

# FINAL REPORT

## AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION (ACHPER) VICTORIA

Review of Processes and Governance pertaining to Resource Development

24 October 2019



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## Background

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A study resource produced by ACHPER Victoria, and sold to schools, was found to contain factually incorrect information about a situation in Israel. This content should not have reached publication.

In response, the ACHPER Victoria Board appointed Peter Lewinsky to Chair an independent review of ACHPER Victoria's operations and culture and subsequently appointed HLB Mann Judd to assist in this regard.

This review investigated the cause or source of the problem, including how the factually incorrect content was drafted, reviewed and published, and the organisational culture within which it was produced. Based on its findings it recommends processes and improvements to prevent it from occurring again.

## Objective

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The primary objective of the review was to identify the cause or source of the problem and recommend changes required to ensure future products developed and approved by ACHPER Victoria do not contain similar errors. Central to this, was identifying the root cause of factually incorrect content being included in an ACHPER Victoria product made publicly available for sale.

## Review Methodology

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The review consisted of the following procedures:

### 1. The Product

- Review of the ACHPER Victoria product sold to schools: Sample School Assessed Coursework for Unit 4, ASOS 1, Outcome 1, SAC: Structured Questions under HHD (the "SAC").
- Review of the stakeholder complaints received in relation to this and the steps taken in its development.

### 2. The Writing Team

- Discussions with the writing and review team responsible for the development of the sample SAC for Unit 4, AOS 1, Outcome 1: Structured Questions under HHD on the processes used in its development and with respect to culture and diversity within ACHPER Victoria and their personal beliefs.
- Discussions with the writing and review team to identify the source of the factually incorrect content.

- Discussions with relevant staff members and contracted writers responsible for development, review and approval of commercial products sold to schools, including the evidence sourced for this material, the review process and responsibilities for factual accuracy.

### **3. The Process**

- Conducting a desktop review of ACHPER Victoria policies, guidance documents and procedures supporting the development and approval of products.
- Mapping ACHPER Victoria processes relating to the development and approval of products.
- Assessment of the adequacy of ACHPER Victoria policies, guidance documents and procedures with the VCAA or other requirements in relation to the development and approval of sample SACs and Trial Exams.
- Assessment of the adequacy of quality assurance policies, procedures and their adherence with respect to the development and finalisation of commercial products prior to releasing into the public domain for sale.
- Recommendations for better practices and opportunities for improvement in the development and approval of products developed by ACHPER Victoria.

### **4. The Culture**

- Delivery of a diversity, inclusion and culture survey covering 17 (seventeen) ACHPER Victoria Board and staff members to assess whether there is any systemic cultural bias or discrimination within ACHPER Victoria (*Survey results are provided in Appendix A*).
- Delivery of a survey of 52 (fifty-two) randomly selected customers/users of the products developed by ACHPER Victoria, to assess satisfaction and perceptions of cultural bias. (*Survey results are provided in Appendix B*).

## Key Findings and Recommendations

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The review identified factually incorrect content was included in the sample SAC for Unit 4, AOS 1, Outcome 1: Structured Questions under HHD due to sourcing of factually incorrect material by the Lead Writer and inadequate fact checking in the review process.

Within the existing ACHPER Victoria processes, the Lead Writer has primary responsibility for factual accuracy and referencing evidence for inclusion in products. Subsequent reviews are focused on technical compliance rather than fact checking for accuracy. Therefore, the review finds the primary cause of this content reaching publication is the absence of a final quality assurance review which includes checks for factual accuracy prior to publication and sale. It recommends the addition of a final product review by a quality control specialist at the last stage of product development, immediately prior to publication and sale.

However, it should be acknowledged it is not unusual for a small organisation such as ACHPER Victoria to have resource constraints which may have made this challenging in the past (i.e. it is difficult for small organisations, with limited resources, to find the right expertise or skillset and may therefore rely on contracted staff).

