**Kathryn Hendy-Ekers** - This video is for VCE Visual Communication Design 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 a school is audited, 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 assessments specifications in all study designs and assessment principles are addressed. So why the 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-assessment 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 task to your students.

All schools are audited annually for at least one VCE study. So it is a 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 task, 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, the school submits their results or their scores, and that provides the basis for the 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 the 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 efficient, 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 that 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 assessment, 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, which VCE assessment principals have not been addressed, the actions required by the school, and there are further comments provided by the audit panel to assist you. So particularly 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 November, but that particular administrative schedule will provide you with those dates.

When you're preparing for the Visual Communication Design audit, here are the key documents that you need to use. The Visual Communication Design Study Design, the Administrative Information For School-Based Assessment for the School-Assessed Task, and the Performance Descriptors for VCE Visual Communication Design. Now, there is a difference between the assessment administrative advice and the performance descriptors. The administrative information with the assessment criteria are mandated, and the performance descriptors you are to use to develop your own assessment rubrics for the task. So if you're audited for coursework, what the VCAA is looking at is the number of tasks that you are 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 developed from the VCAA performance descriptors.

In Visual Communication Design for the School-assessed coursework task audit, you can upload the task for Unit 3, outcome 1, or the task for Unit 3 and the task for Unit 3, outcome 2. You'll be asked to explain how you scaffold the task, the teaching and learning activities leading up to the actual assessment task. So a bit of a scope of what you do each week for the task, the activities you ask your students to do. You'll be asked to describe how that task addresses the key knowledge and key skills. So you need to look at the key knowledge and key skills for both outcomes, and determine what aspects of the task address those outcomes. So there is further information in the on-demand video for Unit 3 for Visual Communication Design for School-assessed coursework.

You'll also be asked to describe how you apply an assessment rubric using the VCAA performance descriptors to the task. This includes some descriptors of student achievement outlined in the VCE assessment principles. So you need to provide feedback to your students on how they have performed in different aspects of the task. You can see on the screen here the School-assessed coursework performance descriptors. So this example is for Unit 3, outcome 1. There are a different set of examples for Unit 3, outcome 2. You are to use these descriptors to develop your own assessment rubric and marking scale. You cannot just provide a marking scale for a task. You will need an assessment rubric associated with it. So this is where you use these descriptors for each level to determine some feedback for your students. Again, this is described in the School-based assessment coursework on demand video for Visual Communication Design. If you are being audited, you'll be asked some study specific questions for Unit 3 or Unit 4, depending on which unit you are audited for. This is for coursework. So for Unit 3, you may be asked to describe the three design fields and how you develop tasks for each design field for the outcome, including Industrial, Environmental and Communication design. You'll be asked to describe the drawing methods for each of those fields.

The characteristic and functions of design elements and design principles in each of those fields. The technical drawing conventions, particularly for Industrial and the Environmental fields. And the materials, methods and media used for each design field. And then finally, the typographic conventions, particularly for the Communication design field. For Unit 4, the study specific questions involve the roles of designers in the three design fields. The characteristics of those design fields. The processes and practises of the designers in those three design fields. The social, cultural, legal, and ethical functions of design in those three design fields. And then the designer's use of trademark and copyright protocols in each of the three design fields. For the School-assessed task, when you were audited, you will be asked to describe the sources you've used to develop the task. So obviously that's the study design and the administration advice, but you'll be asked to describe how you unpack those for your students, because they have been written for teachers.

So generally we'll be asking you to maybe provide some information and maybe a booklet that describes the task to the students and the stages of the task, and the requirements for the task. So it has to be written and visual information for the students. You'll also be asked to describe how you unpack and explain the assessment criteria for the School-assessed task. So we do not want you just to produce the assessment criteria for us. We want you to explain how you unpack it, and I'll explain on the next slide how that happens. So for example, here's the School-assessed task assessment criteria for Visual Communication Design. So in the administration advice, you had the nature of the task, which is also in the study design. The scope unpacks that task, so you need to use that scope to develop that material for your students.

Then with the assessment criteria, obviously you have the criterion, you have the evidence, so you need to explain and give students examples of that evidence, and then examples of students' performance of that evidence in each descriptor. So it's no good just giving them a written description. They need to see visual examples. So it may be in a PowerPoint presentation. Teachers I know do annotate past-folios, so it needs to be also physical evidence, not just a description of what you do. So please keep that in mind. We are looking for evidence. So particularly for the School-assessed task, we're looking at Study specific questions. So these would be how you prepare a brief for two communication needs. The research and investigation you ask your students to do. How they develop design thinking, so the three types of critical, reflective and creative design thinking. How you introduce observational drawing for research. Visualisation drawing to generate ideas.

The development and refinement of concepts for two communication needs. The key functions of design elements and design principles. And the use of the pitch to refine and resolve concepts. So we may ask you how you describe that pitch, and then how the student will work that feedback in from the pitch. And finally too, we're also looking at how they present two final presentations, and what the difference is between those two final presentations. You'll also be asked to, if you've used a commercial task or resource or a textbook, how you've modified or explained that to your students. You can't just give that to us and say that's what you use. We need to see how you map the key knowledge and key skills, what you've identified and how you relate that to your School-based assessment. If you've used tasks and information from a previous year, particularly for SAT material, you'll be asked to explain how you modify or change that for your students. It may be different examples that you provide for your students based on the updated assessment advice we give you each year.

We may be looking for that updated information. And finally, if you're using examination questions, that's fine but you do need to modify them for School-based assessment and provide the assessment rubric. Just keeping in mind that the examination questions are usually just awarded a mark out of a certain amount. So you need to apply a rubric and provide written feedback for your students for those tasks. 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 tasks. 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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