Assessment Guidelines
for
Stage 6 Courses
2015 / 2016
This booklet contains the Bede Polding College Stage 6 Assessment Policy. It has been produced to inform students and parents of the requirements for the satisfactory study and completion of Preliminary courses in Year 11 and HSC courses in Year 12. Please read and retain this booklet for use during the next two years.

The Board of Studies NSW stipulates that a Preliminary course in a subject must be studied satisfactorily before the HSC course can be commenced. At Bede Polding College HSC courses are studied mainly in Year 12 and most are examined externally by the Board of Studies at the HSC Examinations.

Any questions regarding the assessment requirements in a particular subject should be directed to the relevant Key Learning Area Coordinator.

**Key Personnel**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mr Kevin Jones</td>
<td>Principal</td>
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<tr>
<td>Mr Harry Fernandez</td>
<td>Assistant Principal – Pastoral and Administration</td>
</tr>
<tr>
<td>Mr Rodney Howard</td>
<td>Assistant Principal – Learning and Teaching</td>
</tr>
<tr>
<td>Mr Stephen Godfrey</td>
<td>Stage 6 Coordinator</td>
</tr>
<tr>
<td>Miss Rhiannon Marsh</td>
<td>Stage 6 Assistant Coordinator</td>
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</tbody>
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**KLA Coordinators**

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Mrs Mary McGuiness</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Miss Jessica Attard</td>
<td>Religious Education (Assistant)</td>
</tr>
<tr>
<td>Mrs Marsha Edwards</td>
<td>English</td>
</tr>
<tr>
<td>Mrs Jeanette Lans</td>
<td>English (Assistant)</td>
</tr>
<tr>
<td>Mrs Nichole Padden</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mrs Sheila Fernandez</td>
<td>Mathematics (Assistant)</td>
</tr>
<tr>
<td>Mrs Jenelle Gavin</td>
<td>Science</td>
</tr>
<tr>
<td>Mr Steve Lans</td>
<td>Science (Assistant)</td>
</tr>
<tr>
<td>Mr Paul Sykes</td>
<td>Human Society and its Environment</td>
</tr>
<tr>
<td>Mr Brett Windon</td>
<td>Human Society and its Environment (Assistant)</td>
</tr>
<tr>
<td>Mr Marc Sluiter</td>
<td>Personal Development, Health and Physical Education</td>
</tr>
<tr>
<td>Miss Carol Muscat</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>Miss Angela Rando</td>
<td>Creative Arts (Assistant)</td>
</tr>
<tr>
<td>Mr Edward Gruppetta</td>
<td>Technology and Applied Studies</td>
</tr>
<tr>
<td>Mrs Lisa Cummins</td>
<td>Technology and Applied Studies</td>
</tr>
<tr>
<td>Ms Felicity Mgaza</td>
<td>LOTE</td>
</tr>
<tr>
<td>Mrs Kim Grinham</td>
<td>VET, TVET, SBAT</td>
</tr>
<tr>
<td>Mr Brett Collimore</td>
<td>Careers</td>
</tr>
<tr>
<td>Mrs Jan Trefoni</td>
<td>Learning Support</td>
</tr>
<tr>
<td>Mrs Kerrie Brownscombe</td>
<td>Librarian</td>
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The Student’s Rights in the Assessment Process

As a student you have the following rights in relation to the assessment process.

You have the right

1. to be fully informed of all relevant details of the assessment process.
2. to expect to only complete a prescribed amount of assessments on any given day.
3. to receive adequate notice in order for you to improve your approach if you are failing to meet the requirements of the course.
4. to special provisions in the case of having identified specific learning needs.
5. to appeal.

1. You have a right to be fully informed of all relevant details of the assessment process

You are entitled to be informed in writing of the policy and procedures in relation to various aspects of the assessment process including

- the components and their weightings for each course as set out in the Assessment Specifications in the syllabus.
- when assessment tasks will take place by being given adequate notice of the precise timing of each assessment task.

