



Exam Setters & Critics Survey 2020

LISTENING AND RESPONDING

Thank you for providing feedback to help improve the processes and roles for sessional staff.

What was liked?	What were areas for improvement?
<ul style="list-style-type: none"> • Collegiality and cooperation • Flexibility openness to change • Professionalism and competence • Professional development opportunity 	<ul style="list-style-type: none"> • Timeline affected by COVID-19 related assessment changes • Process logistics and notifications • Resilience high stakes work and a thick skin needed • Resourcing additional critics and remuneration

How is TASC responding?	
New 2021 initiatives	Longer term (2022-23)
<p>Process improvements</p> <ul style="list-style-type: none"> • Revise the <i>Exam Setters and Critic Handbook</i>, including a step-by-step exam development process, exam setting checklist, and a quick reference visual of the timeline. • Move from a paper booklet to an electronic form to submit and aggregate critic feedback on draft exams. • Continue online meetings (as appropriate) for exam development and review to improve access for staff across the state, provide support on secure use of Teams if needed. <p>Participation</p> <ul style="list-style-type: none"> • Ask setters for a short personal reflection on what they have got out of the role to be used (anonymously) to promote the benefits and encourage others to apply in future. • Bring forward timing of the survey to encourage greater participation and use targeted questions to draw out ideas for improvements. <p>Resilience</p> <ul style="list-style-type: none"> • Encourage positive feedback as well as constructive criticism to build on the positive cooperation, throughout the setting process, during the marking period and in the post-marking period. • Explore if providing a certificate that acknowledges the role of setters would be valued (noting that many setters choose to be anonymous). 	<p>Timeline</p> <p><i>Why this is challenging:</i></p> <ul style="list-style-type: none"> • The exam development timeline is compressed into a fixed window within a yearly cycle with a focus on exam sitting, marking, results and inspections processes before exam development re-starts. • Teachers teaching a course cannot write or review the exam for that course to ensure there is no perceived conflict of interest in their knowing the upcoming exam questions. <p><i>What can we do:</i></p> <ul style="list-style-type: none"> • The 2021 exam development timeline is not expected to be affected by COVID-19 related changes to External Assessment specifications. • Explore a range of models to allow for exam setting or question types to be developed in year/s preceding year of use (for courses that will not have revised specifications in the upcoming two years). This may mean two exam papers prepared in one year initially and restrictions on setters teaching the course applying for two years. <p>Resourcing</p> <p><i>Why this is challenging:</i></p> <ul style="list-style-type: none"> • Is a significant cost within TASC budget and the rates are set in the Regulations (passed by Parliament). <p><i>What can we do:</i></p> <ul style="list-style-type: none"> • Review arrangements in other states for alternative approaches. Look at how roles could be revised.

More information:

See the [detailed survey findings from the Exam Setters and Critics Survey on 2020 Exams](#).