

ATCNB Assessment Policy

Purpose

This policy aims to meet the regulations and guidelines of the:

- Education (General Provisions) Act 2006 (The Act)
- Education (General Provisions) Regulation 2017
- Education (*Accreditation of Non-State Schools*) Act 2017 (the 'Act') and *Education (Accreditation of Non-State Schools) Regulation 2017 section 9 Educational Programs*
- Education (Queensland Curriculum and Assessment Authority) Act 2014.
- Queensland Curriculum and Assessment Authority, (2024). *Integrated learning and assessment*

The assessment policies and procedures outlined in this document follow Queensland Curriculum Assessment Authority (QCAA) guidelines, the Australian Professional Standards for Teachers as outlined by the Queensland College of Teachers and are aligned to the mission and values of the Australian Trade College North Brisbane.

This policy is designed to build capacity as students work towards summative assessment completion for the QCE. The Australian Trade College North Brisbane considers the principle of increasing independence for assessment-capable learners. The purposeful and systematic collection of evidence of learning supports teacher judgment about student performance against syllabus standards and feedback on student learning growth and progress.

Audience

This policy applies to all students enrolled at the Australian Trade College North Brisbane, parents/carers and staff.

References

Education (General Provisions) Act 2006 (QLD)

Education (Accreditation of Non-State Schools) Act 2017

Education (Queensland Curriculum and Assessment Authority) Act 2014.

Education (Work Experience) Act 1996

Education (Accreditation of Non-State Schools) Act 2017 (the 'Act') and Education (Accreditation of Non-State Schools) Regulation 2017 section 9 Educational Programs

ATCNB Enrolment Contract

[QCE Policy and Procedures Handbook.](#)

[Queensland Curriculum and Assessment Authority, \(2024\). Integrated learning and assessment](#)

[https://chat.openai.com/chat.](https://chat.openai.com/chat)

[Internal assessment | Queensland Curriculum and Assessment Authority](#)

1.0 Scope

The Australian Trade College North Brisbane (ATCNB) is a unique learning community committed to inspiring students to achieve both their academic and trade career goals. This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. This policy is designed to build capacity as students work towards summative assessment completion for the Queensland Certificate of Education (QCE). The Australian Trade College North Brisbane considers the principle of increasing independence for assessment-capable learners. The purposeful and systematic collection of evidence of learning supports teacher judgment about student performance against syllabus standards and feedback on student learning growth and progress. The assessment policies and procedures outlined in this document follow QCAA guidelines, the Australian Professional Standards for Teachers as outlined by the Queensland College of Teachers and are aligned to the mission and values of the Australian Trade College North Brisbane.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment for application of the Australian Curriculum and the Queensland Certificate of Education (QCE). This policy is also designed to provide the best feedback to students to improve learning outcomes.

The framework for the policy is developed from the [QCE Policy and Procedures Handbook](#).

2.0 Principles

The Australian Trade College North Brisbane's 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
- using appropriate texts, materials and other stimulus materials to support the areas of study for their student

Other relevant elements specific to the Australian Trade College North Brisbane include:

- The number of formal assessment items is to be kept to a minimum as set/recommended by syllabus
- The timing of assessment and assessment types reflect syllabus intent
- Assessment instruments are diverse in range and form in all subject areas and address different learning styles and methods of conveying understanding
- Conferencing with students may be a necessary adjunct to assessment

- Non-submission/non-completion of assessment items may result in an incomplete unit of study
- Formative assessment is used to provide feedback on student progress
- Summative assessment contributes to the global judgment of student performance in a unit of study

3.0 Assessment Administration

3.1 Student Responsibility

The Australian Trade College North Brisbane has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date. This is required in order for student results to contribute credit to the Queensland Certificate of Education.

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date
- submit a serious attempt as single instruments cannot be repeated
- consider the appropriateness and context when producing all assessment work.

3.2 Location and Communication of Policy

The school assessment policy is located on the school website, student café and parent lounge. All questions regarding this policy should be directed to the Head of Senior Studies.

Relevant sections and processes of the assessment policy will be discussed with students at regular intervals including:

- at enrolment interviews
- when the assessment schedule is published
- when each task is released to students and by email in response to phases of the assessment cycle

3.3 Submission and Storage of Assessment

Assessment instruments will provide information about the arrangements for submission of draft and final responses, including due dates, conditions, and file types.

