Position Description

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| Role | Examination Sitter Vetter Reviewer |
| Classification | MO06 |
| Salary Range | As prescribed under the Ministerial Order 1451 |
| Work Location | Examination Unit, Curriculum Division |

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| Role Purpose |
| The Examination Sitter Vetter Reviewer is a key part of the quality assurance processes for VCAA’s examinations. The Examination Sitter Vetter Reviewer undertakes the examination under the same conditions as students would, identifying potential issues from a student’s perspective. They provide answers and workings for all multiple-choice and short answer questions, and for extended response questions they provide an answer plan. The Examination Sitter Vetter Reviewer provides a written review of the examination, including feedback on the clarity of questions, wording and instructions, the accuracy of content, the level of difficulty, timing for students, and space allocated for responses.The Examination Sitter Vetter Reviewer will:* have relevant tertiary qualifications and considerable recent experience teaching/training in the study being examined at Units 3 and 4.
* be familiar with all aspects of the relevant VCE study design or VCE VET program and related curriculum material.
* have excellent proficiency in the language, if applying for a role with the languages
* have excellent communication and interpersonal skills
* provide reasoning for any suggested changes for the examination panel to consider
* be available during the reviewing period.
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| Role Responsibilities |
| The Examination Sitter Vetter Reviewer responsibilities for this role include:* Completing their review of the examination paper and associated documentation, providing answers and workings for all test items, and a written review on the key criteria (see below).
* 1 day in East Melbourne for a joint meeting with the panel to resolve any queries and receive feedback on their review.

The Examination Sitter role includes the following schedule:* May 2025: Review of the examination paper and associated documentation
* June 2025: Joint meeting with the panel to resolve any feedback and queries.
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| The written review provides advice to the Examination Panel Chair and confirms that the following has been checked and considered as part of the review:Content* appropriate overall level of difficulty
* ability for 90% of students to complete the examination paper in 90% of the allocated time
* appropriate range of cognitive processes, types of knowledge and levels of difficulty
* there is a representative sample of the examinable content that is balanced across the examination paper
* alignment of terminology/concepts with VCE study design (or VCE VET program)
* questions do not provide hints to other questions and minimise dependence on correct responses to previous questions
* marks allocated match the demand of the question in terms of difficulty and time required to complete
* optional questions are of equal difficulty, address same criteria/outcomes (if required) and use the same/comparable mark allocation.

Clarity* clarity, accessibility, currency, ambiguity and expression of language/content (and for VCE VET, consistency with standard industry terminology)
* clarity, logic and ease-of-use of layout, particularly instructions/labelling and stimulus material on the same/facing page as the related questions
* suitable number of lines, blank space and/or dot points required for students to score full marks are provided
* clarity of question wording, specificity of what students are required to do to receive full marks, minimal reading required to respond to questions (unless reading comprehension is being assessed) and minimal content repetition
* avoidance of more than one VCAA task/command word per question
* congruence between demands of the question, mark allocation, response space/lines, response time and assessment criteria (if applicable)
* for multiple-choice questions, where relevant, only one correct answer and that distractors that are plausible/meaningful to students evaluated on their merits
* for options, where relevant, comparability of demand/difficulty, fairness for students who have studied every learning option, assessment of same outcome(s)/criteria (if required) and same/comparable mark allocation
* for stimulus material, where relevant, inclusion only if it is specified in a question and/or relevant to a response; correct labelling, suitable standard, consistency with text elsewhere and minimal burden on student’s working memory for multiple questions linked to a common stimulus.

In addition, for the following studies:VCE VET studies* targets appropriate qualification level
* assessment items/questions use language consistent with standard industry terminology

Music examinations* audio material is of the correct length and instructions/texts/excerpts match the examination paper

EAL* Section A texts have correct length of time
* Section A texts are at the appropriate level of difficulty in content, vocabulary and grammatical complexity
* closed captions exactly match the spoken content

