

UNITY COLLEGE



YEAR 11-12 ASSESSMENT POLICY

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UNITY COLLEGE

Assessment policy

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Section 1 | General Information

1.1 Policy Scope

Unity College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the Queensland Certificate of Education (QCE). The policy provides information for teachers, students and parents/carers about the roles, responsibilities, processes and procedures that ensure the integrity of assessment that contributes to the QCE. The framework for the policy is developed from the QCE and QCIA Policy and Procedures Handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all key learning areas. Additional policy guidance is also provided within this document for VET coursework.



1.2 Principles of Assessment

Unity College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment may, where applicable, include evidence of progress such as draft submissions in the event of a non-submission of work by the due date. Please refer to the Assessment Guidelines section of this document for additional elaborations on non-submission of work on or before the due date.

Assessment is designed to be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment between what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

1.3 Promoting Academic Integrity

Each Year 11 student is required to complete the QCAA Academic Integrity Course for Students during their induction to Senior Study. This course establishes a clear awareness for all students of the following;

- What is academic integrity and why is it important?
- What is academic misconduct?
- Effective academic practices.
- How do I use drafting practices to improve my work?

Each assessment instrument administered is supported by information and guidelines for the assessment to maintain the integrity of the assessment. The College places a significant emphasis on the value of draft submission of assignments to ensure that potential breaches of integrity are identified early, and additional guidance is provided to students at risk of submitting a final assignment that contravenes expected academic integrity standards. All examinations are securely stored prior to the timetabled delivery of the assessment instrument and student responses are stored in either electronic or hard copy form in line with QCAA expectations.



Section 2 | General Assessment Responsibilities

2.1 Accessing Assessment Due Date Information

- For Year 11 and 12, the Unity College Assessment Schedules are compiled at the start of each Unit. The schedules list all known assessment dates for assignments and examinations for each subject.
- The schedules are published to students and parents via e-mail from Assistant Principal - Teaching and Learning.
- Parents seeking to obtain additional information about specific assessment dates and/or conditions should contact the relevant teacher directly via e-mail.

2.2 Expected Storage of Electronic Assessment using OneDrive

- All Unity College students have access to their own personal Microsoft 365 Account. This account provides each student with up to 1TB of secure, online 'cloud' storage using the Microsoft OneDrive service. All students are required to create and store all electronic forms of assessment documents in their personal OneDrive storage facility, including drafts. This behaviour maximises document access and retrieval without any specific device dependency.
- Students are provided with class instruction for the set-up of a subject folder in OneDrive and therefore loss of electronic forms of assessment due to loss, damage, or theft of a student's personal technology device is not an acceptable reason for non-submission of assessable work.

2.3 Parent Check-Up on Assignments via Teams

All individual class assignment task documents, resource materials, draft submission details and date of final submission can be accessed via the Microsoft Teams site for each class group. Parents are strongly encouraged to ask their child to see their Teams Assignments regularly throughout each term.

Section 3 | Access Arrangements & Reasonable Adjustments (AARA)

3.1 Verified Disabilities

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

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. Students with identified requirements under 'Special Provisions', as defined by the guidelines for eligibility set by The Nationally Consistent Collection of Data on School Students with Disability (NCCD), are catered for within assessment task design, delivery and final submission modification.

Please be aware that a student may not be eligible for assessment adjustments without a formal, professional diagnosis and an established Student Support Plan. If you wish to discuss special provisions and formalised adjustments for your child, then please e-mail the College to request a meeting with our Learning Support Team.

3.2 Illness & Misadventure

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

Approval for a reasonable adjustment due to an illness or misadventure resulting in an inability to complete an assessment item on or before the due date, and/or the sitting of an examination on the due date, require the submission of a medical report/certificate that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of 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 how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding the period of adjustment requested.

The medical report/certificate may be completed by a relevant practitioner who is either a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's Medical Practitioners Registration Act 2001 and/or Queensland's Psychologists Registration Act 2001), and who is not related to the student or employed by the school.



Where the condition is not medical, students may supply other relevant evidence including:

- Police reports that support an application for assessment adjustment due to absence
- Official notices (e.g. Notification of a court appearance on the date of an examination or assignment submission).
- A Statutory Declaration Form (QLD) witnessed and signed by a Justice of the Peace.

