

# Distance Ed

## Assessment Policy Prep - 12

Version 2

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# Scope

This policy provides information for teachers, students, home tutors and parents/ caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. The Charters Towers School of Distance Education community is committed to enabling opportunities where students are encouraged to achieve their best.

The scope of this policy includes: Australian Curriculum P-10 learning areas; Queensland Curriculum and Assessment Authority (QCAA) Senior Applied, Applied (Essential), General and General (Extension) subjects; QCAA Short Courses; and Vocational Education and Training (VET) qualifications. The processes, procedures, roles and responsibilities are designed to support staff, students, home tutors and parents / caregivers to work together to build capacity as students work towards summative assessment completion and ensure the integrity of assessment.

The framework for the policy relating to Years 11 and 12 is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook](http://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.

The framework for the policy as it applies to P – 10 is developed from school-based policies and procedures, and the P-12 Curriculum, Assessment and Reporting Framework and associated documents. The policy applies to all subjects across all faculties.

# Purpose

Charters Towers School of Distance Education is committed to an educational philosophy that encourages all students to achieve personal excellence by participating and engaging in their learning and assessment. This policy is designed to build capacity as students work towards summative assessments in Prep through to Year 12, and towards completion of a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) in the Senior phase of learning.

The Assessment Policy exists in order to ensure that students, staff, home tutors and parents/ caregivers have clear and consistent guidelines for the setting, completion and collection of all assessment instruments which enhance access, participation and equity of outcomes for the range of students across all year levels.

This assessment policy:

- provides information to students, home tutors and parents/ caregivers about expectations for assessment and their responsibilities.
- includes guidelines for teachers and information for all staff about expectations and their roles and responsibilities
- is communicated clearly to teachers, students, home tutors and parents/ caregivers
- is enacted consistently across all subjects and year levels within the school
- is based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum P-10 and QCAA guidelines, syllabuses and QCE and QCIA policy and procedures handbook.

# Purpose and Principles of assessment

## Purpose of assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment information has multiple uses, including:

- Feedback to students, such as:
  - clear, specific, meaningful and timely feedback about responses to particular tasks, allowing reflection on the learning process and collaboration to support future learning and development
  - enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and life-long learning.
- Feedback to parents/ caregivers, such as:
  - evidence of student learning underpinning the provision of reports and advice for further progress, and framing formal and informal conversations between teachers, parents/caregivers, and students.
- Feedback to teachers, such as:
  - diagnostic evidence of students' strengths, ways of learning, areas of development, depth of knowledge and conceptual understandings, which informs the teacher about what students can do and what subsequent teaching is required to progress student learning
  - refinement of quality teaching, by supporting teacher reflection and professional learning
  - provision of information for certification
  - measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

## Principles of assessments

Charters Towers School of Distance Education's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, presentation or task that allows students to demonstrate the objectives as described by the syllabus or curriculum.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards and continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learnt and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable and/or repeatable.

## Promoting and ensuring academic integrity

Charters Towers School of Distance Education promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity in our context. The following procedures are to be applied in this context.

