



Chevalier College

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Student Assessment Handbook

VET Stage 6

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STUDENT ASSESSMENT HANDBOOK HIGHER SCHOOL CERTIFICATE

Section A: Introduction

This booklet refers to Chevalier College's Assessment Policies and Procedures for students. The contents of this booklet should be read carefully so that students are aware of their responsibilities with regard to assessments.

The information in this booklet represents our understanding at the time of printing; however, students need to be aware that changes in syllabus requirements and in training packages may result in changes in this documentation from time-to-time.

This booklet is reviewed by the Assistant Principal – Learning & Teaching and the Leader of Learning – VET on an annual basis prior to the commencement of the new school year. Any changes to policies and procedures during the school year will be communicated to students by their trainers.

THIS HANDBOOK SHOULD BE KEPT IN A SAFE PLACE FOR FUTURE REFERENCE.

VET Courses

VET Courses are accredited by the NSW Education Standards authority (NESA) and count towards the Record of Student Achievement (RoSA) and NSW Higher School Certificate. VET Courses are different from other courses in the following ways:

- VET courses are based on National Training Packages that are designed to meet industry needs.
- VET students achieve a nationally recognised qualification within the Australian Qualifications Framework (AQF).
- As a VET student, you will have opportunities for practical, work-based learning that will assist you in developing the knowledge and skills you need for work and further study.
- VET courses are competency based.

Section B: Understanding Assessment

1. What is assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

2. VET Assessment

How will I be assessed in my VET course?

All VET courses are competency-based courses. This means your assessment is based on your ability to demonstrate course competencies. Your performance is assessed against performance criteria set by industry standards for each element of competency in the course. You will be assessed as either competent or not yet competent. If you are found to be “not yet competent” then you will be given other opportunities to demonstrate competence. Your teacher will give you feedback regarding skills demonstrated and tasks completed within each competency task.

The VET Assessment Policy incorporates and recognises all aspects of the Chevalier College Assessment Policy. The VET qualifications within the curriculum framework are assessed under the guidelines of the College policy with regard to timing of tasks, keeping of task records, confidentiality of results and recognising rights of appeal.

3. Assessment Methods in VET

VET competency tasks generally occur once a term and commonly include a written and practical component. The tasks are designed to conform to the requirements of the training package and aim to reflect the types of tasks that would be required to be performed in the workplace with the written components used to assess knowledge and understanding of concepts related to the course.

VET competency tasks may be conducted for individual units of competency or for groups of units of competency. Students assessed as competent in one or more individual units will be eligible for a Statement of Attainment showing partial completion of the relevant certificate.

Evidence of competency may be gathered by the assessor in a variety of ways. Some of the evidence gathered will be through formal assessments tasks such as:

- Practical tasks
- Written competency tasks including research tasks and written questioning
- Work portfolios
- Direct observation

There is also an ongoing informal component where the assessor gathers evidence using strategies such as:

- Direct observation of performance
- Simulation of workplace activities
- Verbal questioning

4. Procedures for VET Assessment

- Students will receive a VET assessment plan for each VET qualification which outline the competency tasks and this is made available on CANVAS. Evidence gathering begins across every practical lesson.
- Students will generally access all VET competency tasks via google drive. The written component of most competency tasks will be completed using google docs.
- It is the student's responsibility to ensure, once a task is distributed, that they read the task and complete the cover sheet learner acknowledgement. All students are to sign just below the learner acknowledgement once this is done. All students will be required to create a digital signature at the beginning of the course.
- Judgment of competency is made by the trainer based on evidence provided by the student in a variety of forms.
- Students will be given a copy of the task (digital or paper) which will include:
 - i) the scope of the assessment event
 - ii) proposed timing and duration
 - iii) specific details on how the task is to be submitted
 - iv) all performance criteria required to be met to demonstrate the achievement of an element of competency
 - v) all elements of competency to be achieved in order to demonstrate the achievement of a unit of competency

- Assessment evidence can be gathered on a number of occasions and in a variety of situations.
- The student is allowed three attempts to demonstrate “competence”. Details of competency achievement can be located on the student’s task under ‘Assessment Feedback to Learners’. Here it will detail what further evidence is required for the student to achieve competency. A resubmission date will also be identified.
- Issues related to absence, truancy, lateness or non-completion or non-submission of competency tasks would follow the same procedure as the College assessment policy. Whilst a mark of ‘zero’ is not applicable, the VET Leader of Learning will apply the process for an N determination for failure to apply themselves with sustained effort and diligence. Where a student fails to respond to these letters, they place themselves at risk of not achieving the Certificate II qualification in their chosen framework.
- All students will have 24/7 access to their achieved competencies through aXcelerate.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student’s achievement.
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

5. What are the school’s responsibilities?

Chevalier College must follow the guidelines of the Catholic Education Office, Diocese of Wollongong, Registered Training Organisation (RTO), as outlined on their website (see <https://sites.google.com/dow.catholic.edu.au/cedow-vet/delivery-site?authuser=0>). This includes the following:

- Using the scope and sequence, assessment schedule and competency tasks provided.
- Keeping records of each student’s performance on each task and uploading these to aXcelerate.
- Providing students with feedback on their progress.
- Informing the student in writing of:
 - an indication of when the various competency tasks will take place
 - the nature of each assessment task (e.g. assignment, test, project etc.)
 - details of the administrative arrangements associated with each task (e.g. student absence, late submission of work etc.).

6. What are the student's responsibilities?

- As with other areas of study, students are expected to work hard to develop and achieve the knowledge and skills of the course including meeting HSC requirements.
- The focus of VET Courses is on working in industry, so your behaviour must be reliable and responsible both at school and in the workplace to meet industry standards.
- You must dress according to your course requirements and observe all Workplace Health and Safety aspects of your course. For some VET courses you may be required to wear a uniform or Personal Protective Equipment (PPE) for part or all of your classes. Your teacher will be able to give more information about uniform and safety equipment for your particular VET course. In addition to your normal school fees, your VET course may attract a special levy, usually to cover the cost of consumables and equipment hire. Your VET Coordinator will be able to give you more information if fees apply to your course.
- You must attend work placement (70 mandatory hours over two years) to meet NESAs requirements. If you don't complete the work placement requirement you will not have the course recognised by the NSW Education Standards Authority. This could mean that you will not receive your HSC. Students who fail to attend an organised work placement will be responsible for organising another work placement themselves.
- Preliminary and trial examinations are compulsory for all VET students. Each student's trial examination mark will be sent to the NSW Education Standards Authority (NESA) as their assessment mark.
- Students should consult the Student Academic Handbook – Stage 6 for additional examination rules and procedures to avoid malpractice during examinations. (A copy of the rules is included in this handbook as an appendix.)
- During in-class competency tasks, students must not behave in a manner that is likely to disturb any other student. The rules of examinations will apply.
- Proven cases of cheating/plagiarism will result in a student being deemed 'not yet competent'. Students must be aware of the rules and information in this Handbook and dates of assessment in the Academic Calendar. This will be published online.
- Students are required to obtain a Unique Student Identifier (USI). The 10 digit number and letter identifier will allow you to access your VET training records and results from your online USI account post school.

Section C: Students Guidelines for Assessment at Chevalier College

1. When does the competency program begin?

The beginning of the competency program at Chevalier College will coincide with the start of the Year 11 and will conclude at the end of the course.

Every student will be issued with an assessment schedule outlining the requirements in each subject.

2. How do I find the dates for assessment events?

At the beginning of each year, students will be given an assessment calendar, either electronically or in print, or both.

Students will be given at least two (2) weeks notification of a competency task – the teacher will ensure that **ALL** students receive this notification. Students will be asked to sign a the competency task cover sheet to acknowledge their receipt and understanding of this notification.

Students will be notified in writing of changes to the dates of competency tasks. The notification will be signed by the VET Leader of Learning for the course concerned and the Assistant Principal – Learning and Teaching.

**STUDENTS CANNOT BE REQUIRED TO SIT FOR OR SUBMIT MORE THAN TWO
ASSESSMENT EVENTS OR TASKS ON ANY ONE DAY.**

3. How do I submit a task?

Where the competency task is in written form, it must be completed submitted on the **DUE DATE**. Tasks completed on google docs must not be edited after the designated due date or a hard copy handed to the class teacher. Submission may be made in the relevant class, or by 8:45am (in subjects where there are multiple classes) to the subject teacher or, if he/she is absent, to the Leader of Learning, **unless otherwise advised on the notification sheet**. The **DUE DATE** applies even if the student is absent, on an excursion or school activity or is suspended. It is the student's responsibility to ensure work is submitted by the **DUE DATE**.

Students are advised to keep a copy of each task they submit and keep it on file until the end of their course.

Technology failure is not an acceptable excuse for the late submission of a task. Students are encouraged to keep draft copies and notes related to competency tasks which must be submitted in the event of technology failure. These will be regarded as final assessment submission.

4. What if I experience difficulties in completing a competency task?

You are allowed three attempts to demonstrate “competence”. If you require additional support, you are to alert your teacher and, together with your teacher, complete the following form.

Additional Requirements:

Describe here how the task was modified for special needs and/or NESB e.g.

- Altering/simplifying the language used _____
- Providing support staff _____
- Providing tutorial lessons _____
- Providing additional time to complete the task _____
- Altering assessment methods used _____

The following process must be followed in the event of absence from a practical event or, on the due date, of a competency task.

- a) Students must notify the Leader of Learning by email on the morning of their absence.
- b) In the absence of the Leader of Learning, the Assistant Principal – Learning and Teaching must be informed.
- c) In the case of illness or misadventure, students are required to complete a copy of the **Application for Special Consideration in Assessment Tasks form** (available from the college website or from Student Services) and provide independent evidence with the application. (Refer Student Academic Handbook – Stage 6 for further details.)

Suspension from school is not considered to be a satisfactory reason for missing a task.

Where a student fails to submit an assessment, parents/caregivers will be informed in writing by the VET Leader of Learning using an ‘N’ Notification letter, so that the student and parents/caregivers are aware of the potential consequences.

5. How do I know if I have successfully completed the course?

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has completed all competencies outlined in the training package.

Competency records can be accessed at any time through aXcelerate. Students will be provided with training regarding how to access aXcelerate at the beginning of Year 11.

Each year, students will be issued with a written report at the end of Year 11 and again at the end of Year 12.

If there are concerns regarding a student’s progress in a VET course, the class teacher will make contact with the students’ parents outlining these and document this in iWise.

6. What are the provisions relating to academic honesty

The academic honesty of students in completing competency tasks, underpins the integrity of the HSC. NESA has stipulated that all HSC students will be required to have satisfactorily completed its *HSC: All My Own Work* program. The program aims to help HSC students to follow the principles and practices of good scholarship. This includes committing to principles of academic honesty equity and respect for the integrity of their own work and the work of others particularly when locating and using information as part of their HSC studies. The program will be integrated into each student's study program and will be taught as part of the normal course content.

Throughout the competency process, the highest level of integrity and honesty is required. Failure to meet this requirement may limit a student's progress and jeopardise their final result.

Any task or submitted work must formally acknowledge any words, ideas, designs or workmanship of others used in producing the work. It is the student's responsibility to ensure that all unacknowledged work is genuinely their own.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- missing a lesson or lessons prior to the due date for the task
- assisting another student to engage in malpractice.

Students are encouraged to incorporate research from a variety of sources, but sources must be clearly acknowledged through an annotated bibliography and/or footnotes please refer to the school's website. Failure to acknowledge such sources, constitutes plagiarism.

No work or part of any work that is tainted by suspicion of plagiarism, dishonesty or malpractice can be marked. Where there is any doubt, the onus is on the student to prove that the work is his or hers. Where part of a work is produced by dishonest means, that section will not be marked and a Letter of Concern sent to the parents or caregivers. Where the dishonesty affects a substantial part of the work, then a mark of zero will be recorded, an 'N' Warning letter will be sent home and the student required to resubmit the task.

Determination of malpractice is initially the responsibility of the Leader of Learning concerned although in exceptional cases, the matter may be referred directly to the Assistant Principal – Learning and Teaching.

7. Can I appeal if I disagree with the outcome?

All queries/complaints regarding competency outcomes should be made initially to the class teacher and if still not satisfied, the Leader of Learning – VET. Further enquiries can be made through the Assistant Principal – Learning and Teaching if the student needs further clarification.

A student has the right of appeal if he or she feels aggrieved by a decision. If you believe you have not been fairly assessed you have a right to appeal. Students must lodge an appeal against an assessment within 7 days of the assessment event.