Language examinations * texts in the language are at the appropriate level of difficulty, have different purposes, audiences and contexts (that are specified in extended-answer questions), use different aspects of language, are culturally appropriate, have the correct quantity, duration and/or length
* texts and questions in the language are accurate and have no spelling or grammatical errors
* English translations are accurate and closely aligned to the meaning expressed in the language
* minimal overlap of perspectives/themes/concepts/topics/sub-topics relevant to the language study design
* text types and kinds of writing; quantity of extended-answer questions and kinds of writing expected in response
* correct language for questions and responses
* recording instructions/texts match the examination paper and names/genders of characters from listening texts on recording match examination paper.
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| Capabilities |
| Working collaboratively | Cooperates and works well with others in pursuit of team goals; Share information and acknowledge others’ efforts; Step in to help others where required |
| Innovation and Continuous Improvement | Contributes ideas toward improving the effectiveness of own work area; Understands and delivers against standards of quality and effectiveness applicable to own area of work; Maintains quality in the face of time pressure |
| Project Delivery  | Executes work tasks against plan; where plans are not defined, prioritises tasks in line with the urgency and impact of tasks; Utilises approved task management tools; Maintains accurate project records; |
| Interpersonal Skills  | Sees things from another’s point of view and confirms understanding; Understand motivations, needs and wants of stakeholders and their impact on service delivery; Tailor communications according to audience and/or audience preference |

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| Key Selection Criteria (KSC) |  |
| **Generic Criteria:****Criteria 1:** Demonstrates the 'Victorian Public Sector Values' of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. **Position Specific Criteria:****Criteria 2:** ‘Working Collaboratively’ – please see the Capabilities section above for more detail.**Criteria 3:** ‘Innovation and Continuous Improvement’ – please see the Capabilities section above for more detail.**Criteria 4:** ‘Project Delivery’ – please see the Capabilities section above for more detail.**Criteria 5:** ‘Interpersonal Skills’ – please see the Capabilities section above for more detail. |

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| Other Information |  |
| Selection  | Examination Sitter Vetter Reviewers are selected based on:* relevant tertiary qualifications
* excellent knowledge of the content in the relevant VCE study design (or equivalent)
* experience and expertise in VCE assessment or other assessments relevant to a VCE study
* at least three years of teaching experience at Unit 3-4 level or equivalent, with preference given to currency of experience
* excellent communication and interpersonal skills.

For each external assessment, the following guidelines also apply where possible:* There will be proportional representation of panel members from Government schools; Independent schools, Catholic schools and other (non-teaching applicants/adult education/tertiary). Representation will reflect the general pattern of enrolments by sector in the relevant study.
* Where there are sufficient suitable applicants, at least 10% of panel appointments will be new members.
* There will be representation of panel members from across regions.
* There will be equal gender representation.
* A time limit of five years of consecutive service, in order to provide opportunities for others to grow and develop.

The merit selection process will include 70 points from your SSMS application, including relevant experience and expertise and ability to demonstrate the Key Selection Criteria, and 30 points from Referee Checks and/or previous role performance. |
| Conditions of Appointment  | The following conditions of appointment apply for all roles. You will be asked to confirm these requirements in your application and complete a declaration following an offer of appointment: * You must maintain strict confidentiality in relation to discussions of the examination panel and the content of the examination paper, marking guide and accompanying documentation.
* You may not teach, tutor or participate in student lectures in the relevant VCE study area in 2025.
* You may not have a close relationship with a student or teacher (spouse/partner, sibling, child, grandchild, niece/nephew) either teaching the study or enrolled as a VCE student, in the relevant study in 2025. You must declare any close relations and associations.
* You must not have accepted a voluntary resignation or career transition package, e.g. Voluntary Departure Package (VDP), Voluntary Separation Package (VSP), Resignation Incentive Scheme (RIS) from a Victorian Government agency or department within the last three years.
* You must declare any association with any textbooks, study guides or other student resource materials that are in general use in schools or TAFE in the relevant VCE study area.
* You may not present at meetings, courses or conferences for teachers, or speak at any meetings on the requirements of the study design or examination specifications for the relevant VCE study area without the approval of the VCAA Director, Curriculum.
* You must be available to attend scheduled meetings during the reviewing periods.
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| Work Location | VCAA: Level 7, 200 Victoria Parade, East Melbourne VIC 3002For appointed examination sitter vetters, CRT reimbursement will be made available for panel members employed by schools. Examination sitter vetters that live further than 100km away from the VCAA will be paid for travel and accommodation expenses, if required. |
| Allocation of Duties | The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this level. The incumbent will be based at a primary location of work and may be expected to travel where required. |
| Organisational Values, Governance, Safety & Risk Management | The incumbent shall carry out duties in accordance with legislation and governance requirements, policies and procedures, safety principles, code of conduct for Victorian public sector employees, and Victorian Public Sector Values. |
| Child Safe Standards | The VCAA actively promote the safety and wellbeing of students, and all VCAA staff are committed to protecting students from abuse or harm in the school and corporate environment, in accordance with their legal obligations including child safe standards.  |
| DE National Criminal History Record Check (NCHRC) | All employees of the VCAA are required to have a current and satisfactory DE NCHRC or current VIT registration before they commence working with the VCAA.  |