All students will receive a minimum four (4) full weeks notice in writing of the date and other relevant details in regards to an assessment task. In cases where students are to submit a task this notice may be significantly longer.

- the syllabus outcomes that will be assessed by each task.
- the mark value of each task in relation to the total number of marks for the course. i.e. the weighting
- the nature of the assessment task. (e.g. assignment, test, project, etc.)
- the administrative details associated with each task. (e.g. any particular instructions in regard to submission of work etc.)
- proposed timing and duration. (if this is an examination style assessment)
- proposed length (in words e.g. 1000 words) if the task is to be completed outside normal class time.
- marking criteria, for hand in tasks, indicating the levels of achievement on which you will be assessed for each individual task.
- clear feedback on performance in each task in relation to the syllabus outcomes.

2. You have a right to expect to only complete a prescribed amount of assessments on any given day

- No student will be expected to complete/submit more than two (2) assessment tasks on any day or four (4) assessment tasks in total during any one week. The exception to this is during periods of examinations.

3. You have a right to receive adequate notice in order for you to improve your approach if you are failing to meet the requirements of the course

- You will receive formal warning if you are in danger of not satisfactorily completing a course.

4. You have a right to special provisions in the case of having identified specific learning needs

- If you are unsure as to whether you are entitled to these provisions please see your teacher, Pastoral Coordinator or the Learning Support Coordinator.
### 5. You have a right to appeal

If a student feels that
1. they have been disadvantaged in any way by the organisation and administration of an assessment task, that is they feel their result on the task has been affected by ineffective organisation and administration
2. the mark / grade they received for an individual task does not reflect their work in relation to the marking criteria
3. their final rank in Year 12 is not reflective of their results in assessment tasks throughout the year

then they have the right to appeal.

The appeal process is set out later in this booklet under “APPEALS”

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### The Student’s Responsibilities in the Assessment Process

**As a student you have the following responsibilities in relation to the assessment process.**

**You are responsible for**
1. completing the tasks that are set as part of the assessment process by the due date and stipulated time.
2. submitting hard copies for all assessments unless otherwise specifically instructed.
3. keeping a copy of the task as submitted.
4. ensuring that you are not involved in any malpractice.
5. following all set procedures as specified in the assessment policy and process documentation including:
   - Provision of appropriate documentation for illness/misadventure appeals.

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1. **You are responsible for completing the tasks that are set as part of the assessment process by the due date and stipulated time**

You are expected to complete the tasks that are part of the assessment program. For each task the student is to write the due date in their diary as soon as they receive the task.

- **The minimum requirement is that students must make a genuine attempt at assessment tasks, which contribute in excess of 50% of the available marks for that course. Failure to meet this minimum requirement will result in the Principal indicating that the course has not been satisfactorily completed.**

Student is absent on the day of a task or when a task is due.
- For in class tasks the student does the task in the first lesson of that course upon return.
- For hand in tasks the student places the task in the assessment box by 9.00am on the day of their return.

Students must follow the Illness / Misadventure Procedures.

Students who fail to submit an assessment task by the due date or upon their return to school will
- be penalised as follows
  - Assessments submitted after 9.00am on the due date will immediately receive a 50% mark penalty of the achieved mark.
  - Assessments submitted after 9.00am on the next day will receive a zero mark.
- have the warning letter procedure followed.
- have a revised date for submission indicated (maximum of 10 days from the original submission date)
- have a comment on the report to indicate future consequences.
  
  `<student’s name>` needs to address his / her difficulties with time management. Failing to submit assessment tasks on time will lead to significant penalties in the Higher School Certificate.

Students who fail to present/perform an assessment task at the allocated time will
- be awarded a zero
- have the warning letter procedure followed.
- have a revised date for the presentation/performance indicated (maximum of 10 days from the original submission date)
- have a comment on the report to indicate future consequences.
  
