YMCA
VOCATIONAL SCHOOL ASSESSMENT POLICY

Access and Reasonable
Adjustment (AARA) procedures

SCHOOL MISSION: To positively engage young people in education and lifelong learning - thus empowering them to become well-rounded, confident and healthy human beings.

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Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and relates to the Applied subjects (Social and Community Studies, Essential English and Essential Mathematics), and Short Courses across all YMCA Vocational School sites.

Purpose

The YMCA Vocational Schools are committed to an educational philosophy that provides young people with the opportunity to develop and demonstrate their talents and abilities. This assessment policy is designed to support students work towards successfully completing assessment completion, which contributes towards the QCE.

Principles

The YMCA Vocational Schools' expectations for teaching, learning and assessment are grounded in the principles of academic integrity and our school values of honesty, responsibility, care and respect.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment will 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 or repeatable.

Promoting academic integrity

The YMCA Vocational School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at https://www.ymcabrisbane.org/our-social-impact/vocational-schools and explain to all Senior students. All questions regarding this policy should be directed firstly to either the Head of School/Campus or the Head of Curriculum and Transition (HOCT). To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in student home classes. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	The YMCA Vocational Schools have high expectations for participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. For students to accrue credit towards a QCE from their Year 11 and Year 12 studies, they are required to complete all course and assessment requirements on or before the due date. **Student responsibility** 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. To emphasise the importance of sound academic practices, staff and students will also complete the QCAA academic integrity courses during their Senior Phase of learning.
Due dates Section 8.5.2 Section 8.5.3	**School responsibility** The YMCA Vocational School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be provided in the instrument-specific task sheets. All students will have the opportunity for the appropriate teacher to explain each component of the assessment Task. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met

	• be clear to teachers, students and parents/carers • be consistently applied **Student responsibility** Students are responsible for: • maximising their time in class to enable them sufficient working time to complete the task • 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 as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the principal's discretion. Refer to AARA information below.

Submitting, collecting and storing assessment information
Section 9
	Assessment instruments will provide information about the YMCA Vocational School's 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.
	
	    • Draft and final responses for all internal assessment will be collected and stored in each student's digital folio.
	    • Live performance assessments will be recorded and stored as required for QCAA processes.
	    • All evidence used for making judgments is stored digitally at the YMCA.

Appropriate materials Section 7.1 Section 8.5.3	The YMCA Vocational Schools are supportive and inclusive schools. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

The YMCA Vocational School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. 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. Across the phases of learning, students will be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets • used to 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. Checkpoint due dates are afforded the same significance as final due dates and are a compulsory part of the assessment. If checkpoints are not meet, the relevant teacher will contact the parents/carers. The process used to gain evidence of progress will be clearly communicated and documented by the staff member. If an appropriate solution cannot be found, teachers will seek support from their Head of School/Head of Campus or the Head of Curriculum and Transition.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of **one** draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft.

	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. A copy of the feedback will be stored with the draft in the student's folio. Parents/caregivers will be notified by email about non-submission of drafts and the processes to be followed.
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length will be available for students to view. • 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. and, • annotate any such student work to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. • The YMCA Vocational Schools uses the authentication strategies promoted by the QCAA. The authentication strategies 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.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA** The YMCA Vocational Schools are committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Our school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019. Our School principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's digital file by the principal or their delegate (Head or School/Head of Campus/Head of Curriculum and Transition). 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 teacher as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the https://www.ymcabrisbane.org/our-social-impact/vocational-schools
Managing non-submission of assessment by the due date Section 8.5	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. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • 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 calendar. • was not provided by the student in Years 7 to 10 on or before the due date as specified by the school and no exceptional circumstance exists the student will not have a result recorded for that assessment. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes	The YMCA's 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. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review 	The YMCA Vocational School internal review processes for student results (including NR) for all Applied subjects, and Short Courses is equitable and appropriate for the local context. Assessment is to be marked within two weeks of submission, moderated within three weeks of the date of submission and results returned to students post internal moderation.

Managing academic misconduct

The YMCA Vocational School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
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 • 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.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work our school 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 instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
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.	
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.	
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.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	

	Types of misconduct	Procedures for managing academic misconduct
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.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
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).	
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.	
	Types of misconduct	Procedures for managing academic misconduct

Related school policy and procedures

Refer to other school policies as appropriate:

- Behaviour Management Policy

- ICT Policy: Appropriate use of electronic devices and resources