3.3 Examination Adjustments

Access arrangements and reasonable adjustments will not accommodate sitting of an examination prior to the student cohort. Students who provide medical documentation or supported evidence for absence on the due date of an examination will be required to sit their examination at a future date set by the Teaching and Learning Leader of that subject area, in consideration of their period of absence and individual student situation.

An examination paper set for students sitting an examination after their cohort may be required to be varied to ensure academic integrity of the assessment instrument. Variation may be in the form of one or more of the following:

- other stimulus material
- text within items
- numerical values within items
- parameters within short response items

3.4 Assignment Adjustments

For Draft Submission Extensions: For consideration of a requested extension to a draft submission due date, students must make direct contact with the relevant subject teacher a minimum of two school days prior to the due date of the draft. The granting of any extension of draft due date will be at the discretion of the teacher.

For Final Submission Extensions: Access arrangements and reasonable adjustments for assignment final date extension requests are only considered if these requests are supported by a medical report or supported evidence for absence on the due date, as per the relevant evidence guidelines stipulated above. Extension durations are limited to the duration of the medical condition, or valid non-medical circumstances, stipulated in the formal supporting documentation.

3.5 Failure to Provide a Medical Report or Supported Evidence for Absence

In the event of a draft submission not being available to provide an assessable grade, failure to provide documentation that meets the above requirements will result in the student receiving 'Not Rated' for that assessment instrument and therefore will be ineligible for a QCE point for that unit of study.

3.6 AARA Request Ineligibility

Parents and students must be aware that the following are not grounds for being eligible for AARA:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations, failing to source a task document, misreading an assessment due date)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)

Important Note: The following policy applies to students in Year 11 and Year 12 who are withdrawn from school for family holidays:

- Examinations: Missing an examination due to family holidays will result in the student receiving 'Not Rated' for that assessment instrument and will therefore be ineligible for the QCE point for that Unit of work.
- Assignments: The student may submit an assignment at any time on or before the due date. No adjustment will be made for assignment submission due dates to accommodate this form of absence. If the student fails to submit an assignment on or before the due date, then they will receive 'Not Rated' for that assessment instrument and will be ineligible for the QCE point for that unit of study if there is insufficient evidence of progress in the task (e.g. draft submission) that can be assessed.

3.7 Notification of Absence from an Examination or Submission

Parents and/or students must:

- Contact the College on 07 5490 5777 as early as possible when there is a known circumstance of absence on the day of a scheduled examination or on an assessment submission due date.
- E-mail notification to the teacher for whom the assessment instrument is required to be submitted to.



Section 4 | Assignment Submission Guidelines

4.1 Assignment Draft General Expectations

It is a requirement of all assignment tasks that evidence of progress is maintained and formally reviewed prior to the final submission date. The College emphasises the critical importance of assignment drafts being submitted in a form that fully meets the specified requirements of the task document. There is a direct correlation between level of draft completeness, diligence of responsiveness of the student to draft feedback, and improved results over time.

Assignment draft due dates are provided by individual class teachers and are represented on task documents and/or information provided to students via the Assessment Schedule for each unit. In addition, Students should note the specific time deadline provided by their teacher for all draft submissions. Parents are encouraged to ask their child to identify these draft due dates and times to support their child in setting up a personal organisation plan and ensure on-time draft completion.

4.2 Assignment Draft Feedback

A draft is a preliminary version of a response to an assessment task. It should contain most of the features of the final response. Teachers can use a student's draft response to confirm that a student's assessment is their own, as the draft shows the progression of a student's thinking. Students may be expected to present a draft in a variety of formats or modes. These may include written, spoken and/or electronic and multi-media recording. Teachers may present feedback on draft submissions in a variety of ways, e.g. Orally, in writing, to an individual or to the whole class, and/or through questioning. Teacher feedback on a draft may include advice 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 investigation to support an argument or communicate meaning
- adhere more closely to the referencing style required in the task document specifications.