All assessment evidence, including draft responses, will be submitted by their due date and designated time, and as prescribed in assessment task conditions.

Students who leave early or arrive late on the day an assignment is due are permitted to submit their printed assignment via Reception.

Draft and final responses for internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.

3.4 Due Dates

Student responsibility

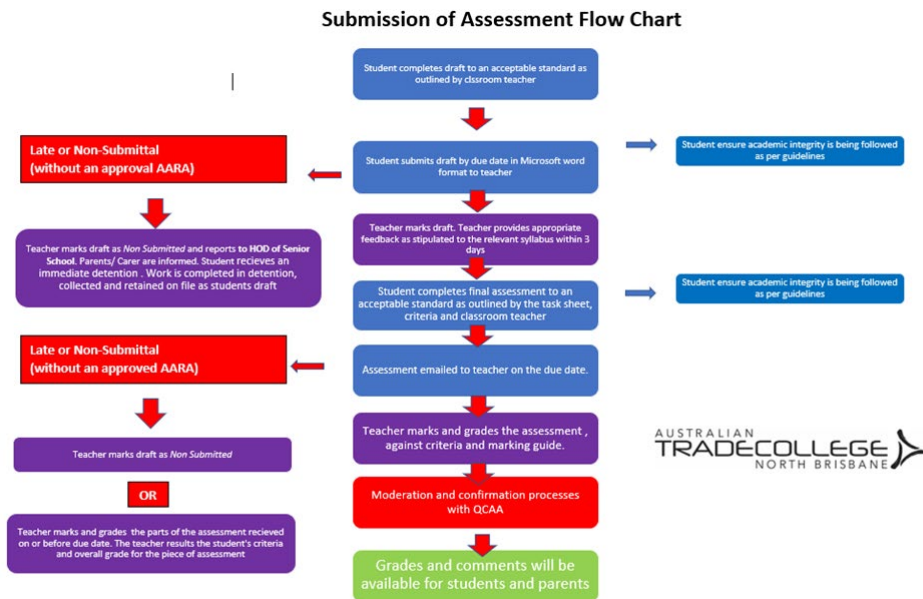
Students are responsible for:

- recording due dates so that they can plan accordingly
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they will:

- inform the classroom teacher and/or Head of Senior Studies as soon as possible
- complete the *AARA Medical Report Form* and provide relevant documentation e.g. medical certificate.
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- For missed exams, these may be completed in the next available lesson, or on a Wednesday afternoon. This decision is made at the Head of Department Senior Studies' discretion. This cannot occur for the Common Internal Assessment.
- Students who are absent for presentations **MUST** complete an Application for Special Provision for Assessment and accompany this with the relevant medical paperwork on or before the due date.
- Any assessment tasks not submitted by the specified due date and designated time (with no approved AARA) will be subject to the school's policy regarding management of assessment non-submission (refer to section 4.7).
- If a student is absent on the day an assignment task is due, then they are still required to email a copy to their classroom teacher by the designated time unless there are mitigating circumstances such as illness (which will require a medical certificate by way of explanation and an Application for Special Provision for Assessment or AARA should be completed).
- Technological breakdown (such as computer or printer malfunction, loss of USB memory device) will not be accepted as a valid reason for failure to submit assessment instruments on the due date. In these cases, students will be required to submit their most recent hard copy. If this is not possible then the draft will be matched to syllabus standards where evidence is available.

Flow chart for assessment submission and non-submission



4. Academic Integrity- Assessment

4.1 Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding must still allow for students to develop their own original response. Across the phases of learning, students will gradually be given more responsibility for ownership of the processes required to complete their tasks.

Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response

Scaffolding may include:

- a timeline or checkpoints
- guidance for students to make predictions or reflect on their learning
- provision of prompts or cues for students about the requirements for their response

4.2 Checkpoints

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.

Teachers will use these checkpoints to identify and support students to complete their assessment.

Parents/Carers will be contacted by class teachers if checkpoints are not met.

