School assessment policy

Chancellor State College Years 11 and 12

Scope

Assessment Extension Guidelines

Extensions are **likely** to be given for:
- Serious illness
- Medical certificates
- Unexpected critical events
- Diagnosed mental health issues impacting assessment

Extensions are **unlikely** to be given for:
- Holidays
- Loss of data
- Printer problems
- Failed email

Student Individual Responsibility

Years 7 and 8
HOD to approve with parent contact

Years 9 and 10
HOD to approve with medical certificate or parent contact

Years 11 and 12
HOD to approve with medical certificate only
or
DP or GO to approve AARA/Special Provision

Student Age

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to VET Certificates, Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Chancellor State College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

Page **1** of 14

190531
<
>
June 2019

Principles

Chancellor State College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy

- equitable for all students

- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning

- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning

- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made

- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed

- accessibility, so that each student is given opportunities to demonstrate what they know and can do

- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Chancellor State College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at [https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx] and in the school prospectus. All questions regarding this policy should be directed to a Deputy Principal of Senior Schooling. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

<
>

June 2019

190531

Page **2** of 14

Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Chancellor State College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Student responsibility Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due dates Section 8.5.2 Section 8.5.3	School responsibility Chancellor State College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 in Semester 1 and Semester 2. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. Student responsibility Students are responsible for: • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the head of department and classroom teacher as soon as possible and apply for an extension via the Special provision/AARA process • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the principal's discretion. Refer to AARA information below.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

190531

<
>
June 2019

Page **3** of 14

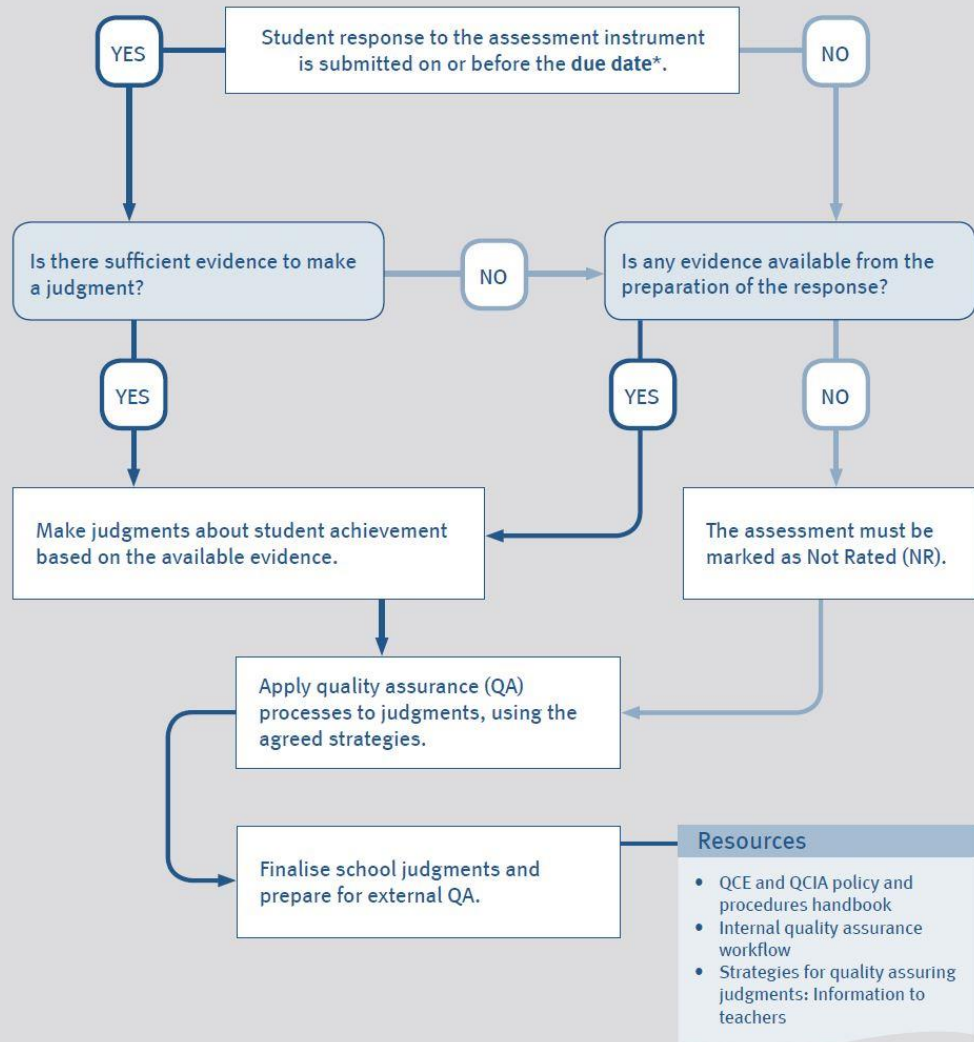|	
Submitting, collecting and storing assessment information Section 9	When enrolled in an Applied or General or VET subject, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. CSC is responsible for ensuring that students have opportunities to access assessment. All assessment evidence will be submitted by their due date and where appropriate, via the College's academic integrity software – SAFEASSIGN. Assessment items may be additionally submitted as a printed copy submitted in the last lesson on the due date. (The printed copy may be replaced by a printed copy submitted by 3pm to the Student administration office) A log will be kept for assessment submission for each class Eg ID Attend assessment submission functionality. Draft and final responses for all internal assessment will be collected and stored in each student's folio and/or digitally eg on SAFEASSIGN. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Queensland College's teacher handbook. Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only. When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations. It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards. For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. If a student is eligible for Special Provision - extension of time is granted, this becomes the new due date for this student. Assessment instruments will provide information about Chancellor State College's arrangements for submission of draft and final responses, including due dates, conditions and file types.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

