



Assessment Policy

MUSIC INDUSTRY COLLEGE

Assessment Policy

Introduction

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of a student. It is a critical and ongoing part of the planning, teaching, learning and reporting cycle at Music Industry College. The aim of this policy is to ensure there is consistency, clarity and equity in relation to assessment for students and teachers; they should feel secure in the knowledge that each student in every year level can access equitable and comparable levels of support.

THE PURPOSE OF ASSESSMENT

Assessment is an integral part of a student's learning. It is used to:

- a) assist the student to identify their strengths, the depth of their knowledge, ways of learning, and areas for further development.
- b) inform the teacher about what students know and can do, and guide what teaching is needed to further progress student learning.
- c) provide teachers, parents and students with information about achievement and academic potential to help them attain higher levels of performance.

ASSESSMENT PROCEDURES ACCOUNTABILITY

Assessment procedures are designed to meet the accountabilities required by:

- a) the Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

SCHOOL RESPONSIBILITIES FOR ASSESSMENT

The school is responsible for:

- providing assessment instruments in an appropriate time frame, with conditions consistent with the relevant subject syllabus document or study plan.
- supporting students with adjusted assessment where appropriate (see School Access Arrangements and Reasonable Adjustments AARA Policy).
- providing feedback to students on both rough draft and final assessment tasks in a timely manner (see drafting and feedback).
- enacting moderation procedures which ensure a consistency of standards is maintained in the marking of assessment.

ASSESSMENT INSTRUCTIONS AND GRADING

A task sheet and criteria for assessment sheet will be issued to students at the commencement of work on the assessment. The teacher responsible for preparing an assessment item must ensure the following information is included on assessment task sheets:

- a) Clear and specific statement of task
- b) Parameters for successful completion such as word length, time and method of presentation
- c) Details of time allocations for work completion in-class
- d) Monitoring dates for presentation of drafts and/or work completed to date
- e) Clear due date
- f) Guidelines for successful completion of the task
- g) Weighting and importance of different sections and the assessment's contribution to the final grade (if applicable)
- h) An authenticity statement, which students sign to indicate the work submitted, is their own.

Academic Integrity

Music Industry College promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity. Academic Integrity includes:

- Drafts and providing feedback on draft student responses
- Scaffolding of assessment items
- Authentication of Assessment and referencing
- Managing the length of student responses
- Managing the late and non-submission of assessment in line with QCAA and College policy guidelines.

DRAFTING AND PROVIDING FEEDBACK ON STUDENT RESPONSES

The Purpose of Drafting

Drafting is a compulsory consultation process that provides the student with the opportunity to not only develop the task, but to improve the quality of the response. Drafts can also be used to authenticate student work. Drafts will also be used for assigning a grade if students fail to submit their final assessment on or before the due date.

Definition

A draft is a body of evidence that is provided by students in response to an assessment instrument.

DRAFTING FEEDBACK AND REQUIREMENTS

- a) Before submitting a draft, the student may be entitled to:
 - Submit a written outline of their approach for feedback and/or
 - Discuss their approach with their teacher
 - Obtain verbal feedback
- b) Students can submit a maximum of 1 draft of each assessment
- c) The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet
- d) Drafting feedback should indicate the aspects of the response that need to be developed or improved in line with the criteria on which students are being assessed
- e) Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies that students might use to improve their task response
- f) It is not the teacher's responsibility to fix nor identify all errors in a student draft, but to give advice about how to improve the task response
- g) Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard
- h) Teachers will not award a notional result or level of achievement for work in draft form
- i) Teachers will not introduce new ideas, language or research to improve the quality of student responses.

SUBMITTING DRAFTS

To receive the most effective and appropriate feedback students are to submit a full and complete draft.

- a) All drafts must be presented by the date stated on the task sheet
- b) A teacher should provide feedback on one draft of each student's response
- c) Staff may retain a copy of student drafts
- d) The type of draft submitted may differ depending on the subject and assessment technique, which will be specified on the task sheet
- e) In the case of a student failing to submit a draft the teacher will:
 - contact parents and record the contact on TASS and notify the principal.
 - invite the student to attend tutoring sessions until the draft is complete.

Teachers are not required to provide feedback to students on drafts that are submitted after the due date.

