify for ESL status because of a hearing impairment.

Special examination arrangements may take the form of:

- Extra reading time
- Extra writing time
- Rest breaks
- Alternative format examination papers such as enlarged print, coloured paper, Braille and/or recorded examination papers. (Vision impaired students are eligible to apply for an exemption from the GAT because Braille and recorded GAT papers are not available.)
- Permission to use special technological aids such as a computer or microphone for a hearing impaired student.
- A reader and/or a scribe clarifier.

- A clarifier (only approved for a student with a serious hearing impairment or severe language disorder)
- Other arrangements may be made to accommodate a student's specific needs.
- An alternative examination venue, such as a separate room, home or hospital

Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study. Students must have completed the course of study leading to the examination to be eligible for a DES.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

Students are only eligible for a DES for a VCE examination if:

1. They have completed the course of study leading to the examination and have a result for at least one Graded Assessment in the same study,
2. They experience the onset of an illness or the occurrence of an injury or personal trauma within two weeks before a performance, oral or October LOTE written examination or within two weeks prior to the first written examination in the June or October/November examination period. Depending on the nature of the circumstances, consideration may be given to situations where the illness, injury or personal trauma has occurred prior to the two-week;
3. They experience a serious intervening event in the period two days before or on the day of the examination.
4. They provide written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

A personal trauma may include but is not limited to the death or serious illness or an accident involving a family member or family break-up.

A serious intervening event may include but is not limited to an accident on the way to or at an examination, attendance at a funeral of a family member or other person of close relationship, or the required attendance at a court proceeding.

Students cannot submit a DES application on the basis of:

- absence from school or study for prolonged periods
- unfamiliarity with the English language
- long-term loss of examination preparation time
- teacher absence and other teacher-related difficulties
- long-term or chronic conditions
- matters that could have been avoided by the student, e.g. misreading the examination timetable or instructions, matters related to school discipline
- the same grounds for which Special Examination Arrangements have been approved.

Attendance at examinations

Students are advised to attend every examination if at all possible. Students should not miss an examination merely because they do not feel able to do their best. The DES is designed for students who have completed the course leading to the examination but perform below expectations on the examination due to adverse circumstances. The VCAA does not expect a student to attend an examination against specific written medical advice.

Appeals process

If a student's request for special provision for DECV based course work is rejected totally or in part, students will be advised in writing of the decision within 14 days. The student has the right to appeal the decision within 14 days, and should place their appeal in writing or email directed to:

11-12 Sub School Leader (Student Engagement and Wellbeing)
C/- DECV
315 Clarendon Street
THORNBURY VIC 3071.