

# Sevenoaks Senior College Assessment Policy

## Sevenoaks Senior College Assessment Policy

### Find Your Future

Our vision is to empower all students to find their future by empowering them to make the most of every opportunity in any learning environment and to participate positively in society which will be achieved by maintaining a whole College ethos that is culturally responsive, respectful and values diversity.

To achieve our vision we will support students to *find their future* by achieving success with their academic and training pathways.

We will support students to:

- achieve their full potential through course counselling at enrolment and providing relevant access to information provided by careers advisors
- develop goals and a pathway plan which will be monitored by Advocates
- gain entry to their preferred future pathway

We will provide:

- support for individual students through advocates, teachers and specialist support staff in monitoring academic performance and engagement
- early and prompt identification for students with additional learning needs
- explicit teaching of literacy and numeracy across all pathways

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## **Sevenoaks Assessment Policy Overview**

Sevenoaks Senior College has high expectations of our students. The aim of this assessment and reporting policy is to encourage students to take responsibility for their learning, achieve success and *find their future*. It is our aim for staff, students and parents/ caregiver to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must be valid, fair and allow differentiation among students across the full range of ability levels.

This policy is provided to all students and is based on the School Curriculum and Standards Authority (SCSA) requirements as well as the Standards Registered Training Organisations (RTO), 2015. The policy has been developed so students, parents/carers and teachers are aware of their responsibilities in the assessment process. The policy is available on the school website and on Connect.

All students are enrolled in a combination of WACE courses, Vocational Education and Training (VET) programs and endorsed programs, which are delivered by school staff and the evidence of achievement validated by the school.

### **Section One: SCSA Courses and/or Endorsed Programs**

#### **1.0 School Curriculum and Standards Authority**

##### **1.1 Assessment Requirements**

Assessment requirements for students studying Western Australian Certificate of Education (WACE) courses are set by the School Curriculum and Standards Authority. Adherence to these requirements is mandatory.

At the commencement of a course, every student studying a WACE course must be provided with:

- the school's assessment policy
- the syllabus
- the school's course outline
- the school's assessment outline

All of the documentation above will be available in Connect classes. Any adjustments made to the documentation will be publicised.

*Note: students without internet access at home can request a hard copy of these documents from their teacher.*

##### **1.2 Modification of the Assessment Outline (SCSA)**

If circumstances change during the teaching of a course/pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

##### **1.3 Unit Completion**

###### **a) WACE Courses**

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

- completed the whole education program (i.e. classroom activities that allow for full engagement with the delivery of the syllabus including the teaching of content and associated class activities)
- complete *all* assessment tasks on or before the scheduled date (e.g. test, exam, essay)

If a student *does not* submit an assessment task without providing an acceptable reason, the teacher will advise the student/parent/caregiver that a final mark of zero has been recorded and the possible impact of this on their grade. The student will, however, be required to still complete the assessment task and will receive feedback on their work. *Please refer to item 4.2 'Reviewing Marks and Feedback' for more information.*

###### **b) Endorsed Programs**

Failure to submit a task or component on the due date will result in the teacher recording this omission in the student's Activity Record. In the first instance, this will be a concern and for every instance thereafter, a Formal Report will be recorded.

Parents and guardians will be informed in writing of missing assessments as soon as practicable prior to the end of each semester or endorsed program. Where failure to submit or participate in an assessment occurs as a result of illness or other extenuating circumstances (see Item 3.3 and Appendix 1 for details), the teacher may provide further opportunity for a student to provide the necessary assessment evidence. Any extension beyond the end of a course, where viable, shall be recorded in the Student Activity Log (SIS) and in Reporting to Parents (RTP).

*Note: All students enrolled in **Curtin's UniReady in Schools** program are responsible for knowing and adhering to Curtin's Academic Integrity and Assessment Policies.*

#### **1.4 Transfer Between Courses and/or Units**

At Sevenoaks SC, the deadline for student transfers in Years 11 and 12 is identified on the College Calendar. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and the College will implement an assessment program to ensure the student meets the syllabus requirements for the course.

If a student commences a year long curriculum or pair of units late, they may be at risk of being disadvantaged compared to others in the course. An application to transfer between types of courses or between courses is made through the Program Coordinator: Pathways and Planning. A meeting will be held with the student and the parent/caregiver to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

Generally, students cannot be given credit for work not completed in the course. However, where possible:

- students will be given the opportunity to complete assessments missed and gain credit within a negotiated time frame
- recognition of comparable achievement will be given and credit applied

In Year 11, students can also transfer at the end of semester one, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in semester one.

