**Kathryn Hendy-Ekers** - This video is for VCE Media, providing information for the School-based Assessment Audit. In this presentation, we will go through the general advice on the audit, the process of school-based audit, administration for schools, information for School-assessed Coursework, the School-assessed Task, and authentication. So, when the school is audited, the the VCAA is looking at how school delivers the course to the students and meeting the standards established by the VCAA. So, they're looking at the integrity of a student assessment and ensuring they are complying with the requirements of the VCAA for relevant assessment programmes.

So, for school-based assessment, particularly in School-assessed Coursework and Tasks that are associated with visual arts studies who are looking at the School-assessed Coursework and the School-assessed Task. So, the standards and requirements set out in the assessment specifications in all study designs and assessment principles are addressed. So, why do VCAA audit schools? It's to check the standards and requirements set out in study designs are being followed and the assessment is carried out in line with the VCE assessment principles. So, when you are looking at developing tasks, you're looking at two documents, you're looking at the school-assessed or administration advice and the study design. So, you must ensure that you are establishing a course to the standards established by the VCAA. So, in the visual arts, we give you a visual communication design and media. We give you lots of support material and information each year about how you administer the tasks to your students.

All schools are audited annually for at least one VCE study, so it is the school that is being audited. In the first year of implementation, and all VCE visual arts studies will go through an implementation period over 2023, 2024, and there will be an increased number of schools that are being audited. So, when the VCAA audits, we are looking at the VCE assessment principles, which is the integral part of teaching and learning at senior secondary level. So, what you should be applying when you're looking at the VCE assessment principles for school-based assessment is that you are providing student feedback for opportunities for further learning in the study. So, it should be a final assessment, you are giving the students feedback, you're describing their achievement for a particular task. So, particularly with School-assessment Tasks looking at their achievement in each criteria. And for School-assessed Coursework, how they have performed in each area of the coursework tasks, and providing feedback on the overall achievement of that coursework task.

So, when you are applying the assessment principles, you're looking at maintaining those standards that we provide you, particularly for the mandated assessment criteria for the task and also for the school-based assessment coursework descriptors. And on the basis of that, you, the school, submits their results or their scores and that provides their basis for the year award of the VCE certificate. So, ensuring that when you are setting an assessment task and when you're looking at your school-based assessment and your School-assessed Coursework, that you are designing tasks that demonstrate for students they can demonstrate the achievement of an outcome, and also you can report to them and to the school the level of achievement. So, there should be some sort of feedback for the students. So, just keep in mind the VCE assessment principles, which must be VCE assessment should be valid, equitable, balanced, and efficient. So, when it's valid, the task type is suitable for all students, it's come from the VCE study design.

The way that task has been set will be equitable, so all student diversity can be addressed. It's balanced, so you're not providing over-assessment for your students. And also it's sufficient, so it is able to be delivered in the recommended time that the VCAA addresses. So, when a school is audited, they are provided with a questionnaire. So, the first stage of that questionnaire is completed online by teachers on behalf of the school. So, if you are audited, please go and see your VCE coordinator to establish what the process is for your school and how you will address the audit procedures.

So, the school should be supporting you through the audit. It is not about the individual teacher and their approaches, it is the school being audited. So, the responses provided through that questionnaire enable the VCAA to determine what you have said in that questionnaire is following the specifications and requirements set out in the VCE study design and the assessment principles. So, you need to revisit those assessment principles and also look at the VCE study design, particularly the outcome and the key knowledge and key skills. So, once those questionnaires are submitted to the VCAA, a panel describes or determines one of the following outcomes, that the evidence of the school has submitted meets the standards and requirements of VCAA assessment, or they may require further evidence from the school, so that may be from that initial survey the VCAA is looking for particular examples of assessment tasks or a scaffolding of a School-assessment Task. Or it may be an outright where there would be further communication with the curriculum manager, the standards and requirements have not been met. When you're required after a questionnaire to complete further evidence, you may need to imply provide your assessments, marking scheme, your assessment tasks, how you apply the assessment criteria or the moderation of processes you require in your school, or it may be about authentication material.

The VCAA does not look at samples of student work, it is about how the school delivers the school-based assessment. All further evidence is completed electronically, so it can be in a discussion with the School-based Assessment Unit how that information is uploaded to the VCAA. So, from the further evidence, the VCAA panel for each study will determine whether the standards and requirements have been met, or if they have not been met and what is required further from there. All school-based assessment audits are reported through VASS. So, the VASS will include the outcome of the audit, whether which VCE assessment principals have not been addressed or addressed, the actions required by the school, and there are further comments provided by the audit panel to assist you.

So, particularly in just going through the questionnaire, the type of questions that are asked. Firstly, they may be about administration. So, the panel will be looking for the school policies for school-based assessment, so particularly in VCE SAT studies in visual arts, media, and visual communication design, they're looking for the assessment policies for delivery of the SAT or the SAC. We're also looking at loss, stolen, and damaged procedures, and what procedures you are using within the school for moderation and supervision of school-based assessment. So, it is really important if you are audited to look with your VCE coordinator. Again, we cannot stress strongly enough to liaise with the VCE coordinator. Having a look at the administration handbook, which is published each year. And on this screen, you will see a link to the current handbook that you can use when you get the transcript.

