



Tempe High School

Innovation | Excellence | Opportunity



# Senior Assessment Policy



4

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# Purpose of & Approaches to Assessment

*“High quality student assessment supports teachers to monitor student progress and inform next steps, determine the effectiveness of chosen teaching strategies - both for learning and engagement - and to measure student understanding of a unit of work (Stronge 2002).”*

## What Works Best 2020

The role of school-based assessment is integral to teaching and learning and has multiple purposes, namely, the collection of evidence from a broad range of sources to build a more complete picture of students' overall learning and achievement. Assessment tasks reflect the NESA school-based assessment requirements and address the specific learning outcomes as described in the course syllabus.

The powerful purpose of assessment is to provide feedback to improve learning and it is:

- based on a range of syllabus outcomes
- based on measures made throughout the course
- informed by the components identified in the assessment and reporting documents for each of the syllabuses.
- inclusive of and accessible for all students.

### At Tempe High School, we use assessment to:

- a) provide opportunities for teachers to gather evidence about student achievement in relation to outcomes.
- b) enable students to demonstrate what they know and can do.
- c) clarify student understanding of concepts and promote deeper understanding.
- d) provide evidence that current understanding is a suitable basis for future learning.

### At Tempe High School, we use a variety of assessment tools:

- a) Examinations: These tasks are usually formal written tasks. Some examples of these tasks include but not limited to include In-class tests, open-book test, topic tests of formal examinations.
- b) Assessment submission: These assignment-style tasks may be prepared at home and/or during class time and have a set due date and time. Some examples of these tasks include but not limited to include Depth Study, Research task, Investigation, Case Study, Report.
- c) Practical tasks – Hands-on tasks where students are assessed on their practical skills. Some examples of these tasks include but not limited to include performances, experiments, art works, models.



**At Tempe High School, we use a range of assessment approaches:**

**1. Assessment **for** Learning**

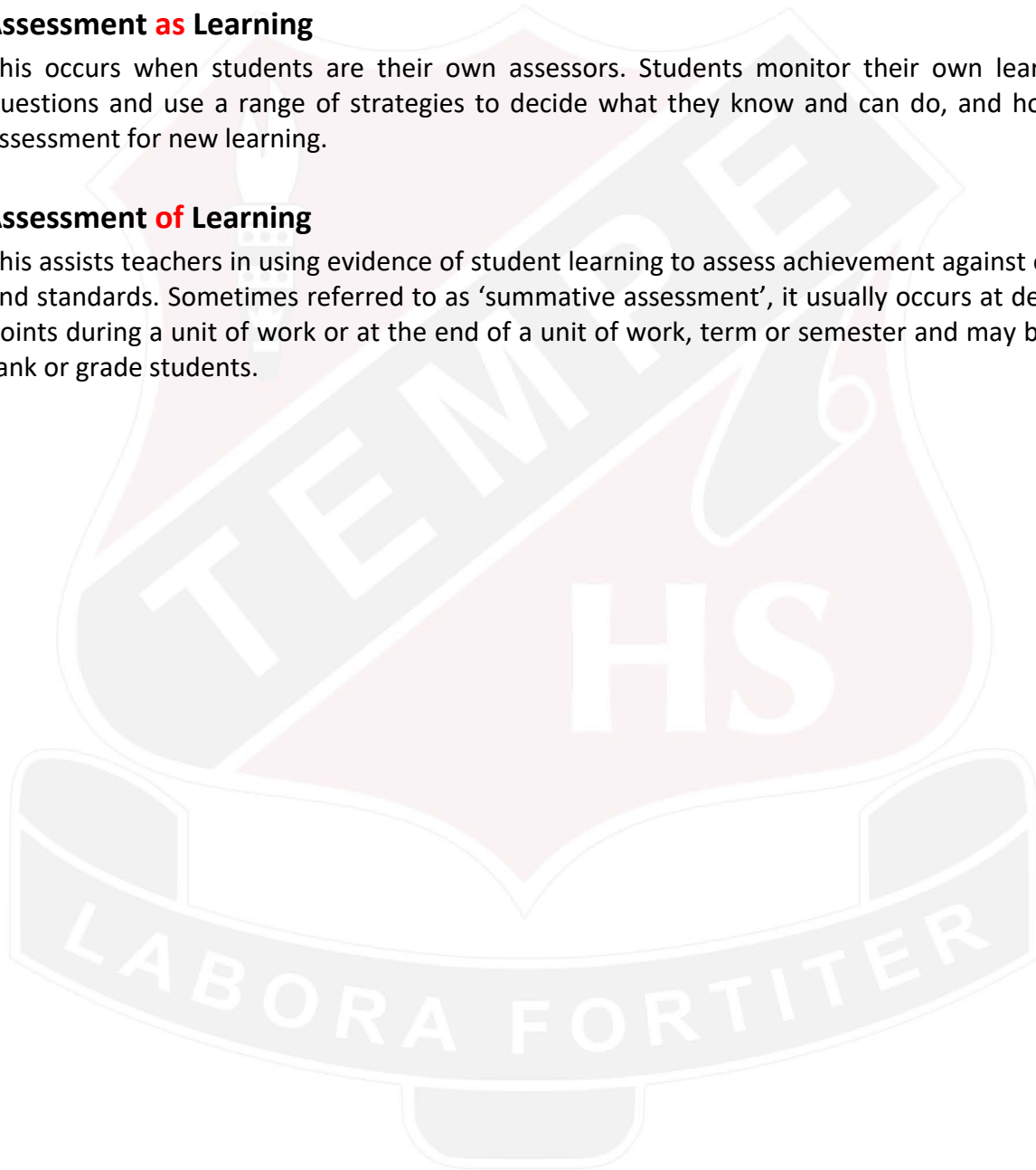
This involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

**2. Assessment **as** Learning**

This occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

**3. Assessment **of** Learning**

This assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students.



# The Higher School Certificate (HSC)

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

More detailed information about Higher School Certificate rules, requirements and procedures can be found at the link below:

<https://ace.nesa.nsw.edu.au/higher-school-certificate>

## Requirements for the HSC credential

### All my Own Work

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, *students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.*

### Demonstration of the Minimum HSC Standard

Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. **Level 3** describes the functional literacy and numeracy skills required for life after school, for work and further education.



## Satisfactory Completion of a Course

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESAs;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all the course outcomes.

The Principal may determine that, as a result of absence, the above course completion criteria might not be met. Principals must give students early written warning of the consequences of non-completion of course requirements and what is required to rectify the situation. The warning must relate the non-completion of the course requirements.

### 'N' determinations – Principal's Determination of non-completion of Course Requirements

Students who have not complied with the course completion criteria and who have received **at least two written warnings** can be regarded as not having satisfactorily completed the course at the time of finalising grades or marks. In the case where a student has not met the requirements of a course, despite ongoing supports and interventions, the Principal has the delegated authority from NESAs to issue a N-determination for the course. This may negatively impact the Record of School Achievement and/or the HSC credential.



## Year 11 Record of School Achievement (RoSA)

Schools are required to award and submit A to E grades to NESAs for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

At the completion of the course, teachers make professional on-balance judgements based on all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the [Common Grade Scale for Preliminary courses](#) and with reference to other material produced by NESAs to support the consistent awarding of grades.

## Year 12 HSC

The school-based assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

**A formal assessment task** may contain more than one part. The task notification should detail the requirements for each part, including that **all parts are to be submitted and/or completed by the same date to constitute one assessment task.**

**A formal written examination** is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. *A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time.* Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.



Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

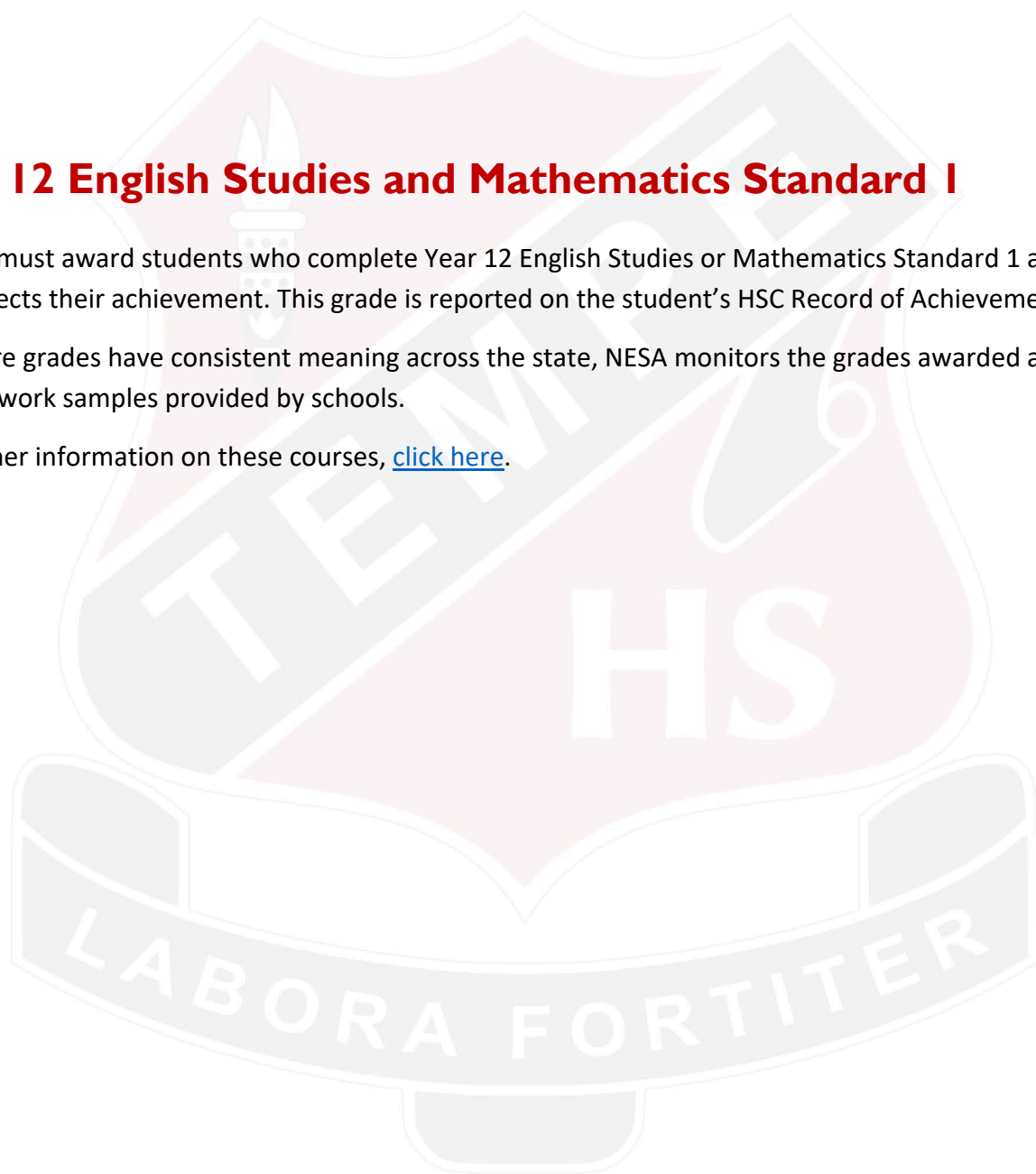
In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute more than 50 percent of available marks in courses where school-based assessment marks are submitted.

## **Year 12 English Studies and Mathematics Standard 1**

Schools must award students who complete Year 12 English Studies or Mathematics Standard 1 a grade that reflects their achievement. This grade is reported on the student's HSC Record of Achievement.

To ensure grades have consistent meaning across the state, NESAs monitors the grades awarded and reviews work samples provided by schools.

For further information on these courses, [click here](#).







# I. Assessment Schedules

All tasks included on the assessment schedule are formal school-based assessment tasks. The purpose of the assessment schedule is to provide an overview of the mandatory components and weightings, as well as the number, type, timing and weighting of each task.

**1.1:** Students are provided with formal assessment schedules in the first term of their Year 11 or Year 12 course.

Assessment schedules must reflect the following:

- mandatory component weightings for both Year 11 and 12 courses
- Three assessment tasks in Year 11. The formal examination should not be weighted at more than 40%.
- Four assessments in Year 12. The formal examination should not be weighted more than 30%.

**1.2:** There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

**1.3:** Practical, oral and field tasks take priority for school calendar scheduling to accommodate for the use and planning of resources.

**1.4:** Prior to the publishing of the Assessment Schedule Booklet, the executive team will consider, where possible, the timing of assessment tasks to minimise assessment fatigue.

**1.5:** Head Teachers will ensure that the terminology used for each assessment task is consistent across all communication platforms including SENTRAL calendar and Assessment Notifications.

For example:

*“Task 1 – Investigation”*

*“Task 2 – Presentation”*

*“Task 3 – Examination”*



## 2. Assessment Notifications

**2.1:** Students are to be given at least TWO weeks notification prior to an assessment date. This includes formal assessment periods. This notification period includes Assessment Task Notifications and Assessment period timetables.

**2.2:** Where an assessment task has more than one component then all components must have the same due date. Where a task has two or more components and has more than one due date then it is considered to be more than one Assessment Task. The number of tasks is determined by the number of due dates specified in the Assessment Task Notification. More than one component of a task can be due on the same date. It is the responsibility of the Head Teacher to determine whether this assessment strategy is appropriate for the given course.

**2.3:** The Assessment Task Notification is the final communication of an assessment date. The Assessment Schedule Booklet includes estimated times for tasks.

**2.4:** Head Teachers are responsible for ensuring that notifications are handed out to students all on the one day to ensure equity. If a student is absent on the day a notification is handed out, it is the responsibility of the student to follow up with access to a notification.

**2.5:** Class teachers are responsible for checking that all students have received a notification and that the students have signed that they have received one. The evidence for each notification will then be stored in the class teacher's HSC Monitoring Folder.

**2.6:** Assessment Task Notifications for Oral Presentations must include a time limit and indicate whether the students can alter time limit without penalty. Students should be informed that a 30 second leeway applies if the faculty has that expectation.

**2.7:** In cases where the assessment notification needs to be modified, the Head Teacher will notify the faculty Deputy. The Head Teacher will reissue the notification and students must re-sign for the notification.

**2.8:** Assessment dates take priority over travel dates for students. Leave applications must be lodged with the Principal and approved in the first instance. A misadventure application or appeal is also to be lodged with the Assessment Review Panel regardless of the leave application outcome.