FEEDBACK ON DRAFTS

- a) When providing feedback on drafts, teachers indicate aspects of the response, which need to be improved or developed in order to meet the objectives and instrument-specific standards.
- b) Teachers may ask students to:
 - consider other aspects of the text, report, performance or activity they are creating or responding to
 - develop their response to show more awareness of the audience
 - give priority to the most important points by rearranging the sequence and structure of ideas
 - conduct further research or substantiate points ensuring adherence to referencing style.
- c) Teachers may:
 - indicate some textual errors and that the draft requires more careful editing
 - not provide feedback only on a draft submitted after the draft due date
 - provide a summary of their feedback and advice to the whole class.
- d) Teachers will not:
 - correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.

SCAFFOLDING

Scaffolding is a structured, interactive and collaborative instructional strategy. It allows:

- teachers and students to construct knowledge and skills as part of teaching, learning and assessment.
- teachers to support students to become independent in completing a task or responding to an assessment instrument.
- teachers to gradually release support and responsibility to students over a course of study so that they may complete a task or assessment instrument independently.

Scaffolding strategies for teaching, learning and assessment may include:

- breaking down a complex task, learning experience, concept or skill into discrete parts to facilitate student learning
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- providing a timeline that students can use to complete responses to components of the assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

MANAGING THE LENGTH OF STUDENT RESPONSES

Each syllabus indicates the required length of a student response for an assessment instrument. This

- information is provided to:
- indicate the depth of response required
- encourage conciseness of student responses
- ensure equity of conditions for all students.

Teachers will:

- develop summative assessment instruments that students can provide complete responses within the required length indicated by the syllabus
- provide students with examples of responses that are within the required length
- provide students with feedback if a draft response exceeds or is significantly under the required length
- not read/view passed a student response after they have judged that it has exceeded the required length demonstrated by an annotation on the assessment task sheet
- mark the student's response using information up to the required length.

Students will:

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

Guidelines for judging the word length or page count of a written response	
Inclusions	<ul style="list-style-type: none">• all words in the text of the response• title, headings and subheadings• tables containing information other than raw or processed data• quotations (unless otherwise stated in the relevant syllabus)• in-text citations and footnotes
Exclusions	<ul style="list-style-type: none">• title pages• contents pages• abstract• raw or processed data in tables, figures and diagrams• bibliography• reference list• appendixes*• page numbers

**Appendices should contain only supplementary material that will not be directly used as evidence*

AUTHENTICATION OF ASSESSMENT

Academic integrity involves students appropriately citing or referencing others' work, using the style chosen by the school.

Responsibilities for establishing authorship of responses lie upon the teachers, students and parents/careers.

- a) Teachers must:
 - collect evidence of the authenticity of student responses by monitoring notes and drafts
 - ensure assessment decisions are fair and equitable for all students.
- b) Students must:
 - sign the authenticity declaration to state that they have not shared any part of the planning or final response to verify their authorship
 - document the development of the response in a journal or logbook if required by the syllabus
 - acknowledge all sources in the format set down by the College (see referencing page 7) use, where applicable plagiarism-detection software for the final response.
- c) Parents/carers:
 - support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student responses.

In the event that authenticity is compromised by plagiarism the teacher shall refer the matter to the Principal for a determination of consequences in line with QCAA guidelines.

REFERENCING

American Psychological Association (APA) style referencing is the standard to be used at Music Industry College (see the College's Referencing Guide for further information and instruction).

PLAGIARISM

'Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work'.

QCAA. (2015) A-Z of Senior Moderation; 4.1 Authenticating Authorship. QCAA. Brisbane.

Examples of plagiarism include failing to acknowledge and/or appropriately reference:

- i. Sentences or paragraphs copied or closely paraphrased
- ii. Other's ideas, work or research data
- iii. Work produced by someone else on the student's behalf and/or in conjunction with other people but purported to be entirely their own.

SUBMISSION OF FINAL INTERNAL ASSESSMENT

- a) Final copy of assessments are due by 4.00pm on the due date unless otherwise stated on the assessment task sheet
- b) All student tasks should be submitted through the medium stated on the assessment task sheet.
- c) In an instance where plagiarism is proved, only original work will contribute to the assessment result.