4.3 Drafting and Mock Examination

Drafting and/or mock examination is a key checkpoint. Types of drafts and/or mock exams differ depending on subject, e.g. written draft, rehearsal of a performance piece, or mock exam. Drafts and/or mock exams might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Drafts must be submitted to the relevant class teacher either as a hard copy or electronically by the due date.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response by the classroom teacher only
- 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

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language, or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation, and calculations
- allocate a mark or indicate a result

Feedback on a draft may advise students to:

- consider other aspects of the text, report, performance, or activities they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning

A copy of draft feedback will be stored either electronically or with a hard copy of the draft in the student's folio.

Classroom teachers will notify the Head of Senior Studies, parents, and caregivers via email about non-submission of drafts and the processes to be followed.

4.4 Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus documents and assessment instrument conditions. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response. This may be described by details such as:
 - Page number range and size
 - Word length range – detailing inclusions and exclusions
 - Time length range – presentations, or,
 - Space provided within exams that indicates response length
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
- Model responses within the required length are available
- Feedback about length is provided by teachers at checkpoints

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:

- Mark only the work up to the required length, excluding evidence over the prescribed limit,
- or,
- Allow a student to redact their response to meet the required length before a judgment is made on the student work

Senior assessment submitted for confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark if strategies to manage a student's response which has exceeded the word length have been applied.

4.5 Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA)

Applications for AARA

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. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook.

The college Principal or Principal's Delegate manages approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation 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.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the classroom teacher as soon as possible and submit the relevant supporting documentation on or before the due date. The application must then be approved by the Head of Senior Studies and the Assistant Principal. Copies of the AARA application form and other supporting documentation are available from the Head of Senior Studies.

4.6 Authenticating Student Responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Students should sign their assessment cover sheet. Authentication strategies for practical, performance and group tasks will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

4.7 Generative Artificial Intelligence

Generative Artificial Intelligence (GenAI) tools are advanced computer programs that employ machine learning algorithms and other sophisticated techniques to replicate certain aspects of human cognition, including

reasoning, pattern recognition, and learning from data. These tools possess the capacity to generate original content, assist in problem-solving, and automate a range of tasks.

The integration of GenAI into educational contexts presents significant potential benefits. When used appropriately, these tools can enhance student learning, support the development of academic skills, and facilitate research and writing processes.

ATCNB acknowledges the utility of GenAI and supports its use in the following educational domains:

- Academic research and inquiry
- Independent and personal learning
- Writing assistance, including brainstorming, note organisation, and editing

Despite these advantages, the ethical use of GenAI remains imperative. Students are expected to always exercise academic integrity. All submitted work must reflect the student's own understanding, critical thinking, and original contributions. While GenAI may be used to support the learning process, it must not be employed to generate complete assessments or assignments. Any use of GenAI tools must be clearly and accurately acknowledged in submitted work. Failure to do so constitutes a breach of academic integrity.

Academic integrity is a foundational principle of ATCNB. It requires students to approach their academic responsibilities with honesty, accountability, and ethical awareness. The use of GenAI beyond the approved purposes—particularly where it misrepresents student learning—undermines these principles and will be regarded as academic misconduct.

In addition to academic integrity, the use of GenAI must adhere to established standards of data privacy and protection. Students must not disclose personal, sensitive, or identifying information to GenAI platforms without informed, explicit consent. Where such consent is given, it is the student's responsibility to ensure that the platform adheres to stringent data protection protocols.

ATCNB recognises GenAI as a powerful and evolving technological resource that can support student learning when used responsibly. However, its use must remain within clearly defined ethical boundaries.

Any application of GenAI outside these parameters is considered inappropriate and risks disciplinary action in accordance with the school's *7.0 Academic Integrity- Academic Misconduct, and Procedures in the instance of academic misconduct*. Teachers will determine suspected use of GenAI using comparisons of the students work against assessment instruments submitted in draft form.

In accordance with QCAA guidelines, ATCNB is responsible for

- Emphasising the importance of ethical academic conduct of Artificial Intelligence.
- Teachers explaining the principles of Academic Integrity, the use of Artificial Intelligence, and what constitutes Academic Misconduct as part of classroom lessons.
- Senior Students are required to complete the Academic Integrity Course for students provided by QCAA in Term 1 of Year 11.

[Queensland Curriculum and Assessment Authority, \(2024\). Integrated learning and assessment](#)

Preferred Platforms of GenAI which offer direct links to original sources are preferred. This makes it easier for student to check accuracy and relevance of content and cite the original source, rather than quoting the GenAI platform used.

