

Integrity of Assessments Policy

Purpose

This policy outlines Kurnai College's expectations for the development, delivery, and security of School-assessed Coursework (SAC) to ensure integrity, fairness, and compliance with the *VCE Administrative Handbook (2026)* requirements. In particular:

- SAC content must remain secure and confidential prior to delivery.
- Assessment tasks must be unique and not easily predictable.
- Processes must minimise the risk of academic misconduct.

Scope

This policy applies to all staff involved in the design, preparation, storage, and delivery of VCE assessment tasks.

1. Development of SACs

- Teachers must design SACs that align with current VCE study designs and assessment criteria.
- Teachers must design assessments in line with the VCE Assessment principles (reproduced at the end of this document).
- Any publicly available resources (including previously used SACs, commercial materials, subject association resources, and past VCE examination questions) must be **substantially modified** to ensure that:
 - The task is clearly distinguishable from the original source.
 - Students cannot gain an unfair advantage through prior exposure.
- Modifications may include (but are not limited to) changes to:
 - Data sets
 - Contexts or scenarios
 - Question structure or wording
 - Alternative topics

2. Security of SACs

2.1 Digital Storage

- SACs must be stored in the relevant subject folder in University Campus Resources (One Drive), which has password protected and restricted access.

- SAC files must not be stored on personal or unsecured devices.
- File naming should be in line with University Campus Resources conventions.
- Sharing of SACs via email must be through education email only.

2.2 Physical Storage

- Printing should occur as close as possible to the delivery time.
- Once printed, SAC materials must be stored in locked cabinets or secure staff-only areas.
- Excess or draft copies must be collected and securely disposed of (e.g. shredding or the locked bins).

2.3 Breach of Security

- If a staff member becomes aware that a breach of security has occurred, this must be immediately reported to the VCE Coordinator, who will conduct an investigation and determine appropriate actions.

3. Delivery of SACs

- SACs must be **actively supervised** during delivery. This requires staff to observe students completing the SAC, whilst moving unobtrusively and infrequently around the room.
- Teachers must ensure that:
 - Students do not access unauthorised materials.
 - Assessment conditions and time frames are clearly communicated to students at the beginning of the academic year.
 - Assessment conditions are consistent across classes.
- If a student breaches assessment conditions, the teacher must follow the school procedure for breaches of school-based assessment.

4. Multiple Classes

- Where there are multiple classes of the same subject:
 - Teachers must ensure the SACs are run on the same day, with no recess or lunch break between classes. For example, if the first class runs the SAC in period 1, and the second class runs the SAC in period 2, this would be acceptable. However, if the first class runs the SAC in period 1 and the second class runs the SAC in period 3 after recess, this is not acceptable.
 - If a delay is unavoidable (e.g. for timetable reasons), the SAC must be **modified for subsequent classes** to maintain integrity.
- Modifications may include (but are not limited to) changes to:
 - Data sets

- Contexts or scenarios
- Question structure or wording
- Alternative topics
- Modified SACs should maintain the scope to demonstrate different levels of student achievement. The SAC should maintain the same balance of easy, medium and hard questions as the original, to enable comparison of student results and accurate ranking.
- The assessment of multiple classes is to be conducted using the approaches outlined in the *VCE Administrative Handbook 2026*, “Initial school-based assessments where there is more than one class in the school.”

Evaluation

This policy will be reviewed as part of the College’s four year review cycle.

Policy last reviewed	May 2026
Approved by	College Principal
Next scheduled review date	May 2030

Appendix:

From VCAA website, “VCE General Advice and Policy”

<https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-general-advice-and-policy>

VCE assessment principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

As part of VCE studies, assessment activities enable:

- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set.

At the Units 3 and 4 level of a VCE study, School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations provide assessment results that are used in the calculation of a student’s study score.

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

VCE assessment should be valid and reasonable

The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.

Each assessment instrument (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.

Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

VCE assessment should be equitable

Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, physical disability, socioeconomic status and geographical location.

Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student's absence.

VCE assessment should be balanced

The set of assessment instruments used in a VCE study should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment should also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.

Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies.

VCE assessment should be efficient

The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.