Year 11 students studying a Foundation (English and/or Mathematics) course will be required to transfer to a General and/or ATAR course for semester two if they meet the literacy and/or numeracy standards in the first round of the Online Literacy and Numeracy Assessment (OLNA).

*Transfer from another school:*

Where a student changes school during a school year, credit for the completion of work in the same subject will be given upon the student and/or previous school supplying appropriate evidence.

#### **1.5 Failure to Meet Course Requirements**

Students are required to achieve a minimum of eight C grades across their Year 11 units, and be on track to complete their VET certificate courses, in order to qualify for automatic promotion to Year 12. If students are on track to complete their VET certificates, the number of C grades is reduced. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant Program Coordinator/Vice Principal.

Students may be required to:

- repeat Year 11, or
- make changes to their course selections for Year 12, or
- engage in alternative pathway, such as enrolling with a State Training Provider or employment

Each student not meeting the standard above will be reviewed to ensure the best possible outcome for the student.

## **2.0 Responsibilities**

### **2.1 Student Responsibilities**

*It is the responsibility of the student to:*

- complete all course requirements by the due date
- maintain an attendance rate of 90% or higher, good conduct and academic progress (please refer to the Sevenoaks SC Good Standing Policy for further details)
  - students are required to complete any missed work that occurred as a result of their absence
- initiate contact with teachers concerning absence from class, missed assessment tasks and/or scheduled due dates, requests for extension of a due date for assessment tasks and other issues relating to assessment, in advance where possible.

### **2.2 Parent/Caregiver Responsibilities**

*It is the responsibility of the parent/caregiver to:*

- monitor student progress and make contact with the school/teachers as required
- attend parent information and reporting sessions
- encourage and support your child to realise their potential
- notify the school of any reason or extenuating circumstances that may impact their child's assessments
- ensure contact details are accurate and up to date
- provide a suitable homework/study area at home
- provide a medical certificate when absent from an assessment
- support your child's attendance at school

### **2.3 Teacher Responsibilities**

*It is the responsibility of the teacher to:*

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with a copy of the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline via Connect
- ensure that assessments are:
  - an integral part of the teaching and learning program
  - educative and contribute to learning
  - fair, taking into account the diverse needs of students
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- maintain student assessment files and make them available as required (*see 3.7*)
- meet College and external timelines for assessment and reporting
- ensure that students are informed of the consequences of not completing an assessment task
- advise parents, by means of a Letter of Concern, when a student is at risk of achieving below a C grade

### **2.4 Administration Responsibilities**

*It is the responsibility of the College Leadership to:*

- oversee the implementation of the College Assessment Policy based on the Authority's guidelines
- implement the College assessment review and appeal processes
- manage the College participation in the Authority's:
  - documentation and grading
  - consensus moderation procedures
  - syllabus delivery audit
  - small group moderation procedures, where applicable
- affirm that the College has met the Authority's assessment requirements

### **3.0 Assessing Student Achievement**

#### **3.1 Assessment Tasks**

At Sevenoaks Senior College, all students are enrolled in a year long curriculum or pair of units. For each unit, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be authenticated).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Program Coordinator / Vice Principal.

#### **3.2 Examinations and External Assessments**

##### ***a) Internal Examinations***

College examinations are included in the assessment outline for the pair of units. The weighting (proportion of the final mark) for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester One and the end of Semester Two. In some courses a practical/performance/oral examination will also be held. *Year 12 Semester Two exams are scheduled during the Term Three holidays.*

The examination timetable and a copy of the examination rules will be issued to students approximately two weeks before the commencement of the exam period. Examinations are compulsory for ATAR courses, and students must make a genuine attempt to complete all scheduled examinations.

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a Sevenoaks Senior College Sickness/Misadventure Form to the relevant Program Coordinator: Teaching Quality / Vice Principal along with a medical certificate from a doctor and/or a witness statement. The Program Coordinator: Teaching Quality / Vice Principal will determine whether the reason is acceptable. Please note that participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination. Also, students will not be given any additional consideration where they have failed to read instructions, including misreading examination timetables

If the reason is acceptable to the Program Coordinator: Teaching Quality / Vice Principal, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

If the reason is not acceptable to the Program Coordinator: Teaching Quality / Vice Principal, the student will be given a mark of zero.

**b) WACE ATAR Examinations**

WACE exams are compulsory for students who enroll in any Year 12 ATAR course. Any student who does not attend an exam will be deemed to have not enrolled in the course. Therefore, no results are recorded for the course for the whole of the year.

**c) Year 12 General and Foundation Course Externally Set Tasks**

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by the Authority based on content from Unit Three. It is completed in class under standard test conditions.

Where a student does not complete the EST, they will be required to complete the task at the first available opportunity (generally within two days of returning to school). If this is not until after the date set by SCSA to submit the EST marks, then the Program Coordinator: Teaching Quality / Vice Principal will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero.

**d) OLNA**

All students are required to meet standards for Literacy and Numeracy and this forms part of their WACE. Students who achieve Band 8 in their Year 9 NAPLAN for Reading, Writing and Numeracy will pre-qualify as meeting the required standard. Students who still need to meet the standard will be required to complete the Online Literacy and Numeracy Assessment (OLNA) in three components - Reading, Writing and Numeracy. Students will sit their OLNA tests each semester until they have passed the standard.

### **3.3 Absence from Class/Missed Work**

**a) General Absences**

Sevenoaks SC has a strong focus on the development of independent learners. Students are encouraged to access Connect to maximise their achievement across their courses and to ensure that they are achieving their personal best.

The resources available on Connect can be extremely useful for students who are absent from school for any period of time.

Excursions are kept to a minimum at Sevenoaks SC to ensure students achieve maximum classroom learning time. If an excursion has been approved by the College Leadership, then the student should be allowed to sit a test they miss or negotiate to submit an assessment at a time determined by the College.

If a student is absent from class, their ability to achieve to their potential is diminished. Extended periods of absence could result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a course, certificate and/or endorsed program. When a student returns from any absence, they will be required to complete the assessment (if practicable; however, *the result will not be formally recorded until the absence is approved*).

It is against College policy for students to be removed from the school for the purpose of a family holiday. If parents choose to do this, they do so understanding that their child's grades may be affected and that allowances will not be made for time or assessments missed. Special circumstances may occur and it is up to parents to discuss this with the relevant Vice Principal before their child misses school.

Provisions may be made in extenuating circumstances. If there is evidence of a pattern of absence from scheduled assessment tasks, then the student will be referred to the appropriate Program Coordinator / Vice Principal and their parent/caregiver will be informed. All courses will likely come under scrutiny. Absence for an unacceptable reason will result in a zero mark being awarded.



#### **b) Prolonged Absence**

Where a student is unable to attend school for a lengthy period for an authorised absence, the College will endeavour to provide support to the student's learning program. The appropriate Vice Principal must be contacted by the parent/caregiver so that suitable arrangements can be made where possible. For long term absences, exceptional arrangements will be made. However, staff are not required to provide work or alternative assessment arrangements for students who are absent without authorisation.

#### **c) Acceptable Reasons for Non-Completion or Non-Submission of Assessment Tasks**

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the classroom teacher and supported by the College. *For example:*

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an assessment task is scheduled (including school examinations and the externally set task)
- where sickness, injury or significant personal circumstances for part or all of the period of an assessment task prevents completion or submission by the due date

In such cases, the parent/caregiver must:

- contact the College on the scheduled day or due date of the assessment task **and**
- provide either a medical certificate (essential for absence from an examination) or a letter/email of explanation (confirmed by a telephone call from the College if required) immediately following the student's return to school

Where the student provides a reason, which is **acceptable** to the classroom teacher and supported by the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for the assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher/Program Coordinator, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the Program Coordinator: Teaching Quality/Vice Principal, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned)

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for the College ball).

In exceptional circumstances, the parent/caregiver may negotiate the development of an individual education plan with the Program Coordinator: Teaching Quality/Vice Principal. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

*Note: refer to Appendix 1 – In-class Assessment Task for more information*

### **3.4 Students with Special Needs**

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Program Coordinator. These adjustments will be consistent with those described in the Authority's Guidelines for disability adjustments for timed assessments, which can be accessed from the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

*Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for*

*the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations may be held at alternative venues.*

### **3.5 Cheating, Collusion and Plagiarism**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking any work which:

- is prepared or substantively contributed to by another person (e.g. student, parent/caregiver, teacher, tutor or expert)
- is copied, or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Program Coordinator: Teaching Quality and/or VET. As part of this process, the student and the parent/caregiver will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply. Students who collude with other students by discussing assessments inappropriately and/or sharing copies/sections of their assessment tasks with other students will also be referred.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher/Program Coordinator can identify that the work is not the student's own.

The student and parent/caregiver will be informed in writing of the decision made, the penalty and any further disciplinary action.

*Please note:*

- Collusion is when a student submits work that is not their own for assessment.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work or parts of work, are essentially copied.

### **3.6 Security of Assessment Tasks**

Where there is more than one class studying the same units/course/endorsed program at the College, most or all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

### **3.7 Retention and Disposal of Student Work**

Sevenoaks SC is responsible for retaining all student marked written and non-written assessment tasks. This material is required by the teacher when assigning grades and may be required for moderation purposes.

To assist students, classroom teachers will establish an assessment file for each student in each course containing all marked written assessment tasks. Students will have access to this file for revision purposes during class time.

The school will keep the file until the marks have been accepted by SCSA. After this time, all assessment materials will be archived by the College in accordance with Department of Education policies and guidelines.

The College will not use the materials for any other purposes without the written permission of the student.

## 4.0 Reporting Student Achievement

### 4.1 Reports

Students will be kept informed of their progress throughout their enrolment in a course and endorsed programs. Teachers regularly assess completed tasks, relaying assessment information to the student in a timely manner. Parents will be informed about a student's progress via email, progress reports, Connect and/or letter.

Both students and parents/caregivers will be informed via a Letter of Concern (sent via email) when it is identified that there is a risk of:

- not completing the course and/or endorsed program
- not achieving a C grade or completing Units of Competency (UoC)

The College reports on student achievement to the Authority at the end of Semester One and at the end of Semester Two. The reports provide a comment by the teacher for each course and the achievement demonstrated (see below). Students will also receive an interim report on their progress during Term One.

Semester One (Progress) Reports include:	Semester Two (Final) Reports include:
<ul style="list-style-type: none"><li>• a grade<sup>1</sup></li><li>• a mark (based on the weighted combination of the marks for all assessment tasks in the course, including the Semester One exam)</li><li>• the mark in the Semester One exam (if applicable)</li><li>• UoC progress and/or achievement</li></ul>	<ul style="list-style-type: none"><li>• a grade<sup>1</sup></li><li>• a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester Two exam)</li><li>• the mark in the Semester Two exam (if applicable)</li><li>• UoC progress and/or achievement</li></ul>

Schools report student achievements in completed ATAR, General and Foundation units/courses in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

- A – Excellent achievement
- B – High achievement
- C – Satisfactory achievement
- D – Limited achievement
- E – Very low achievement

Achievement for endorsed programs is recorded according to the specific requirements of that program.

In Year 12, a final Statement of Results is issued prior to students leaving the school. The Statement of Results does not include a comment by the teacher and takes the place of a Semester Two report. All final grades are subject to approval by the Authority at the end of the year.

Information about calculating the ATAR for university entry is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au)

*1 The Semester One mark and grade for year long courses are interim as they are not finalised until the pair of units is completed at the end of the year.*

### 4.2 Reviewing Marks and Grades

If a decision regarding the marking of an assessment task is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance. If a marking issue cannot be resolved through discussion with the teacher, the student and/or classroom/advocate teacher may then take their concerns to the relevant Program Coordinator/Vice Principal for review.

In extenuating circumstances, if a student has submitted a task after the due date and no prior arrangement or acceptable reason has been provided to the College (see Item 3.3 and Appendix 1), the Program Coordinator/Vice Principal may accept the task with the following penalties applied:

- for each day past the due date, a 10% deduction from the awarded mark be allocated, or
- after five to ten days (maximum), the student will incur a 50% deduction from the awarded mark, or
- after ten days, the mark of zero will be validated.

The student or their parent/caregiver can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the College's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and will prepare a written report. This report will be provided to the student and their parent/caregiver. If this review does not resolve the matter, the student or parent/caregiver may appeal to the Authority using an appeal form which is available from the Authority website ([www.scsa.wa.edu.au/forms/forms](http://www.scsa.wa.edu.au/forms/forms)).