To appeal a decision, the student must complete an **Assessment Task Application for Appeal form** (available from Student Services and the college website) that includes a written response stating the grounds for appeal and submit it to the Assistant Principal – Learning and Teaching via Student Services.

Possible reasons for an appeal include, but are not limited to:

- where a student feels that the process of competency task as outlined in this handbook has not been correctly followed
- where a student feels they have been disadvantaged as a result of the organisation of the competency task
- where a student disputes the validity or reliability of a task
- where a student believes that a finding of malpractice is incorrect
- where there are grounds for believing the marking process has resulted in an unfair outcome.

Students are encouraged to lodge their appeal as close as possible to the time of the assessment event or upon receipt of the task. Students are discouraged from waiting until they

receive their results from the task before lodging an appeal, except in cases where the appeal relates to the results.

Students must demonstrate in their appeal how they have been personally disadvantaged.

In cases where there has been an allegation of malpractice upheld by the Leader of Learning, the onus is on the student to prove that malpractice did not occur by providing evidence to dispute the finding and lodging an appeal.

Upon receipt of an appeal and based on the grounds for the appeal, the Assistant Principal – Learning and Teaching will determine the next steps in the process, which may include one or both of the following steps:

- a discussion with the student and/or their parents/caregivers about the grounds of their appeal
- the assembly of an Assessment Review Committee (usually consisting of the Assistant Principal – Learning and Teaching, the student’s Well-being Coordinator and a Leader of Learning) to determine the appropriate action.

The Assessment Review Committee may:

- uphold an appeal or confirm the original decision
- direct a task to be re-marked by a different member of staff to inform the panel’s decision
- direct that the task is withdrawn and assessment weightings adjusted
- direct the Leader of Learning to set another task in lieu for the whole cohort (in such a case, students will be given at least 14 days notification of any extra task)
- in the case of malpractice, review any penalty and direct that it be increased or decreased.

Any decision regarding an appeal will be communicated directly to the student and their parents/caregivers by the Assistant Principal – Learning and Teaching.

There is no available mechanism for appeal to the NSW Education Standards Authority against a school’s judgement of a student’s performance on a particular task. Any disputes over an individual task must be resolved within the school.

8. How will results be reported?

Students will be given detailed written and – where requested – oral feedback for every task.

Competency records can be accessed at any time through aXcelerate.

Each year students will be issued with a written report.

9. Recognition of Prior Learning and Credit transfer

Recognition of Prior Learning (RPL) is the practice of recognising the knowledge and skills that students bring to any learning situation. All students undertaking a VET course may apply for RPL. If you have already completed all or part of a similar vocational course elsewhere – perhaps at TAFE – we will recognise your previous studies and results. You will not have to repeat that training and assessment. The College will need to assess your skills to ensure they are at industry standard. The process for application is as follows:

If you wish to apply for RPL you will need to complete an application for Recognition of Prior Learning (RPL) Competency achievement form provided to you by the VET Leader of Learning. In addition, this, you will also be provided with a Recognition of Prior Learning - Learner Checklist.

The outcome of the request for RPL will be based on:

- certificates or records of training completed
- a letter(s) of support from employers note: these must be on letterhead
- documentary evidence of life experience, which may include:
 - work experience reports
 - samples of work
 - certificates
 - references from work/others
 - commendations or awards
 - other documentation that you may like to be considered; e.g. log books, pay slips, taxation records and photographs
- a list of contact names and phone numbers of employees/workmates/teachers who could verify your skills
- a challenge test as negotiated with your trainer.