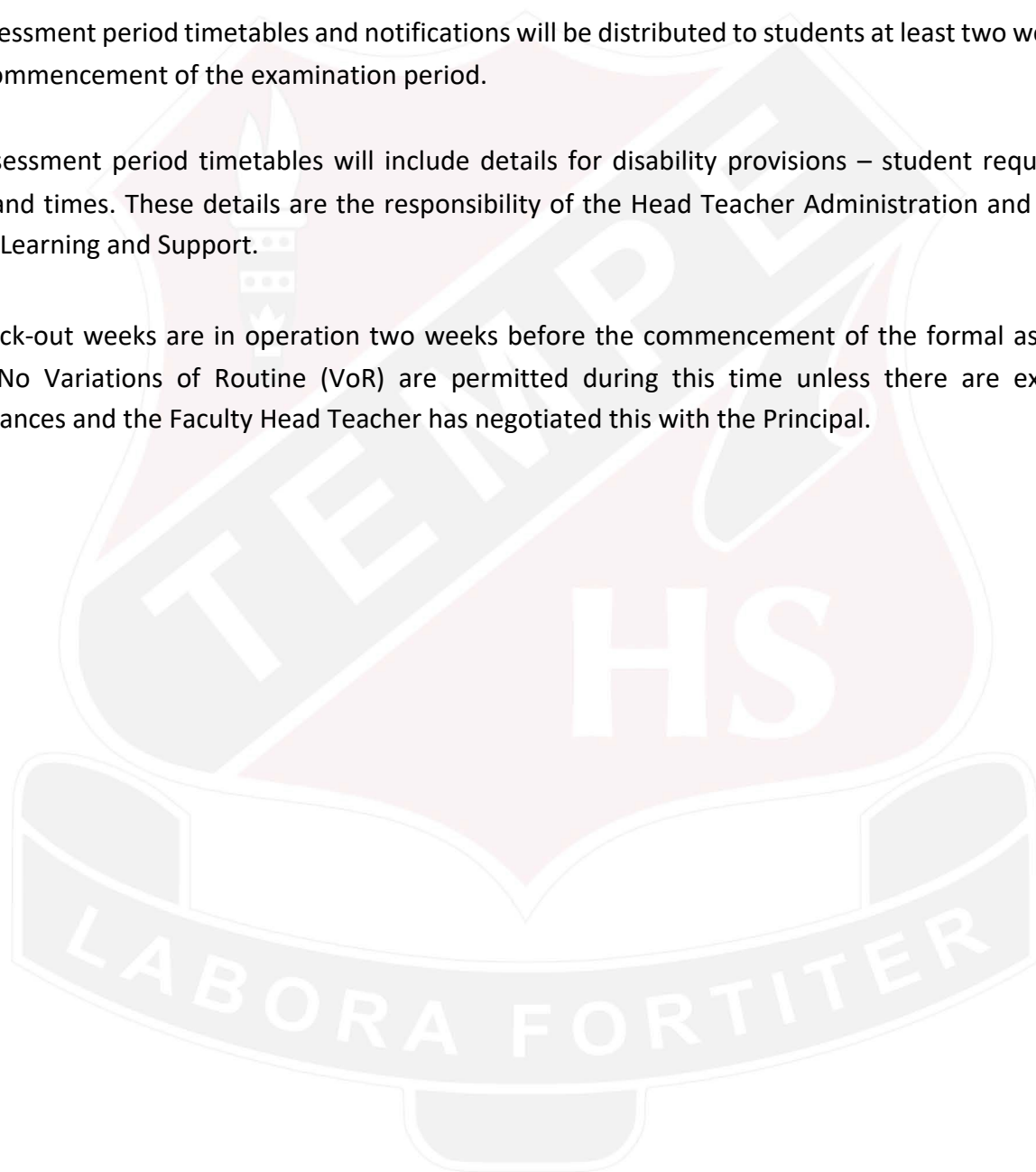
## 3. Assessment Periods

**3.1:** The Head Teacher Administration is responsible for all scheduling aspects of the assessment period, including but not limited to producing the formal examination timetable two weeks in advance. There is one formal assessment period for the Year 11 course (Yearly Examination) and one formal assessment period for the Year 12 course (Trial Examination).

**3.2:** Assessment period timetables and notifications will be distributed to students at least two weeks prior to the commencement of the examination period.

**3.3:** Assessment period timetables will include details for disability provisions – student requirements, venues and times. These details are the responsibility of the Head Teacher Administration and the Head Teacher Learning and Support.

**3.4:** Block-out weeks are in operation two weeks before the commencement of the formal assessment period. No Variations of Routine (VoR) are permitted during this time unless there are exceptional circumstances and the Faculty Head Teacher has negotiated this with the Principal.



## 4. Adjustments for Students with Learning Needs

Teachers may need to adjust teaching, learning and assessment practices for some students with learning needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- **adjustments to the assessment process**, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- **adjustments to assessment activities**, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- **alternative formats for responses**, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

**4.1:** Students who have an identified learning need may have their assessment task modified so that they can demonstrate what they know and what they can do in relation to syllabus outcomes and content.

**4.2:** An Individualized Education Plan (IEP) advises the teacher/coordinator as to what possible adjustments or accommodations can be made to support a student in a task.

**4.3:** Students may choose when to access their disability provisions.

**4.4:** To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs via Schools Online as soon as possible. The student is encouraged to contact the Head Teacher Wellbeing for support in this matter.

**4.5:** Staff responsibilities for implementing disability provisions include:

- a) LaST: Accommodations and adjustments
- b) Head Teacher Administration: supervision requirements.
- c) Head Teacher Wellbeing: NESAs applications for disability provisions.
- d) Head Teacher Wellbeing advising Head Teacher Administration as to the students accessing disability provisions at the time the examination timetable is being developed.
- e) LaST (supported by the Head Teacher of Teaching and Learning): implementation of learning plans, accommodations, adjustments and school-based disability provisions.

**4.6:** For in-class tasks: class teachers and Head Teachers are responsible for the implementation of accommodations and adjustments.

## Life Skills

**4.7:** Students undertaking Life Skills courses are not required to complete formal assessment tasks. Classroom teachers determine the progress of the student based on syllabus outcomes and skills. Students may demonstrate their achievement in relation to Life Skills outcomes independently, with adjustments or with support.





## 5. Attendance

A zero mark is awarded for an Assessment Task that is not completed or submitted at the scheduled time stated in the Assessment Task Notification. Students are required to complete all set tasks, so that the course outcomes are addressed.

**5.1:** Students who miss the scheduled deadline for an Assessment Task are to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case and make a determination. The student will email the completed form to their Deputy who will then initiate the review process.

### **5.2: In class – tasks:**

- a) Students must attend ALL timetabled lessons on the day an assessment task is due. Class teachers/course coordinators are responsible for confirming student attendance using SENTRAL. Students who do not attend timetabled classes for the day are considered to have an unfair advantage and will be awarded a zero mark for the task.
- b) Class teacher/coordinator informs their Head Teacher. The Head Teacher advises the student to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case and make a determination.

### **5.3: Formal examinations:**

- a) Students must attend all formal examinations for their courses as per the Examination Timetable set out by the Head Teacher Administration. Misreading the timetable does not constitute a valid reason for missing a task.
- b) Students are to inform their Deputy if there is a clash or problem with their timetable. At least two weeks prior to the scheduled conflict.
- c) In the rare case where the scheduled examination clashes with another commitment the student is to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case.



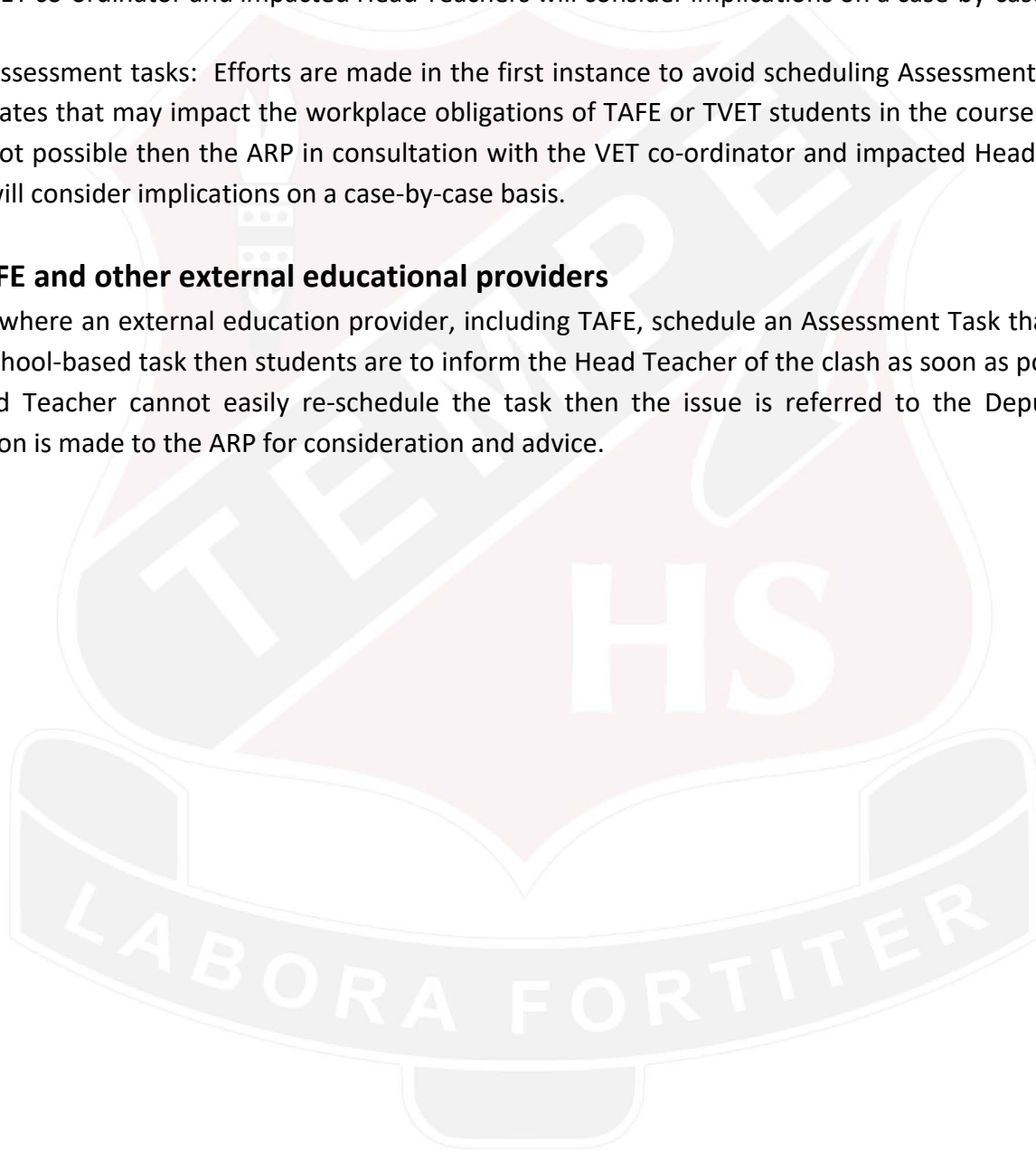
## 5.4: Work Placement

It is a requirement of TAFE and TVET courses that students complete work placement as part of their course. It is the understanding that the timing of work placement is not always flexible and there may be cases where there is a clash between a school-based assessment and work placement.

- a) Assessment periods: Efforts are made in the first instance to avoid scheduling work placement during school-based assessment periods. If this is not possible then the ARP in consultation with the VET co-ordinator and impacted Head Teachers will consider implications on a case-by-case basis.
- b) Assessment tasks: Efforts are made in the first instance to avoid scheduling Assessment Task due dates that may impact the workplace obligations of TAFE or TVET students in the course. If this is not possible then the ARP in consultation with the VET co-ordinator and impacted Head Teachers will consider implications on a case-by-case basis.

### 5.4: TAFE and other external educational providers

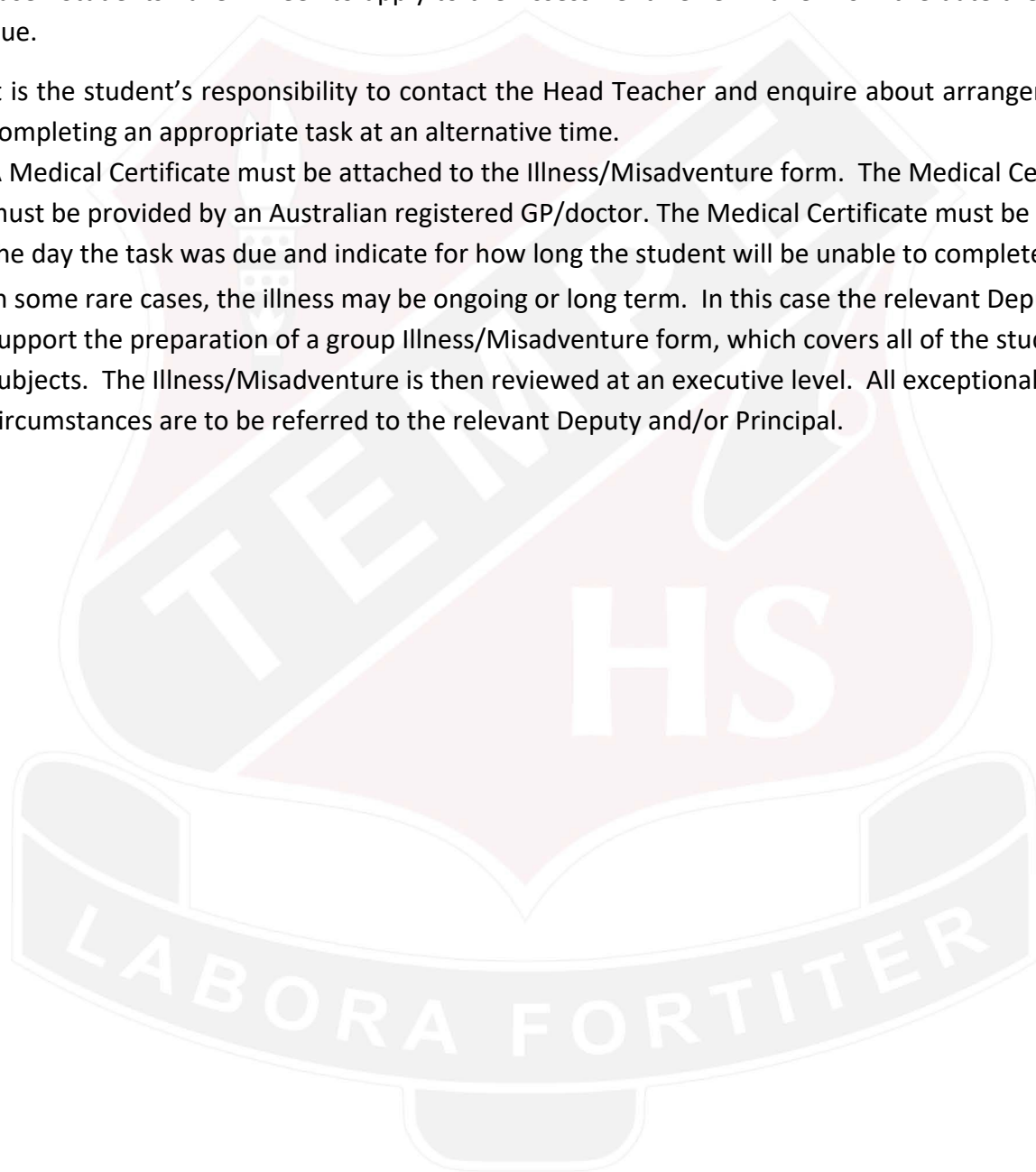
In cases where an external education provider, including TAFE, schedule an Assessment Task that clashes with a school-based task then students are to inform the Head Teacher of the clash as soon as possible. If the Head Teacher cannot easily re-schedule the task then the issue is referred to the Deputy or an application is made to the ARP for consideration and advice.



## 6. Illness

**6.1:** If a student misses a task or part of a task due to an illness they must:

- a) Contact the school as soon as possible and inform the Head Teacher. Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date the task was due.
- b) It is the student's responsibility to contact the Head Teacher and enquire about arrangements for completing an appropriate task at an alternative time.
- c) A Medical Certificate must be attached to the Illness/Misadventure form. The Medical Certificate must be provided by an Australian registered GP/doctor. The Medical Certificate must be dated on the day the task was due and indicate for how long the student will be unable to complete work.
- d) In some rare cases, the illness may be ongoing or long term. In this case the relevant Deputy will support the preparation of a group Illness/Misadventure form, which covers all of the student subjects. The Illness/Misadventure is then reviewed at an executive level. All exceptional circumstances are to be referred to the relevant Deputy and/or Principal.

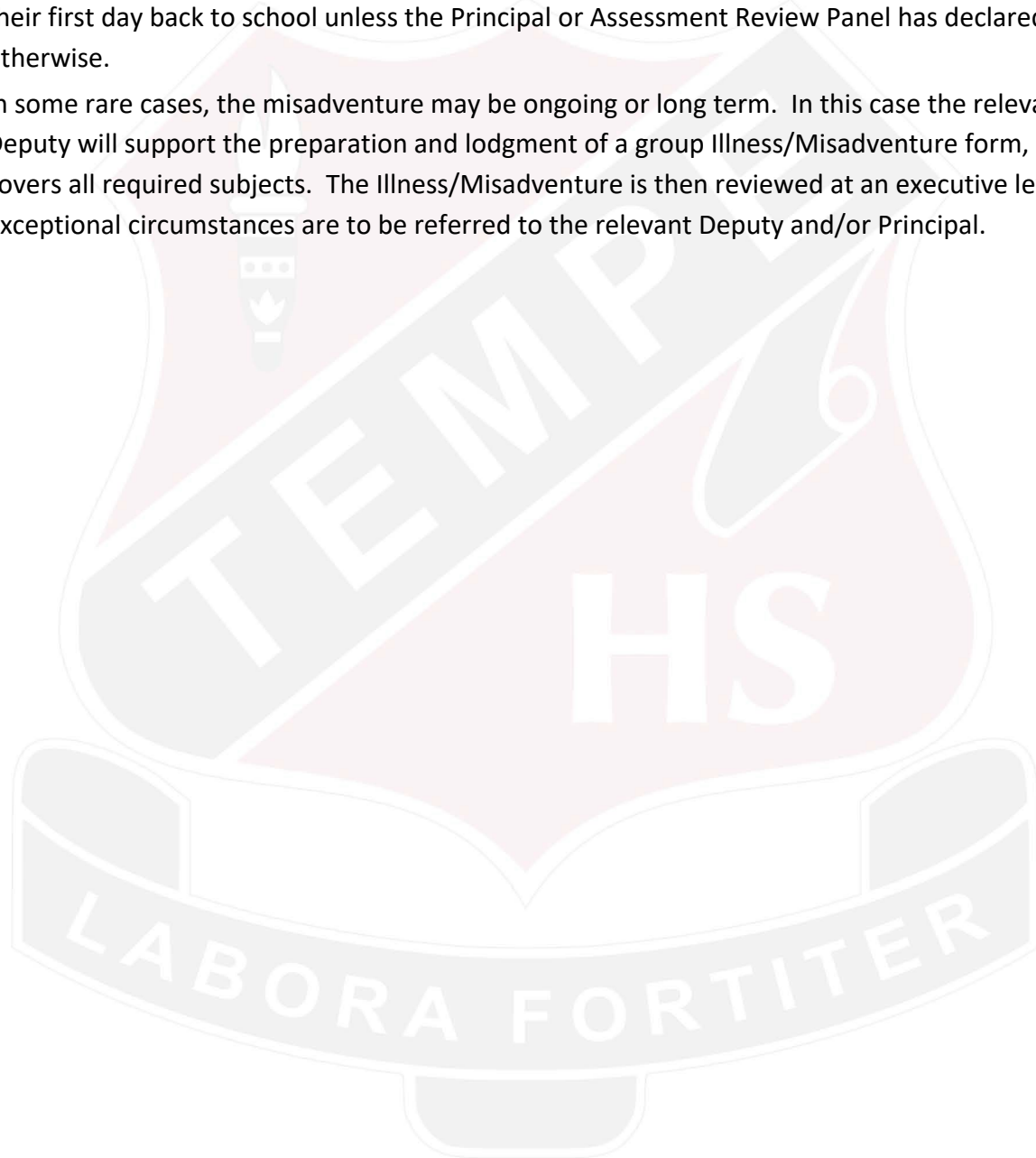




## 7. Misadventure

**7.1:** If a student cannot attend or perform an assessment task due to unforeseen circumstances or circumstances beyond their control, they must notify the school as soon possible.

- a) The Head Teacher and Deputy/Principal is to be notified in the first instance
- b) The student must contact the Head Teacher and negotiate a time for completion of the task on their first day back to school unless the Principal or Assessment Review Panel has declared otherwise.
- c) In some rare cases, the misadventure may be ongoing or long term. In this case the relevant Deputy will support the preparation and lodgment of a group Illness/Misadventure form, which covers all required subjects. The Illness/Misadventure is then reviewed at an executive level. All exceptional circumstances are to be referred to the relevant Deputy and/or Principal.



