2017 General administrative information for the audit and review of school-based assessment for all VCE studies Units 3 and 4

The information contained in this document should be read in conjunction with the following materials published on the VCAA website:

- Special Edition December 2011 VCAA Bulletin VCE, VCAL and VET:
  www.vcaa.vic.edu.au/Documents/bulletin/DecSpecBull.pdf
- VCE and VCAL Administrative Handbook 2017:
  www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2017/index.aspx
- VCAA Bulletins and Notices to Schools:
  www.vcaa.vic.edu.au/Pages/correspondence/index.aspx
- VCE Assessment Handbooks and VCE Assessment Reports:
  www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx
- Specific study information available on the individual study pages of the VCAA website.
- 2017 Assessment Advice for the VCE – Quick links:
  www.vcaa.vic.edu.au/Documents/vce/adminproceduresvceassess.pdf
- VCAA School-based Assessment Audit webpage:
  www.vcaa.vic.edu.au/Pages/vce/studies/sbaaudit-index.aspx
- VCAA Important Administrative Dates:
  www.vcaa.vic.edu.au/Pages/schooladmin/admindates/index.aspx

VCE School-based Assessment Audit for all Studies at VCE Units 3 and 4

The VCAA is committed to improving the quality assurance for VCE school-based assessment.

As part of the VCAA's ongoing monitoring and quality assurance program for the VCE, assessment tasks for School-based Assessment in each VCE study and scored VCE VET program can be requested for audit from VCE providers.

The VCE School-based Assessment Audit program incorporates a review of School-assessed Coursework, Externally assessed Tasks and School-assessed Tasks (SATs).

Purpose

The purpose of the School-based Assessment Audit is to ensure that school-based assessment is conducted in line with VCAA principles of assessment and the requirements of the relevant study design, using appropriately designed tasks. School-based assessment generally works well, but quality issues do arise and the audit process can help identify and address these issues. For the VCAA the audit is a useful source of feedback about how curriculum and assessment are implemented in practice, especially when revisions are made to study designs. The outcomes of the audit assist in planning the VCAA's assessment advice and professional development support for teachers.

For VCE providers, the audit can help identify instances for improvement and set up professional conversations about teaching and learning. The audit is designed to offer professional development in instances where there may be issues with the delivery of a study, suggestions for improvement to help strengthen the delivery or affirmation that VCAA requirements are being met.

All VCE providers are audited for at least one VCE study and all VCE studies are subject to the annual School-based Assessment Audit. An increased number of VCE providers are audited for VCE studies in the first year of implementation of a revised study design.

Process

The School-based Assessment Audit is in two stages for both Unit 3 and Unit 4. The first stage consists of a study-specific audit questionnaire which is completed online by teachers on behalf of the VCE provider and reviewed by an Audit Panel appointed by the VCAA.

In the second stage of the audit, some VCE providers will be required to submit further evidence based on the outcome of their submission to the online audit questionnaire.

Notification

VCE providers are notified of their requirements for audit through VASS. The following screen in VASS contains the list of studies being audited as well as the outcomes of each stage of the audit:

School Program - VCE - School-based Assessment Audit.

Notification of audit requirements is in February for Unit 3 and July for Unit 4. All dates pertaining to the audit are published in the VCAA's Administrative dates.

The outcomes of the audit including feedback on the audit submission can be downloaded by searching "Audit" in the Downloads section on VASS.

Unit 3 and Unit 4 Audit Questionnaire

The first stage of the School-based Assessment Audit in both Unit 3 and Unit 4 involves the completion of a study specific questionnaire by teacher/s of the study on behalf of the VCE provider. The purpose of the audit questionnaire is to collect information on the planned approach to assessment and to allow for early intervention where required. Although assessment planning may not be complete at this early stage, the submission will provide useful information about assessment practice.

The questionnaire is completed online and is divided into sections. Pending the level of detail provided, it generally takes the teacher between one to three hours to complete. The information provided in the questionnaire needs to be clear enough to ensure the Audit Panel can make a fair judgment that curriculum and assessment are being delivered as per the requirements of the VCAA.