The primary recommendations for improvement include ACHPER Victoria:

- Engage a quality control specialist to perform a final review of ACHPER Victoria products, including assessment of factual accuracy, prior to their release for sale;
- Update the current resource development and reviewing induction pack with a checklist stipulating a review to be conducted to ensure factual accuracy of the content prior to its inclusion in the product. The checklist should also include expectations of the customer, community and government, which considers how to address complex issues which may be culturally, politically or otherwise sensitive, and to guide the Resource Development Team when developing and reviewing sample SACs and Trial Exams;
- Formalise team induction meetings to ensure the Resource Development Team fully understands the requirements and expectations of ACHPER Victoria, and those of its customers, the community and the government, including the use of factually accurate content in published material;
- Review final sign off process so an appropriately designated employee has final approval prior to release of a product;
- Implement an ongoing training regime for the Resource Development Team to ensure continuous improvement, compliance and development of the quality products;
- Institute a training and education program for the Board and staff members to enhance cultural awareness, diversity and inclusion within ACHPER Victoria; and
- Share identified improvement opportunities with other ACHPER branches and national office.

The writing and review team (responsible for the development of the Sample SAC for Unit 4, AOS 1, Outcome 1: Structured Questions under HHD), now understand the inappropriate content included in the sample SAC was ill-informed and factually incorrect. Our discussion with the writing and review team did not identify any evidence suggesting deliberate anti-Semitic behaviour or other religious or cultural bias. In addition, the results of the customer satisfaction and diversity, inclusion and culture survey do not suggest anti-Semitic behaviours or other religious or cultural bias within ACHPER Victoria. However, ACHPER Victoria has acknowledged the above-mentioned opportunities for improvement and will develop and implement the corrective action plan.

## **ACHPER Victoria Response**

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The ACHPER Victoria Board accepts all recommendations in this report and has immediately implemented the following:

- Termination of its contract with the Lead Writer, responsible for including the factually incorrect material in the Sample SAC.
- An additional “quality control specialist” reviewer has been contracted to undertake a final review on all products currently in production. The “quality control specialist” ensures content is factually accurate and assesses for social and political sensitivity. A “quality control specialist” to undertake this final review process will be instated for all future products published by ACHPER Victoria.
- A rigorous review of the current Resource Development Team Induction process and implementation of an updated induction process will include:
  - formalised team induction meetings;
  - a checklist which stipulates checks to be conducted to ensure factual accuracy of content;
  - guidelines for writers and reviewers will address considerations to be made with respect to complex issues which may be culturally, politically or otherwise sensitive.
- Instated a final sign off process which requires the CEO to have final sign off of all published material.
- An ongoing training and development program for members of the Resource Development Team will be established.
- An employee assistance program has been engaged and made accessible to all board and staff (including contractors) to ensure professional support is accessible for personnel.
- Commissioned a training and education workshop for the board and staff members to enhance cultural awareness, diversity and inclusion within the workplace.
- Shared the outcomes and recommendations with other ACHPER branches and National office.

## Root Cause – Inclusion of the Factually Incorrect Content

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Our assessment of the product and its production processes found factually incorrect material was included in the sample SAC, and remained undetected, due to the use of ill-informed factually incorrect reference materials, and insufficient quality assurance.

We found:

- The Lead Writer was responsible for the overall quality and factual accuracy of the content in the sample SAC;
- Co-writers developed the allocated sections of the sample SAC and submitted to the Lead Writer;
- The Lead Writer conducted online research on the relevant topic for inclusion in the sample SAC as a sample answer; and
- The reviewers focussed on ensuring compliance of the sample SAC with the VCAA Study Design.

We identified the Lead Writer due to application of poor judgement included online sourced content in the sample SAC, which was factually incorrect.

## Product Development Process - Key elements

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### Establishing the Team – A Core Process

The Resource Development Team is the cornerstone to the development of the commercial products developed by ACHPER Victoria. ACHPER Victoria utilises contracted teachers to develop commercial products. The first step in the development of all the products is the establishment of the Resource Development Team comprising of team members who have adequate experience and qualifications to develop the relevant resource i.e. Trial Exams or sample School Assessed Coursework (SACs).