  `<student’s name>` needs to address his / her difficulties with time management. Failing to present/perform assessment tasks on time will lead to significant penalties in the Higher School Certificate.
2. **You are responsible for submitting hard copies for all assessments unless otherwise specifically instructed**

Students must submit hard copies of all their assessments (unless otherwise specifically indicated in writing for a particular purpose).

Students are advised to be thorough and organised in completing assessment tasks. (Where it is reasonable a copy of the assessment task should be kept.)

**Please note:** Problems with technology will not be accepted as an excuse for the late submission of work. Please ensure, as in the workplace, that all work is regularly backed up and the effectiveness of this back up is checked.

Under no circumstances will computer disks or work on other storage devices be accepted in place of a written copy. The College will not under any circumstances print material from a disk, other storage device or e-mail attachment in order for a student to submit a hard copy.

3. **You are responsible for keeping a copy of the task as submitted.**

Students are to keep a hard or electronic copy of all completed assessment tasks.

4. **You are responsible for ensuring that you are not involved in any malpractice**

Students are not to be involved in any sort of behaviour that can be described as malpractice.

**Malpractice for in-class tasks involves**
- speaking to any person other than a supervisor during an assessment task.
- behaving in any way likely to disturb the work of any other student during an assessment task.
- behaving in a way likely to upset the conduct of the assessment task.
- communicating or receiving communication regarding the content of an assessment task before all the classes complete the task involved.
- passing notes during an assessment task.
- possessing unauthorised written material during an assessment task.

**For students involved in malpractice of this nature they**
- are removed from the room immediately.
- have a zero recorded for the task and the warning letter process followed.
- redo the task.

The KLA Coordinator contacts the parents by phone.

**Malpractice for out of class tasks involves**
- submitting/presenting/performing any work that is not the students own work (including plagiarism)
- gaining an unfair advantage over other students in terms of extra time.
- any other way by which a student may gain an unfair advantage over the rest of the candidature.

Specifically students are to ensure that they are not involved in any form of plagiarism. All assessment work must be the original work of the student who submits it. Any assessment work submitted must show consistency with the normal class task work of that student.

The following is unacceptable:
- copying of part or the whole of another student's work, with similar wording evident.
- copying of, or excessive similarity to, another student's original ideas.
- copying of, or similarity to, resource materials. Resource materials can include material from
  - websites or CD’s or DVD’s
  - newspapers or magazines
  - television and radio programs including documentaries
  - any other source that is not the students
- Reliance on the assistance of another person.

All work that is not the students own work must be correctly referenced using the method set out in the College diary.
For students involved in malpractice of this nature they

- have a zero recorded for the task and the warning letter process followed.
- resubmit the task by a revised date (maximum of 10 days from the original submission date).

The KLA Coordinator contacts the parents by phone.

5. You are responsible for following all set procedures as specified in the assessment policy and process documentation

This includes the provision of appropriate documentation for Illness/Misadventure appeals. It is every student’s responsibility to follow the procedures outlined in this policy.