190531

June 2019

Page **4** of 14

ASSESSMENT SUBMISSION WORKFLOW

Student response to the assessment instrument is submitted on or before the due date*.

- YES
- NO

YES → Is there sufficient evidence to make a judgment?

NO → Is any evidence available from the preparation of the response?

Is there sufficient evidence to make a judgment? — **YES**

Is any evidence available from the preparation of the response? — **YES** / **NO**

Make judgments about student achievement based on the available evidence.

The assessment must be marked as Not Rated (NR).

Apply quality assurance (QA) processes to judgments, using the agreed strategies.

Finalise school judgments and prepare for external QA.

Resources

- QCE and QCIA policy and procedures handbook
- Internal quality assurance workflow
- Strategies for quality assuring judgments: Information to teachers

* The **due date** encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal-approved extensions.

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Appropriate materials Section 7.1 Section 8.5.3	Chancellor State College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

June 2019

190531

Page **5** of 14

Ensuring academic integrity

Chancellor State College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of departments and parents/carers will be contacted if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft and no later than one week befor the final due date. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

June 2019

190531

Page **6** of 14

	A copy of the feedback will be stored with as either hard copy or digitally on SAFEASSIGN of the draft in the student's folio. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.	

Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, before a judgment is made on the student work. And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Chancellor State College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	Chancellor State College recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA - Special Provision minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. **Access arrangements** are action/s taken by the school so that a student **with an eligible impairment** that may not be covered by the definition of disability can access assessment. **Reasonable adjustments** are action/s taken by the school so that an eligible student **with impairment as a result of disability and/or medical conditions** or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. The *Disability Discrimination Act 1992* (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training. The application of Special provision - AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. Similarly, adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

190531

<
>
June 2019

Page **7** of 14

Special Provision/AARA Principles

The following principles inform the decisions schools make about Special Provision/AARA.

Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and, if necessary, QCAA. CSC will ensure they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of Special Provision - AARA.

Timeliness — AARA - Special Provisions are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. CSC will identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students so that students have opportunities to demonstrate the assessed knowledge and skills.

Standards-based assessment — The relevant exit or reporting standards are used to make judgments about student achievement. CSC is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.

Effects of AARA —Schools consider the effect of AARA - Special Provision- on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA- Special Provision are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. CSC will consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.

Flexibility —CSC will review the AARA - Special Provision provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

CSC will make decisions about AARA - Special Provision for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA - Special Provision implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

AARA - Special Provision are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

• permanent

• temporary

• intermittent.