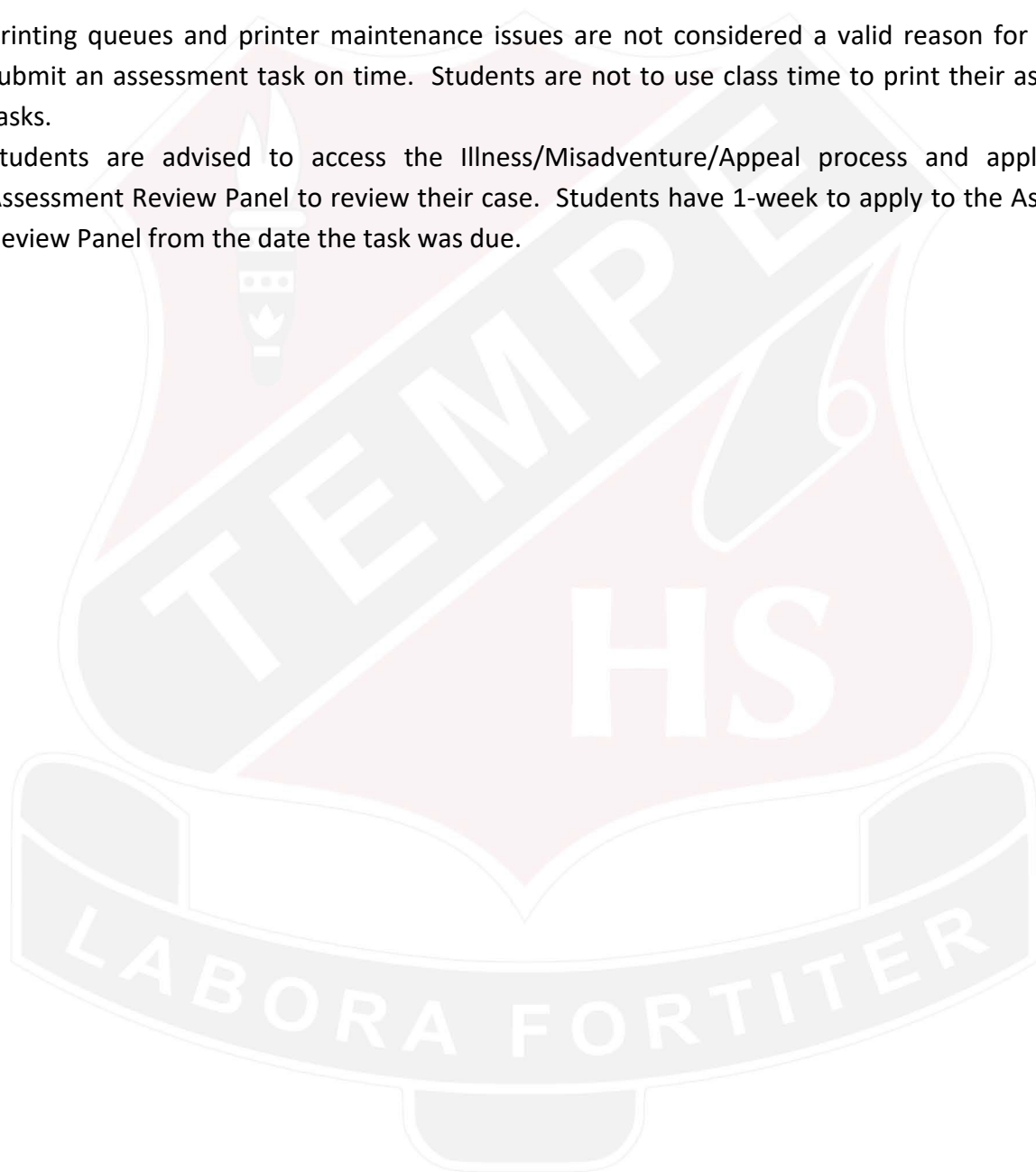
## 8. Technology



**8.1:** Technology failure is not considered a valid reason for failure to submit an assessment task on time.

**8.2:** If the task is required to be submitted in hard copy format then students must ensure that their printing of assessments occurs well before the time of submission.

- a) Printing queues and printer maintenance issues are not considered a valid reason for failure to submit an assessment task on time. Students are not to use class time to print their assessment tasks.
- b) Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date the task was due.



## 9. Late Submission

Late submissions are considered as non-submissions, and a zero mark will be awarded.

**9.1:** If a task is made up of several components, then only the late component will receive a zero mark.

**9.2:** Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date the task was due.



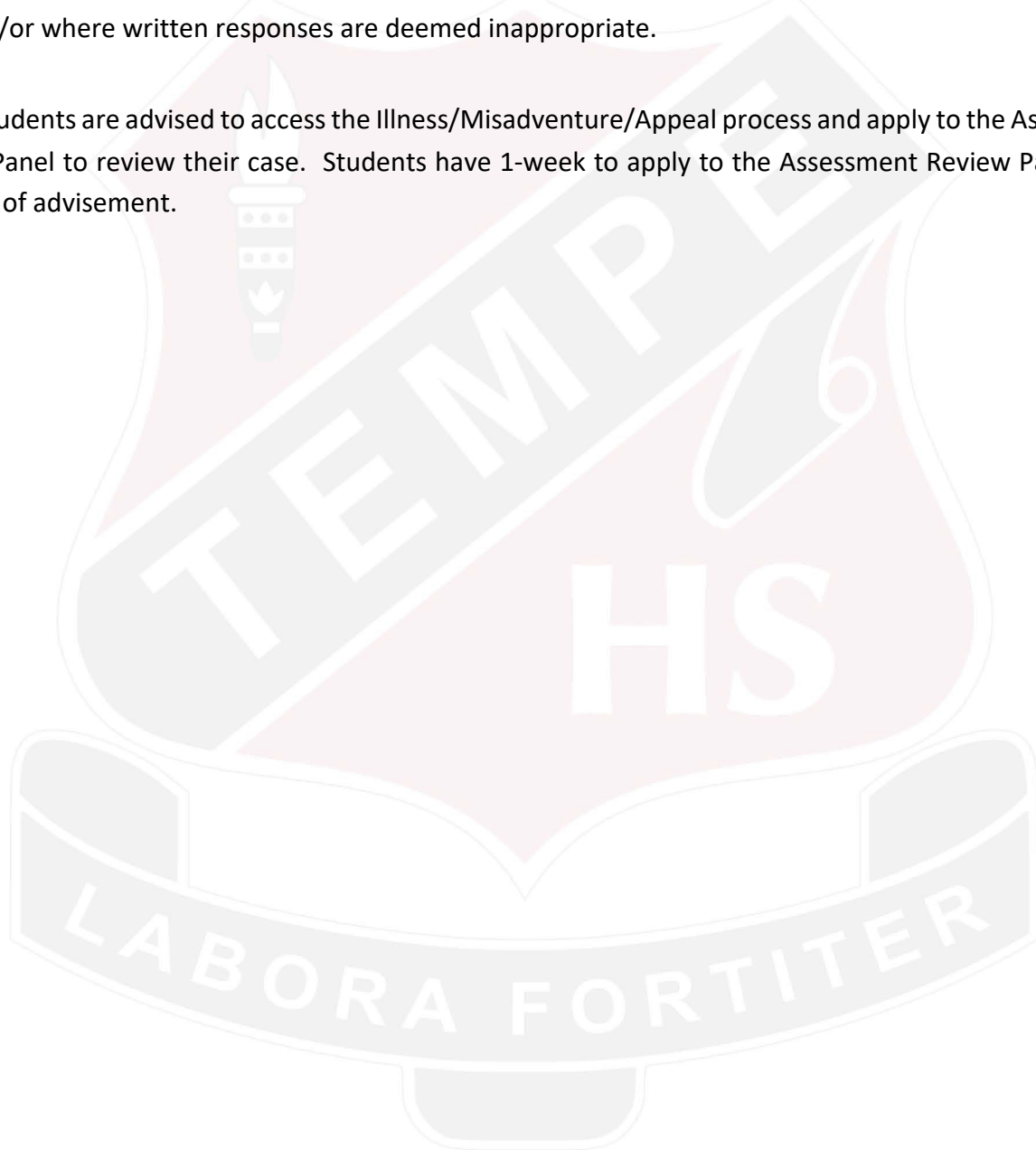


## 10. Invalid or Unreliable Tasks – Non-Serious Attempts

**10.1:** Any task deemed by the class teacher or examiner as a non-serious attempt, will be awarded a zero mark.

**10.2:** Non-serious attempts include tasks where the student has attempted the multiple choice section only and/or where written responses are deemed inappropriate.

**10.3:** Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date of advisement.





# 11. Malpractice/Plagiarism

**All Year 11 students will have completed the “ALL MY OWN WORK” modules prior to submitting their first assessment task. This includes any students undertaking an accelerated course.**

**Malpractice refers to any of the following:**

- a) Cheating/attempting to cheat/ assisting others to cheat.
- b) Copying work in part or whole and presenting it as your own.
- c) Plagiarising – using content and not referencing the source.
- d) Submitting work done by parent/tutor/someone paid to do it.
- e) Distracting other students when they are doing an assessment task or disrupting the assessment task in any way.
- f) Breaching the school exam rules as stated by the examiner.
- g) Using non-approved aids in an assessment task.
- h) False explanations as to why work was not submitted by a due date.
- i) Using a digital device during an exam which may be for the purposes of storing information or accessing it.

**11.1:** All instances of malpractice are automatically awarded a zero mark. In the case where more than one student is involved in the plagiarism then all students found to be involved will receive a zero mark.

**11.2:** Students are advised to access the Illness/Misadventure/Appeal process and apply to the Assessment Review Panel to review their case. Students have 1-week to apply to the Assessment Review Panel from the date of advisement.

**11.3:** All cases of malpractice are registered on the NESA Register of Malpractice in HSC Assessment Tasks through Schools Online.



## 12. Assessment Review Panel

**12.1:** The Assessment Review Panel (ARP) is convened by the relevant Deputy Principal and the relevant Head Teacher. In cases where an outcome cannot be reached, the Principal may be included on the ARP.