	Policy and procedures
<p><b>Location and communication of policy</b></p>	<p>The school assessment policy is located on the school website at <a href="https://chartersowersde.eq.edu.au">https://chartersowersde.eq.edu.au</a> , in the school handbooks and on QLearn. All questions regarding this policy should be directed to the Deputy Principal of the relevant year level.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in roll classes.</p> <p>Relevant processes will be outlined and/or revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during senior education and training (SET) planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is available to students</li> <li>• in the DIRT newsletter and by email in response to phases of the assessment cycle</li> </ul> <p>As part of:</p> <ul style="list-style-type: none"> <li>• HT Inductions and Talkbacks – start of the year process</li> <li>• assessment tasks</li> </ul>
<p><b>Expectations about engaging in learning and assessment</b></p>	<p>Charters Towers School of Distance Education has high expectations for academic integrity and student participation and engagement in learning and assessment for all year levels. Schools, teachers, home tutors, parents/caregivers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• communicate with their teacher(s) if they are having difficulty</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p><b>QCAA Academic Integrity Courses</b></p> <p>To emphasise the importance of sound academic practices, QCAA provide an academic integrity course.</p> <ul style="list-style-type: none"> <li>• Teachers of Year 11 and 12 General, Applied, and Applied (Essential) subjects are required to complete the QCAA Academic Integrity course.</li> <li>• Year 10, 11 and 12 students are required to complete the QCAA Academic Integrity course for students. Students may be directed to revisit the course at intervals.</li> </ul> <p><b>Senior Phase of Learning</b></p> <p>Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p>
<p><b>Due dates</b></p>	<p><b>School responsibility</b></p> <p>Charters Towers School of Distance Education is required to adhere to QCAA and P-12 Queensland Department of Education's Curriculum Assessment and Reporting Framework (CARF) policies for gathering evidence of student achievement on or before the due date. This is achieved through checkpoints, drafts and final responses.</p> <p>Due dates for checkpoints, drafts, and final responses will be published in individual subject (Secondary) or year level (Primary) work rate calendars (WRC) available in QLearn Courses.</p> <p>The assessment schedule will:</p>

- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes and reporting timeframes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students, home tutors and parents/ caregivers
- be consistently applied
- give consideration to allocation of workload across year levels.

### Student and home tutor responsibility

Students and Home Tutors are responsible for:

- accessing due dates via the assessment schedule or work rate calendar
- recording due dates in their diaries/ calendar
- planning and managing their time to meet the due dates
- informing the school of the student's specific support needs as communicated from their health specialist/s
- submitting all assessments and drafts by due date via QLearn to their teacher\*
- informing the school as soon as possible if they have concerns about meeting due dates
- consulting with class teachers for the provision of reasonable adjustments where appropriate
- [Years 11-12] being aware of the requirements for applying for AARA (Access Arrangements and Reasonable Adjustments)
- [Years 10-12] arranging exam supervisors for assessment completed under exam conditions
- [Year 12 General subjects] arranging Variation to Venue for external examinations if unable to attend on campus at Charters Towers School of Distance Education.

NB \* Where the assessment is not due within the scheduled lesson, the assessment must be received by 5.00pm on the due date. **This must be via QLearn.** Not feasible for Year 10, 11 exams supervised by an exam supervisor.

### Applications for extensions to due date

In cases where students are unable to meet a due date due to illness or misadventure (i.e. unforeseen circumstances), they will be required to:

- seek an extension through the relevant Head of Department and/or classroom teacher as soon as possible
- submit a completed extension request form and provide other relevant supporting documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- Submit work on or before the adjusted due date via QLearn (Not feasible for Year 10, 11 exams supervised by an exam supervisor.)

Heads of Department can approve up to one (1) week extension to due date. Deputy Principals will assess applications that require more than one week of extension.

Copies of the medical report template, extension application and other supporting documentation are available from the school website and QLearn. A separate Extension Request application must be made for each assessment item.

Extensions are not available for known events (for example, sporting competitions, religious activities/reasons, holidays). In these cases, the student must negotiate to submit their work before the due date.

If an extension is approved, a new due date for task submission will be specified. If no response is submitted by the new due date, the most recent evidence may be graded.

If, on the published due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.

- All final decisions are at the principal's discretion.

<p><b>Submitting, collecting and storing assessment information</b></p>	<p>Assessment instruments will provide information about Charters Towers School of Distance Education’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p><b>Primary (Years P-6)</b></p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via QLearn unless directed otherwise by the teacher.</p> <p>Where the assessment is an examination, the student will be:</p> <ul style="list-style-type: none"> <li>• [Prep-Year 9] supervised by an adult. The examination will be sent to the student and/or the adult directly via email. The supervising adult will scan and submit assessment as instructed by the teacher.</li> <li>• [Years 10-12] supervised by a nominated exam supervisor approved by the Deputy Principal of Senior Schooling. The examination will be sent directly to the exam supervisor. The exam supervisor will scan and email the completed exam to the subject teacher on or before the due date and post the original copy in the envelope provided by the school.</li> </ul> <p><b>Secondary (Years 7-12)</b></p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via QLearn and through the school’s academic integrity software-Turnitin.</p> <p>Draft and final responses for all internal assessment will be collected and stored in a digital folio. For senior secondary students live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments will be stored in secure locations on the Charters Towers School of Distance Education’s network.</p> <p><b>Failure to submit assessment</b></p> <p>If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. For senior secondary this result will be reported to the QCAA (as required) and contribute to the overall subject result.</p> <p>If there is not sufficient evidence available on or before the due date to support a judgement of achievement, the student will be at risk of not receiving a result for the assessment item, and an overall subject result may not be allocated. This will be indicated by an N at reporting.</p> <p>Technology failure will not be considered a valid reason for lack of submission. Incomplete submission of assessment may result in draft work or existing evidence being used to determine a result. Students are responsible for backing up information.</p>
<p><b>Appropriate materials</b></p>	<p>Charters Towers School of Distance Education is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>
<p><b>Scaffolding</b></p>	<p>Scaffolding is a separate process to drafting. Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response</li> <li>• support students to develop their independence in completing assessment.</li> </ul> <p>Scaffolding may be provided to the whole class or to individual students. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p><b>School responsibility</b></p> <p>Charters Towers School of Distance Education Heads of Department manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability.</p> <p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> <li>• breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>• modelling thought processes required to complete parts of an assessment instrument</li> <li>• pre-teaching vocabulary specific to the subject and assessment instrument</li> <li>• questioning to develop students’ conceptions, describe interpretations or challenge opinions that inform a response</li> <li>• showing examples of responses and demonstrating how they match to</li> </ul>

	<ul style="list-style-type: none"> <li>performance descriptors</li> <li>using visual frameworks or graphic organisers to plan responses.</li> </ul>
	<p>Scaffolding assessment in Years 11 and 12 may include:</p> <ul style="list-style-type: none"> <li>providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument</li> <li>guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument</li> </ul> <p>providing prompts and cues for students about the requirements for their response.</p>
<p><b>Checkpoints</b></p>	<p><b>School responsibility</b></p> <p>Checkpoint/s:</p> <ul style="list-style-type: none"> <li>timelines will be detailed on student task sheets and indicate work that is required to be submitted</li> <li>are used to monitor student progress</li> <li>are used to establish student authorship</li> <li>identify where students need support to complete their assessment</li> <li>may be used as evidence in awarding a level of achievement</li> <li>feedback is NOT provided to students at checkpoints.</li> </ul> <p>Teachers will notify Heads of Departments and home tutors by phone, email or SMS on the next working day if checkpoints are not met or raise concern as per the Non-Return of Work (NROW) Procedure.</p> <p>Non-submission of work and incomplete submissions of draft and final will be recorded in OneSchool as a behaviour incident.</p> <p><b>Student responsibility</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>work on assessment during designated class and own time</li> <li>show evidence of progress at scheduled checkpoints</li> <li>ensure evidence is authenticated as their own work</li> <li>back up their work electronically to ensure that data is not lost</li> <li>submit drafts and final copies via QLearn or as directed by their teacher</li> <li>contact the teacher if they need assistance.</li> </ul> <p><b>Home Tutor Responsibility</b></p> <p>Home tutors will:</p> <ul style="list-style-type: none"> <li>Ensure that student is submitting their work at check points.</li> <li>Ensure drafts and finals are submitted via QLearn or as directed by the teacher</li> </ul> <p>contact the teacher if they or the student need assistance.</p>
<p><b>Drafting</b></p>	<p>Drafting is a preliminary version of an assessment response. It is a way in which students receive valuable feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process. Types of drafts may differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development.</p> <p>Drafts may 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"> <li>provided on a maximum of one draft of each student's response in Years 11 and 12.</li> <li>a consultative process that indicates aspects of the response to be improved or further developed in alignment with the task criteria</li> <li>delivered in a consistent manner and format for all students</li> <li>provided within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>compromise the authenticity of a student response</li> <li>introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>edit or correct spelling, grammar, punctuation and calculations</li> <li>allocate a mark.</li> </ul> <p>Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that</p>

	<p>need to be improved or developed to meet the requirements of the assessment instrument, instrument- specific or syllabus standards, or the instrument specific marking guide (ISMG) or marking guide. For example, students may be advised to:</p> <ul style="list-style-type: none"> <li>• consider other aspects of the text, report, performance or activity they are creating or responding to</li> <li>• develop their response to show more awareness of the audience</li> <li>• give priority to the most important points by rearranging the sequence and structure of ideas</li> <li>• improve communication by providing working out and calculations</li> <li>• conduct further investigation to support an argument or communicate meaning</li> <li>• edit their response to meet task requirements such as word length or page count or rereading task instructions</li> <li>• include more accurate referencing.</li> </ul>
	<p>Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:</p> <ul style="list-style-type: none"> <li>• written feedback</li> <li>• verbal feedback</li> <li>• feedback provided through questioning</li> <li>• a summary of feedback and advice to the whole class.</li> </ul> <p>Teachers will notify Heads of Departments and home tutors by phone, email or SMS on the next working day if drafts are not submitted or raise concern as per the Non-Return of Work (NROW) Procedure. [Years 7 – 12] Non-submission of work will be recorded in OneSchool as a behaviour incident.</p> <p><b>Student responsibility</b></p> <p>Students are responsible for submitting a draft on or before the due date and for making use of the teacher-provided feedback to revise their work.</p> <p><b>Home Tutor Responsibly</b></p> <p>Home tutors are responsible for ensuring that student is submitting a draft on or before the due dates via Qlearn or as directed by the teacher.</p> <p>For information regarding Extension please see the 'Due Dates' section of this policy. Submission of drafts after the draft due date will impact on the extent of feedback that the teacher is able to reasonably provide.</p>
<p><b>Managing response length</b></p>	<p>Students must adhere to assessment response lengths as specified by curriculum documents.</p> <p>The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length will be made available by the subject teacher.</li> <li>• Feedback about length is provided by teachers at draft dates</li> <li>• No feedback provided at checkpoints</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus/curriculum, the school will mark only the work up to the required length, excluding evidence over the prescribed limit and, annotate any such student work submitted for confirmation purposes (senior secondary) to clearly indicate the evidence used to determine a result.</p>
<p><b>Authenticating student responses</b></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Charters Towers School of Distance Education uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Where the assessment instrument is an examination, the exam supervisor and student are both required to sign the authentication declaration.</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.</p> <p>Charters Towers School of Distance Education uses the APA Style of referencing. The APA Referencing Guide is located on the school website and is explicitly taught in lessons.</p>