TECHNOLOGY USE

- a) It is the student's responsibility to save and 'back up' any work related to assessment in multiple locations including USB, the student drive on the college network and home folders.
- b) If a computer failure delays the submission of an assessment piece, students must notify the teacher immediately and negotiate alternative arrangements.
- c) If the computer problem occurs on the day the assessment piece is due, hard copy drafts must be provided as evidence of work completed. In the case of printer failure, the student is to either submit the assessment on USB, or email the assessment to the teacher. Hand-written submissions will also be accepted.

LATE SUBMISSION OF A STUDENT RESPONSE

- a) Judgement of assessment will be based on evidence of work gathered on or before the due date.
- b) In the event a final copy of the assessment is not submitted by the due date and no extension has been granted (see AARA policy), judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc.
- c) Judgments of student achievement in senior subjects are made by matching the body of evidence provided in the student's prior responses (i.e. draft) to assessment instruments to the standard's descriptors outlined in the relevant subject area syllabus.
- d) A level of achievement can only be awarded where evidence has been demonstrated.
- e) The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.

NON SUBMISSION OR INSUFFICIENT EVIDENCE OF A STUDENT RESPONSE

- a) When there is no evidence of a response to an assessment on or before the due date as set by the College, a subject result cannot be allocated and the student will be given a 'Not-Rated' (N).
- b) In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
- c) When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- d) For Senior General Subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment. This may have a negative impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.
- e) Students who in the view of the principal and relevant subject teachers do not complete Senior course requirements may not be able to progress to the next semester in that subject, receive credit for that semester and may have their enrollment cancelled.

GROUP ASSESSMENT

All notes, written drafts and/or draft multi-modal presentations must be submitted by the monitoring dates.

- a) The presentation or performance must be completed on the scheduled due date.
- b) In the case of absence of one member of the group, the presentation or performance will take place on the scheduled date with feedback given to the members present.
- c) A student who is absent on the scheduled date is required to provide a valid medical certificate (Yr. 11/12) or parent note (Foundations) on return to school, the group may be required to represent the assessment.
- d) In the case of the absent student failing to provide a medical certificate, their performance will be marked; the result recorded on the student's profile for the purposes of completion of course assessment.

FEEDBACK ON INTERNAL ASSESSMENT

- a) Feedback will be provided to students for each piece of assessment undertaken.
- b) Feedback will:
 - be clear and individualized
 - be specific to the teaching, learning and assessment related to the standards/descriptors
 - be timely, so that students can act on it and adjust their learning
 - collaborative, so that students, teachers and parents/care givers all support and participate in the student's learning
 - allow for reflection and build on capacity for self-assessment.

ASSESSMENT DECISIONS APPEAL PROCESS

- Initial concerns regarding an assessment decision are to be addressed by the student with the classroom teacher.
- If the dispute is not resolved, a written appeal is to be submitted by the student and parent to the principal. This appeal must contain relevant evidence to support the claim.
- The principal will provide a response to the appeal.
- The QCAA has rigorous processes for verifying or reviewing results available to students. Year 11 and Year 12 students may seek more information about this via the QCAA Website.

ILLNESS OR NON-ATTENDANCE ON THE DAY INTERNAL ASSESSMENT IS DUE

- a) A student who is absent on the day the internal assessment is due must contact the school and opt to follow one of the following procedures:
 - i. send the completed assessment to school with a family member or friend;
 - ii. email the assessment on the due date to the teacher prior to 4.00pm;
 - iii. post the assessment to the school on or before the due date so that the post mark can be used to verify the submission date.
 - iv. provide a valid medical certificate to the school and complete the assessment on the first available opportunity upon returning to school.
- b) Only in exceptional and extraordinary circumstances will the principal give consideration to accepting an assignment after the due date in line with QCAA and Music Industry College AARA Policy:
 - i. of computer hardware and/or software does not constitute exceptional or extraordinary Failure circumstances.
 - ii. School excursions, sport or family holidays outside of normal school vacation time will not be considered exceptional or extraordinary circumstances.

STUDENTS ON DISCIPLINARY ABSENCES ON THE DAY INTERNAL ASSESSMENT IS DUE

- Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made on the due date according to one of the processes listed in a. Illness or non-attendance on the day Internal Assessment is due, above.

