

Supervision and Verification of Students' Work Policy and Procedures

This policy and set of procedures cover the supervision and verification of students' school and external assessment work for both stages of the SACE.

They are linked to the SACE Assuring Assessment Integrity Policy (see SACE website), which is based on the following principles:

Fairness

The procedures for assuring the integrity of SACE assessments should be fair to students.

Transparency

The procedures for assuring the integrity of SACE assessments are explicit and open to scrutiny.

Cooperation and collaboration

Schools, other learning providers, and the SACE Board have a complementary responsibility for the management of procedures for assuring the integrity of assessments.

Interdependence and responsibility

The procedures for assuring the integrity of SACE assessments are based on the interconnected and complementary responsibilities of the student, teacher or other provider, school leaders, and the SACE Board in the assessment process.

Comparability

The procedures for assuring the integrity of SACE assessments maximise the consistent application of standards to all student assessment across all places of learning in the SACE.

Operationally manageable

Procedures for assuring the integrity of assessments that contribute to the SACE are operationally manageable for schools, other learning providers, and the SACE Board, and are as cost-effective as possible without compromising the integrity of students' final results.

The Board assures the integrity of assessments for subjects and courses in different ways, according to the levels of responsibility for quality assurance of accredited subjects and recognised courses.

1. Principle

This policy is underpinned by the following principle:

- That students must submit for assessment only work that is their own, produced without undue assistance from other people or sources.

2. Relevant legislation

The Board operates under the authority of the SACE Board of South Australia Act 1983. Section 15 (1) of the Act sets out the functions of the Board. The functions that relate to this policy are:

- (f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;
- (g) to recognise, in such manner and to such extent as the Board thinks fit—
 - (i) assessments of students made by schools, institutions or other authorities or organisations;
 - (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;
- (h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
- (k) to prepare and publish—
 - (iv) information on the assessment processes established under paragraph (f); and
 - (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and
 - (vi) information on the quality assurance processes established under paragraph (h).

3. Policy statement

This policy applies to school and external assessment tasks at both Stage 1 and Stage 2 of the SACE.

Students must submit for school and external assessment only work that is their own, produced without undue assistance from other people or sources. All changes made in the various stages of development of written or other products submitted for assessment must represent students' own work. Work that has been subjected to detailed editing, correction, or alteration by the teacher or other people may not be further developed or copied by students for resubmission.

All students are required to sign a declaration that they have read and understood the rules for undertaking school and external assessments. The assessment declaration advises students about the:

- supervision and verification of student assessment work
- rules for undertaking SACE Board assessments that are directly supervised
- rules for undertaking SACE Board assessments that are indirectly supervised.

4. Policy procedures

4.1. Application of the policy and set of procedures

This policy and set of procedures apply to all school and external assessments at Stage 1 and Stage 2 of the SACE.

All students are required to sign an assessment declaration that they have read and understood the rules for undertaking SACE Board school and external assessments. In this declaration, which is verified by the SACE coordinator, the principal, or the principal's delegate, students attest that the work that is submitted is their own.

Some features of school assessment tasks make it difficult to verify that students produce work that is their own. For example, these assessments often:

- include stages of a particular task that are completed outside the direct supervision of a teacher or other invigilator;
- require a process or cycle of development to be undertaken, during which the exploration of ideas and techniques, planning, reading or research, and drafting lead to a final product;
- allow teachers and others to give advice and/or feedback during the development process;
- allow the use of information and communication technologies, programs in design, music arrangements, or music composition and other presentation and communication aids.

Guidelines are provided concerning:

- the level of intervention by teachers and others that is acceptable;
- supervision to safeguard against plagiarism;
- statements from teachers and students verifying that the work presented for assessment is the students' own;
- the appropriate use of information and communication technologies.

This policy and set of procedures do not override or replace the requirements of specific subject outlines, but supplement them by providing common guidelines for operation. Students should also be aware of the *Ethical Conduct of Research Policy and Procedures* to protect themselves and others when conducting research.

This set of procedures and advice in sections 5.2 to 5.5 also applies to the following types of external assessments:

- written examinations
- oral examinations
- investigations
- performances.

For each of these assessments, particular supervision and verification procedures apply. These are detailed in the relevant subject outlines, subject operational information, information sheets and policies and procedures.

Invigilators are appointed to supervise written examinations according to instructions and guidelines in the Written Examinations – Invigilation Instructions information sheet.

4.2. Levels of intervention by teachers and others

Common principles of fair practice must be followed in determining the nature of the interventions that teachers and other people make where student work is prepared and presented for assessment.

As a ruling principle, all changes made in the various stages of development of written or other products or performances submitted for assessment must represent students' own work.

It is acceptable in the developmental stages of an assessment task for the teacher to ask questions and to offer general advice – for example, about alternative strategies that might be tried. But the teacher should not dictate or make specific changes in such a way as to put into question the student's

authorship or ownership of that particular piece of work. However, *where alterations have been written into work or work has been changed by the teacher in other ways, as part of formal marking, the work must be considered to have been assessed and, therefore, may not be further developed by the student for resubmission.* The focus of teacher assistance should be on informing the student rather than on amending the draft.