For each submission received, an Audit Panel determines one of the following outcomes:

- Submission meets VCAA requirements and no further action is required.
  Positive feedback/recommendations for improvement may be included.
- Further evidence is required to ensure VCAA requirements are being met.
  VCE providers are contacted and further evidence is requested.
- Submission requires immediate follow up with the Curriculum Manager.
  Teacher/s are required to contact the relevant VCAA Curriculum Manager at their earliest convenience.

Unit 3 and Unit 4 Further Evidence

Depending on the outcome of the audit questionnaire, VCE providers may be required to submit further evidence in Unit 3 or Unit 4. The further evidence requested may be on any aspect of the assessment, including assessment information provided to students, assessment tasks, marking schemes or criteria, assessment timeline, moderation processes and outcomes. Samples of student work will only be requested if serious concern is raised in the receipt of further evidence.

Teachers should have a process for collecting and storing the required further evidence material for submission by the due date. Submission of any further evidence material must be done electronically. To reduce file size, documents should be converted to PDF prior to submission.

For each further evidence submission received, an Audit Panel determines one of the following outcomes:

- Submission meets VCAA requirements and no further action is required.
  Positive feedback/recommendations for improvement may be included.
- Submission does not meet VCAA requirements. A further audit is required.
  Reasons for the further evidence not meeting requirements are included with the outcome.
- Where a submission of further evidence does not meet VCAA requirements, the VCE provider may be required to make amendments to the School-based Assessment materials and resubmit.
- Submission requires immediate follow up with the Curriculum Manager.
  Teacher/s are required to contact the relevant VCAA Curriculum Manager at their earliest convenience. Reasons for the immediate follow up are included with the outcome.

Outcomes and non-compliance

Where a VCE provider does not meet VCAA requirements at the conclusion of an audit, support will be provided to the teacher/s of the study to guide them through the assessment requirements of the relevant VCE study design. In addition, School-based assessment materials may need to be resubmitted to ensure recommendations have been actioned and VCAA requirements are being met. The VCE provider will be reaudited for the same study in the following audit cycle.

The VCAA will draw any serious evidence of non-compliance to the attention of the principal. In the event of serious irregularity, the Executive Committee of the VCAA will determine whether disciplinary action or other procedures will apply.

Further information

Advice and further information on the School-based Assessment Audit can be obtained from:

VCE Curriculum Unit
Tel: 03 9032 1735
Email: school.assessment.vcaa@edumail.vic.gov.au

General information on school-based assessment

Authentication

Reference: *VCE and VCAL Administrative Handbook 2017*, pages 79-80.

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. They must observe and apply the rules for the authentication of School-based Assessment as outlined in the VCE and VCAL Administrative Handbook.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **Authentication Record for School-assessed Coursework** form.

For School-assessed Tasks, teachers must monitor and record in the **Authentication Record for School-assessed Task (study name)** form each student's development of work, from planning and drafting through to completion. This requires regular sightings and records of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. Authentication records should be retained by the school and made available on request to the VCAA. Forms may be collected by the VCAA as part of the school-assessment audit and review program.

The authentication requirement also applies to the Externally-assessed Task for VCE Music Style and Composition and for VCE Extended Investigation.

Authentication forms are available as VASS downloads.

The VCE and VCAL Administrative Handbook 2017 provides strategies for avoiding authentication issues.

Management of entry of school assessments into VASS

Schools will have their own data management processes that will ensure the timely collection and entry of scores for school assessments. Teachers will need to provide precise information for VASS input – the study, the unit of coursework, the outcome-related coursework assessment and/or the School-assessed Task (if applicable) activity undertaken by each student and the score. Input sheets for each class of students and for each study can be printed from VASS.

Further advice is available in the *2017 VASS Guidelines to Data Entry of School Assessments* booklet (available as a download from VASS).

The 2017 submission dates for school assessments are contained in the VCAA Important Administrative Dates which should be used in conjunction with the Assessment Schedule for each study.

A complete list of important administrative dates can be found at:
www.vcaa.vic.edu.au/Pages/schooladmin/admindates/index.aspx

Release of student work

To assist schools with their end of year planning, the VCAA advises that schools can return School-assessed Tasks to students as published in the 2017 VCAA Important Administrative Dates. Schools should have a formal release process and a document that students sign when

taking their work from the school premises for purposes such as an interview. However, the VCAA reserves the right to recall any work from a student should the need arise.

