Position Description

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

|  |
| --- |
| Role Purpose |
| The Study Specialist Reviewer is a key element of VCAA’s quality assurance processes for VCAA’s examinations. Study Specialist reviewers provide expertise in the domain of the examination and confirm the accuracy of the theoretical and technical content of the examination, and check that the examination is consistent with the requirements of the study design.  Study Specialist Reviewers interrogate questions, answers, distractors and stimulus materials to ensure VCAA’s examinations are valid, reliable and robust assessments of students’ knowledge in a study area. They review the accuracy of the content, ensure questions are clear, concise and unambiguous, and at an appropriate level for the VCE study.  They provide a written review of the examination, including feedback on the accuracy of content (including diagrams), wording of questions, level of demand, ability to discriminate across the ability range and weighting of different areas of the curriculum against the examination specifications. They provide answers and working for all multiple-choice and short answer questions, and for extended response questions they provide an answer plan.  The Study Specialist Reviewer will:   * have considerable expertise and appropriate qualifications in the subject * 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 study specialist leadership and guidance to other panel members * provide reasoning for any suggested changes for the examination panel to consider * be available during the reviewing period * provide additional quality assurance tasks, as requested. |

**Study Specialist Reviewer: History Revolutions Contexts**

4 positions – the persons required must be experts in one of the four contexts studied: American, French, Russian, Chinese.

**Study Specialist Reviewer: Ancient History Contexts**

3 positions – the persons required must be experts in one of the three contexts studied: Ancient Egypt, Ancient Greece, Ancient Rome.

|  |
| --- |
| Role Requirements |
| The Study Specialist 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 Study Specialist Reviewer role includes the following schedule:   * March/early April 2025: Review of the examination paper and associated documentation * April 2025 (school holidays): Joint meeting with the panel to resolve any feedback and queries.   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:   * the theoretical and technical content of the examination questions is accurate * all questions are within the scope of the study design or within the unit of competency * there is alignment of terminology/concepts with VCE study design (or VCE VET program) and related curriculum material (and for VCE VET, consistency with qualification level) * use of clear language is accessible, up-to-date and avoids jargon (and for VCE VET, consistency with standard industry terminology) * all questions are clear and unambiguous, and are expressed concisely * the examination avoids an overlap of topics/content across sections * the examination has an appropriate overall level of difficulty * questions do not provide content that may be used to answer other questions * for multiple-choice questions, where part of the examination, only one correct answer and distractors that are plausible/meaningful to students evaluated on their merits * for options, where part of the examination, 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 part of an examination, inclusion of stimulus material only if specified in a question and/or relevant to a response; labelling is correct and there is consistency with text elsewhere * Minimises reading required to respond to a question is minimised (unless ‘reading comprehension’ is being assessed). |

|  |  |
| --- | --- |
| 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 |
| Communicate with Impact | Makes a positive impression on others and comes across with credibility; Communicates orally in a manner that is clear fluent and holds the listeners’ attention; Able to deal with difficult and sensitive topics and questions |

|  |  |
| --- | --- |
| Key Selection Criteria (KSC) | Each KSC is allocation 10 Points |
| **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 6:** ‘Interpersonal Skills’ – please see the Capabilities section above for more detail.  **Criteria 6:** ‘Communicate with Impact’ – please see the Capabilities section above for more detail. | |

|  |  |
| --- | --- |
| Other Information | |
| Selection | Study Specialist 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 five 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 development and reviewing periods. |
| Work Location | Working from home unless directed in person at:   * VCAA: Level 7, 200 Victoria Parade, East Melbourne VIC 3002 * VCAA Assessment Centre: 189 Urquhart Street, Coburg VIC 3058.   For appointed study specialist reviewers, CRT reimbursement will be made available for reviewers employed by schools. Study Specialist reviewers 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. |