INTERNAL ASSESSMENT: EXAMINATION PROCEDURES

- Students are required to attend the formal scheduled internal block exams and in-class scheduled assessment.
 - Students and parents will receive an information bulletin containing the exam timetables, exam procedures and attendance requirements for exams.
- a) Only the necessary stationery and equipment will be permitted in the examination room.
 - b) No student will talk or otherwise communicate with another student during the test/examination.

ABSENCE FROM AN INTERNAL TEST/EXAMINATION

- A student who is absent on the day of the test/examination is required to complete the test/examination at the first opportunity on return to school and provide the following documentation:
 - a) a valid medical certificate will be required in the case of illness (Years 11-12); a valid parent note will be required in the case of illness (Foundations)
 - b) a completed and approved MIC AARA (see AARA policy) form in the case of absence for a reason other than medical (Years 11-12).
- If a student is absent from the examination and does not provide any reasonable documentation then a N (Not Rated) rating is given for this assessment item, and the criteria sheet will indicate an N standard.
- If there has not been sufficient work submitted to rate the student, then the student will receive an N (Not Rated) on the report card and parents/caregivers will be notified. The student will complete the exam at a later date.

Senior External Assessment Processes

EXTERNAL ASSESSMENT

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects from 2020 onwards.

- All external assessment for General subjects is summative and contributes to the overall subject result. Applied subjects do not include external assessment.
- External assessment is:
 - a) common to all schools
 - b) administered by schools under the same conditions at the same time and on the same day
 - c) developed and marked by the QCAA according to a commonly applied marking scheme.
- The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus. Syllabuses are accessible via the QCAA Portal and website.
- External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

ATTENDANCE

- Students must attend all exams at the scheduled time on the date published on the QCAA website.

RULES FOR EXTERNAL ASSESSMENT

- At the beginning of each school year, the QCAA communicates rules for students completing external assessment. The College will communicate these rules with students.
- Breaches of external assessment rules are a form of academic misconduct.

LATE ARRIVAL TO EXTERNAL ASSESSMENT

- If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment.
- No extra time to complete the external assessment is granted if a student arrives late.
- The student may be required to complete the assessment in a different room at the assessment venue.

NON-ATTENDANCE AT EXTERNAL ASSESSMENT

- A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.
- A student who cannot attend an exam must notify the principal's delegate or the Senior External Assessment Coordinator as soon as practical. Reasons for non-attendance may include illness or misadventure. To support an application for illness and misadventure for an external examination, the following supporting documentation is required:
 - a) completion of the Music Industry College AARA Application (see AARA policy)
and
 - b) a medical certificate that covers the examination date with diagnosed illness, condition or event including date of diagnosis, onset or occurrence;
or
 - c) for non-medical claims, written evidence from a relevant independent professional or other independent third party.
 - Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

SENIOR EXTERNAL EXAMINATION AND AARA

- The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.
- The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

Senior Access Arrangements and Reasonable Adjustments

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to access assessment and demonstrate their knowledge on the same basis as other students.

GUIDELINES FOR AARA:

- a) AARAs are considered on an individual basis and decisions are made in consultation with the student, parents/carers, school staff and where required the QCAA.
- b) Music Industry College is responsible for approving AARAs for students in Year 11 and 12.
- c) The college principal in consultation with the QCAA is responsible for approving AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied Syllabuses for the Year 12 cohort.
- d) The provision of an AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will access the same adjustments for assessments in Unit 3 and Unit 4.
- e) AARAs must ensure that the rigour of criteria and standards against which achievement is judged are not altered.

ELIGIBILITY FOR AARA

AARAs are provided to minimise, where possible the barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

- a) These barriers fall into the following categories:

- permanent
 - temporary
 - intermittent
- b) Students eligible for an AARA have a verified disability or documented medical condition under one or more of the following categories:
- cognitive
 - physical
 - sensory
 - emotional
- c) Student may also be eligible for AARA where illness and misadventure such as unforeseen circumstances or other situations may prevent students from demonstrating their learning.

INELIGIBILITY FOR AARA

Circumstances that will render a student ineligible for an AARA include:

- a) those arising from the student's or parents/carer's choice i.e. family holidays, sporting trips etc.
- b) those related to technological failures with assessment.
- Students whose background is English as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have a disability or medical condition. AARAs will not cover EAL/D students without disability and/or medical conditions.