- Perplexity AI
- Bing AI
- Cosensus AI

4.8 Referencing of Artificial Intelligence in assessment

Teachers require formal acknowledgment and declaration of GenAI and assistance provided by GenAI via referencing. This clarifies and legitimises such support and teaches the principle of academic honesty.

Any use of GenAI contributing to student work must be cited using APA 7th edition to avoid plagiarism.

To reference AI tools like ChatGPT in APA 7th edition, cite the company that developed the AI as the author and the AI name as the title. Include the date you accessed the AI, and if applicable, the version of the AI used.

In-text, use the company name and year.

For example, OpenAI (2023).

Example Reference List Entry: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>.

In-Text Citation:

- Parenthetical Citation: (OpenAI, 2023).
- Narrative Citation: OpenAI (2023).

Additional Tips

- Describe how you used the AI tool (e.g., editing, summarizing, brainstorming) in your methodology section or introduction
- Include the prompt you used when quoting or paraphrasing AI-generated text.
- You can add a transcript of AI-generated responses in the appendix if you quote or paraphrase extensively.

4.9. Referencing in Assessment

Students must ensure they follow the Assessment Policy guidelines and submit assessment items that are authentic and individualised. To assist students in abiding by this policy, the following referencing guidelines have been devised.

Students are expected to implement these guidelines when referring to published work of another author. ATCNB is committed to ensuring student authenticity through the American Psychological Association (APA) style.

ATCNB has based the choice of referencing style on what students can expect to see beyond their senior years. If students extend their studies into tertiary pathways, they will have exited their schooling phase with a deep knowledge of the preferred referencing system at many recognisable Queensland universities.

Queensland universities that use APA include:

- Queensland University of Technology (QUT)
- University of Queensland (UQ)
- Griffith University
- University of Southern Queensland (USQ)
- Central Queensland University (CQU)
- James Cook University (JCU)
- Bond University

- University of the Sunshine Coast (USC)

The universities above state that each school/faculty chooses its own referencing style; however, all the universities above list APA as one of the referencing styles used. If a circumstance arises where a university demands an alternative reference system, our students will have a fundamental knowledge of referencing, and these skills can certainly be transferred into the application of another system.

4.9.1 Components of Referencing

All referencing systems consist of two components, a) a reference list; and b) an in-text citation.

A reference list is always included at the end of the student's assessment item whereas an in-text citation is incorporated throughout the assessment. By including these, the reference is ensuring complete recognition of the original authors work and therefore authenticity is maintained. This document serves the purpose of providing students details on how to effectively incorporate both components.

Please note that the format of these components varies depending on the source type.

4.9.2 Reference List Format

The reference list includes only the sources you have used in any submission. APA Style requires a reference list, not bibliography.

The following formatting rules apply:

- The reference list begins a new page with the centred heading – References
- Double-space all reference entries.
- Reference list entries should be indented half an inch or 12 mm (five to seven spaces) on the second and subsequent lines of the reference list for every entry - a hanging indent is the preferred style (i.e. entries should begin flush left, and the second and subsequent lines should be indented).
- Arrange entries in alphabetical order by the surname of the first author as the letters appear (e.g. M, Mac, MacD, Mc).
- If more than one work by an author is cited, list these by earliest publication date first.
- If the list contains more than one item published by the same author(s) in the same year, add lower case letters immediately after the year to distinguish them (e.g. 1983a). These are ordered alphabetically by title disregarding any initial articles (a, an or the).
- If there is no author, the title moves to the author position (filed under the first significant word of the title). If the title in this instance begins with numerals, spell them out. U.S. states and territories are abbreviated in the publication information. Use the official two letter postal service abbreviations (e.g. New York, NY; Berkeley, CA). For locations outside the U.S., spell out the city and country names (Brisbane, Australia; London, England).
- If the publisher is a university where the name includes the state, don't repeat the state in the location section (e.g. Ann Arbor: University of Michigan).

[Internal assessment | Queensland Curriculum and Assessment Authority](#)

5.0 Managing Non- Submission of assessment by the due date

5.1 Managing Non- Submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

Teacher marks draft as non-Submitted and reports to Head of Senior Studies. The student will receive immediate detention. Work is completed in Wednesday afternoon detention, collected, and retained on file as students draft.

