



ST URSULA'S

COLLEGE | YEPPOON

SENIOR SCHOOL ASSESSMENT POLICY

Date	Reviewed By	Approved	Version
26/10/2022	CLT: <ul style="list-style-type: none">• D Pascoe• B Connolly• B Flanders• P Tomkins• D Ryan	Name: D Ryan Signed: _____ Title: Principal	1.0
Next Review to be Completed by: 26 October 2022			

We acknowledge the traditional custodians of these lands and waterways, the Darumbal people. We pay respect to Elders' past, present and emerging. May we walk gently on this land.

CHANGES TO THIS POLICY	
DATE OF CHANGE	REASON

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1. SCOPE

This policy provides information for teachers, students and parents/caregivers 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 v3.0* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

St Ursula's College RTO's assessment system ensures all assessment (including recognition of prior learning (RPL)) adheres to the Principles of Assessment and the Rules of Evidence, meets all current training package requirements and is monitored for compliance.

2. PURPOSE

St Ursula's 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 to successfully achieve their QCE as a school outcome.

3. PRINCIPLES

St Ursula's 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

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know and can-do reliability, so that assessment results are consistent, dependable or repeatable.

St Ursula's College RTO develops assessment tools, conducts assessment, and gathers assessment evidence in accordance with the Principles of Assessment and Rules of Evidence. Assessment should be:

- meet the requirements of the relevant training package or accredited course
- meet the Standards' requirements for systematic monitoring

4. PROMOTING ACADEMIC INTEGRITY

QCE and QCIA Policy & Procedures Handbook	Policy and Procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://stursulas.qld.edu.au/. Sections are also referenced in the Student Planner. All questions regarding this policy should be directed to Deputy Principal – Teaching and Learning.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • when the assessment schedule is published each term • when each task is handed to students
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4 Section 2 Section 8.5.1</p>	<p>St Ursula's 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.</p> <p>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.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • 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 • attend industry placements and scheduled practical assessments in certificate courses <p>To emphasise the importance of sound academic practices, students are required to complete the QCAA academic integrity courses by the end of Term One in Year 11 or within one term of enrolment in Senior School at the College.</p>

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<p>Due dates</p> <p>Section 8.5.2</p> <p>Section 8.5.3</p>	<p>School responsibility</p> <p>St Ursula's College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule each school term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • 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/caregivers • be consistently applied • consider allocation of workload <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their daily planners • 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 <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the classroom teacher as soon as possible, and, if necessary, apply for an extension at least 3 working days prior to the due date by completing the extension application form • provide the school with relevant documentation, eg medical certificate, to support the application for extension • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school <p>Extensions for assignment tasks will only be considered where the application for extension form has been submitted within the nominated timeframe, there is the supporting verified evidence, and the application for extension form has been signed by the student and a parent/caregiver.</p> <p>All final decisions are at the principal's discretion. Refer to AARA information below where relevant.</p>
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5. ENSURING ACADEMIC INTEGRITY

St Ursula's 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.

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5.1 Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and Procedures SEE ALSO: St Ursula's College Assessment Procedures guidelines, directions for examinations (students and staff) and managing response length.
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will be given opportunity to work on assessment during designated lesson times and show evidence of progress at scheduled checkpoints. Allocation of working time on assessment tasks is determined by the subject syllabus.</p> <p>Teachers will use these checkpoints to identify relevant feedback and support students to complete their assessment. It is the responsibility of a student to fully meet the assessment checkpoints. Heads of departments and parents/caregivers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, eg 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.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • 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. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • 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 <p>Parents/caregivers and students will be notified by email about non-submission of drafts and the processes to be followed. Drafts submitted after the due date, without approved extension, will not have feedback provided on them.</p>

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<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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 may be available. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, depending upon the nature of the task, the school will either:</p> <ul style="list-style-type: none"> • 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. <p>Any such student work submitted for QCAA confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark and the action taken in response to this.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>St Ursula's College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Examples include the use of software such as Turnitin, the inclusion of student statements of authentication and/or seeking further evidence of development of response such as notes/research/drafts.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. This includes redacting sections of response not validated.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>St Ursula's College is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.</p> <p>The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.</p> <p>The college principal, in consultation with Deputy Principals and Inclusive Education Co-ordinator manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language

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	<ul style="list-style-type: none"> • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/caregivers own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure are to be submitted, with available supporting evidence. Students and parents/caregivers must contact the Deputy Principal or Inclusive Education Coordinator as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website https://stursulas.qld.edu.au/</p> <p>St Ursula's College RTO is obliged to provide reasonable adjustment to ensure maximum participation of learners with disability. Its purpose is to make it possible for learners with disability to:</p> <ul style="list-style-type: none"> • participate fully, with the same learning opportunities as learners without disability • have the same opportunity to perform and complete assessments as those without disability. <p>To ensure the participation of all learners, St Ursula's College RTO will:</p> <ul style="list-style-type: none"> • make sure that course activities are sufficiently flexible • provide additional support to learners where necessary, where a learner cannot participate, offer a reasonable substitute activity within the context of the overall course.
<p>Managing non-submission of assessment by the due date</p> <p>Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the assessment task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) evidence of student work will be collected:</p> <ul style="list-style-type: none"> • If a student does not submit a response to an assignment task on or before the due date, any evidence collected in the preparation of the assignment task, including but not limited to, drafts or checkpoints, will be used to make judgement as the student's response. • If there is no evidence available, students will be given the equivalent of one lesson, at a time nominated by the teacher, to form a response to the task. This response will be used to make judgement. • If subsequent to these actions, there is no evidence provided by the student on or before the due date a student will be awarded a 'Not-Rated' (NR). In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject for QCE purposes.