<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b></p> <p><b>Years 11-12</b></p>	<p>Charters Towers School of Distance Education is committed to reducing barriers to success for all students. Along with the Queensland Curriculum and Assessment Authority (QCAA), we recognise that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. These barriers may be in relation to their ability to read, respond to or participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.</p> <p>At Charters Towers School of Distance Education, AARA's are to be applied in circumstances that may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The school will distinguish between:</p> <ul style="list-style-type: none"> <li>• AARA for Extensions due to illness and misadventure or other unforeseen circumstances beyond control (eg death of a family member). Heads of Department may approve up to 5 days extension. Longer than 5 days must be approved by Deputy Principal. Extension request forms must be submitted in all circumstances. <ul style="list-style-type: none"> <li>– Year 12: Supporting documentation <b>MUST</b> be provided to the school (eg medical certificate or other supporting evidence). Extensions due to illness and misadventure must be reported to QCAA by the school.</li> </ul> </li> <li>• AARA for Reasonable Adjustments for short and/or long-term conditions.</li> </ul> <p>Students are NOT eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• Unfamiliarity with the English language;</li> <li>• Teacher absence or other teacher-related difficulties;</li> <li>• Matters that the student could have avoided (e.g. misreading an exam timetable, misreading instructions in exams);</li> <li>• Matters of the student's or parent's own choosing (e.g. family holidays).</li> </ul> <p>Where circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for single or multiple assessment events. Refer to the <i>Charters Towers School of Distance Education AARA Policy and Procedures</i>.</p> <p><b>Applications for AARA For Years 11 and 12</b></p> <p>In Senior Schooling, the school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a>.</p> <p>The school principal or principal's delegate manage all approval of AARA's for students.</p>
<p><b>Managing non-submission of assessments by the due date</b></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and due dates. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. Non-submission of work will be recorded in OneSchool as a behaviour incident.</p> <p>When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result for that assessment may only be awarded if there is sufficient evidence available within the relevant reporting period (e.g. class work, a draft, rehearsal notes, screenshots of student work, teacher observations) to support a judgment of achievement against the relevant standards.</p> <p>Submission of summative assessment after the due date will impact on the extent of feedback that the teacher is able to reasonably provide.</p> <p>Late submissions will not be graded unless an extension has been approved by the relevant Head of Department or Deputy Principal.</p> <p>In circumstances where a student response is judged as not-rated (N), the student may not meet the requirements for that subject.</p> <p><b>Non-Submission of Assessment for Prep – Year 10</b></p> <p>This result will contribute towards the calculation of the student's end of semester grade.</p> <p>If there is insufficient evidence available on or before the due date to support a judgment of achievement without prior teacher consultation/ approved extensions, the student will be at risk of not receiving a result for the assessment item and will not have a complete folio of work.</p> <p>If a student has not had the opportunity to submit a complete folio of work, the teacher will make a balanced judgment of achievement for an end of semester grade based on the available evidence.</p>
<p><b>For Unit 1 and 2, QCAA General and Applied subjects (Year 11)</b></p>	

	<p>Assessment in Units 1 and 2 has been planned to provide, across all tasks, sufficient evidence of achievement of the unit objectives.</p> <p>If the final response to an assessment item is not submitted by the due date, the student will receive a result for that assessment based on the evidence available on or before the due date. This result will contribute towards the determination of satisfactory completion of the unit.</p> <p>If there is not sufficient evidence available on or before the due date to support a judgment of achievement, the student will not receive a result for the assessment item, and will not have completed the unit.</p> <p>A student who does not satisfactorily complete Unit 1 or Unit 2 does not gain credit for that unit towards their QCE. As a consequence, their QCE eligibility may be at risk, and the school may require the student to reconsider their senior pathway to maintain eligibility.</p> <p><b>For Units 3 and 4, QCAA General and Applied subjects (Years 11–12)</b> In order to receive an overall subject result from QCAA, a student must complete Units 3 and 4 as a whole by providing responses to each of the summative internal assessments and the external assessment (where relevant) for the subject.</p> <p>If a student does not achieve an overall result for a subject, they will not gain credit for Units 3 and 4 of that subject towards their QCE, and the subject will not contribute towards ATAR calculations. As a consequence, their QCE and/or ATAR eligibility may be at risk.</p> <p><b>VET (Years 10–12)</b></p> <p>VET qualifications are made up of Core and Elective units of competency. VET assessment is competency-based, which means that in order to achieve a full VET qualification, a student must be deemed ‘competent’ in all units of competency. A student will be deemed ‘competent’ in a unit of competency once all required knowledge and skills have been demonstrated.</p> <p>Under the Standards for RTOs 2015 there is a required volume of learning that must occur for each qualification level. This must be undertaken with observation of the student's developing skills and competencies by the trainer/assessor occurring over time.</p>
<p><b>Internal quality assurance processes</b></p>	<p>The School of Distance Education Charters Towers’ quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA for Years 11 and 12 and the Whole School Moderation Cycle in P-10.</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>The school is required to maintain the intent, rigour and integrity of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs, Task Specific Marking Guides and GTMJs) are used to make judgments about student work and are not modified during the course of study.</p> <p><b>Years 11 and 12 Provisional Results and Confirmation Processes</b> All marks for summative internal assessment for General, General (Extension) and Applied (Essential) subjects are provisional until they are confirmed by the QCAA. Results for Applied subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review processes</b></p>	<p>The School of Distance Education Charters Towers’ internal review processes for student results (including NR) for all p-10 Australian curriculum, Senior General subjects (Units 1 and 2), Senior Applied subjects, and Senior Short Courses is equitable and appropriate for the local context.</p> <p>Internal review processes are facilitated and monitored by Heads of Department.</p>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p>	<p>Charters Towers School of Distance Education may provide an assessment venue at the school for students to sit their external assessment.</p> <p>Where a student is unable to sit their external assessment at the school, the student will need to arrange and apply to sit the examination at an appropriate venue through the school principal with supporting documentation. This process is called a Variation to Venue. The application for a variation to venue will be endorsed by the principal and submitted to QCAA for approval.</p> <p>Applications need to be made in the year in which the student will be sitting the external</p>