**12.2:** The ARP will consider each case on an individual basis, using the available documentation provided by the student before a decision is made. The decision of the ARP is final; however, students have the right to appeal the decision by emailing the Principal.

**12.3:** The convenor of the ARP will email the outcome to the student and the Principal within two weeks of the student's application being submitted by email; this includes the outcome of ongoing cases. In cases where an extension of this time frame is required the convenor of the ARP will notify the student and the Principal via email.

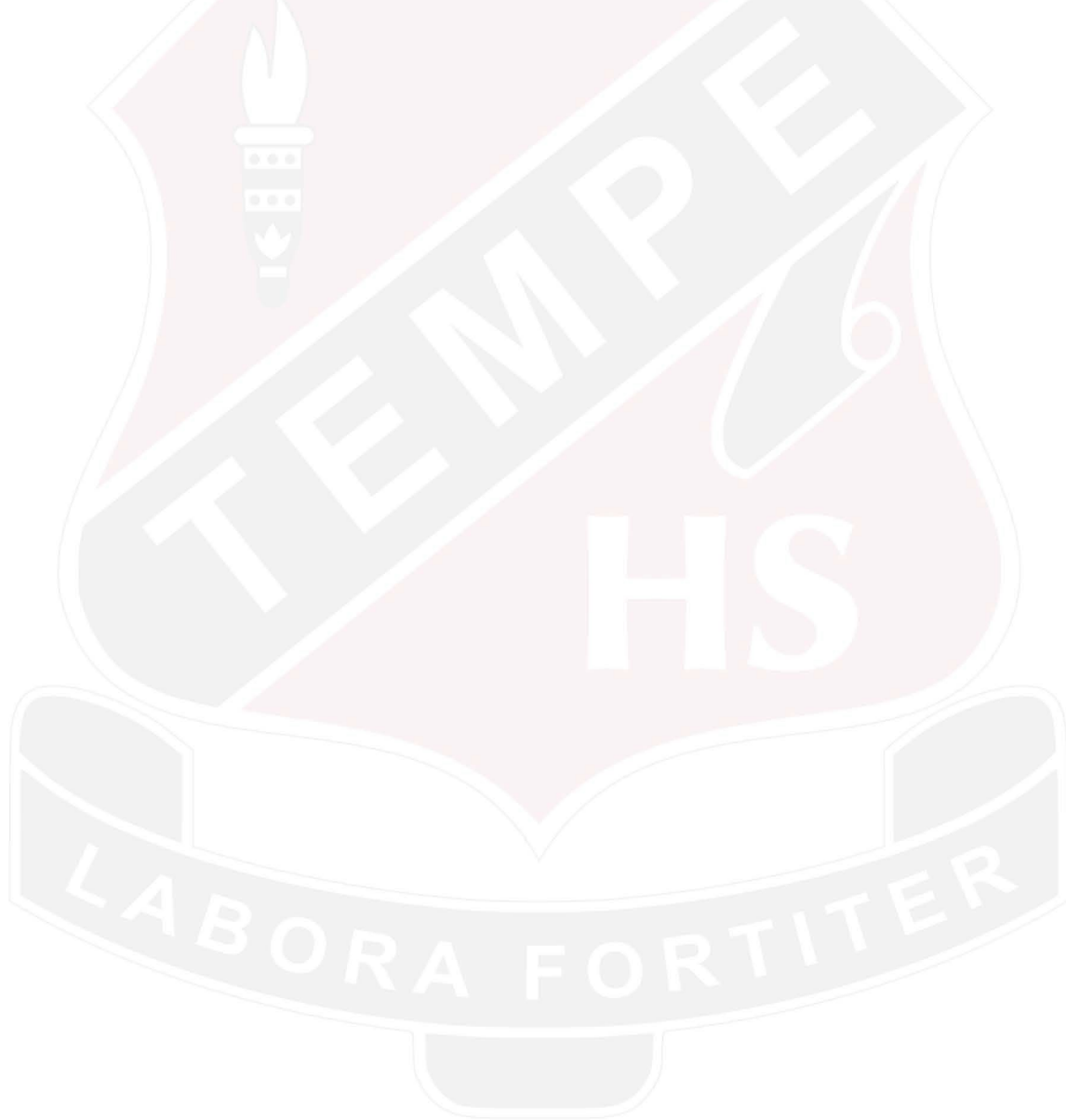
**Outcomes may include but are not limited to any combination of the following:**

- a) An estimate based on previous performance/rank
- b) An alternative task at an alternative time
- c) A requirement to re-submit the task
- d) An extension for the task with no penalty
- e) A suitable penalty at the discretion of the Assessment Review Panel
- f) Achieved mark stands
- g) Zero mark stands or is awarded

## 13. Student Appeals

**13.1:** Students have the right to appeal to the Principal if they do not agree with the decision of the ARP or any other assessment-related issue. If the school appeal is unsuccessful, the student has the right to appeal to NESAs.

**13.2:** Students have the right to appeal their HSC assessment rank if they believe that it does not reflect their performance in a particular course. Students are to appeal to the Principal in writing in the first instance. If the school appeal is unsuccessful, the student has the right to appeal to NESAs.



## 14. N-Warnings

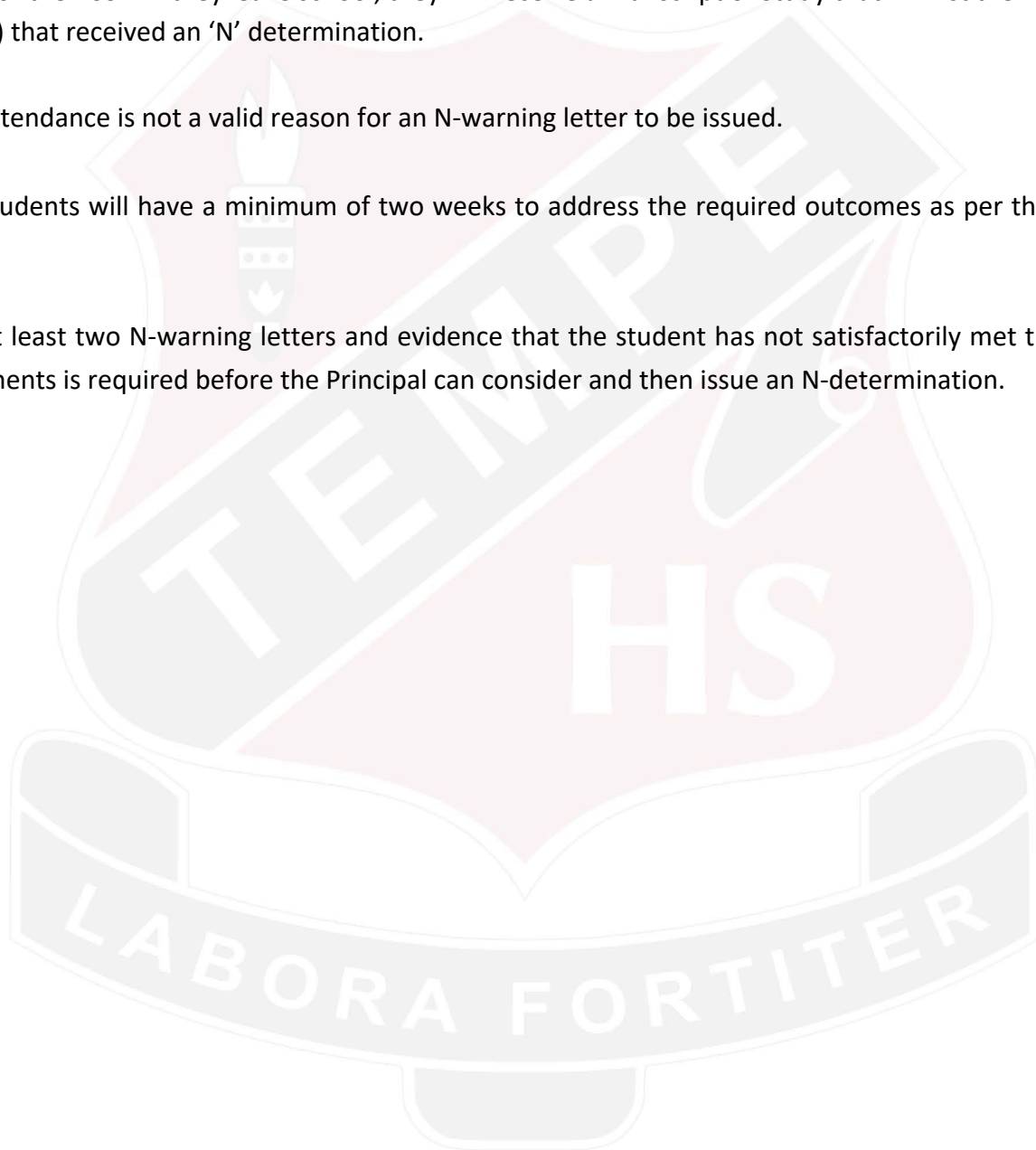
In cases where students are not meeting the requirements of the course (RoSA or HSC), the class teacher will generate an N-warning letter which is sent home to parents. This letter is designed to identify what outcomes the student is in danger of not meeting, and also what they need to do to rectify the situation.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