The following points are listed to help in determining whether an undue level of assistance has been received:

- Work that is unacceptable because of an undue level of assistance includes that which:
 - has been copied, without acknowledgment, from another person’s work or another source;
 - has quoted large or multiple sections verbatim from a source or sources, with little or no interpretation, comment, or analysis;
 - transcribes the ideas or material derived from other sources, with acknowledgment or without acknowledgment, and where the student minimally alters the text(s) or not at all;
 - incorporates corrections or changes that the teacher or another person made.
- Work that is acceptable, arising from a reasonable level of assistance, includes that:
 - which quotes from another source or sources, with acknowledgment of the source or sources, and with interpretation, comment, or analysis;
 - which incorporates some ideas or material derived from other sources (e.g. by reading, note taking, or observation) but which has been transformed by the student in his or her own words to use in a new context, and is supported by the student’s own ideas, or argument, with the original sources acknowledged;
 - in which the student has undertaken refinement or self-correction including that which arises from prompting or advice from another person or source;
 - which is undertaken in groups, as appropriate to the assessment task.
- Unless stated otherwise in the subject outline, when assessing work done in groups, teachers must be able to identify each individual’s contribution to assessed outcomes of group activity.
- Assistance that students gain from the use of dictionaries and thesauruses, is acceptable.

The Board’s Special Provisions in Curriculum and Assessment Policy permits eligible students to use another person to act as a scribe. In these circumstances it is expected that the scribe will make a written record of the student’s words without alteration or elaboration.

4.3. Supervision and safeguards against plagiarism

Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of students’ work may be copied from any other person’s work, or be based on an undue level of assistance from another person. (Note that students should keep any quoted work to a minimum).

Teachers’ practices for supervising student activity and providing feedback at various stages and in various forms should be planned to minimise the opportunity for plagiarism. For instance, it is recommended that the development of longer assignments should be conducted to a schedule with several sub-deadlines. The monitoring of progress at each stage will give teachers the opportunity to ensure that the final product represents students’ own work.

Many teachers incorporate in their classroom activities practices that provide an adequate level of supervision, and so ensure that what is submitted for assessment is students’ own work. A range of these practices is listed below:

- Closely monitoring what students are doing, talking to them, and giving advice. Primarily, this helps students to learn, but it also shows up discrepancies in performances.
- When long assignments are given, requiring parts of the assessment task to be done in the classroom, studio, or laboratory, and expecting oral and written progress reports to be made.
- Regularly developing new tests, assignments, and projects, and revising or discarding ones from former years. If parallel classes are taught, varying the assessments from one class to another.
- Maintaining deadlines for assignments and keeping submitted work secure.
- Using a variety of appropriate assessment items: formal and informal, examinations, essays under supervision, fieldwork, practical or laboratory activities, research and other assignments, oral and multimodal presentations, short tests. Such a program enables a thoughtful balance of assessment activities to be used, which can provide a base for detecting anomalies.
- Advising students of potential plagiarism or poor referencing during the drafting stages of their work.
- Encouraging students to use a variety of source materials (including primary data), minimise direct quoting of material and reference all ideas and sources appropriately.
- Setting tasks that encourage student reflection and analysis of information rather than fact or information gathering.

4.4. Statements of verification

Some subject outlines require teachers to verify that work offered for assessment in a particular section or sections of the program is the students' own work. The teacher signs a statement that, to the best of his or her knowledge, the work presented for assessment is the students' own work.

In some cases, students are also required to sign a statement that the work submitted is their own work. In effect, all students make such a declaration in accepting the conditions under which they enrol in Board-accredited subjects.

For a teacher's verification to be given with confidence, the teacher should see evidence from students of the particular work during production. Where teachers have established effective management of learning and assessment, in line with the practices outlined above, this should not present difficulties. When a piece of work appears without earlier drafts being sighted, teachers should satisfy themselves about its origins. A teacher may withhold his or her signature until sufficient evidence is available to show that the submitted material is the students' own work. In such circumstances the onus is on the students to give evidence that the work submitted was completed without undue assistance.

In doubtful cases, where time is available, and at the discretion of the teacher and the school, students may be permitted to complete an alternative and equivalent task under more closely supervised conditions, to substitute for the piece in question. Where time is not available or where it is considered inappropriate to permit an alternative or equivalent task, schools should submit a breach of the rules report with supporting documentation to justify the absence of the teacher's signature on the supervision and verification form. This breach of rules report must be signed by the teacher, student, and principal/SACE coordinator.

The Board has procedures for dealing with breaches of rules in school and external assessments. Schools should consult the Breach of Rules information sheet 3 and contact the Executive Manager, Curriculum and Assessment where further clarification is required. Teachers submit a report of potential breach of rules to the SACE Board, through the school's SACE coordinator. In cases where reports are lodged with the SACE Board, the school has the primary responsibility for providing documented evidence to substantiate the alleged breach of rules.

