



Kawana Waters State College
Respect Excellence Diversity Enjoyment
Senior Secondary Assessment Policy

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Scope

This policy outlines the whole-school processes and expectations for the development, administration and management of school-based assessment contributing to the Queensland Certificate of Education (QCE). It applies to teachers, students and parents/carers involved in senior assessment practices.

The policy applies to all Applied, Applied (Essential), General, General (Extension) subjects and Short Courses offered by the school and is developed in accordance with the Queensland Curriculum and Assessment Authority (QCAA) [QCE and QCIA Policy and Procedures Handbook](#). Assessment for Vocational Education and Training (VET) qualifications is governed by the requirements of the relevant Registered Training Organisation (RTO) and associated VET policies and procedures.

Purpose

Kawana Waters State College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This assessment policy provides a framework to support students to successfully complete senior studies leading to the Queensland Certificate of Education (QCE).

The policy establishes a shared understanding of assessment expectations and supports consistent, equitable and rigorous assessment practices across the school. It is informed by relevant QCAA syllabuses and policies to ensure assessment decisions are valid, reliable and aligned with curriculum requirements.

Principles

Kawana Waters State College expectations for teaching, learning and assessment are grounded in the principles of academic integrity, equity and excellence.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. Assessment includes examinations, practical demonstrations, performances, products and other assessment instruments that enable students to demonstrate the objectives described in the relevant syllabus.

Assessment practices at State College are:

- 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 collected over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the evidence gathered and the decisions made
- informative, providing feedback about student progress and where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, ensuring each student is provided with opportunities to demonstrate what they know, understand and can do
- reliability, ensuring assessment results are consistent, dependable and based on established standards.

These principles support fair, consistent and rigorous assessment practices across the school and align with the requirements of the Queensland Curriculum and Assessment Authority (QCAA).

Promoting academic integrity

Kawana Waters State College promotes academic integrity by developing students' skills, knowledge and understanding of ethical academic practices and by modelling appropriate academic behaviours. The following Senior School assessment procedures support this commitment and outline the processes used to maintain academic integrity across the school.

Policy and procedures (Promoting academic integrity)	
Location and communication of policy	The Kawana Waters State College Senior assessment policy is located on the school website at [https://kawanawaterssc.eq.edu.au/curriculum/senior-secondary]. All questions regarding this policy should be directed to relevant Deputy Principal for your Year group To ensure the assessment policy is consistently understood and applied, it is reviewed annually and key assessment processes are communicated to students and the school community at relevant points throughout the assessment cycle. Relevant processes are communicated and revisited: • at enrolment interviews • during Senior Education and Training (SET) planning • when the assessment schedule is published • when assessment tasks are distributed to students • through newsletters and/or email communication at key phases of the assessment cycle.
Appropriate materials Section 8.2.2	Kawana Waters State College is a supportive and inclusive school community. Texts, topics and stimulus materials used in teaching, learning and assessment are selected carefully by staff and students to ensure they are appropriate for the intended learning context, syllabus requirements and the needs of the student cohort. Students are expected to consider the appropriateness of materials they select or create for assessment, including audience, purpose and respectful use of content.
Mandatory QCAA Academic Integrity Course Section 2.1 Section 8.1.2	To be eligible for the Queensland Certificate of Education (QCE), all Year 12 graduates from 2026 onwards must successfully complete the mandatory QCAA Academic Integrity Course during their senior schooling. Schools are encouraged to support students to meet this academic integrity requirement early in the senior phase of learning. Accordingly, all students are encouraged to complete the course as early as possible when commencing their senior studies in Year 10.

Policy and procedures

(Promoting academic integrity)

Expectations about engaging in learning and assessment

[Section 1.2.4](#)

[Section 2](#)

[Section 8.2.1](#)

Kawana Waters State College has high expectations for academic integrity, student participation and engagement in learning and assessment. Students become eligible for a Queensland Certificate of Education (QCE) when they have accrued the required amount of learning, at the required standard, in the required pattern, while meeting literacy and numeracy requirements.

Students are expected to engage actively in their learning, meet course requirements and complete assessment requirements by the specified due dates. Students must produce evidence of achievement that is authenticated as their own work. Assessment responses submitted by students contribute to the determination of results and the awarding of QCE credit where requirements are met.