<table>
<thead>
<tr>
<th>Illness/Misadventure Provisions</th>
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<tbody>
<tr>
<td>Each assessment task must measure the student’s actual performance, not potential performance. The assessment process will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student’s performance throughout the course.</td>
</tr>
<tr>
<td>Notwithstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assignment for inclusion in the assessment program, yet seeks a mark or grade for the task, the student should complete and submit an Illness/Misadventure form available from the College Office.</td>
</tr>
<tr>
<td>The submission of documentation related to Illness/Misadventure appeals is entirely the responsibility of the student.</td>
</tr>
<tr>
<td>If the reason is deemed valid by the Assistant Principal Learning and Teaching and the relevant KLA Coordinator, then one of the following conditions will apply:</td>
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<tr>
<td>- The mark awarded for the submitted task will stand</td>
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<td>- A substitute task may be undertaken</td>
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<td>- An extension of time may be granted (where possible, this should be requested before the due date)</td>
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<td>- An estimate will be awarded, but only in exceptional circumstances, and only if authorised by the Principal or Principal’s delegate.</td>
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<tr>
<td>If the reason is deemed invalid by the Assistant Principal Learning and Teaching and the relevant KLA Coordinator, then relevant penalties will be applied.</td>
</tr>
<tr>
<td>The following will be considered valid reason for the conditions listed above:</td>
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<td>- Illness or injury supported by</td>
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<td>- a Doctor’s Certificate</td>
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<td>- Death/funeral of a member of the student’s family.</td>
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<td>- Traffic Accident Report</td>
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<td>- Counsellor’s Report</td>
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<td>- Representing the College at a recognised event. (this will only be accepted if prior approval has been sought)</td>
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<tr>
<td>- Other exceptional circumstances at the discretion of the Principal or Principal’s delegate in consultation with the relevant KLA Co-ordinator.</td>
</tr>
<tr>
<td>Students who wish to make an Illness/Misadventure appeal must submit the appropriate form with all relevant documentation within 3 days of the date of the task or of their return to school.</td>
</tr>
<tr>
<td>Where extensions of time are sought the form should be lodged prior to the due date of the task where possible. The College will determine when the expression ‘where possible’ is applicable based on the reasons put forward for the extension.</td>
</tr>
<tr>
<td>If students fail to submit an accident/misadventure form within 3 days of either the date of the task or of their return to school an &quot;N&quot; warning letter will be posted to their parents and an interview will be conducted with the student.</td>
</tr>
</tbody>
</table>
1. Illness/Misadventure apparent before due date

Student collects I/M form from Student Foyer → Student submits I/M form with attached details, the next day to the student foyer → KLA Coordinator & AP L&T consider I/M form and make decision → Copy of the decision distributed to the student and relevant KLA Coordinator → AP L&T files I/M form

2. Illness/Misadventure apparent at time or after due date

Student submits as much of task as possible on time → Student collects I/M form from Student Foyer → Student submits I/M form with details attached, within 3 days to the student foyer → KLA Coordinator & AP L&T consider I/M form and make decision → Copy of the decision distributed to the student and relevant KLA Coordinator → AP L&T files I/M form
**Appeals**

1. **Breach of School Responsibilities under the Assessment Policy**

   Students have the right to seek clarification of the requirements of an assessment task. In cases where students have not been provided with the following they will be regarded as having grounds for appeal:
   - correct information about the task or the completion of the task;
   - written information that is clear, unambiguous.

   Students will also have grounds for appeal if they receive
   - insufficient notice in writing of the specific details relating to the task.

   Appeals can be considered at any time after the assessment task has been issued to the students for completion. Students must lodge any appeal in writing. This must be submitted in the form of a dated letter addressed to the Assistant Principal Learning and Teaching, clearly outlining the grounds for the appeal and providing supporting documentation. Once this has been received the following process will apply.

   1. The Assistant Principal Learning and Teaching
      - notifies the relevant KLA Coordinator and provides a copy of the appeal letter.
      - requests all relevant written material related to the assessment task and the appeal from the KLA Coordinator
      - establishes an appeal panel
        - this panel will consist of the Assistant Principal Learning and Teaching as chair, a KLA Coordinator of an area that is not the subject of the appeal, the relevant Year Coordinator.

   2. A meeting of the Appeal Panel is called by the Assistant Principal Learning and Teaching at the earliest available time after receipt of the written appeal.

   3. The appeal is considered at this meeting using all the written material presented and a finding is determined. In the case where a task is determined to be invalid or has produced results that are unreliable a new task may need to be completed by all students undertaking that course.

   4. The finding of the panel and the reasons for this outcome are communicated with reference to written material considered in a letter to the appellant from the Assistant Principal Learning and Teaching.

   5. If the appellant considers that the outcome communicated in this letter is unfair or that due process has not been followed they have right of further appeal to the Principal who will make a final determination in regard to the matter.