ACHPER Victoria manages 6 (six) Resource Development Teams to develop sample SACs and 7 (seven) Resource Development Teams to develop Trial Exams. Each Resource Development Team consists of a Lead Writer, Co - writers (2 people minimum), and Reviewers (2 people minimum).

***The Resource Development Team responsible for the development of Sample School Assessed Coursework for Unit 4, AOS 1, Outcome 1, SAC: Structured Questions under HHD, which included factually incorrect content consisted of a Lead Writer, 2 (two) co-writers and 2 (two) reviewers. Please see the table below for team details:***

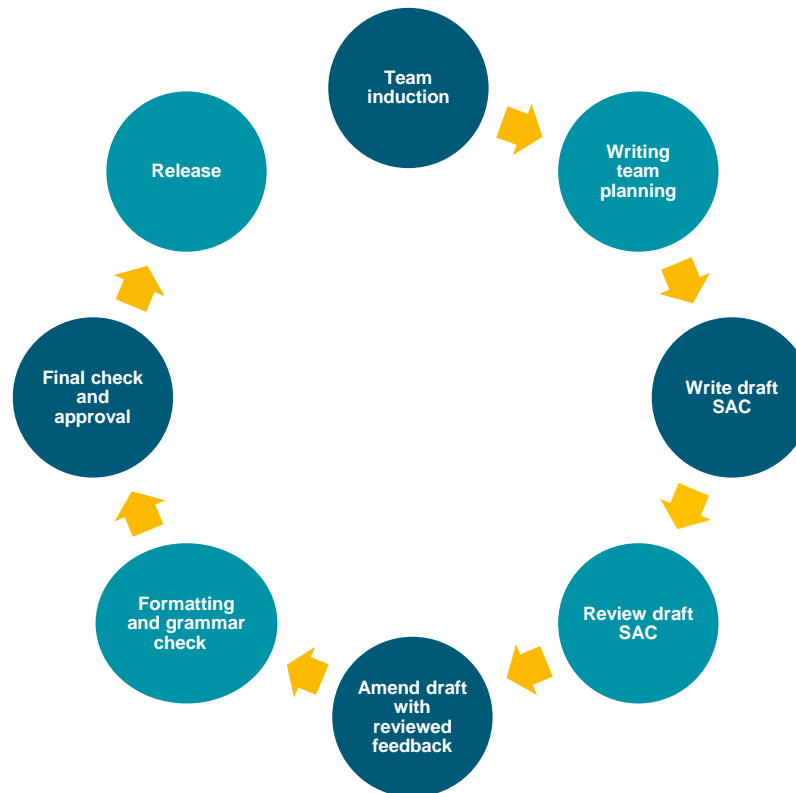
### ACHPER Victoria’s Resource Development Team for 2019 HHD Unit 4 SAC

Role	Experience
<b>Writing Team</b> <b>(1 lead writer and 2 co-writers)</b>	<ul style="list-style-type: none"> <li>• Current VCE Teachers;</li> <li>• Combined experience of over 35 years’ in teaching HHD Units;</li> <li>• Developed sample HHD SACs for ACHPER Victoria previously; and</li> <li>• The Lead Writer provided good support to the team and positive feedback was given in all occurrences. Strengths include good time-management, planning skills and listens to all perspectives to make an informed decision.</li> </ul>
<b>Review Team</b> <b>(2 reviewers)</b>	<ul style="list-style-type: none"> <li>• Current VCE Teachers;</li> <li>• Combined experience of over 20 years’ in teaching HPE and HHD Units; and</li> <li>• Worked with ACHPER Victoria in VCE resource development teams for number of years.</li> </ul>



## Content Writing and Finalisation

The review identified the following process was followed by ACHPER Victoria for development of the *Sample SAC for Unit 4: Structured Questions under Health and Human Development*:



The Process Title	Process
<b>Team induction</b>	<p>The planning meeting was held by the Professional Learning Manager, Professional Learning Coordinator and Administration and Office Coordinator to discuss teams and changes to processes if required.</p> <p>Professional Learning Coordinator prepared a <b>Breakdown of SAC Types and Requirements</b> and distributed them to the Resource Development Team.</p> <p>Trial Exam and SAC Development and Reviewing Induction pack was provided to the Resource Development Team which consisted of the following key elements:</p> <ul style="list-style-type: none"> <li>• The Role of the Resource Development Team;</li> <li>• Resource Development Process;</li> <li>• VCE Assessment Principles;</li> <li>• VCAA – Assessment Tasks Types;</li> <li>• Outcome – What we need from you;</li> <li>• Reviewing Tips;</li> <li>• Formatting Tips; and</li> <li>• Resources available for help.</li> </ul>
<b>Writing team planning</b>	<p>The Lead Writer completed the SAC task breakdown and allocated the tasks and marks allocation to the Resource Development Team (except reviewers). Due date was also set-up to ensure the writer completed the material in a timely manner.</p>
<b>Write draft SAC</b>	<p>The writing team developed the first draft of tasks in accordance with VCAA requirements and <b>Breakdown of SAC Types and Requirements</b> document.</p>
<b>Review draft SAC</b>	<p>ACHPER Victoria reiterated the requirements stipulated in the <b>Reviewing Guidelines</b> (to ensure materials address the aspects of study design, action words, marks allocation, spelling, grammar, punctuation, etc.) to all reviewers.</p> <p>2 (two) anonymous reviewers reviewed the content to ensure compliance with the VCAA Study Design.</p> <p>Review results with tracked changes and notes were emailed to to the Professional Learning Coordinator.</p>
<b>Amend draft with reviewed feedback</b>	<p>The Professional Learning Coordinator forwarded the reviewers comments/notes and tracked changes to the Lead Writer to address comments from anonymous reviewers.</p> <p>The Lead Writer reviewed the suggested changes with co-writers and updated the SAC.</p>

The Process Title	Process
	The Lead Writer emailed the updated sample SAC to the Professional Learning Coordinator on completion.
<b>Formatting and grammar check</b>	The Professional Learning Coordinator provided the Administration and Office Coordinator with final drafts for grammar checks and then formatting. The Administration and Office Coordinator notified the Professional Learning Coordinator that documents have been formatted. The Professional Learning Coordinator checked formatted documents to ensure the tasks are formatted as requested and meet VCAA requirements and <b>Breakdown of SAC Types and Requirements</b> document.
<b>Final check and Approval</b>	The Lead Writer reviewed the formatted SAC and gave final approval. <b>Please note: If there are any changes which the Lead Writer wishes to make, they are passed onto the Professional Learning Coordinator, who liaises with the Administration and Office Coordinator to make changes in formatted documents.</b> <b>No tasks are released unless the Professional Learning Coordinator and Lead Writer are satisfied with contents of the documents. Final approval for release is given by the Professional Learning Coordinator.</b>
<b>Release</b>	The ICT Officer and the Administration and Office Coordinator uploaded the sample SAC to the ACHPER Victoria website for release, and schools who have pre-purchased sample SACs were notified they were ready for download.

### Compliance with the VCAA Health and Human Development Study Design and VCE Assessment Principles

We reviewed *Sample SAC for Unit 4, AOS 1, Outcome 1: Structured Questions under Health and Human Development* against VCAA Health and Human Development Study Design and VCE Assessment Principles and identified it complied with the requirements of the VCAA Health and Human Development Study Design and VCE Assessment Principles.

### Ensuring Product Quality

The quality control process is a critical element in ensuring the content prepared by the Resource Development Team has been reviewed by the person who has skills and expertise in the relevant field. Our review of the product development process identified content in the *Sample SAC for Unit 4: Structured Questions under Health and Human Development* was not checked for factual accuracies and not reviewed by a quality control specialist. Without adequate oversight, this may have been a factor as to why the factually incorrect content was included in the Sample SAC developed by ACHPER Victoria. ACHPER Victoria relied on the skills and expertise of the contracted Resource Development Team.