Student Responsibilities:

Students are expected to:

- engage actively in the learning for each subject or course of study
- use lesson time productively and complete a reasonable amount of work each lesson
- take ownership of their learning and reflect on their progress using the school's learning reflection processes
- seek clarification and assistance from teachers when required
- produce evidence of achievement that is authenticated as their own work
- submit drafts and assessment responses by the required due dates as outlined on assessment task sheets
- prioritise scheduled assessment commitments, which take precedence over other activities including sport, traineeships, VET and off-campus education arrangements. Students must notify relevant contacts of assessment requirements where attendance at school is required.

Parents/carers Responsibilities:

- support students to engage in learning, establish effective study routines and complete assessment requirements by due dates
- encourage students to take responsibility for their learning and reflect on their progress
- communicate with teachers regarding any difficulties affecting completion of learning or assessment requirements and provide supporting documentation where required
- support students in managing external commitments, including sport, traineeships, VET and off-campus education arrangements, to ensure assessment requirements are met.

Policy and procedures

(Promoting academic integrity)

Conduct during internal Exams	To ensure assessment conditions are fair and equitable for all students, internal examinations are conducted under supervised conditions that support academic integrity and enable students to demonstrate their knowledge, understanding and skills independently. Students are expected to comply with examination conditions and follow the instructions provided by supervising staff. School responsibilities: The school will: • establish and maintain appropriate examination conditions for the duration of internal examinations • ensure the allocated examination time is used solely for the completion of the assessment task • provide appropriate supervision and support to ensure assessment conditions are maintained • manage any inappropriate behaviour or breaches of examination conditions in accordance with the Student Code of Conduct and relevant school assessment procedures. Student responsibilities: Students are expected to: • maintain examination conditions and follow all instructions provided by supervising staff • complete examinations independently and avoid any communication with other students unless authorised by the supervising teacher • use the allocated examination time effectively to complete and review their responses • submit their own work as evidence of their learning in accordance with academic integrity expectations.
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Policy and procedures

(Promoting academic integrity)

Due dates Section 8.2.1 Section 8.2.7	School responsibility Kawana Waters State College establishes assessment due dates in accordance with Queensland Curriculum and Assessment Authority (QCAA) requirements for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts are published in the assessment schedule, which is communicated to students, teachers and parents/carers at the commencement of each semester. School responsibilities The school will ensure assessment schedules: • align with syllabus requirements • provide students with sufficient working time to complete assessment tasks • allow time for internal quality assurance processes • enable QCAA quality assurance timelines to be met • consider student workload and the balance of assessment across subjects • are communicated clearly and consistently to teachers, students and parents/carers • are applied consistently across the school. Student responsibilities Students are expected to: • record assessment due dates and requirements • plan and manage their time effectively to meet assessment deadlines • submit drafts and final assessment responses by the specified due date • communicate with their teacher or relevant school staff as soon as possible if they are experiencing difficulties managing assessment requirements or workload. Parent/carer responsibilities Parents/carers are expected to: • support students to establish effective routines for managing assessment requirements • encourage students to complete drafts and final assessment responses by the specified due dates • communicate with the school if concerns arise regarding a student's ability to meet assessment requirements.
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Policy and procedures

(Promoting academic integrity)

What do I do if I am unable to meet the due date?	What do I do if I am unable to meet a due date (including draft due dates)? (See AARA / Principal/School Approved Absence information) In cases where students are unable to meet a due date, they will: • Submit a completed KWSC AARA & Absence Application Form along with any supporting documents as soon as possible to apply for consideration under the Illness and Misadventure provision of AARA or Principal/School Approved Absence. (For consideration for Principal/School Approved Absence advanced notice must be given as soon as the student becomes aware of the absence.) • Inform the head of department and classroom teacher as soon as possible. • Provide the school with relevant documentation, e.g. medical certificate. • Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. KWSC AARA & Absence Application Forms are available from the School website, Guidance Officer or School office. A register will be maintained with details of all AARA and Principal/School Approved Absence applications. Each individual student's circumstances will be considered on a case-by-case basis. Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration. Please note: If you are absent from a written, oral or practical exam on the due date, you will be asked to provide documented evidence (Senior Secondary students must apply for an AARA Illness and misadventure and provide supporting documentation e.g. a medical certificate). You will then be required to complete the assessment on a date set by the Head of Department. All final decisions are at the Principal's or QCAA's discretion. Refer to AARA / Principal/School Approved Absence information below.
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Policy and procedures

(Promoting academic integrity)

Submitting, collecting and storing assessment information [Section 9](#)

Assessment instruments provide information about State College's arrangements for the submission of draft and final responses, including due dates, assessment conditions and required file types.