When giving feedback on a draft, a teacher:

- May provide feedback on a maximum of one draft of each student's response
- For a written response, may indicate key errors in spelling, grammar, punctuation and calculations, and remind the student that the draft requires more editing, but should not edit or correct all errors in the draft
- For a spoken response, may indicate ways to improve spoken/signed and nonverbal features in a student's presentation
- Should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- May not introduce new ideas, language or research to improve the quality of the student response, because feedback on a draft must not compromise the authenticity of student work
- Should not allocate or indicate a result for the draft as providing feedback is a consultative process, not a marking process
- Will ensure timely return of the draft submission to facilitate a final submission turnaround by the student of no less than 5 days



4.3 Consequences: Failure to submit a draft

Failure of a student to submit a required assignment draft on or before the due date will result in the following;

- An entry on ENGAGE will be entered under the category of 'academic disengagement'
- Parents will be notified by the Assistant Principal Teaching and Learning that the student is required to attend Homework Club to produce satisfactory evidence of progress on the assignment task.
- Attendance at Homework Club is supervised by the Assistant Principal Teaching and Learning and this time is also used to work on strategies to avoid non-submissions in future. These are held each afternoon from 3:00pm to 4:00pm.
- If the student fails to comply with draft submission expectations by not attending the detention then a non-submission of the draft will be recorded by the teacher. The teacher is not required to provide any subsequent progress feedback to the student.
- In the event of the final submission also not being submitted, a 'Not Rated' will apply for that assessment item and the student will be ineligible for a QCE point for that unit of study.



4.4 Senior Assessment Response Length Management

All assessment instruments in a explicitly state the required length of a response as either a word length, duration of time, or page count. This information is provided to;

- Indicate the scope and scale of the response required
- Ensure equity of conditions for all students
- Support students to develop skills in managing the length, scope and scale of their responses appropriately
- Ensure that internal assessments developed for General, Extension and Applied subjects meet the requirements for assessment endorsement by QCAA
- Ensure that internal assessments developed for Applied subjects allow the students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

Elements to be included in or excluded from the word length or page count of a written response are provided in the Table below...

Word Count		Page Count
Inclusions	All words in the text of the response Section titles, headings and subheadings Tables, figures, maps and diagrams containing information other than raw or processed data Quotations Footnotes and endnotes (unless used for bibliographical purposes)	All pages that are used as evidence when marking a response
Exclusions	Title pages Contents pages Abstract Raw or processed data in tables, figures and diagrams Bibliography Reference list Page numbers In-text citations Appendixes*	Title pages Contents pages Abstract Bibliography Reference list Appendixes*
*Please Note: Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Teachers are expected to:

- Develop and administer valid assessment instruments of suitable scope and scale.
- Implement effective teaching and learning strategies so students can learn effective skills to use when responding to assessment techniques.
- Where possible, provide examples of assessment responses within the word and/or time length.
- Explicitly model how to create and draft a response to assessment in the required mode.
- Provide feedback through the draft or at checkpoint dates if the student work does not meet assessment conditions.
- Give advice to students about why and how to synthesise information, or advice around the development of ideas or information to meet the response length conditions.

Students are expected to:

- Develop a response of the required length, as stipulated in the task document.
- Respond to draft feedback about the length of their response.
- Document the length of their response using a word count, page count or time, as required by the task document.

4.5 Consequences: Student submission of assessment that exceeds the response length requirements

As per the QCAA assessment guidelines: Where a student submits an assessment on the due date that exceeds the word length, duration of time, or page count as required by the syllabus, the teacher will;

- Mark only the work that meets the required length, as per the syllabus, excluding evidence outside the required length.

4.6 Final Assignment Submission Procedures

The College utilises the Microsoft Teams 'Assignments' tool for all text-based assessment submissions unless otherwise specified in the task document. Students are expected to follow the assignment upload procedures demonstrated to them in class to electronically turn in their draft and final submissions on or before the time specified in the task document.

4.7 Consequences: Failure to submit a final assignment

As per the QCAA assessment guidelines: In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

- Therefore, any failure to submit a required assignment in its final form, without an approved 'Reasonable Adjustment', will result in the assessment of the existing draft/evidence of progress and a grade awarded from this assessment.
- In the absence of any assessable evidence of progress/existing draft the student response will be judged as 'Not Rated (NR)', the student will not meet the requirements for that unit of work and will be ineligible for a QCE point for that unit of study.

4.8 Group Assessment

In the event of verified and supported absence of a student on the scheduled due date of a group performance/presentation, that student will be required to produce their performance/presentation at a date allocated by the teacher, and without the presence of those students in their group who have already completed the task requirements.

4.9 Assignment Authenticity

All students are required to provide a signature and date acknowledgment of the authenticity of their work as part of the assignment task document. This notice of authorship may be electronic, if the task is to be submitted in digital or non-printed form. In addition, all senior assessment submissions will be reviewed for plagiarism via electronic review (e.g. Turn It In) and/or teacher review and comparison of student work.