## Appendix A - Diversity, Inclusion and Culture Survey Results

The review did not identify any systemic culture of cultural bias or discrimination within ACHPER Victoria. This was further emphasised by the anonymous diversity, inclusion and culture survey results conducted by HLB Mann Judd across 17 (seventeen) ACHPER Victoria Board and staff members. The survey results are detailed below:

- **I see strong leadership support of the ACHPER Victoria values of diversity and inclusion.**

14 (fourteen) responses were received for this question. 98% of the respondents either agree or strongly agree that they see strong leadership support of the ACHPER Victoria values of diversity and inclusion. One respondent disagreed. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	1	2	11	0

- **Employees who are different from most others are treated fairly within ACHPER Victoria.**

14 (fourteen) responses were received for this question. 100% of the respondents either agree or strongly agree that employees who are different from most others are treated fairly within ACHPER Victoria. No respondents disagreed. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	0	1	13	0

- **ACHPER Victoria’s Board and Management is committed to diversity and inclusion.**

14 (fourteen) responses were received for this question. 93% of the respondents either agree or strongly agree that ACHPER Victoria’s Board and Management is committed to diversity and inclusion. No respondents disagreed, and one was unsure. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	0	3	10	1

- **I am comfortable talking about my background and cultural experiences with my colleagues.**

14 (fourteen) responses were received for this question. 93% of the respondents either agree or strongly agree that they are comfortable talking about their background and cultural experiences with the colleagues. One respondent disagreed. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	1	2	11	0

- **Racial, ethnic, and gender-based jokes are not tolerated at ACHPER Victoria.**

14 (fourteen) responses were received for this question. 86% of the respondents either agree or strongly agree that racial, ethnic, and gender-based jokes are not tolerated at ACHPER Victoria. Two respondents disagreed. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	2	4	8	0

- **ACHPER Victoria provides an environment for free and open expression of ideas, opinions and beliefs.**

14 (fourteen) responses were received for this question. 93% of the respondents either agree or strongly agree that ACHPER Victoria provides an environment for free and open expression of ideas, opinions and beliefs. Two respondents disagreed. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	2	4	8	0

- **Within ACHPER Victoria, everyone has access to equal employment opportunities regardless of their difference.**

14 (fourteen) responses were received for this question. 100% of the respondents either agree or strongly agree that within ACHPER Victoria, everyone has access to equal employment opportunities regardless of their difference. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	0	2	12	0

- **My supervisor demonstrates commitment to and support of diversity.**

14 (fourteen) responses were received for this question. 93% of the respondents either agree or strongly agree that their supervisor demonstrates commitment to and support of diversity. One respondent was unsure. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	0	1	12	1

- **ACHPER Victoria will take appropriate action in response to incidents of discrimination.**

14 (fourteen) responses were received for this question. 100% of the respondents strongly agree that ACHPER Victoria will take appropriate action in response to incidents of discrimination. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
0	0	0	14	0

- **Have you experienced/are you aware of anti-Semitic behaviours or other religious or cultural bias from any of ACHPER Victoria’s staff and/or Board members?**

14 (fourteen) responses were received for this question. 100% of the respondents have not experienced/are aware of anti-Semitic behaviours or other religious or cultural bias from any of ACHPER Victoria’s staff and/or Board members. Please see details below:

No	Yes	Unsure
14	0	0

## Appendix B – Customer Satisfaction Survey Results

Our review identified ACHPER Victoria has not received complaints of this nature in the past. If ACHPER Victoria were to receive such a complaint, they will be dealt with by the CEO.