## **Section Two: Vocational Education and Training (VET)**

### **5.0 Vocational Education and Training**

Certificates, skills sets and individual units of competency are either:

- delivered and assessed directly by a Registered Training Organisation (RTO), or
- in a third-party arrangement where the RTO quality assures Sevenoaks Senior College delivery and assessment.

When a student enrolls in a unit of competency or higher, they will be given and are expected to follow the RTO's *Guidelines and Assessment Policy*.

Sometimes the RTO will refer to the College's guidelines and policies, or it may not cover a relevant topic. If this happens, students will follow this *Vocational Education and Training* section.

### **6.0 Certification and Final Deadlines**

When a student completes their training they will receive, either a:

- Certificate identifying the name of the Certificate and a Record of Results listing the units of competency achieved.
- Statement of Attainment listing the units completed when a full certificate has not been achieved, or as part of a skills set.

In order for a certificate, or a partial Certificate III or higher (refer to the WACE Guidelines) to contribute to WACE, the RTO requires time to validate the results, i.e. 30 days to produce the certification and provide them to the College.

The *Delivery and Assessment Schedule* identifies the final dates for assessments to be submitted. These deadlines must be adhered to.

### **7.0 Delivery and Assessment**

When delivery and assessment is conducted by Sevenoaks Senior College a *Delivery and Assessment Schedule* will be provided. Students must adhere to the due dates.

Due dates for all assessment tasks are clearly outlined.

- It is a teacher's responsibility to manage the *Delivery and Assessment Schedule*.
- It is a student's responsibility to participate in delivery and assessment on time.

Changes to the assessment schedule are sometimes necessary. A teacher may need to alter a deadline for submission of all or part of a task, students will be consulted and changes communicated to students.

### **8.0 Competence**

Students must be competent in all aspects of the assessment to be competent in a unit of competency and gain all required units of competency to achieve the certificate or skills set.

If a student is not able to demonstrate the required competence for the unit, they will have the opportunity to participate in two re-submissions (attempts) within the timeframe identified by the teacher. The last date for all submissions or resubmissions will be identified on the *Delivery and Assessment Schedule*.

If a student is not able to demonstrate competence after the second re-submission they may negotiate further re-submissions with their teacher dependent upon the reasons for re-submissions (refer to *Section 1.8. Acceptable Reasons for Non-Completion or Non-Submission of Assessment Tasks*), the viability of conducting another assessment within time and resource constraints.

Students who do not provide acceptable evidence to explain their absence from an assessment task will be awarded an unsatisfactory performance in that submission.

## **9.0 Absence from Class / Missed Work and Acceptable Reasons for Non-Completion or Non-Submission of Assessment Tasks**

Refer to *Sections One, 4.0*; however, please note:

Students who do not provide acceptable reasons for non-completion or non-submission of assessment tasks will be awarded an unsatisfactory performance in that submission. Refer to *Section Two, 3.0: Competence*, to see the options to re-submit the assessment.

## **10.0 Cheating, Collusion and Plagiarism**

Refer to *Section One, 7.0: Cheating, Collusion and plagiarism*; except note:

If it is demonstrated that a student has cheated, colluded or plagiarised, they will be awarded an unsatisfactory performance in that submission. Refer to *Section Two, 3.0: Competence*, to see the options to re-submit the assessment.

## **11.0 Appeal**

*Appeals are requests for review of decisions made by the RTO or their Third-Party. These decisions could involve assessments, progression to further training, enrolment or access to support services.*

The person considering an appeal is encouraged, where they are comfortable and it is appropriate, to speak directly with the person concerned to informally discuss and resolve the appeal.

Students wishing to make a formal appeal may make an appointment with either the Principal or Vice Principal who will conduct an initial discussion with them.

If the Principal / Vice Principal and the person making the appeal agree, the processes included in the *Appeals Form* (available from the Principal or Vice Principal) will be followed until a point when a satisfactory outcome is achieved.

If a student is not satisfied with the outcome of the appeal, they may continue the appeal with the relevant RTO.

## **12.0 Complaint**

*Complaints are allegations made by a learner or client that relate to the conduct of an RTO, its staff, or other learners.*

Students wishing to make a complaint may approach the relevant staff member, or make an appointment with either the Principal / Vice Principal.