4.10 Consequences: Evidence of plagiarism/collusion

In most circumstances, evidence of plagiarism and/or work not attributable to the student will be identified during the draft submission phase. In such cases the teacher will discuss the areas of concern with the student and may require student attendance at Draft Catch-up Room sessions to demonstrate a satisfactory re-write/re-work of their draft (see previous section 'Failure to submit a draft').

Student collusion is identified when more than one student works to produce a response when that assessment item demands an individual response; or when a student assists another student by giving a response to an assessment for the purpose of copying that response.

- Where evidence of plagiarism, collusion, or work that is not authentically owned by the student is identified in the final assessment submission then only the portion/s of the submission deemed to be the student's own work will be assessed and a grade awarded based on that assessment. This consequence is also applicable where a student has received a response for the purpose of being copied and has subsequently submitted that response (in part or in whole) as their own.
- Where a student has provided a response for the purpose of being copied by another student, the penalty for the student providing the response may result in their assessment being 'Not Rated (NR)', pending a review of the circumstances for the academic integrity breach.



4.11 Consequences: Additional assignment misconduct categories

The following categories of misconduct in relation to the submission of assignments will result in the student response being judged as 'Not Rated (NR)' and the student will subsequently be ineligible for a QCE point for that unit of study.

- Contract Cheating: When a student pays for someone to complete a response to an assessment or sells or trades a response to an assessment.
- Fabricating: When a student invents or exaggerates data and/or lists incorrect or fictitious references.
- Impersonation: When a student arranges for another person to complete a response in their place.
- Significant Contribution of Help: When a student arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.



4.12 Consequences:

Non-submission or Evidence of Progress Non-submission

- In most circumstances, evidence of plagiarism and/or work not attributable to the student will be identified during the draft submission phase. In such cases the teacher will discuss the areas of concern with the student and may require student attendance at an academic Thursday afternoon detention to demonstrate a satisfactory re-write/re-work of their draft.
- In BCE's *Considerations for Using Generative AI in Schools* indicates that "ensuring human accountability may include...keeping records of the use of AI." Therefore, students must acknowledge AI use in assessments by using APA referencing. Failure to cite use of AI will be considered plagiarism.
- Where evidence of plagiarism or work that is not authentically owned by the student is identified, including contributions from other sources, in the final assessment submission then only the portion/s of the submission deemed to be the student's own work will be assessed and a grade awarded based on that assessment. Such cases can be managed by the class teacher in consultation with the relevant Teaching and Learning Leader and/or the Assistant Principal Teaching and Learning.
- Where a student has provided a response for the purpose of being copied by another student, the circumstance must be reported to the relevant TLL for determination of the most appropriate follow-up management.
- Where a student has submitted a response to an assessment instrument using a submission of their own work that has already been reviewed and/or assessed from any previous study, only the portion/s of the submission deemed to be the student's new work will be assessed and a grade awarded based on that assessment.

Section 5 | Examination Guidelines

5.1 Examination Attendance

- Students in Year 11 and Year 12 must present in full formal uniform on the day of any academic examination (excluding practical examinations that may require alternative attire).
- Students must be in attendance at the examination venue a minimum of 20 minutes prior to the scheduled commencement of the examination.
- It is the responsibility of the student to ensure that they have all required materials for their examination. This should include a filled water bottle. No additional food or drink is allowed into an examination venue.

5.2 Cheating during an Examination

Students may be identified as cheating during an examination through the following behaviours;

- Possession of notes and/or reference materials in any form (physical and digital).
- Collusion/communication with another student during the examination.
- Accessing a non-permitted electronic device during the examination.

5.3 Consequences: Examination Cheating

- The examination supervisor will address the student and note the point of student progress on the examination paper where the cheating behaviour was observed. After completion of the examination, the paper will be reviewed by the Teaching and Learning Leader and an assessment will be made as to the viable grade/result.
- Parents will be notified of the behaviour and any subsequent effect on the assessable item.



Section 6 | VET Assessment Submissions

6.1 VET Assessment Policy

This policy outlines the assessment requirements for Vocational Education and Training (VET) subjects at Unity, ensuring alignment with the Queensland Curriculum and Assessment Authority (QCAA) and the Australian Skills Quality Authority (ASQA). It provides guidance for students, parents, and staff regarding competency-based assessment, qualification attainment, and the consequences of non-completion.