2. **Marks or Grades Awarded for an Individual Task**

   In these cases the following processes will be applied.
   1. Students should attempt to resolve any perceived problems arising from the marks or grades awarded for an assessment task with their class teacher who would discuss this with their KLA Coordinator.

   If this proves to be unsatisfactory the following processes will be applied.
   1. A written appeal can be made to the Assistant Principal Learning and Teaching with any supporting documentation attached.
   2. An Assessment Appeal Panel will be set up to address the issues raised by the appeal. The Panel will consist of the Assistant Principal Learning and Teaching and the relevant KLA Coordinator. This panel will be chaired by the Assistant Principal Learning and Teaching
   3. The Assistant Principal Learning and Teaching will be responsible for reporting the result of the appeal to the appellant and will keep records of the outcome.

3. **The Final Ranking for Year 12**

   After the last HSC examination, Year 12 students may view their ranking for each subject online, as determined by the Board of Studies from the information supplied by the school. Should this ranking differ significantly from expectations, the student may seek a review of that course by the school. Grounds for a school review are very limited. A student may appeal if:
   - the weightings in the school assessment program do not conform with those in the Stage 6 Syllabus Document:
     - or
   - the procedures used by the school for determining the final assessment mark do not conform to the stated assessment program. In particular, weightings used for the various assessment tasks should be consistent with those specified in the assessment program; or
• there have been computational or other clerical errors in the determination of the assessment mark.

The request for such a review must be lodged with the Principal in writing within seven (7) days of the final paper of the Higher School Certificate. This review does **NOT** provide for a review of marks awarded by the teacher for individual assessment tasks.

The review will be carried out by the **School Assessment Committee** which consists of the Principal, Assistant Principal Learning and Teaching and KLA Co-ordinator of the subject concerned.

Following the review all students requesting an assessment review will be provided with the school's decision and the reasons for that decision.

Students may subsequently appeal to the Board of Studies if not satisfied with the decision of the School Assessment Committee.

### 4. The Final Grades for Year 11

Student’s wishing to appeal against the grade in any course awarded to them by the school should submit a written appeal, together with evidence, to the Principal. Students would need to substantiate that the grade awarded in the course was inconsistent with the progressive reporting of the school.

The request for such a review must be lodged with the Principal in writing within seven (7) days of the receiving their Year 11 grades. This review does **NOT** provide for a review of marks awarded by the teacher for individual assessment tasks.

The review will be carried out by the **School Assessment Committee** which consists of the Principal, Assistant Principal Learning and Teaching and KLA Co-ordinator of the subject concerned.

Following the review all students requesting an assessment review will be provided with the school's decision and the reasons for that decision.

Students may subsequently appeal to the Board of Studies if not satisfied with the decision of the School Assessment Committee.

### ‘N’ Determination

An ‘N’ determination is given to a student who has not satisfied the course completion requirements and who has received at least two written warnings.

This would include a student who failed to make a genuine attempt at assessment tasks which contribute **in excess** of 50% of the available marks. If a candidate's attempt at a particular task scores zero, it is a matter for the teacher, in consultation with the KLA Coordinator, whether the attempt is a genuine one. If a student **does not** complete tasks worth in excess of 50% of the available marks the Principal **MUST** indicate that the course has not been satisfactorily completed.

The Principal will advise the student of the determination, its consequences and the student’s right to a college review and subsequent appeal to the Board using the form supplied by the Board. A student seeking a review of an “N” determination must apply to the Principal.

Courses which were not satisfactorily completed will not be printed on the RoSA or Higher School Certificate.

Where a student has not satisfactorily completed the mandatory course requirements, that student **will not** be eligible to receive a RoSA or a Higher School Certificate.

The Board of Studies mandates the use of warning letters when students do not complete set assessment tasks and/or a student does not engage fully in the experiences to facilitate learning offered by the college and/or students do not demonstrate any of the outcomes of the course.