The QCAA uses broad application categories for AARA eligibility:

• cognitive

• physical

• sensory

• social/emotional.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

190531

<

>

June 2019

Page **8** of 14

The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

AARA/Special Provision - Illness and misadventure and unavoidable events
Students may also be eligible for AARA -Special Provision where illness or misadventure (i.e. unforeseen or unavoidable circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. CSC will also consider applications for certain cultural obligations or personal circumstances.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness, misadventure and/or unavoidable events. Illness, misadventure and/or unavoidable events can affect a single student or a group of students.
The following principles apply:
- The illness or event is unforeseen or unavoidable and beyond the student's control.
- An adverse effect must be demonstrated.

- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

- Schools implement principal-reported AARA - Special Provision when possible, before considering an application for illness and misadventure.

- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

To make an informed decision about an illness, misadventure or unavoidable event application, CSC requires a report that includes the following details:
- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

190531

<
>
June 2019

Page **9** of 14

Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	• Computer • Extra time • Reader • Rest breaks • Scribe	• Medical report • School statement	• No earlier than Year 10	• No earlier than Year 10
Physical	• Assistance • Computer • Extra time • Rest breaks	• Medical report or EAP verification covering Unit 3 and 4 assessments • School statement	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	• Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks	• Medical report or EAP verification covering Unit 3 and 4 assessments • School statement	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Social/ emotional	• Alternative venue • Assistance • Rest breaks	• Medical report or EAP verification covering Unit 3 and 4 assessments School statement	• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10	• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

Managing non-submission of assessment by the due date Section 8.5	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. **In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:** • **provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this** • **was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.** **In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.**

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

Page **10** of 14

June 2019

190531

Internal quality assurance processes Section 8.5.3	Chancellor State College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5	Chancellor State College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: *External assessment — administration guide* (provided to schools each year)	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.ee the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

June 2019

190531

Page **11** of 14

Managing academic misconduct

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. **For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.	
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment	

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

190531

<
>
June 2019

Page **12** of 14

Types of misconduct		Procedure
	• completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	See CSC Plagiarism policy.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	See above
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	See above

Related school policy and procedures

VET Assessment

Chancellor State College ensures that all Vocational Education and Training (VET) assessments are designed to promote fairness and equity for students. This involves catering for the language, literacy and numeracy needs of students. Additionally any special geographic, financial or social needs of students are also considered during the development of the assessments.

The Executive Principal (as the chief executive officer) of Chancellor State College is ultimately responsible for ensuring that Chancellor State College complies with the VQF. This includes the VET assessment policy and procedures.

All VET students at this College will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
• Information given to students, on the assessment cover sheet, will include:
• the criteria against which they will be assessed
• advice about the assessment methods
• assessment procedures
• space for comments and feedback
• Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two year course.
• The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
• Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
• Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes. (eg: Extra time)
• Opportunities for feedback and review of all aspects of assessment will be provided to students.
Competency-based - What does it mean to be competent?

School assessment policy
Chancellor State College Years 11 and 12

https://chancellorsc.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx

June 2019

Page **13** of 14

190531

Competencies studied at Chancellor State College are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace or simulated workplace setting to industry standards.

Students are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environment, in accordance with the standard of performance expected in the work place.

There are four key components to being competent:
1. Task skills (undertaking a specific workplace task)
2. Task management skills (managing a number of different tasks to complete a whole activity).
3. Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be - changes to routine, unexpected results, difficult or dissatisfied clients' etc.
4. Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be - working with others, interacting with clients or suppliers, complying with standard operating procedures, etc.

When students demonstrate a competency they will not just demonstrate they can do a task, but, must be able to demonstrate they can do it in a range of different circumstances, as outlined above.

Reassessment of assignments, examinations and practical assessments (VET)

• The framework for assessment gives students several attempts to demonstrate competency.
• The due date for submission of assignments will be clearly set out in the College Assessment Calendar as well as on the Assessment Cover Sheet.
• Students who submit assignments by this due date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before reassessment.
• Students who complete examinations and practical assessments on the scheduled date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before being given a reassessment opportunity to demonstrate competency.
• A reassessment task need not be the same as the first assessment task but will assess the same element/s of competency.
• Reassessment may be one and/or more of the following:
- oral assessment
- observation of practical task
- written test/assignment
- other through negotiation with VET teacher.
The scheduling of reassessment opportunities to demonstrate competency will be determined by teachers to fit in with the program planning and timetabling demands of the course; however, it will not be later than the end of 2nd Semester Year 12.
• Where students fail to submit assessment by the due date, standard College first alert procedure should be followed.