6.2 Competency-Based Assessment

VET assessment is competency-based, meaning students must demonstrate their knowledge and skills for each unit of competency on multiple occasions and across various industry contexts. A single demonstration is not sufficient. Assessment is ongoing, and students are expected to meet minimum requirements of units of competency to meet course requirements.

Assessments may include practical demonstrations and written coursework. Additionally, some qualifications require participation in mandatory incursions, excursions, and out-of-school industry training, which students must complete as part of their course

6.3 Qualification and Certification

- The awarding of a full or partial VET qualification is dependent on the successful completion of required competencies within the set timeframes.
- Students who do not complete all competencies will receive a Statement of Attainment for completed units and may still be eligible for Queensland Certificate of Education (QCE) credit.
- QCE credit for partially completed VET qualifications is granted based on the percentage of competencies completed, awarded in increments of 25%.

The following table outlines the credit that contributes to a QCE when a VET qualification is partially completed, and units of competency are recorded as VET credit transfer. 'New Learning' refers to completion of unique modules of work in each VET course being studies and not already covered in prior or concurrent learning.

QCE credit contribution for incomplete VET qualifications	
Amount of new learning completed	QCE credit contribution
75%	75%
50%	50%
25%	25%
0-24%	0%

Please note that this table emphasises that failure to complete the full module requirements of a VET Certificate Course will result in a reduction in the amount of QCE points attainable for that course.

6.4 Consequences: Failure to show satisfactory evidence of VET module completion

Failure of a student to demonstrate module completion on or before the timelines set by the VET course administrator will result in one or more of the following consequences being applied;

- Attendance at a scheduled after-school detention session. These are held each Thursday afternoon from 3:00pm to 4:00pm.
- Loss of 'Access' and this time directed to on-campus completion of module progress expectations.
- Loss of off-campus privilege during exam block and re-direction of time to on-campus completion of module progress expectations.

6.5 Consequences of Non-Completion

Students who fail to provide satisfactory evidence of competency completion by the required deadlines will face one or more of the following consequences:

- Attendance at Homework (held Wednesdays from 3:00 pm – 4:00 pm) to complete outstanding work.
- Loss of off-campus privileges during exam blocks, requiring students to remain on campus for progress monitoring.
- Mandatory attendance during Term 4 of Year 12 to complete outstanding work during the external examination period.



6.6 Responsibilities

- Students must actively engage with coursework, meet competency requirements, and seek support if needed.
- Parents are encouraged to monitor their child's progress and communicate with VET teachers regarding any concerns.
- Teachers will provide guidance, assess competencies, and ensure students have sufficient opportunities to demonstrate their learning.

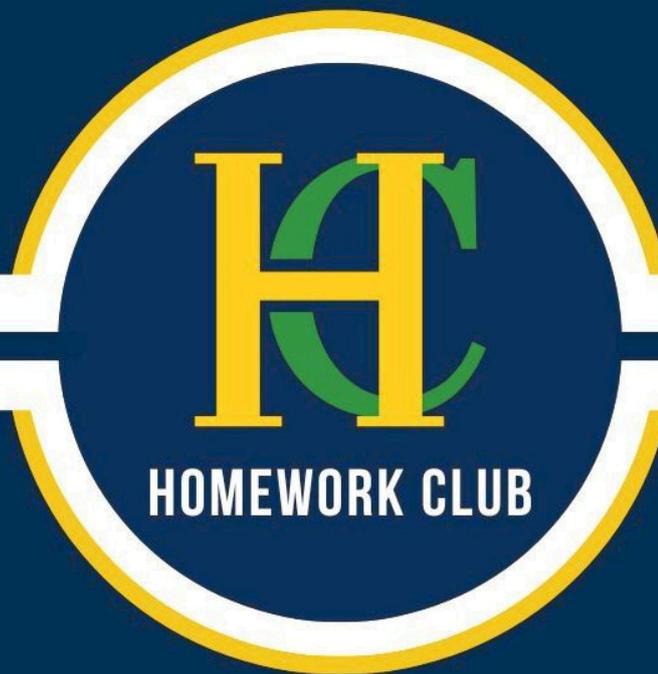
6.7 VET Support

Students facing extenuating circumstances that impact their ability to complete VET units on time should contact their VET RTO Manager to discuss support options or extension requests.