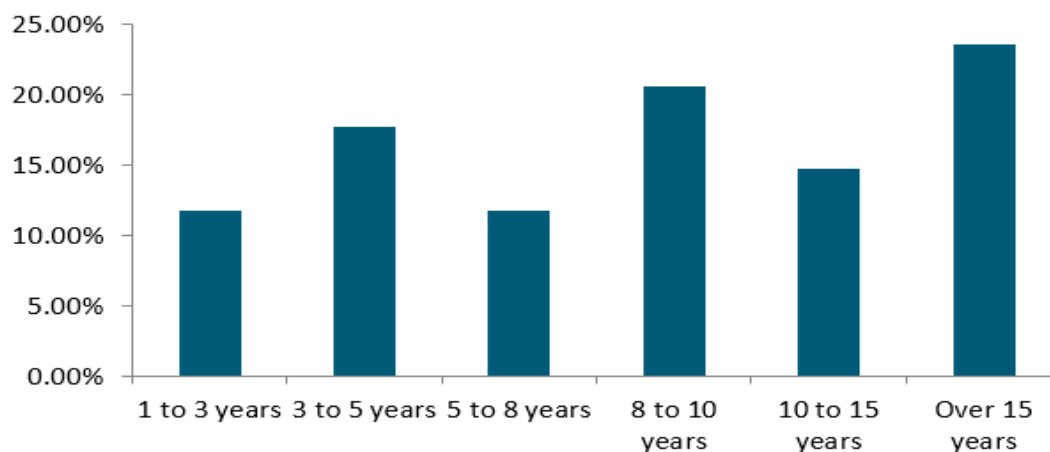
The review included an anonymous customer satisfaction survey of 52 (fifty-two) randomly selected customers to better understand their past experiences with ACHPER Victoria when communicating and utilising their resources and products. The survey was sent to the teachers working at the following sector schools:

- 15 (fifteen) Catholic Schools;
- 18 (eighteen) Government Schools; and
- 19 (nineteen) Independent Schools.

The survey results are detailed below:

- **For how many years have you been utilising VCE Trial Exams and/or Sample SACs developed by ACHPER Victoria?**

34 (thirty-four) customers responded to this question. The majority of respondents have been utilising VCE Trial Exams and/or Sample SACs developed by ACHPER Victoria for over 5 years.





- **Do you believe ACHPER Victoria is an inclusive organisation which demonstrates culturally diverse and inclusive values?**

33 (thirty-three) customers responded to this question. 91% of the respondents either agree or strongly agree that ACHPER Victoria is an inclusive organisation which demonstrates culturally diverse and inclusive values. One respondent disagreed. Please see details below:

Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
1	0	6	24	2

- **Have you experienced anti-Semitic behaviours or other religious or cultural bias in your dealings with ACHPER Victoria?**

34 (thirty-four) customers responded to this question. 97% of the respondents have not experienced anti-Semitic behaviours or other religious or cultural bias in their dealings with ACHPER Victoria. One respondent disagreed. Please see details below:

No	Yes	Unsure
33	1	0

- **Do the ACHPER Victoria VCE Sample SACs satisfy your requirements?**

33 (thirty-three) customers responded to this question. 100% of the respondents are either satisfied or extremely satisfied with the sample SACs developed by ACHPER Victoria. Please see details below:

Extremely Satisfied	Satisfied	Not Satisfied	Unsure
17	16	0	0

- **Do the ACHPER Victoria VCE Trial Exams satisfy your requirements?**

33 (thirty-three) customers responded to this question. 100% of the respondents are either satisfied or extremely satisfied with the Trial Exams developed by ACHPER Victoria. Please see details below:

Extremely Satisfied	Satisfied	Not Satisfied	Unsure
20	13	0	0

- **Do you believe ACHPER Victoria VCE Sample SACs have included unsuitable content in the past?**

34 (thirty-four) customers responded to this question. 94% of the respondents believe that ACHPER Victoria VCE Sample SACs have not included unsuitable content in the past. One respondent believed unsuitable content had been included in the past, and one respondent was unsure. Please see details below:

No	Yes	Unsure
32	1	1

- **Do you believe ACHPER Victoria VCE Trial Exams have included unsuitable content in the past?**

34 (thirty-four) customers responded to this question. 94% of the respondents believe that ACHPER Victoria Trial Exams have not included unsuitable content in the past. No respondents believed unsuitable content had been included in the past, and two respondents were unsure. Please see details below:

No	Yes	Unsure
32	0	2

- **If answered yes in either of the two questions above, did you formally complain to ACHPER Victoria?**

11 (eleven) customers responded to this question, others skipped as it was not applicable. 100% of the respondents stated that no formal complaints have been submitted to ACHPER Victoria in the past.



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