Parents/Carers are notified by the Head of Senior Studies.

5.2 Managing Non- Submission of Final Assessment

Assessment not submitted by the due date may not be graded. If this occurs, the teacher and the Head of Senior Studies will consult to see if AARA or an Application for Special Provision for Assessment may be applied for. If there is no final submission available on or before the due date and AARA is not applicable, the following may occur:

- Evidence from an earlier submission (checkpoint/draft) may be marked or evidence gathered from the preparation of the response to the assessment instrument gathered during the assessment preparation period
- available on or before the due date.
- that is in the same mode as the required response.
- student assessment work may be looked for on the student personal drive for submission
- evidence in the student's class work may be matched against the task and criteria

In the event of a non-submission, the following procedure will apply:

- The Head of Senior Studies will contact parents via email or telephone.
- The subject teacher will apply the applicable criteria to draft or checkpoint evidence.
- If no draft or checkpoint is available on or before the due date, a result will be determined based on alternate evidence available, such as class notes or journal, this will be marked against the task criteria and a grade awarded.
- When a draft assessment was **not** provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not Rated' (NR) must be entered in the Student Management system by the date published in the SEP (Senior Education Profile) calendar.

If there is no evidence to be found, the following will occur:

Units 1 and 2: Students will not receive a result for that instrument. This may mean that they will not have evidence across all objectives therefore not eligible for a subject result. This will impact QCE eligibility.

Units 3 and 4: Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. To receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. NR (not rated) will be entered into the students learning account. In

circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.

5.3 Managing Non- Attendance of an examination

If a student does not attend an examination on the due date, they:

- will receive a not rated (NR) for the instrument and will not receive a subject result
- are not to sit the examination or a comparable examination after the due date.

A student is eligible for AARA and an extension of time is approved by the Head of Senior Studies or Principal; this becomes the revised due date for this student. They may sit a comparable examination or complete other assessment on or before the new due date.

6.0 Internal Quality Assurance Processes

The Australian Trade College North Brisbane quality management system ensures valid, accessible, and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- quality assurance of judgments about student achievement

All marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA. Results for Applied (Essential) subjects may be subject to advice from the QCAA.

The Australian Trade College North Brisbane teachers participate in a range of moderation processes to ensure teachers are making consistent judgments about standards. Internal quality assurance processes for the moderation of assessment include:

- collaborative development of assessment items
- pre-marking calibration meetings
- post-marking moderation meetings
- class cross-marking
- blind marking
- sample marking
- teacher observations

6.1 Review

The process for assessment marking involves moderation to ensure consistency of outcome for students. Students may, however, request that internal assessment marks be reviewed. The procedure for review is:

Student to email the teacher regarding their claim for review. This email must identify specifically which areas, according to the marking guide or ISMG, require review and the case for review.

Teachers, in consultation with the Head of Senior Studies, review the paper according to the designated marking guide / ISMG and decide whether a change of grade is necessary. The Head of Senior Studies may initiate cross marking of the assessment piece. The result of the review will be communicated to the student via email. This process will happen in a timely manner.

To escalate the review, a request for further clarification may be emailed directly to the Head of Senior Studies in the first instance, and then the Assistant Principal.

It is important to note that when assessment is reviewed the final mark may remain the same, decrease or increase.

7.0 Academic Integrity- Academic Misconduct

7.1 Cheating while under supervised conditions

A Student:

- Begins to write during perusal time or continues to write after the instruction to stop writing is given
- Uses unauthorised equipment or materials
- Has any notation written on the body, clothing or any object brought into an assessment room
- Communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures, or sharing equipment with another student.

7.2 Collusion

When:

- More than one student works to produce a response, and that response is submitted as individual work by one or multiple students
- A student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment

7.3 Contract Cheating

A Student:

- Pays for a person or a service to complete a response to an assessment
- Sells or trades a response to an assessment.

7.4 Copying Work

A Student:

- Deliberately or knowingly makes it possible for another student to copy responses.
- Looks at another student's work during an exam
- Copies another student's work during an exam.

7.8 Disclosing or receiving information about an assessment

A Student:

- gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment
- makes any attempt to give or receive access to secure assessment materials

7.9 Fabricating

A Student:

- Invents or exaggerates data
- Lists incorrect or fictitious references.