The VCAA also asks you particularly about your timelines. So, particularly with the SAT task, we're looking for the dates of submission of observations of the SAT task or when the SAT is actually submitted for Unit 3 and Unit 4. So, again, having a look at those administrative dates and the assessment schedule, again, that's updated annually. You really do need to, as a teacher, have a look at that link because that will give you the key dates and then you can work from there to work out your observation dates for authentication and particularly this schedule will give you the return of SAT and SAC work to students, which is often a question that's asked. So, usually it's in November, but that particular administrative schedule will provide you with those dates. When you are audited for Unit 3 or Unit 4, the first page you will go to is study design page. So, the study design page will have all the key documents you need, including the study design, the administrative information for school-based assessment for the School-assessed Task, any information, links, and support material where you'll find all the information for the School-assessed Coursework. So, the key documents you can use which are on the page here is the study design, the administration information for school-based assessment, and then the performance descriptors. So, the difference between coursework tasks, the School-assessed Tasks is that School-assessed Tasks we mandate the criteria and assessment for you.

For the School-assessed Coursework, we provide performance descriptors that you need to apply to the task. So, if you're audited for coursework, what the VCAA is looking at is the number of tasks that you're using, the format of the task, which you'll find in the study design, the sources you use to develop the coursework tasks, so any textbooks, resources, or commercial material or the VCAA material, what stimulus you use for the task, the questions you ask for the task, the instructions you provide for the task, so specific instructions for the task, and the marking scheme, so the rubric you develop from the VCAA performance descriptors. So, for VCE Media, you can upload the task for Unit 3 Outcome 1 or Unit 4 Outcome 2, whether you're ordered in Unit 3 or Unit 4. You will need to explain how you scaffold that task for the students. So, the weeks leading up to the task, what teaching and learning activities you will do, and describe how that task addresses the key knowledge and key skills.

So, it's really important you look at some of the on-demand videos for VCE Media that explain how you can apply the key knowledge and key skills. So, you will also need to develop an assessment scheme or rubric for the task based on the performance descriptors. So, particularly, if you are using commercial products produced by the professional organisation or the examination, you'll need to revisit those and the score you give in those and the performance descriptors that you use to provide feedback for the task. So, you can see on the screen here, the performance descriptors currently for VCE Media that will exist until the end of 2023. So, it's really important you have a look at those descriptors and how you can apply them to each aspect of the task.

Particularly, if you're asked for coursework-specific information for Unit 3 or Unit 4, depending on which unit you're audited for. So, for Unit 3, we're looking for information about the media product. So, particularly in media, it's not a text currently, it is a product, so it may cover print, film, or photography, so hence a product. And the ideology, we're looking at how you teach audience engagement, the context of the production, how media products or narratives are constructed and their characteristics. So, the characteristics are covered in the frequently asked questions. And then in the relationships of codes and conventions in media products. For Unit 4, we're looking for advocacy and control, we're looking at the dynamic and changing relationship between media and the audience. That rationale for regulating the relationship between the media and its audience in Australia. So, you will have to explain all these points, depending on which unit you're audited for. And then the ethical issues associated with production, distribution, consumption, and reception of media products.

So, again, really unpacking those key knowledge and key skills. For the School-assessed Task, you'll be asked to describe the sources you used to develop the task. So, naturally it will be the study design and the administrative advice and the authentication material. But if there are any other sources like textbooks, you'll need not just to list them, but to describe how you use them. We'll also be looking at the information you provide students about the task. So, what is the booklet you give them at the start of Unit 3 that unpacks the key knowledge and key skills and the stages and aspects of the tasks. Then, we'll ask you how you explain the assessment criteria for the School-assessed Task. So, we're not asking you to just provide us with the assessment criteria, we're asking you to explain with visual examples and annotations and maybe in a document, a PDF, or a Google Doc, or a PowerPoint with specific examples explaining levels of achievement using the descriptors and evidence for the task. So, on the screen here, you can see the School-assessed Task assessment criteria.

You need to go to the administration advice, which has the nature of the task, which is outlined in the study design. The scope of the task unpacks the aspects of the task that you should be able to describe in an audit. Then the assessment criteria, so the actual criteria, the evidence required, and how you apply and assess student achievement of each of those evidences. So, for study specific information, you'll be asked to describe how you teach students to research aspects of a media form, the structural and aesthetic qualities of a media, their media product, how the students record the development of that media product, their production experiments, how they develop the media production process. So, all those aspects of production design, production and post-production, including written and visual material. So, if you go to the school assessment advice, you'll see that is all there listed for you.

Then finally, with their media production, you'll be asked to explain for Unit 4 how they use equipment, materials, and technologies in production and post-production, how they use and apply codes and conventions to their media products. Then the documentation, development, and realisation of a media product, including their feedback, so evidence of their feedback and how they used that feedback to resolve and realise their media product, and also, of course, media language that they may use. So, particularly if they're using additional sources, so commercial tasks, resources, and textbooks as we've explained earlier, they need to unpack those and describe how they will use them. You will use them, sorry. So, particularly the tasks and resources you use. If you've used tasks from a previous year, you'll be asked to explain how you modified them for the following year to prevent authentication problems. And then finally, in a coursework task, particularly if you are using examination questions, how you used them in a coursework task, the assessment rubrics you use because particularly therefore a school-based assessment not for an examination, so they do need to be modified for classroom conditions and to how assessment rubric applied with feedback for the students.

One of the other areas we do look at and one of the final areas is authentication. So, we are looking at how you authenticate the task for your students. So, what are the authentication processes you use, how you provide feedback to students for School-assessed Coursework, so what information you give your students for coursework. For the School-assessed Task, so from your observation and using an authentication record form, we're looking at how you are using the questions on the authentication record form and providing ongoing feedback. So, we don't want just feedback at the end, we want that ongoing feedback and observations through of advice you're giving your students. And then finally, what the information you give your students about the return of their materials, assessment materials to them.

So, particularly dates that you're returning those tasks, coursework tasks and school assessment tasks to them. So, as you can see on the final screen, these are my details. So, if you have any issues, please get in touch with me and I will be able to talk you through the audit process.

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