All assessment evidence, including draft responses, must be submitted by the specified due date. Where appropriate, assessment responses will be submitted through the College's approved academic integrity software.

Draft and final responses for all internal assessments will be collected, authenticated and stored in each student's assessment folio. Digital assessment evidence, including development records where required by the assessment conditions, may also be retained to support authentication processes. Live performance assessments will be recorded and stored where required to support QCAA quality assurance processes and meet retention requirements.

Student Responsibilities:

Students are required to:

- submit all draft and final assessment responses by the specified due date
- submit assessment responses in the format and manner outlined on the assessment instrument
- where required by the assessment conditions, create, develop and edit digital assessment responses using the nominated school-approved platform(s) within the Department of Education's Microsoft 365 environment
- retain evidence of the development of assessment responses appropriate to the nature of the task, including drafts, planning materials, checkpoints, teacher feedback, digital development records (e.g. Microsoft 365 version history) or other evidence where required to support authentication of their work
- maintain secure copies of assessment work in accordance with the assessment conditions and submission requirements
- submit written assessment electronically through QLearn where specified. Submitted work may be checked using academic integrity software in accordance with the College's Academic Integrity Policy
- participate in required authentication processes, including submission of drafts, checkpoints, conferences, interviews or other authentication processes where required
- submit assessment responses by the specified submission time on the due date (normally no later than 3:00pm* unless an alternative time has been approved by the Head of Department)
- submit assessment items that cannot be submitted electronically directly to the classroom teacher by the due date and specified submission time
- submit assessment items to the relevant Head of Department if the classroom teacher is absent and electronic submission is not possible.

Students are responsible for ensuring assessment work is developed, retained and submitted in accordance with the stated assessment conditions and submission requirements.

*or other time cut-off specifically set for task by approved Head of Department.

AARA / Principal/School Approved Absence information

Policy and procedures (AARA / Principal/School Approved Absence information)	
What is an AARA?	Under the new senior assessment system, Special Provisions are now called Access Arrangements and Reasonable Adjustments (AARA). Access arrangements and reasonable adjustments (AARA) are designed to minimise the impact of these barriers, where they are eligible under QCAA policy, so that students have equitable access to assessment. Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are actions taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed. The QCAA recognises that some students may have a disability, impairment, medical condition and/or experience circumstances that may create barriers to demonstrating their learning in assessment. These barriers fall into three broad categories: • Long-term and chronic conditions • Short-term conditions and temporary injuries • Illness and misadventure Decisions regarding AARAs: • Year 10 and 11 (Unit 1 & 2) AARAs are school based decisions made by the Principal in line with QCAA guidelines • Year 12 (Units 3 & 4) AARA applications are Principal reported and QCAA approved. Important: The provision of AARA for assessment in Year 10 and Year 11 (Units 1 and 2) by a school is not a guarantee that students will be provided the same AARA by QCAA for Year 12 (Units 3 & 4). Video: Understanding AARA https://www.qcaa.qld.edu.au/senior/assessment/aara/resources/understanding-aara
Access arrangements and reasonable adjustments for: • Long-term and chronic conditions • Short-term conditions and temporary injuries • Illness and misadventure Section 6	Kawana Waters State College is committed to reducing barriers to success for all students. AARA are actions taken by the school 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. The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook. The college principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in 6.5.3 Supporting documentation) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • 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) • timetable clashes • matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events) • matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Policy and procedures (AARA / Principal/School Approved Absence information)	
Applications for AARA illness or misadventure Section 6	Students whose ability to attend or participate in an assessment (including drafts) is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments if: - the event is unforeseen and beyond the student's control (e.g. death of a family member) - it is not of the student's own choosing or that of their parents/carers (e.g. not a family holiday) - it has an adverse effect on the student's ability to attend or participate in assessment. Illness and misadventure can affect a single student or a group of students. An illness and misadventure application cannot be made for: - the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment - matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations) - circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events).
Applications for AARA illness or misadventure Section 6	Students whose ability to attend or participate in an assessment (including drafts) is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments if: - the event is unforeseen and beyond the student's control (e.g. death of a family member) - it is not of the student's own choosing or that of their parents/carers (e.g. not a family holiday) - it has an adverse effect on the student's ability to attend or participate in assessment. Illness and misadventure can affect a single student or a group of students. An illness and misadventure application cannot be made for: - the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment - matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations) - circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events).