APPLICATION PROCESS

- Students must download an application form from the college website or collect an application from the MIC Essentials Google classroom, the student support officer or the principal.
- Students are to submit applications for an AARA electronically via email or in person to one of the following:
 - a) The principal
 - b) Student support officer
 - To be considered, an application must be submitted at a minimum of 2 days before the due date.
 - Granting of an AARA is at the discretion of the principal, principal's delegate and is approved only when the student successfully meets eligibility criteria.

SUPPORTING DOCUMENTATION

Applications for an AARA require submission of the following:

- a) medical report that provides:
- diagnosis of disability and/or medical conditions from a General Practitioner, Medical Specialist or Psychologist
 - date of diagnosis
 - occurrence or onset of the disability and/or medical condition
 - symptoms, treatment or course of action related to the disability and/or medical condition
 - information about the diagnosed disability and/or medical condition affects the student participating in assessment
 - professional recommendations regards AARA, if applicable.
- b) Evidence of a verified disability such as an Education Adjustment Program (EAP).
- c) Current School Statement outlining a detailed overview of the observed impact of the student's medical condition and/or disability on the student's functioning during timed assessment.

SCHOOL APPROVED AARA

The College can approve the following AARA conditions:

- lighting and physical equipment
- medication, pain relief and diabetes management
- alternative format papers
- environment and the mode for completion of assessment
- computer use and assistive technology
- time allowed to respond to assessment
- teacher aide assistance

- re-scheduling and extensions

EXTENSION OF TIME TO COMPLETE AN ASSESSMENT

A student may be permitted an extension of the due date for submission or completion of an internal assessment item:

- Extended response project
- Performance
- Non-examination piece.

An extension for an assessment can only be granted to a student in the following situations:

1. Verified disability or documented long-term medical condition.
2. Short-term medical condition or illness (with documentation) for three or more days in the fortnight immediately prior to the due date.
3. Unexpected event e.g. family bereavement or difficulties (documentation required).
4. In the event of misadventure or exceptional circumstances, an extension may be granted at the discretion of the principal.

APPLICATION OF EXTENSION OF TIME TO COMPLETE AN ASSESSMENT

- a) A student may only apply for an extension of time to complete an assessment a minimum of two days prior to the due date.
- b) An Application for an AARA extension must be completed by the student, signed by a parent and submitted alongside relevant medical documentation to the principal, or student support officer with evidence of progress made on the task for any request for an extension to be considered.
- c) All applications for an Extension of Time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and principal.
- d) The submission of a medical certificate may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- e) The granting of extensions is at the discretion of the principal.
- f) Failure to meet an extended due date will result in a judgement being made using evidence collected on or before the revised date.

QCAA APPROVED AARA

- The QCAA is responsible for approving identified AARA for students undertaking assessment in units 3 and 4 of General and Applied Subjects.

Examples of QCAA approved AARAs include:

- a) alternative format papers
- b) alternative venue
- c) computer use and assistive technology
- d) extra time
- e) teacher aide assistance including the use of a reader and/or scribe
 - Students requiring a QCAA approved AARA are to complete an AARA application and consult with the student support officer.
 - For each student, the school submits an application, including supporting documentation, via the QCAA portal, by the date specified in the Senior Education Profile (SEP) calendar.
 - The QCAA will communicate the decision to the College via the QCAA Portal.

TIMELINES FOR PRINCIPAL-REPORTED AND QCAA APPROVED AARA

- Application for Units 1 and 2 AARAs must be made via the student support officer or principal by the end of Week 3 of each unit.
- Application for Units 3 and 3 see tables overleaf.

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. <ul style="list-style-type: none"> • braille • large print 	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions — applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due by the end of Week 5 Term 3 in the summative year.

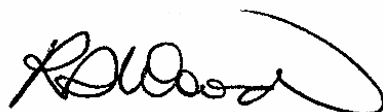
Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due by the end of Term 3 in the assessment year.

Date of Policy

December 2019 (Renewal)

Approved by

Music Industry Community Services Limited Board



Signature:

Date: 10/12/2019

Review Date

Annually

RELATED POLICIES AND DOCUMENTS

- Computer and Network Acceptability Use
- Complaints
- Behaviour Management
- Duty of Care Handbook
- Assessment Flow Chart