Some examples of activities that can lead to warning letters being issued are non-completion of set homework, non-completion of formal and informal tasks, absence from class, non-cooperation and participation in class-based activities.
Before warning letters are sent there is to be correspondence with the parents informing them of a potential problem. This can be in the form of a diary note, homework or assignment letter or a phone call. Records should be kept of any correspondence with parents.

**Process for Communication of Warnings to Students and Parents**

Students who are failing to:
- follow the course developed or endorsed by the Board; and
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieve some or all of the course outcomes.

or who fail to submit/present/perform an assessment task will receive three warnings.

After three warning letters it could be determined that the student has not satisfactorily completed the course and so may be ineligible for a HSC or RoSA result in the course.

A warning letter will be issued if
- a student is not meeting the requirements of the course i.e. not completing classwork or homework. This requires the teacher to complete an MRF.
- a student has not submitted/presented/ performed an assessment task. (see notes about Illness/misadventure appeals)

1. **FIRST WARNING notification**
- For non completion of classwork or homework the teacher will:
  - submit the MRF to the office within **ONE** day of the final entry.
  - contact the parents by phone to discuss the issue and keep a note of the date and time of this contact.
- For non submission/ completion or non serious attempt of an assessment task the teacher will:
  - Submit the ATR to the KLA Coordinator within **ONE** day of the task submission.
- The KLA Coordinator will:
  - Sign the ATR and submit to the office.
  - Contact the parents by phone to discuss the issue.
  - arrange an interview with the student and communicate the importance of the notice.
  - keep a copy of the notification, interview notes and date of phone contact with parents in their assessment file.
- The Office Staff will:
  - send home a warning letter to the parents. This letter will also notify the student and the parents that the student’s privilege to go home on Thursday afternoons is withdrawn and they are to spend the time in the library doing the work.
  - the teacher needs to sign off that the work has been completed and this notification given to the Assistant Principal Learning and Teaching
  - notify the Assistant Principal Learning and Teaching, the KLA Coordinator, the teacher, Pastoral Coordinator and Learning Support Coordinator (if the student receives support) by email indicting the date the letter was posted and the new due date.
  - file a copy of the letter in the warning letter folders in the Assistant Principal Learning and Teaching office.

2. **SECOND WARNING notification**
- For non completion of classwork or homework the teacher will:
  - submit the MRF to the office within **ONE** day of the final entry.
- For non submission/ completion or non serious attempt of an assessment task the teacher will:
  - Submit the ATR to the KLA Coordinator within **ONE** day of the task submission.
- The KLA Coordinator will:
  - Sign the ATR and submit to the office.
• The Office Staff will:
  ▪ send home a warning letter to the parents. This letter will also notify the student and the parents that
    ▪ the student’s privilege to go home on Thursday afternoons is withdrawn and they are to
    ▪ spend the time in the library doing the work.
    ▪ the teacher needs to sign off that the work has been completed and this notification given to
    ▪ the Assistant Principal Learning and Teaching
    ▪ notify the Assistant Principal Learning and Teaching, the KLA Coordinator, the teacher, Pastoral
    ▪ Coordinator and Learning Support Coordinator (if the student receives support) by email indicating the
    ▪ date the letter was posted and the new due date.
  ▪ file a copy of the letter in the assessment folder in the Assistant Principal Learning and Teaching
    office.

• The Assistant Principal Learning and Teaching will:
  ▪ contact the parents by phone or arrange an interview to discuss the issue.
  ▪ arrange an interview with the student and communicate the importance of the notice.
  ▪ keep a copy of the notification, interview notes and date of phone contact with parents in their
  ▪ assessment file.

3. THIRD or subsequent WARNING notification
• For non completion of classwork or homework the teacher will:
  ▪ submit the MRF to the office within ONE day of the final entry.

• For non submission / completion or non serious attempt of an assessment task the teacher will:
  ▪ Submit the ATR to the KLA Coordinator within ONE day of the task submission.

• The KLA Coordinator will:
  ▪ Sign the ATR and submit to the office.