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<p>Internal quality assurance processes Section 8.5.3</p>	<p>St Ursula's College quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • 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. • quality assurance of RTO assessment tools provided by assessors, industry, and validators <p>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.</p> <p>RTO assessment judgments will be based on decision-making rules that are clearly identified in evidence-gathering tools. Interim and final judgments must be recorded on assessment tools and student profiles.</p>
<p>Examinations</p> <p>See also – Directions for examinations - Students</p>	<p>Students will be given directions for examination procedures.</p> <p>Supervisors are appointed to cover each assessment session. Supervisors will:</p> <ul style="list-style-type: none"> • follow the procedures set out on the exam cover sheet • be aware of the arrangements for students with approved AARA • assist with the distribution of assessment materials onto desks as required • make sure that no-one, other than students, reads or works through assessment materials before the end of the session • check approved equipment as students enter the room • ensure students do not bring prohibited materials into the room • follow the details on exam cover sheet when administering the assessment • read aloud the announcements on exam cover sheet • actively supervise students by: <ul style="list-style-type: none"> - monitoring them closely to ensure they follow the directions for students - moving quietly around the room - remaining separate from other supervisors - limiting conversation to what is necessary to administer the assessment - not engaging in any other work - ensuring students do not <ul style="list-style-type: none"> ○ talk at any time ○ have opportunity to engage in academic misconduct ○ share any equipment ○ distract other students • respond to students if they raise their hand or signal for assistance • follow the procedures if a student asks for a toilet break • maintain accurate attendance rolls and notify teacher/HoD/exam coordinator of any student absence • describe any incident that affects a student/s to teacher/HoD/exam coordinator, such as: <ul style="list-style-type: none"> ○ late arrival ○ alleged breach of rules ○ disruptions or emergencies • not answer questions from students or engage in any discussion about assessment content

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	<ul style="list-style-type: none"> ensure all materials are collected from students, checked against the class roll, counted and returned to the person/place nominated on the exam cover sheet
Review Section 9.1 Section 9.2 Section 9.5	<p>St Ursula's College internal review processes for student results (including NR and NYA) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and meets QCAA guidelines.</p>

5.2 External Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
	<ul style="list-style-type: none"> See also – St Ursula's College Assessment Procedures guidelines
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment – administration guide</i></p>	<p>St Ursula's College will implement the required external assessment processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students and communicate these at least two weeks before the external assessment period.</p> <p>Students and parents/caregivers will be distributed the external exam timetable (inclusive of rooms and times), equipment list, directions for students and other relevant information.</p> <p>Students will undertake trial examination tasks as preparation and will be given feedback on their responses to these tasks.</p> <p>All teachers will be distributed the roles and responsibilities for examinations.</p>

5.3 Managing Academic Misconduct

St Ursula's College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

The following are some examples of academic misconduct along with the procedures for managing them:

For authorship issues

When authorship of student work cannot be established, or a response is not entirely a student's own work the college may 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 may 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.

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	Types of Misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • 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, eg through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>If an alleged incident of academic misconduct by a student is detected the exam invigilator will notify the exam coordinator.</p> <p>Depending upon the nature of the breach the following actions will be implemented:</p> <ul style="list-style-type: none"> • remove any contraband equipment, then permit the student to complete the assessment indicating the questions already completed with an *. The student may be given an opportunity, at the end of the examination, to demonstrate authorship of these responses • remove the student from the assessment room if they are distracting and/or disrupting others. Depending on the nature of the behaviour and task conditions the student may not be given an opportunity to complete a response to the task after removal. • inform the student after the assessment that an academic misconduct report must be completed and submitted to the QCAA (senior school) • redact any student response which cannot be authenticated • complete a comparable assessment task <p>An academic misconduct report includes a statement from the exam coordinator and/or invigilator/s, a witness statements (optional), a description of any relevant circumstances leading up to the incident and details of any discussion of the incident after the completion of the assessment.</p> <p>Consideration of the integrity of the response will be at the discretion of the</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, eg impersonating the student in a performance or supervised assessment <p>completes a response to an assessment in place of another student.</p>	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/ 	

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	Types of Misconduct	Procedure
	<p>responses, prior to completing a response to an assessment</p> <ul style="list-style-type: none"> • makes any attempt to give or receive access to secure assessment materials. 	<p>Deputy Principal or Principal and in consultation with QCAA.</p> <p>Students may be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2).</p> <p>As appropriate, the school's behaviour management policy will also be implemented.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • 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. 	<p>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 all involved students to demonstrate that the submitted response is their own work.</p> <p>This may include:</p> <ul style="list-style-type: none"> • redacting sections of a student's response which cannot be authenticated. • requesting evidence of the development of a response including notes, research, development of ideas and drafts. • requesting evidence of references. • undertaking a comparison between previously submitted work and/or work completed under controlled conditions. • undertaking a comparable task
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data lists incorrect or fictitious references. 	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information, or ideas).</p>	<p>For the submission of an additional response to a comparable task, the time may be the equivalent of one lesson or the prescribed response time and at a location and time determined by the College.</p>
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<p>Where appropriate, the school's behaviour management policy will also be implemented for all involved students.</p>
Significant contribution of help	<p>A student arranges for, or allows a tutor, parent/caregiver or any person in a supporting role to complete or contribute significantly to the response.</p>	