7.10 Impersonation

A Student:

- arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment
- completes a response to an assessment in place of another student.

7.11 Misconduct during an Examination

A student:

- distracts and/or disrupts others in an assessment room.

7.12 Plagiarism or lack of referencing

A student:

- completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information, or ideas).

7.13 Self- Plagiarism

A student:

- duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.

7.14 significant contribution of help

A student:

- arranges for, or allows a tutor, parent/carer, or any person in a supporting role to complete or contribute significantly to the response.

8.0 Procedures in the Instance of Academic Misconduct

For authorship issues

When authorship of student work cannot be established, or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For all instances of collusion

The Head of Senior Studies will interview the students involved and advise about how results will be awarded (as per the previous point regarding academic misconduct). Parents of the students involved will be notified and appropriate behaviour support measures implemented (as per the College's behaviour management guidelines).

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.

For external examinations, the alleged incident of academic misconduct will be reported to the QCAA by:

completing an academic misconduct incident report and submitting it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring. This must include a statement from the coordinator and / or invigilators, which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment. It must also include a seating plan of each assessment room at all assessment venues.

9.0 School- Based Procedures

9.1 Examination Procedures

Examinations of varying types may be held in class time in all year levels. Exams may also be in exam blocks or require students to come out of their regular scheduled classes to attend. In such cases students are required to attend all applicable examinations during the exam block.

All formal examinations will be actively supervised by College Staff.

- Exam conditions and instructions will be available on the assessment instrument
- All exams will have the conditions, expected behaviours and instructions for the exam read out at the beginning of the exam
- Students must stay in an examination room for the entire allotted time unless otherwise specified
- Students are not permitted to leave an examination room for any reason unless supervised

- Toilet breaks during an examination are discouraged unless absolutely necessary. Where there is more than one supervisor in an examination room, supervisors may accompany a student to and from the toilet
- Students must wear full and correct formal uniform to an examination unless their teacher directs them to wear protective or other clothing as required by the conditions of the examination
- Students are not to seek clarification of exam questions from supervising teachers
- If a student asks for help of any kind with an exam, supervisors are to tell them to re-read the directions and question and keep working. Supervisors are not to give any other advice or assistance and take no other action
- If a student asks for equipment from supervising teachers, unless it is a writing implement that they can show ceased to work during the exam period, the supervising teacher will remind them that they are disrupting and to please continue work in a quiet manner
- Students must leave all unnecessary equipment and belongings, such as bags, books, and communication devices in their lockers. Valuables should not be brought to school during an examination.

9.2 Examination equipment

Students are responsible for bringing all necessary equipment to the examination. Equipment required will be detailed on the exam instructions. Equipment will not be provided if students do not have their own in the exam room. Exam equipment requirements will be communicated to students prior to the exam.

All forms of personal electronic equipment, except for approved calculators, are prohibited from being in a student's possession during an examination. This includes the wearing of Smart Watches, Fit bits etc.

No books or papers will be brought into the exam room unless students are otherwise instructed.

Notes that are permitted according to the conditions of the exam will be checked by the exam supervisor. If the notes do not meet the established conditions, they will be confiscated.

Students who intend to use graphics calculators in any examination in any subject must declare those calculators at the start of the examination and allow exam supervisors to reset the graphics calculator.

9.3 Procedures for assignments

Assignment work can take many forms whether written, oral, practical, or multimodal. The due date for assessment can be found on individual task sheets, as well as on the College's Portal. For an extended piece of assessment, whether assignment, exam, or practical, each student will receive or be given access to a task sheet. This will detail:

- Task description
- Task conditions
- Instructions
- Authentication strategies
- Check points and drafting timeline
- Due date

A draft may not be possible in some subjects where the assessment is a performance or presentation. In such cases, instead of a draft the student will conference with the teacher to demonstrate the work completed; this conference will provide opportunity for teacher feedback in relation to the task criteria.

9.4 Procedures for practical, spoken or performance assessment items

Students who are ill, injured, or absent on the due date, must notify the College of this absence and request the information to be passed onto the relevant teacher for assessment purposes. Students who are ill, injured, or absent on the due date, must complete the Application for Special Provision for Assessment or AARA (Access Arrangement & Reasonable Adjustment) forms, especially if the injury or illness is pre-existing.

