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

My name is Phil Feain and I'm the Curriculum Manager for Digital Technologies with the VCAA.

Copyright in this presentation is owned by the Victorian Curriculum and Assessment Authority or in the case of some materials, by third parties. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968 or with permission from the Copyright Officer at the Victoria Curriculum and Assessment Authority.

The purpose of this session is to provide a brief overview of the School-based Assessment Audit process for Unit 3 Data Analytics. This session will cover: The Unit 3 audit in 2021. General advice on the audit. Why audit schools? Unit 3 Questionnaire. VASS Report. Unit 3 Further evidence. Outcomes and non-compliance, and results of the Unit 3 audit in 2020.

Looking now at the Unit 3 School-based Assessment Audit process for 2021. So looking at the Unit 3 audit last year. Despite the issues of working remotely supporting online learning 86% of our schools continued with the audit process even though they had the option to defer. Schools continued the process because it was important to them. The VCAA changed their process so that all CMs spoke to schools before submitting their Further Evidence. Nearly all providers in Data Analytics ended up meeting requirements by the end of Term 2. An outstanding effort. The quality of submissions to meet requirements was much improved.

Some general advice on the audit. 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. 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 or School-assessed Tasks 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 has been 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 reaccredited VCE study design.

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

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. Some documents to refer to: The 2021 Important Administrative Dates and 2021 Assessment Schedule. *VCE and VCAL Administrative Handbook for 2021* and 2021 General Advice on the School-based Assessment Audit. Teachers should have the following documents for answering the questions in the questionnaire. The VCAA provider number. The relevant study design Applied Computing. The 2021 Administrative information for School-based Assessment . Your assessment timeline for the unit. Developed SAC tasks or SAT instructions or plans/outlines of SAC /SAT tasks for the unit. Developed marking guides or marking schemes. VCE policies relating to school-based assessment. Any commercial materials used in school-based assessment, and any SAC tasks from previous years used in the current year's school-based assessment.

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. A VASS report goes out to schools with the outcome after the questionnaire and further evidence submissions have been gone through.

The next stage of the audit process after the questionnaire involves further evidence. Depending on the outcome of the audit questionnaire, schools may be required to submit further evidence in Unit 3. The further evidence requested may be on any aspect of the assessment, including tasks, assessment information provided to students, conditions of assessment, marking schemes or criteria, and assessment timeline or moderation processes. Samples of student work will only be requested if a serious concern is raised. 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 assessments standards and requirements have not been met.

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 VCAA assessment standards and/or requirements at the conclusion of an audit cycle, support will be provided to the 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.

A range of issues were seen in the Unit 3 Audit in 2020. Questions not being completed or lacking in detail. Sometimes questions on whole sections such as the SAT were unanswered. VCE procedures not being followed for example, lost or stolen work, cross-marking and/or moderation procedures and strategies for students receiving an 'N' for a unit. Issues with dates in timelines not aligning with VCAA or VASS submission dates. Incorrect outcome tasks being uploaded or incomplete tasks being uploaded. Questions relating to the SAC and SAT content not being referenced with the study design or administrative information for school-based assessment documents. A few more issues here: Responses not in the teachers own words. Copied and pasted content from other sources. Often not addressing the question. And requested tasks not being submitted. SAC tasks and marking schemes that didn't meet requirements. And there are a range of reasons here, including: Unmodified commercial tasks being used – tasks need to be significantly modified in terms of context and content. Unmodified tasks and content from previous study designs that didn't meet the current study design requirements. Tasks that were not developed against the outcome statement, key knowledge, key skills and performance descriptors, and marking schemes that did not relate to tasks and gave no indication of how they were marked or the weighting of marks. And those last two points there were often the ones around Unit 3 Outcome 1.

This is the end of the session on the Unit 3 School-based Assessment Audit process.

The contact details for the Curriculum Manager are: Phil Feain, phone number: at 9059 51 46 or email: [Philip.Feain@education.vic.gov.au](mailto:Philip.Feain@education.vic.gov.au). Thank you for following this presentation.

[Copyright Victorian Curriculum and Assessment Authority 2020](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx)