

Sacred Heart College



Yarrowonga

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Authentication & Breach of Rules Policy

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| Ratified by Leadership | Oct 2019 |
| Responsibility for currency | DP – Learning & Professional Practice, VCE Leader |
| Year for next major review | 2022 |
| Record of revisions | |

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have the right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

INCLUSIVE EDUCATION

Sacred Heart College:

- Is committed to ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers,
- acknowledges and responds to the diverse needs, identities and strengths of all students,
- students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- will make reasonable adjustments, where necessary, to accommodate students with disabilities or additional needs.

A positive classroom environment is fostered contributing to positive attitudes and beliefs about disability, positive learning, engagement and wellbeing outcomes for all students.

VISION

At Sacred Heart College we believe that:

1. Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
2. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
3. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
4. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

GRADUATE OUTCOMES

As a graduate of Sacred Heart College our graduates:

- Are called to live out the Mercy values and follow the teachings of Jesus;
- know that they are loved by God;
- are empowered as a learner to achieve their best;
- are a curious and creative learner who seeks growth through challenge;
- have the courage to act with integrity;
- contribute positively to the community;
- are responsible, respectful and inclusive;
- are attentive to their spiritual, physical, academic and emotional growth.

IMPLEMENTATION

Teachers are only able to accept work for assessment tasks and school assessed coursework (SACs), if they believe that the work is genuinely that of the student.

It is the student's responsibility to prove to the teacher that work is genuinely their own by following the VCAA rules below:

Rules for authentication of School-based Assessment

Students must observe and apply rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task. The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including: – texts, websites and other source material – the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person in the preparation and submission of work
- acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context – prompting and general advice from another person or source, which leads to refinements and/or self-correction
- unacceptable forms of assistance include:
 - use of, or copying, another person’s work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person
- a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- in considering if a student’s work is their own, teachers should consider if the work: is atypical of other work produced by the student, is inconsistent with the teacher’s knowledge of the student’s ability, contains unacknowledged material, has not been sighted and monitored by the teacher during its development

Teachers will employ the following strategies to avoid authentication problems:

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:

- teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and compromising the assessment. Tasks should not be sent by mail or electronically without due care
- a significant amount of class time should be spent on the task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with each student
- students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research
- copies of each student’s written work should be filed at given stages in their development
- assessment tasks should not be recycled, unless modifications are made to ensure that students are unable to use other students’ work from a previous academic year
- where commercially produced tasks are being used for School-based Assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to enable student work to be authenticated
- if there is more than one class of a particular study in the school, the school should apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as crossmarking sometimes reveals possible breaches of authentication.

- students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

"Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, **the matter must be dealt with as a breach of rules.**" (VCE and VET Administrative Handbook 2019, p. 73)

Source: VCE and VCAL Administrative Handbook 2019 page 74-75.

Work completed outside class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

Drafting

Teachers are not required to formally sight drafts or to record their completion of drafts unless it is for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting; however, drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task that will contribute to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft submitted for School-assessed Coursework.

School-assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their class to distinguish a student's work and, therefore, to assist in the authentication process. Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study specific School-assessed Task Authentication Record form. This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

Source: (VCE and VET Administrative Handbook 2019, p. 73 -75)

Sacred Heart College Policy and Procedures for Breach of VCAA Rules

Allegations of a breach of rules may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party.

As soon as an authentication issue or other breach of VCAA rules is identified the VCE Co-coordinator is to be informed in writing. The students work should not be assessed pending the outcome of the investigation.

The VCE Coordinator will then undertake a preliminary investigation. The purpose of the preliminary investigation is to determine whether there is any substance to an allegation that a student has breached VCAA School-based Assessment rules.

The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- samples of other work by the student for comparison, if relevant • the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

If this investigation suggests there is any substance to any allegation, the student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

The material gathered during the investigation should be provided to the decision-makers (The Principal and the Deputy Principals), including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.

If the panel forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-makers should confirm in writing to the student that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.

The decision-makers should reserve their judgment until they have heard from the student at the meeting or hearing.

The following principles apply to the decision makers:

- the decision-makers must act fairly and without bias

- the student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

The notice should include:

- the date, time, place and likely duration of the meeting or hearing
 - the allegations against the student
 - the names of all decision-makers
 - advice that the student may bring a support person to the meeting or hearing (see below)
 - the name of a contact person if the student has queries about the meeting or hearing
 - a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
 - the possible outcomes, including penalties
- the meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s
 - at the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student, and confirm the allegations against the student and the possible outcomes
 - the decision-maker may ask questions of the student
 - the student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing
 - the decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible
 - the decision-maker must take into account all relevant factors and no irrelevant factors
 - the decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt
 - the decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome

The decision-makers should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.

The decision makers should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing. After the meeting or hearing, the school must write to the student to confirm:

- the findings of the decision-makers in relation to the allegations against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed

- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision. If the student's work was accepted for assessment, and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a School-based Assessment task conducted under test conditions.

According to the VCE and VCAL Administrative Handbook 2019 page 86:

Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments.

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA no later than 14 days after the student receives written notice of the decision from the school.

REVIEW

This policy is to be reviewed at least every three years.

Initially Ratified: 2019

Next Review to be Completed by: 2022