For further information, please contact the VET RTO Manager

Section 7| Examination Guidelines

7.1 Homework Club



YEARS 7 - 12 HOMEWORK CLUB

LEARNING RESOURCE CENTRE

WEDNESDAYS 3PM - 4PM

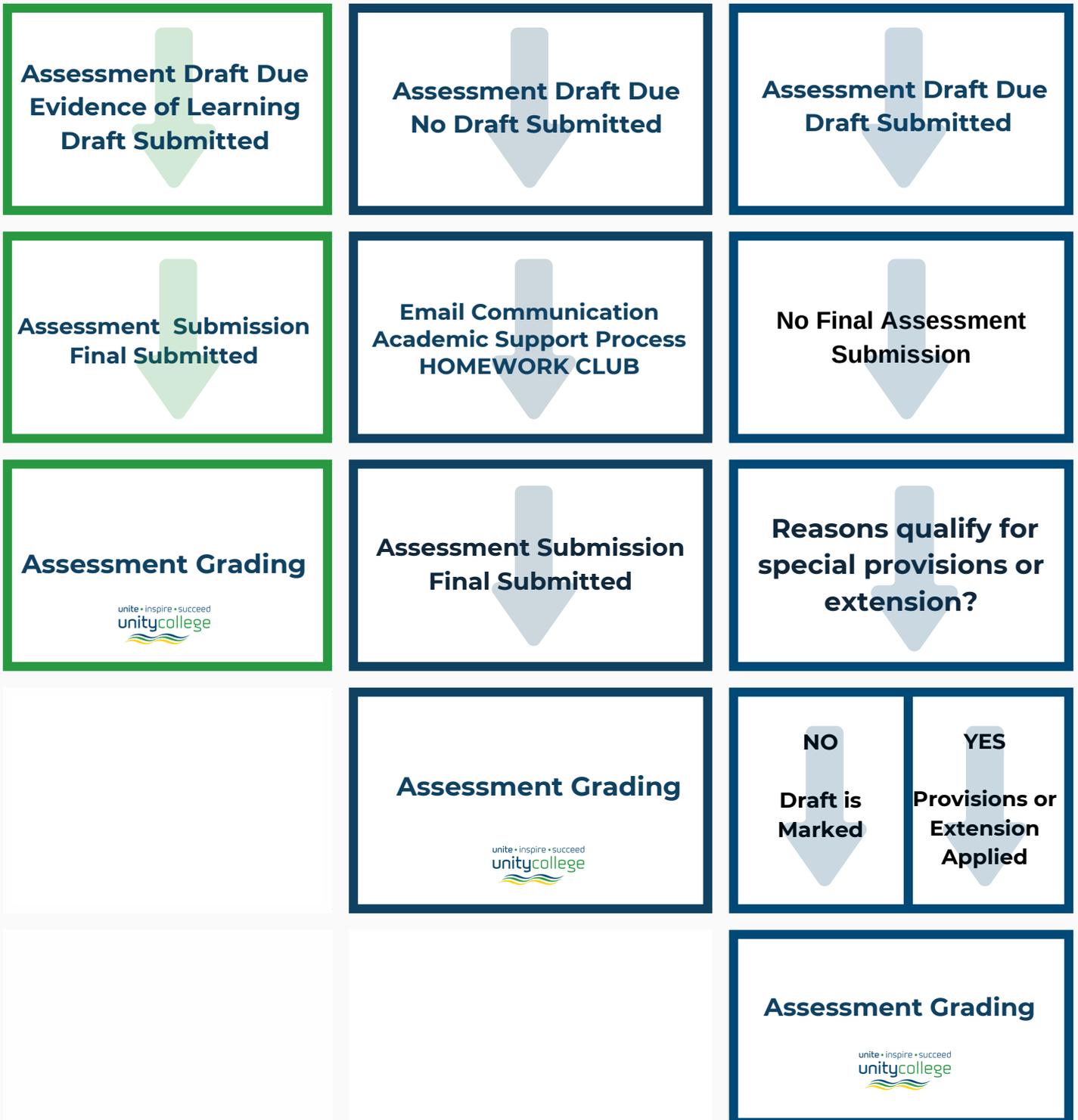
Staff Supervised

LRC HOURS M-T: 7.45-4.00 F: 7.45-3.30



Academic support is offered through the College's initiative of Homework Club. Homework Club is available to all secondary students wishing to access additional staff support or simply have a space to complete their studies. Homework Club also provides academic support for students who have failed to submit a draft or final. This support is a part of the College's academic support policy (see Section 4.3)

7.2 Academic Support Process



For any additional clarification of Unity College Assessment Policies and Procedures, please contact the College on 07-5490 5777



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