4.5. Use of information and communication technologies

Information and communication technologies (ICTs) are an integral part of learning and of producing materials for assessment. A major application is in word processing. Other applications include graphics, design, data storage and retrieval, research, and musical scoring and notation.

The principles relating to the verification of work produced using ICTs are essentially the same as those for other forms of development and presentation of work for assessment. Students must enter all text and make all amendments to text themselves. No part of students' work may be based on an undue level of assistance from other people or sources.

The Board's Special Provisions in Curriculum and Assessment Policy permits eligible students to use another person to enter text for them or to act as a scribe. In these circumstances the scribe makes a written record of the student's words without alteration or elaboration. In most circumstances the use of thesauruses, spell checkers, and grammar programs is acceptable, provided that students operate these themselves and make the changes that result.

The monitoring of students' work for the purposes of verification should be no more difficult when work is being produced on a computer. The advice in Section 4.3 about methods of guarding against plagiarism is equally applicable in those situations. Teachers can achieve an adequate level of assurance by observing each student at work, and collecting printed drafts at stages in the process of development. Students should be required to have available a series of drafts that demonstrate the development of the finished piece.

Some subject outlines specifically request the clear acknowledgment of software used, as the potential for student input varies considerably between different programs.

The SACE Board website contains comprehensive guidelines on referencing with detailed examples.

4.6. Responsibilities and appeal process

The SACE Assuring Assessment Integrity Policy is based on some fundamental principles for the conduct of assessments in the SACE. These include:

- fairness to students
- transparency of procedures
- cooperation and collaboration between schools, other learning providers, and the SACE Board in the management of procedures to assure the integrity of assessments
- interdependence and responsibility of the student, teacher or other learning provider, school leaders, and SACE Board in the assessment process
- comparability of standards across sites
- operationally manageable procedures without compromising the integrity of students' assessments.

These principles point to the interconnected and complementary responsibilities of the student, teacher or other learning provider, school leaders, and the SACE Board in the assessment process.

The SACE Assuring Assessment Integrity Policy makes clear the responsibility of:

- students
 - to understand the guidelines for ensuring the material they provide for assessment is their own work
 - to sign a declaration that the material they submit for assessment is their own work.
- teachers

- to use procedures that verify that the material students submit for assessment is the students' own work.
- school leaders
 - to develop school procedures, based on SACE Board guidelines, for the consistent approach to ensuring the authenticity of student material submitted for assessment
 - to verify that the material students submit for assessment is based on the school's procedures and SACE Board guidelines for verifying the authenticity of student work
 - to administer policy and procedures that relate to student or parent appeals and grievances.
- the SACE Board
 - to prepare and publish guidelines for assuring the integrity of school and external assessments
 - to monitor the authenticity of students' material submitted for assessment and appropriately intervene where required
 - to administer the policy and procedures that relate to student or parent appeals and grievances.

Breach of rules in school assessment

All assessments at Stage 1, and some assessments at Stage 2, are school based.

In cases where a potential breach of rules has been identified by the school for a school assessment task that is directly or indirectly supervised, the school is responsible for investigating the breach and for deciding and applying any penalties deemed appropriate.

SACE Board staff are available to discuss and advise on procedures and penalties in such cases. Schools must document all breaches of rules in school assessment.

However, if the breach of rules is found during the moderation process, the SACE Board will investigate the breach and may apply a penalty if it confirms that a breach of rules has occurred.

Breaches of rules in external assessment

Some assessments at Stage 2 are school based and others are external.

If there is a breach of rules in a Stage 2 external assessment, a student may have his or her grades (and the associated numerical value) or marks or scores for the assessment cancelled or amended, and be liable to such further penalty, whether by exclusion from future external assessments or otherwise, as the SACE Board determines. The principal or the principal's delegate should interview the student, where possible before submission of the documentation to the SACE Board, and make a recommendation concerning an appropriate penalty. The SACE Board will acknowledge receipt of the documentation and will inform the student and the school of the outcome.

Grievance and appeal processes

A student is able to appeal a decision made by the school or the SACE Board.

Grievance and appeal processes are available when a student believes that the decisions or other actions taken in relation to the SACE Board's Supervision and Verification of Students' Work Policy and Procedures have not been carried out in accordance with the SACE Assuring Assessment Integrity Policy or the set of procedures associated with the Supervision and Verification of Students' Work Policy (including breaches of rules).

For school assessments, appeals are directed in the first instance to the principal of the school. Students may appeal the decision of the principal or school by writing to the Chief Executive of the SACE Board, stating details of the decision or action being appealed and the redress sought.

Within 7 days of receiving a complaint, the Chief Executive initiates an investigation into the decision or delegates responsibility for this investigation. A letter is sent to the student stating:

- that the complaint has been received;
- the name of the person investigating the complaint and preparing a report;
- that confidentiality is assured.

The investigating officer may take such actions as are necessary and may interview any parties involved in the complaint.

Although the aim of the appeal is to resolve the matter wherever possible, the action or decision complained about may be confirmed, varied, overturned, or sent back for further consideration. Any determination by the Chief Executive as a result of the investigation is binding on all parties.