• The Office Staff will:
  ▪ send home a warning letter to the parents. This letter will also notify the student and the parents that
    ▪ the student’s privilege to go home on Thursday afternoons is withdrawn and they are to
    ▪ spend the time in the library doing the work.
    ▪ the teacher needs to sign off that the work has been completed and this notification given to
    ▪ the Assistant Principal Learning and Teaching
    ▪ notify the Assistant Principal Learning and Teaching, the KLA Coordinator, the teacher, Pastoral
    ▪ Coordinator and Learning Support Coordinator (if the student receives support) by email indicating the
    ▪ date the letter was posted and the new due date.
  ▪ file a copy of the letter in the assessment folder in the Assistant Principal Learning and Teaching
    office.

• The Assistant Principal Learning and Teaching will:
  ▪ notify the Principal and the Principal’s PA by email of the warning letter.

• The Principal’s PA will:
  ▪ organise the parental interview.

• The Principal will:
  ▪ conduct an interview with the student and their parents.
  ▪ keep a record of the interview with the parents.
  ▪ set a new date for the submission of the task or completion of work.
  ▪ have the parent sign the letter and return to the Assistant Principal Learning and Teaching for filing.
  ▪ notify the relevant KLA of the outcome of the interview and the new date for submission by email.
STAGE 6
PROCESS FOR “N” DETERMINATION

NON SUBMISSION OF TASK OR NON COMPLETION OF WORK (3 entries on MRF)

1st WARNING LETTER
- Teacher or KLA Coordinator
- Parental Contact
- No “sign out” (Stage 6)
- 10 days to submit / complete

TASK SUBMITTED OR WORK COMPLETED

NON SUBMISSION OR RESUBMISSION OF TASK OR NON COMPLETION OF WORK (3 entries on MRF)

2nd WARNING LETTER
- AP L&T Parental Contact
- No “sign out” (Stage 6)
- 10 days to submit / complete

TASK SUBMITTED OR WORK COMPLETED

NON SUBMISSION OR RESUBMISSION OF TASK OR NON COMPLETION OF WORK (3 entries on MRF)

3rd WARNING LETTER
- Principal Parental Contact
- No “sign out” (Stage 6)
- 10 days to submit / complete

TASK SUBMITTED OR WORK COMPLETED

NON RESUBMISSION OF TASK OR NON COMPLETION OF WORK (3 entries on MRF)

Principal “N” Determination to BOS

10 February 2015
ASSESSMENT IN VOCATIONAL EDUCATION & TRAINING (VET)

Vocational courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

Competency Based Assessment (Criterion Referenced)

**VET courses are assessed against competency standards.** These competency standards are set out in Part B of the syllabus for each VET course. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. Thus one assessment task may include a number of competencies.

**Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis.**

To be deemed competent for any unit of competency, students must show that they have reached the appropriate industry standard for each element of that competency. Therefore VET teachers are required to continually gather evidence about a student’s performance for every element of a competency before they can deem the student to be competent for any particular unit of competency. Evidence will be gathered on a number of occasions and in a variety of ways.

The techniques used for collecting evidence of competency may include:

- workplace performance
- role play/simulation
- oral questioning
- tests or examinations
- demonstration of specific skills/knowledge
- observation

**REMEMBER:** In competency based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

Achievement of all the required competencies in a VET course will result in a student being awarded either an Australian Qualifications Framework (AQF) Certificate or a Statement of Attainment (SOA) towards a certificate for those cases where the course does not cover all the competencies for a particular certificate. A SOA will also be issued to students who have not achieved all of the required competencies in their course.

The AQF credential that a student achieves will be recognised across Australia by further education and training institutions.

HSC Examination (Standards Referenced)

The marking of VET HSC examinations is standards referenced as is the marking of general HSC courses. Therefore some tasks and internal examinations in VET courses will be based on standards referenced assessment to give students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. An HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

A schedule of standards referenced assessment tasks and examinations for each VET course will be given to students. Students will also be provided with information about which units of competency from their VET course are applicable for the HSC examination.