For School-assessed Coursework, the decision about whether or not to return student work rests with the school. As part of the School-based Assessment Audit, student work may be requested. Notification of Unit 3 studies selected for audit is sent at the beginning of the academic year and notification of Unit 4 studies is sent midway through the academic year.

Information sessions for School-assessed Tasks

Information sessions for School-assessed Tasks are held annually in February and March. Teachers can register for the information/s session from the relevant individual VCE study pages: www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

Teacher Additional Comment Sheet for Technology Studies

Technology teachers are reminded that they should complete the Teacher Additional Comment Sheet as provided in study-specific advice on School-based Assessment (also available from VASS). The form may be collected by the VCAA as part of the school-based assessment audit and review program.

Resources available for school-based assessment

The *VCE and VCAL Administrative Handbook 2017* provides general information on the VCE and is available on the VCAA website: www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2017/index.aspx

The following table summarises documents that should be used by teachers:

Description/Resource	Document
VCE Study Design	Available on individual VCE study pages on the VCAA website: www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx
VCE Advice for Teachers/VCE Assessment Handbooks	For each new or revised VCE study from 2015, information that was formerly contained in a separate Assessment Handbook, has been incorporated into a single Advice for Teachers publication. Studies accredited prior to 2015 have an Advice for Teachers publication and an Assessment Handbook. Advice for Teachers and Assessment Handbooks are available from the VCE study pages on the VCAA website: www.vcaa.vic.edu.au/Pages/vce/index.aspx
Assessment criteria sheets for School-assessed Tasks and descriptors for the criteria Found in the study-specific administrative advice	Provided for School-assessed Tasks in: • Algorithmics (HESS) (AL03) • Art (AR03) • Product Design and Technology (DT03) • Computing – Informatics (IT02) • Computing – Software Development (IT03) • Media (ME03) • Studio Arts (SA03) • Systems Engineering (SE03) and

	• Visual Communication Design (VC03).
VCE Assessment Reports Examination reports: available on the VCAA website and are prepared by the Chief Assessor. These reports provide advice to teachers and students in relation to examinations. Some examination reports for written examinations contain some answers. Statistical Moderation reports: available on VASS. These reports show the impact of the process of statistical moderation on school submitted scores for each school-assessed GA for each study. School-assessed Coursework reports: available on the VCAA website. These reports are prepared by the State Reviewer in conjunction with the Curriculum Manager in the first year of implementation for the study. Past exams: past exams are made available after any copyright issues are finalised.	www.vcaa.vic.edu.au/Pages/vce/index.aspx
Authentication Forms for • School-assessed Coursework • School-assessed Tasks • Externally-assessed Tasks	Available as VASS downloads.
Enhanced VCE School-based Assessment Audit Program: Special Edition December 2011 VCAA Bulletin VCE, VCAL and VET:	www.vcaa.vic.edu.au/Documents/bulletin/DecSpecBull.pdf

Contact details for enquiries related to School-based Assessment

Issue	Contact	Telephone & email	Fax
School-based assessment audit and review	VCE Curriculum	(03) 9032 1735 school.assessment.vcaa@edumail.vic.gov.au	(03) 9032 1799
Authentication	VCE Curriculum	(03) 9032 1731 curriculum.vcaa@edumail.vic.gov.au	(03) 9032 1799
Study design content Designing School-assessed Coursework Clarification of School-assessed Task (content)	Curriculum Managers	(03) 9032 1677 curriculum.vcaa@edumail.vic.gov.au	(03) 9032 1799
Special Provision	Assessment Operations	(03) 9225 2219 or 1800 205 455 vcaa.special.provision@edumail.vic.gov.au	(03) 9225 2234
Student enrolments and results Amendments to student results Partnerships VET programs	Student Records and Results Unit	(03) 9032 1742 student.records@edumail.vic.gov.au	(03) 9032 1591
Technical and system support for VASS problems when entering assessments/results	Administrative Support Unit (VASS)	(03) 9032 1758 or 1800 623 681 or vass.support@edumail.vic.gov.au	(03) 9032 1591