Order of Speakers or performers

- The order of speakers or performers will be determined by the teacher or in negotiation with students
- Students must be prepared to present/perform on the day the task is due and/or a subsequent date allocated to a specific student by the class teacher prior to the date due. An inability to present on the due date will be treated as a non-submission unless an Application for Special Provision for Assessment has been submitted, or AARA is applicable
- All students must submit their script/presentation for their spoken task on or before the due date
- If students are not prepared to present their spoken task when required to do so they may be required to verbally answer questions about the task and be graded according to their response
- Teachers may take into consideration other written evidence gathered on or before the due date to make a judgment in cases where the student fails to present their response to the task Special Equipment
- Any equipment required for the performance/presentation must be organised well in advance. If teacher assistance is required in this regard, at least two school days' notice must be given. If such assistance is not able to be provided, the student is responsible for proceeding with the performance/presentation without these resources Presenting with an audience
- Performance and spoken tasks are presented in front of a common audience, i.e., the class, unless other conditions are specified by the task sheet
- If a student whose disability, impairment, medical condition, or other circumstance may affect their ability to respond to the task using the conditions given, they need to apply for an Application for Special Provision for Assessment or AARA. The student must ensure that any such variation to conditions has been approved in advance and has consulted with their teacher around the varied conditions.

9.5 Procedures for VET courses

Certificate and Diploma Courses at School

Trainers of VET courses deliver the course work in accordance with the RTO's advice. All VET trainers communicate to students their responsibilities with regards to the following:

- How to submit assessment
- When to submit assessment, and
- Timelines to complete practical components – both internal and external The HOD VETiS in conjunction with the relevant trainer will follow up students with regards to:
- Completion of modules / components • Attendance at internal practical placements
- Attendance and behaviour at external practical placements.

Apprenticeships and Traineeships

Students attending Apprenticeships and Traineeships have the same attendance expectations as if they were here at school. They must notify the Employer or Supervisor and the College if they are late or absent on an Apprenticeship or Traineeship Day.

9.6 Procedures for leave from school

(This section is taken from the College Attendance Policy)

- Students are expected to attend school from the first day of school to the last day of school each term
- Parents seeking leave from school for their child for sporting, cultural or family commitments must seek approval from the Principal
- QCAA do not allow AARA, specifically, adjustments to assessment dates to accommodate events within the student or family's control.

Students who are absent for reasons other than those covered by an Application for Special Provision for Assessment or AARA must abide by all due dates. Assessment other than examinations must be handed in prior to a known student absence.

- Students must provide evidence on or before the due date for all assessment unless they have a successful Application for Special Provision for Assessment or AARA application
- It is the responsibility of the student to ensure that he/she speaks with teachers regarding how best to complete work missed, prior to his/her departure, where possible
- Students who miss assessment may not receive credit for the unit in the subject for which assessment was missed.

9.7 Procedures for students who demonstrate unsatisfactory learning and assessment

Subject teachers will advise parents by email or telephone if a student does not demonstrate evidence of satisfactory learning or assessment on any spoken, written, or practical task. This includes incomplete or non-submission of assessment. For VET subjects, trainers will contact parents if any student fails to meet competency in any given unit/module of work.

9.8 Reporting

- Assessment has a direct link to the school's reporting processes
- Reporting is based upon students' provisional results in Units 1 and 2, and Units 3 and 4 respectively based upon school judgments against an A-E scale, or satisfactory or non-satisfactory per unit of competency in vocational subjects
- Teachers and Trainers will maintain student folios and profiles which provide a record of student results in each subject and are used to generate academic results for the reports
- Parent Teacher Trainer Student Interviews will provide further opportunities for discussion of learning

This document should be read in conjunction with the following:

- QCE and QCIA Policies and Procedures Handbook

Available via: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

- QCAA Senior Subject Syllabus documents

Available via: <https://www.qcaa.qld.edu.au/senior/senior-subjects>

- QCAA Academic Integrity

Available via: <https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity>

Review and Approval

Rev.	Date	Description of Amendments	Amended By	Approved By
	10 May 2025	Update onto new Template	M. Bianchi	J. Denny