**The external HSC examination for VET Curriculum Framework Courses is optional.** Students studying VET courses can choose whether or not to sit the HSC examination. However, students wishing to include their VET marks in the calculation of their ATAR must sit the HSC examination. Please note that only one VET course mark can be counted towards their ATAR.
REMEMBER: All VET Framework Courses are Category ‘B’ Courses for the determination of the ATAR. Only one Category ‘B’ Course can be included in the determination of a student’s ATAR.

Completion of a VET course is recognised by the Board of Studies (BOS) for unit credit towards a student’s HSC credential.

**Work Placement**

- Students undertaking VET Industry Curriculum Framework courses should note that work placement is a **COMPULSORY** component of their course. Thirty five hours each year is a BOS mandatory requirement for all VET courses.
- Work placement allows the student to apply the theory and practical skills learnt in class. Some competencies may be assessed in the workplace.
- Failure to complete the work placement component of their VET course will result in the student receiving an ‘N’ (unsatisfactory) award for that subject.
- Students will generally be offered the choice of some local businesses in Blacktown, Penrith, Parramatta or the City. Students are required to accept the place offered.
- Generally, all students in VET classes will complete their work placement during the same week. Specific weeks are reserved on the College calendar for this purpose. Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment. Students can also expect to complete a work placement task assigned by their VET teacher during their time in industry.
- Being on work placement is not an excuse for missing or being late to hand in a ‘take home’ assessment task. Work placement dates are known well in advance, so students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any ‘in class’ assessment activities occur whilst they are on work placement.
- Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school. Students, parents/guardians and employers will be required to complete the Student Placement Record. This form outlines expected behaviour whilst the student is on work placement.
- Students can use their **current** casual employment for work placement if it is directly related to the subject. An ‘Application for Recognition of Prior Learning’ must be obtained from the VET Coordinator and completed by the student and their employer. The VET Coordinator will assess the application and students will be informed as to the success of their application in writing.
- Absences from work placement **MUST** be reported to the employer, Workplace Coordinator and to the College. In the case of illness, a medical certificate must be produced upon returning to school and any hours lost in the workplace will need to be made up at another time.
- The College must be advised 2 months prior to work placement if the student has any special needs that will impact on their performance whilst on work placement.

**Appeals in VET Courses**

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You should take the following steps:

1. Attempt to resolve the problem with person involved, but if this does not work then:
2. Put the complaint or appeal in writing using the VET Assessment Appeal Submission form available from the VET Coordinator. Clearly outline the grounds for the appeal and provide supporting evidence. Please note that appeals must be requested within 5 working days of the actual assessment or within 7 days of the return of the task.
3. Request an interview with the VET teacher and the VET Coordinator, (or in the case of harassment, the College Principal and support officer), to present your concerns, with notes of the meeting to be taken and agreed upon at the end of the interview. If this proves to be unsatisfactory the appeal will be taken to the Assistant Principal Learning and Teaching.
4. The Assistant Principal Learning and Teaching will set up an Assessment Appeal Panel to address the issues raised by the appeal. This panel will consist of the Assistant Principal Learning and Teaching as chair, the VET Coordinator and the relevant Year Coordinator.

The result from this process may be:

(a) A revised assessment by the teacher
(b) A new assessment task for **part** of the disputed task
(c) A **full** assessment task to be completed in place of the disputed task
(d) The appeal may be dismissed and the original decision upheld.
5. A copy of the record of complaint and outcome of the appeal will be given to the student by the Assistant Principal Learning and Teaching.

6. If you consider the decision from the panel is unfair or that due process has not been followed, a right of further appeal to the Principal is possible. The Principal will make a final determination in regard to the matter at the school level.

7. If the complaint is not settled at the school level, the Manager RTO or Diocesan Harassment Support Officer must be approached.

Further clarification on Assessment in VET can be found in the VET Delivery Guide