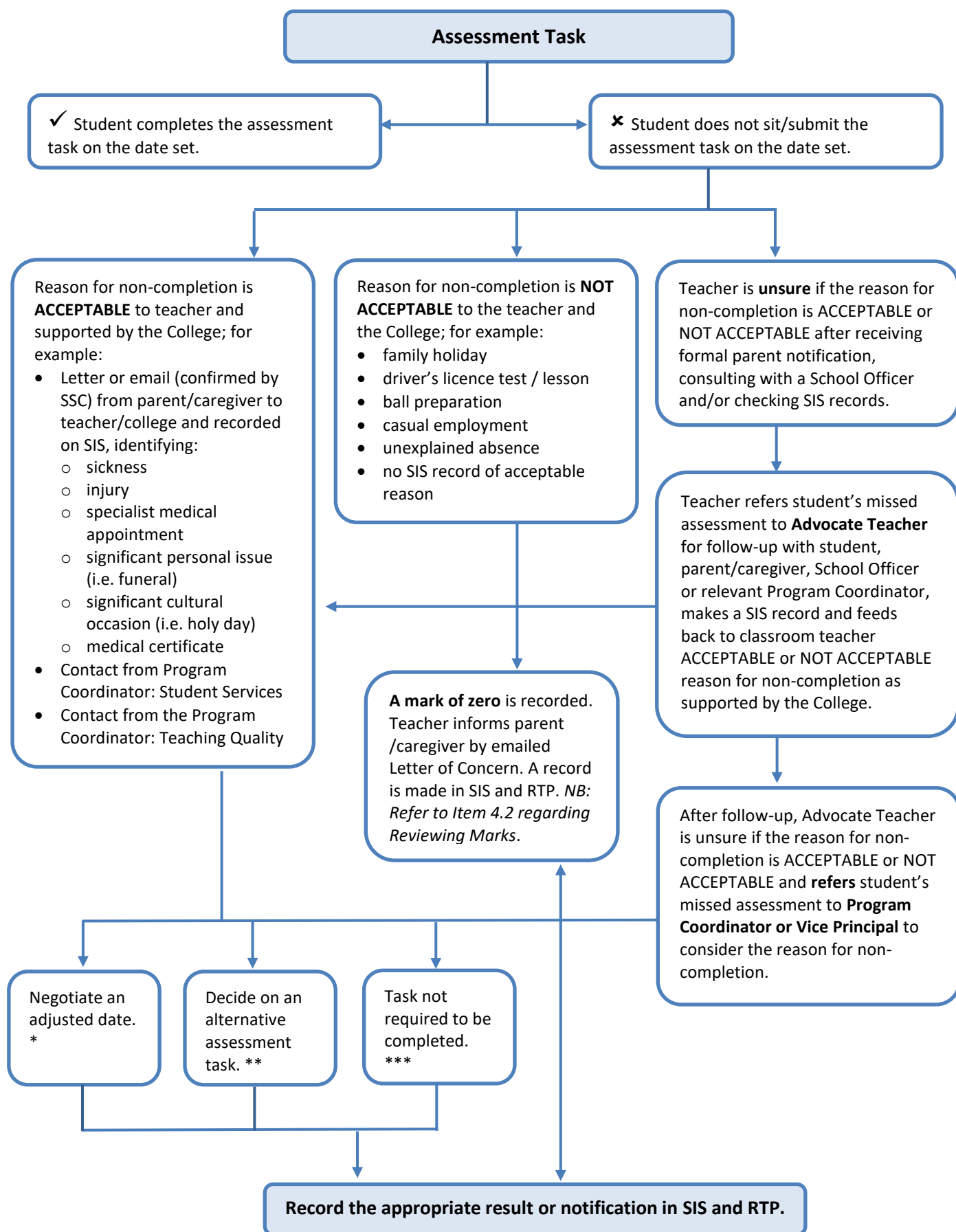
Complaints will be dealt with based upon Department of Education policy and process.

If a student is not satisfied with the outcome of the complaint, they may continue the complaint with the relevant RTO.

## **13.0 Other**

If specific information isn't available in the RTO's *Guidelines and Assessment Policy*, nor this *Section Two: Vocational Education and Training*, refer to *Section One*.

## Appendix 1: In-class Assessment Task



\* Usually the next teaching zone.

\*\* If in the opinion of the Program Coordinator/teacher the original assessment is no longer confidential.

\*\*\* If in the opinion of the Vice Principal/Program Coordinator sufficient evidence exists in other completed tasks that meet the requirements of the course.