**14.1:** Attendance is not a valid reason for an N-warning letter to be issued.

**14.2:** Students will have a minimum of two weeks to address the required outcomes as per the warning letter.

**14.3:** At least two N-warning letters and evidence that the student has not satisfactorily met the course requirements is required before the Principal can consider and then issue an N-determination.



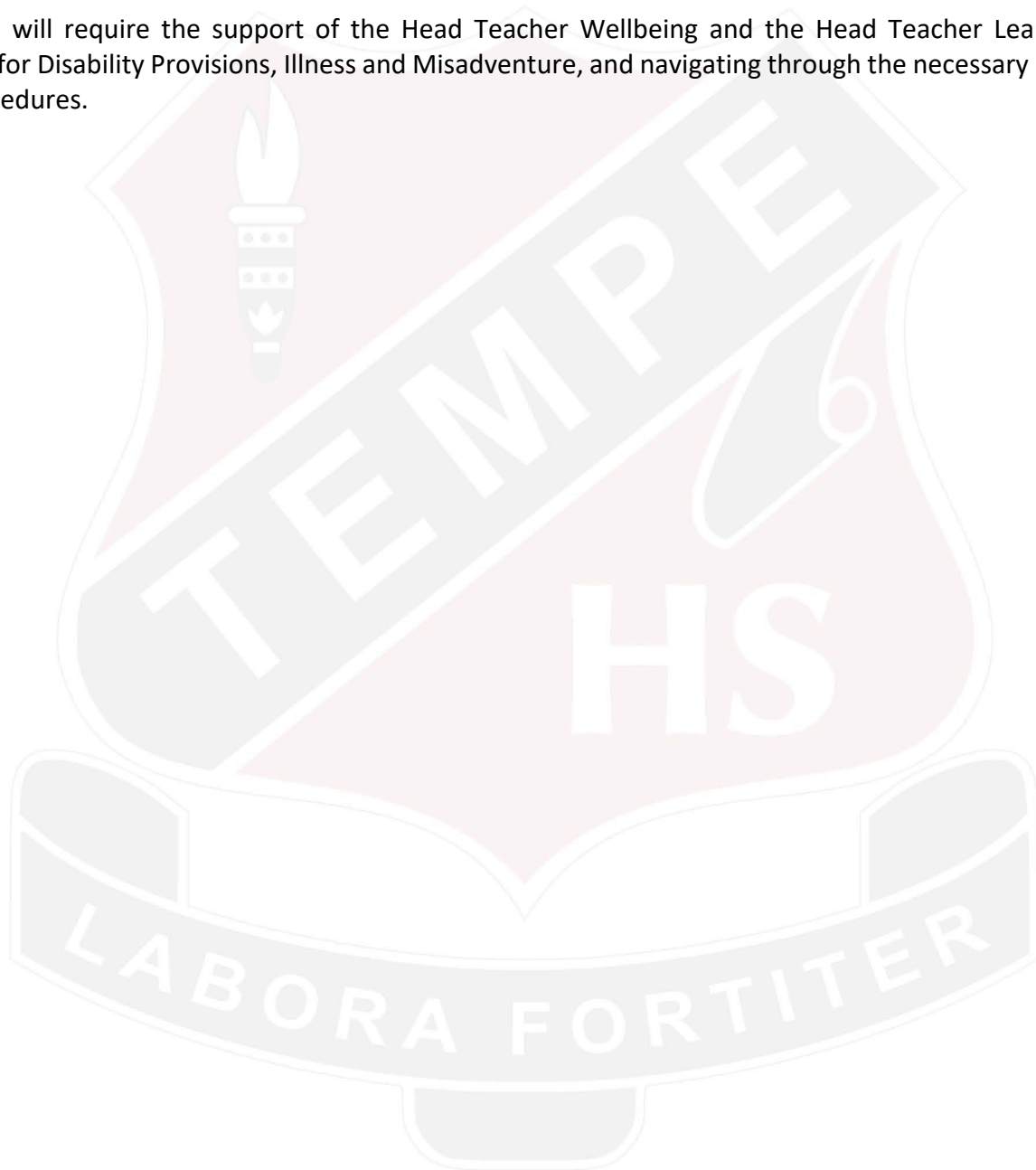


## 15. Student Support

Students are encouraged to access support from school-based staff, medical professionals, community support and/or family members as they navigate through the challenges of senior school and the necessary assessment requirements.

Students may seek support from their Year Advisor or the School Counsellor if they experience high levels of anxiety or stress before, during or after assessments.

Students will require the support of the Head Teacher Wellbeing and the Head Teacher Learning and Support for Disability Provisions, Illness and Misadventure, and navigating through the necessary processes and procedures.





## 16. Vocational Education & Training (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course)



- What actions are you requesting from the Assessment Review Panel?

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Student signature:..... Date:.....

Parent/Carer signature:..... Date:.....

***Do not forget to fill in the medical and/or supporting section below.***

2.

<b>Medical certificate attached:</b>	<b>YES</b>	<b>NO</b>	<b>(circle one)</b>
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**3. Supporting Evidence:** to be completed by a support person who has detailed knowledge of your situation  
 e.g., parent/carer, teacher, police officer, counsellor, year advisor

<b>Name of support person:</b>	<b>Signature of support person:</b>
<b>Date of misadventure/event:</b>	<b>support person phone number:</b>
<b>Were you a witness to the event? <u>YES/NO</u></b>	<b>Role of Support Person:</b>



# Supporting Documents

1. HSC Rules and Procedures 2022:  
<https://educationstandards.nsw.edu.au/wps/wcm/connect/cdac1bba-d0944e0f-824f-51433e65425d/2022-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID=>
2. Stronger HSC Standards:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hscstandards>
3. Adjustments for Students with Disability:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k10/understanding-the-curriculum/assessment/adjustments>
4. Assessment and Reporting for all subjects: syllabus  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/1112/Understanding-the-curriculum/syllabuses-a-z>
5. Honesty in HSC Standards: <https://ace.nesa.nsw.edu.au/ace-9022>
6. Procedures for appeals against non-completion of course requirements ('N' determinations) :  
<https://ace.nesa.nsw.edu.au/ace-11008>
7. Record of School Achievement and Higher School Certificate appeals:  
<https://ace.nesa.nsw.edu.au/ace-11001>