Policy and procedures (AARA / Principal/School Approved Absence information)	
Principal (School) Approved Absences Section 8	Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration. Where appropriate, schools may approve student engagement in these experiences. If approved, the school will: • support student access to teaching and learning that will allow students to successfully meet assessment requirements • maintain equitable assessment processes • meet QCAA quality assurance timelines. Examples of school-approved absences may include: • school, district, regional, state or national representation for school-supported sport • school, district, regional, state or national representation for artistic endeavours • audition or entrance exams (state, interstate or international). The school will seek advice from the QCAA in unusual circumstances before approving student absences, particularly if absences will have an impact on the completion of assessment. If the Principal approves the absence and the student will be absent the day assessment is due, the following actions apply: • for examinations – students will be required to complete a comparable examination before the due date. The school will implement processes that maintain the integrity of the original assessment for the remaining cohort and meet the QCAA quality assurance timelines • for non-examinations — students are required to submit/present the assessment on or before the due date. External Exams If a student is participating in a state or national representative activity during the external examination period, they will need to submit a Variation to venue application. (see QCE & QCIA Handbook Section 10.4: Assessment venues).
Timelines for AARA / Principal (school) approved absence Section 6	Important: Timing of AARA / Principal (school) approved absence applications Early application for all AARA and Principal (school) approved absences is recommended to support timely decision-making, implementation of adjustments and student confidence in accessing assessment. Applications should be submitted as early as possible, with relevant supporting documentation, to allow sufficient time for consideration and implementation of approved adjustments. Applications for Illness and Misadventure should be submitted as soon as possible after the circumstance occurs or becomes known. For known long-term and chronic conditions, Year 12 (Units 3 and 4) AARA applications are due by the end of Term 3 in Year 11 (end of Unit 2). Where possible, applications are finalised with case managers prior to the end of Term 2 in Year 11 to support QCAA approval before students commence Year 12 Unit 3.

Policy and procedures (AARA / Principal/School Approved Absence information)	
How to apply for an AARA / Principal (school) approved absence Section 6	Students and parents/carers seeking AARA or Principal (school) approved absence must complete an AARA and Absence Application Form (available at https://kawanawatersssc.eq.edu.au/curriculum/senior-secondary) and submit it to the Guidance Officer via aara@kawanawatersssc.eq.edu.au , who will support the application process and discuss eligibility requirements. Supporting documentation is required for AARA and Principal (school) approved absence applications. This may include medical documentation or written evidence from a relevant independent professional or other independent third party, such as a social worker, police officer, solicitor, member of the clergy or funeral director. Further information for Year 12 students regarding applying for AARA is available on the QCAA website: https://www.qcaa.qld.edu.au/senior/assessment/aara/apply-for-aara

Ensuring academic integrity

Kawana Waters State College is committed to ensuring that all assessment practices promote honesty, fairness and the accurate demonstration of student knowledge, understanding and skills. The school has procedures to ensure the consistent application of the Assessment Policy and to support staff and students to understand their responsibilities in maintaining academic integrity.

Students are expected to complete assessment honestly, ethically and independently, while appropriately acknowledging the ideas, information and work of others. Teachers will implement processes that support academic integrity, including providing clear assessment conditions, teaching appropriate research and referencing practices, and applying authentication processes to verify student authorship.

Breaches of academic integrity, including plagiarism, unauthorised collaboration, contract cheating, fabrication of information or unauthorised use of Artificial Intelligence (AI), will be managed in accordance with the school's Assessment Policy and QCAA requirements.

For further information on Academic Integrity and Artificial Intelligence, refer to the following QCAA resources:

- Academic Integrity: <https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity>
- Artificial Intelligence: <https://www.qcaa.qld.edu.au/about/k-12-policies/artificial-intelligence>

Internal assessment administration

Policy and procedures (Ensuring academic integrity)	
Scaffolding Section 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. Scaffolding may include clarifying task requirements, providing timelines and checkpoints, modelling assessment processes or skills (without modelling responses to the assessment task), and providing opportunities for students to ask questions before the assessment is completed.
Checkpoints Section 8	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Student Responsibilities: • Work on assessment during designated times and show evidence of progress at scheduled checkpoints. School Responsibilities: • Teachers will use these checkpoints to identify and support students to complete their assessment • Heads of Departments and parents/carers will be contacted if checkpoints are not met.