**See also: *External assessment administration guide* (provided to schools each year)**

assessment and are to be received by QCAA by the date indicated in that year. Applications may incur a fee.

Each case will be assessed on its own merit. Reasons for applying for an alternate examination venue may include:

- geographically isolated
- representing country or state for an official duty
- feasibility of travelling to the school in the case of schools of distance education.

Reasons not considered valid grounds for applying for an alternate examination include:

- events such as family holidays, birthdays and weddings.

See the QCE and QCIA policy and procedures handbook (Section 10.4.1) for further information on alternate venues for external examinations.

## Managing academic misconduct

Charters Towers School of Distance Education is committed to supporting students to complete assessment, to submit work that is their own, and minimise opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

### For all instances of academic misconduct

At monitoring:

- The teacher will clearly indicate to the student the section/s of suspected academic misconduct and the need for the student to significantly amend the work.
- The teacher will notify the relevant Head of Department of concerns.
- The teacher will inform parent/ caregiver of concerns and record contact in OneSchool.

At submission:

- The student will be interviewed and given the opportunity to prove ownership or authenticity of work.
  - If academic misconduct is proven, the Head of Department will make a judgement that a result is awarded based on the work completed that is original student work, received on or before the due date; or
  - If there is no original work attributed to the student, the student profile will be annotated to reflect this.

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

	Types of Misconduct
<b>Cheating while under supervised conditions</b>	A student: <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul>
<b>Collusion</b>	When: <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
<b>Contract cheating</b>	A student: <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment, sells or trades a response to an assessment.</li> </ul>
<b>Copying work</b>	A student: <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam, copies another student's work during an exam.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	A student: <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>

<b>Impersonation</b>	A student: <ul style="list-style-type: none"> <li>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</li> <li>completes a response to an assessment in place of another student.</li> </ul>
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
<b>Self- plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
<b>Significant contribution of help</b>	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.
<b>Use of Artificial Intelligence</b>	The use of Artificial Intelligence tools in Education is currently banned in Queensland Schools. Accurate judgments of student progress and achievement can only be made if students' assessment responses are their own work. As such the use of AI tools in student assessments is considered an issue of academic integrity and will be considered as academic misconduct.
	<b>Procedures for managing academic misconduct</b>
<b>Authorship Issues</b>	When authorship of student work cannot be verified or aspects of a response are not entirely a student's own work, Charters Towers School of Distance Education teachers will provide an opportunity for the student to verify their authorship of submitted work.
<b>All Academic Misconduct</b>	Judgements will be made using available evidence that is verifiably the student's own work and has been submitted under the conditions specified in the assessment instrument. Where there is no available evidence that is verifiably the student's own work that meets the criteria of the assessment task, students will be awarded a Not-Rated (NR).
<b>Academic Misconduct (Examinations)</b>	For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR). Where appropriate, the school's Student Code of Conduct policy will be implemented.

## Related school policy and procedures

SDE – [Responsible Behaviour Plan](#); [Student Use of Digital Devices Policy](#); [Managing Student Attendance Policy](#); [APA Referencing Guide](#)

AARA Policy and Procedures