Hello and welcome to the VCE Data Analytics 2021 School-assessed Task on-demand video for the Unit 3 and 4 School-based Assessment Audit process for 2021. The purpose of this video is to support teachers with the audit process for Data Analytics.

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This session on School-based Assessment audit will involve the following topics: General advice on the audit. Why audit schools? VCE assessment principles. Unit 3 and 4 Questionnaire. Unit 3 and 4 Further evidence. VASS report. Outcomes and non-compliance. Commercial instructions and further information. So let's look at the Unit 3 and 4 School-based Assessment Audit process.

General advice on the audit. Schools providing the VCE must must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment, the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles. All VCE studies have a school-assessed component: School-assessed Coursework, SAC, or School-assessed Tasks, SAT, or a combination of both.

So why audit schools? The purpose is to check that the standards and requirements set out in the study designs are being followed and that assessment is being carried out in line with the VCE assessment principles. Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. All schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit. An increased number of schools are audited for VCE studies in the first year of implementation of a re-accredited VCE study design.

The audit focuses on the VCE assessment principles. They are: VCE assessment should be valid and reasonable. VCE assessment should be equitable. VCE assessment should be balanced. VCE assessment should be efficient.

There are two stages to the audit process. The first stage consists of a study-specific audit questionnaire, which is completed online by teachers on behalf of the school. The responses provided by the school to the audit questionnaire enable the VCAA to determine if school-based assessment is following the specifications and requirements set out in the accredited VCE study design and the VCE assessment principles. For each submission received to the audit questionnaire, the VCAA determines one of the following outcomes: The evidence submitted shows that VCAA assessment standards and requirements have been met. There is not yet enough evidence to show that VCAA assessment standards and requirements are being met. Or the evidence submitted determines that VCAA assessment standards and requirements have not been met.

Before you complete the questionnaire, you should consider the following as part of your planning. Meet with your VCE Coordinator to discuss the process for completing the audit. Go through the questions with them. They should be able to discuss the procedures with you. Some schools have several meetings with teachers. Some documents for teachers to refer to: the VCAA 2021 Important Administrative Dates and 2021 Assessment Schedule. *VCE and VCAL Administrative Handbook for 2021*. And the 2021 General Advice on the School-based Assessment Audit. Teachers should have the following documents for answering the questions in the questionnaire. The school's VCAA provider number. The relevant study design, Applied Computing in our case. The 2021 Administrative information for School-based Assessment. This is the SAT criteria. Assessment timeline for the unit. Developed SAT instructions or plans or outlines of SAT instructions for the unit. VCE policies relating to school-based assessment. And any commercial materials used in school-based assessment.

The second stage of the audit process involves Further evidence. Depending on the outcome of the audit questionnaire, schools may be required to submit further evidence. The further evidence requested may be on any aspect of the assessment, including tasks, assessment information provided to the students, conditions of assessment, marking schemes or criteria, assessment timeline or moderation processes. Samples of student work will only be requested if a serious concern is raised. And the submission of further evidence is completed electronically. For each further evidence submission, the VCAA determines one of the following outcomes: The evidence submitted shows that VCAA assessment standards and requirements have been met. Or the evidence submitted determines that VCAA assessment standards and requirements have not been met.

Schools will receive a report through VASS on the outcome of the audit. This report includes details such as the outcome of the audit, the VCE assessment principles not addressed, actions required by the school, and comments provided by the audit panel. In terms of outcomes and non-compliance, most schools will meet requirements within an audit cycle, for example, Unit 3 or Unit 4. Where a school does not meet the VCAA assessment standards and/or requirements at the conclusion of an audit cycle, support will be provided to the teacher or teachers of the study to guide them through the assessment requirements of the relevant VCE study design. The school will be re-audited 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, Executive Management of the VCAA will determine whether disciplinary action or other procedures will apply.

You need to be aware of the use of commercial instructions for the School-assessed Task. There are several concerns when teachers use these. Teachers using commercial instructions without checking them against the study design, including content outside the scope of the outcome. Detailed instructions that could constitute undue assistance. This involves students follow step-by-step instructions that tells them how to complete the task. And incorrect rubrics being used or modified versions of VCAA rubrics being used. The VCAA recommends that schools check all instructions against the outcome statement, key knowledge and key skills. And use only VCAA criteria from the Administrative information for the current year, 2021.

If you require further information regarding the School-based Assessment Audit, you can contact the VCE Unit at the contact details on this slide.

This is the end of the presentation.

The contact details for the Curriculum Manager are Phil Feain, 9059 5146 or email Philip.Feain@education.vic.gov.au.

Thank you for following this presentation.

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