Policy and procedures

(Ensuring academic integrity)

Drafting

[Section 8.2.5](#)

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

In the Senior School, drafts must be submitted via QLearn. Students who are unable to meet the published draft due date must apply for an AARA in accordance with the school's assessment policy. Students who do not submit a draft by the due date and do not have an approved AARA will still be required to submit a draft; however, they will not receive draft feedback.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided in a variety of forms including but not limited to oral (individual or group) or written feedback
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored electronically or with a hard copy of the draft in the student's folio.

Student Responsibilities:

- submit a completed* draft by the due date.
*a completed draft meets all the assessment technique and conditions including the word limit.

Parent Responsibility:

- encourage and support their child to submit drafts on time.

Parents/carers and the relevant Head of Department will be notified by the teacher via email, in accordance with the school's assessment policy, in the event of non-submission.

Policy and procedures

(Ensuring academic integrity)

Managing response length

[Section 8.2.6](#)

Managing Response Length

Response length is an assessment condition prescribed by the Queensland Curriculum and Assessment Authority (QCAA). Students are required to adhere to the response lengths specified in the relevant QCAA syllabus and identified on the assessment instrument.

Evidence beyond the prescribed response length will not be considered when making judgments about student achievement unless the student is permitted to redact their response before marking.

The school will:

- clearly identify the required response length on all assessment instruments
- explicitly teach subject-specific strategies for producing purposeful responses within the prescribed conditions
- provide exemplars or model responses, where appropriate, that demonstrate responses within the required length
- provide feedback during checkpoints on the development and length of student responses.

Where these strategies have been implemented and a student's response exceeds the maximum permitted length, the following procedures will apply:

Supervised assessments (e.g. examinations)

- only the evidence within the prescribed response length will be considered when making judgments about student achievement
- evidence beyond the prescribed response length will not be marked.

Non-supervised assessments (e.g. assignments, investigations and projects)

- before marking, students will be provided with an opportunity to redact their response so that it complies with the prescribed response length
- **redaction is a student-only process. Teachers must not select, edit or remove content on behalf of a student.**
- redaction must be completed under teacher supervision before the assessment is marked or a judgment about student achievement is made
- the redacted response will be the version used for assessment.

Where student work is submitted to the QCAA for confirmation, teachers will annotate the response to clearly identify the evidence used to determine the result.

Student Responsibilities

Students are expected to:

- develop responses that meet the required response length and all assessment conditions
- monitor the length of their response throughout the drafting process
- record the response length using the appropriate measure (e.g. word count, page count or duration), where required
- edit and refine their work to ensure it complies with the prescribed response length before submission.

Policy and procedures

(Ensuring academic integrity)

Managing response length cont... Section 8.2.6	Redaction Process Redaction is intended to preserve student authorship. Decisions about which content is removed remain the responsibility of the student and must not be made by the teacher. Where a student is required to redact a response: - the teacher will provide the student with a hard copy of the submitted response - under teacher supervision, the student alone will identify and clearly mark the sections to be redacted so the response complies with the prescribed response length - teachers may clarify the redaction process but must not advise students which sections to remove or make editing decisions on their behalf - the teacher will retain both the original and the redacted version of the response in accordance with school assessment procedures - the redacted response will be the version used for marking - where student work is submitted to the QCAA for confirmation, teachers will annotate the response to clearly indicate the evidence used to determine the result. Refer to the QCAA General Syllabus, Section 8.2.6: Determining the length of a response.
Authenticating student responses Section 8.2.8	Kawana Waters State College is committed to ensuring that all assessment evidence used to determine student achievement is authentic and represents each student's own knowledge, understanding and skills. In accordance with Queensland Curriculum and Assessment Authority (QCAA) requirements, teachers will take reasonable steps to establish the authorship of student responses before assessment evidence is used to make judgments about achievement. Authentication processes must be completed before assessment responses are marked and results awarded. For QCIA students, evidence of achievement is collected through appropriate learning experiences and verified through processes aligned with QCIA requirements. Digital Authentication Where digital assessment responses are required, students must develop and submit their work using the school-approved digital platform(s) specified in the assessment conditions. This includes the Department of Education's Microsoft 365 environment, including SharePoint, OneDrive and approved Microsoft 365 applications (e.g. Word Online, Excel Online or PowerPoint Online), accessed using the student's school account. Assessment conditions will specify the required Microsoft 365 application(s) for a particular task where these are required to support authentication of authorship. Students must draft and edit their work within the nominated Department-managed Microsoft 365 environment and submit their work through QLearn or the submission method specified in the assessment conditions, unless an alternative authentication arrangement has been approved by the Principal or delegate. Where a digital assessment response is developed within the Department of Education's Microsoft 365 environment, students must develop the response within the nominated assessment file so that an incremental Version History can be maintained as an authentication strategy. Version History maintained within the Department's Microsoft 365 environment may be considered alongside supervised class work, checkpoints, drafts, conferences, observations and other authentication evidence as evidence of the development of student work. Significant inconsistencies in Version History, unexplained insertions of text or data, or other anomalies may result in additional authentication processes, including a student conference or Oral Authentication Interview, to establish authorship. Version history is one source of evidence used to establish authorship and will be considered alongside all other available authentication evidence.