Section D: Examination and Formal Assessment Rules

- a) Students will receive information in advance on the examination timetable from the Leader of Learning – Curriculum Administration.
- b) Students who have been granted special provisions such as reader/writer/additional time will be given separate supervision. The learning support team will provide this information.
- c) Students with special provisions should report to the hall or examination room before moving to the location for their examination.
- d) Students should seek information prior to exam about the equipment they will require for the exams. This includes paper, calculators, bibles etc.
- e) Students should be well prepared and have with them all necessary equipment such as a number of pens, pencils, rulers, staplers, mathematical equipment, calculators etc. Students should place all equipment such as paper (if required), pens, rulers, staplers, calculators etc. into a clear plastic sleeve or clear pencil case. ***No other type of pencil case will be permitted in the exam room.***
- f) No food is to be taken into the examination room.
- g) If a student is absent on the day of an examination, he or she must contact the school to inform the Leader of Learning (refer to section Student Academic Handbook – Stage 6: section 4.10).
- h) Students are to wear full school uniform to all examinations. Failure to comply with requirements may lead to the exclusion of the student from the examination room and automatic disqualification.
- i) For class assessments, students must ensure that they are on-time for the lesson.
- j) In the case of formal examinations:
 - i. students must arrive at the examination room **at least fifteen minutes before the scheduled time of the examination**
 - ii. the Leader of Learning will place cards with each student's name, NSW Education Standards Authority number and subject list on the desks.
- k) **No mobile phones or other electronic devices** are to be brought into the examination room unless these form part of the task requirements. Any student found to have a device on his/her person or who accesses his/her device during an examination is liable to receive zero marks for the examination. Students will be informed about arrangements for the secure storage of bags and mobile phones.
- l) All students must line up outside the examination room in alphabetical order unless given other instructions.

- m) The supervising teacher/s will check each student's paper, pens etc. as the student enters the room.
- n) Students are not to enter the examination room until directed to do so. When students arrive at their allocated desks, they will find:
 - i. a place card with their name and NSW Education Standards Authority number, and subject list
 - ii. writing booklets
 - iii. examination paper
- o) During examinations, students are to use only their NSW Education Standards Authority number to identify themselves. They must not write their name on any examination answer booklets.
- p) The examination will commence at the scheduled time. All examinations have designated 'reading time', and during this time students are not permitted to write. At the conclusion of the reading time, students will be instructed to commence the examination.
- q) Students who arrive late to an examination without a reasonable explanation will not be granted additional time except at the discretion of the relevant Leader of Learning.
- r) Only clear water bottles will be permitted in the examination room.
- s) There should be **no speaking** in the examination room.
- t) Students must not behave in a manner that is likely to disturb any other student.
- u) Students must remain in the examination room for the duration of the examination. No student will be permitted to leave the examination before the conclusion of the examination.
- v) The examinations will be collected before all students leave the hall. Any "non-attempts" of sections or questions in the examination must be noted as such.
- w) Toilet breaks will be supervised and at the discretion of the supervisor. No toilet breaks will be permitted during the first 30 minutes and the last 15 minutes of the examination. A record will be kept of toilet breaks.
- x) There should be no borrowing of equipment during the examination.

Any student who breaches any of the above rules or is found cheating during an examination or who knowingly helps another student cheat, may be give a mark of zero for that examination. Further action may be taken under the college Behaviour Management Policy.

Appendix

Application for Special Consideration in Assessment Tasks form (sample only, please see office of Leader of Learning – Curriculum Administration for original form).



Chevalier College

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APPLICATION FOR SPECIAL CONSIDERATION IN ASSESSMENT TASKS

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the College must be advised immediately the situation is known. For requests which require an extension of time, this form must be submitted as soon as the requirement is known, but at least two days prior to the due date. This form must be completed and handed to the Leader of Learning of the subject affected.

STEP ONE

Name <input type="text"/>	Academic Year <input type="text"/>
Course <input type="text"/>	Class <input type="text"/>
Teacher <input type="text"/>	Faculty <input type="text"/>

STEP TWO

Task number and description

Due Date Date of Submission

Reason for this Application

- Extension due to illness or accident/misadventure/family circumstances
- Extension due external commitments (attach Principal's letter or other)
- Absence due to illness or accident/misadventure/family circumstances
- Non-completion due to illness or to accident/misadventure/family circumstances
- Under-achievement due to illness or accident/misadventure/family circumstances

STEP THREE Medical certificate, explanatory letter, permission letter or other evidence provided (student to list)

Attach supporting documents such as medical certificates or formal reports of accidents.

You should seek independent evidence, such as medical certificates, either immediately before or after each assessment/examination for which you are applying. The documentation you provide must be current, specific to the date and time of the assessment/examination, and submitted with this application form. A medical certificate that merely states you were unfit for work/study is unacceptable.

Appeals based on technical difficulties must be supported by screen-shots and/or unmodified copies of submission. If the reason for the appeal is a confidential or personal issue, the signature and endorsement of the Principal, Assistant Principal – Learning and Teaching or School Counsellor may be substituted.