Policy and procedures

(Ensuring academic integrity)

Authenticating student responses cont...

[Section 8.2.8](#)

School Processes

The school will implement processes that support the authentication of student work by:

- designing assessment programs and procedures that promote academic integrity and authentic student responses
- providing assessment conditions that enable teachers to monitor the development of student work
- requiring the use of school-approved digital platforms that maintain Version History for digital assessment responses, where specified in the assessment conditions
- maintaining clear processes for managing suspected breaches of authorship in accordance with QCAA requirements
- using appropriate quality assurance processes to ensure consistent authentication practices across all learning areas.

Teacher Responsibilities

Teachers are responsible for taking reasonable steps to establish that assessment responses are the student's own work. Authentication strategies may include one or more of the following, as appropriate to the assessment:

- requiring students to complete aspects of assessment under teacher supervision
- monitoring and collecting evidence of student work throughout its development (e.g. classwork, planning documents, drafts, checkpoints, teacher observations and, for digital assessment responses, digital development records such as Version History)
- conferencing with students before, during or after the assessment process to verify their understanding of, and authorship of, the response
- comparing responses where students have worked collaboratively
- using plagiarism-detection software and other authentication processes where appropriate to establish authorship.
- varying assessment tasks where appropriate and providing sufficient supervised class time for students to develop assessment responses.

Student Responsibilities

Students are expected to:

- produce and submit assessment that is their own work
- complete assessment activities during designated class time as required
- where a digital assessment response is required, create, develop and edit the response using the school-approved platform(s) and Microsoft 365 application(s) specified for the task within the Department of Education's Microsoft 365 environment..
- maintain evidence of the development of assessment responses, including Version History for digital assessment responses, to support the authentication of authorship
- participate in all required authentication processes, including submitting drafts, checkpoint work, declarations of authenticity, conferences, interviews or plagiarism checks where required
- appropriately acknowledge the ideas and work of others in accordance with academic integrity requirements using the appropriate reference convention.
- use artificial intelligence and other digital technologies only in ways permitted by the assessment conditions.

Parent/Carer Responsibilities

Parents and carers support academic integrity by:

- encouraging students to complete and submit their own work
- ensuring students understand and comply with the school's Assessment Policy, assessment conditions and QCAA academic integrity requirements
- supporting students to participate in required drafting and authentication processes.

Policy and procedures

(Ensuring academic integrity)

Authenticating student responses cont... Section 8.2.8	Alternative Authentication Arrangements The Principal or Principal's delegate may approve alternative authentication arrangements where required to support approved reasonable adjustments, disability access arrangements, exceptional circumstances or other approved educational needs. Alternative authentication arrangements will be determined on a case-by-case basis and will maintain the integrity of the assessment while providing teachers with sufficient evidence to establish the authorship of the student's response. Alternative arrangements may include different methods of monitoring the development of student work, collecting authentication evidence or verifying authorship, provided the assessment conditions and academic integrity requirements are maintained. Where Authorship Cannot Be Established If the school cannot establish that an assessment response is the student's own work, the response, or any portions of the response that cannot be authenticated, cannot be used to make judgments about student achievement. Where appropriate, the school may provide the student with an opportunity to demonstrate authorship through additional authentication processes, such as a student conference, oral authentication interview or other approved authentication strategy. Teachers will make judgments using only the evidence that can be authenticated as the student's own work. Where insufficient authenticated evidence exists to determine achievement against the relevant syllabus objectives and assessment criteria, a Not Rated (NR) result may be awarded in accordance with QCAA policy. Students will not be permitted to revise, resubmit or complete the assessment again solely for the purpose of establishing authorship.
Artificial Intelligence (AI)	Kawana Waters State College recognises that Artificial Intelligence (AI) and Generative AI tools may support learning when used appropriately. Students must comply with the assessment conditions relating to AI use as specified in each assessment instrument. Unless explicitly permitted in the assessment instrument, students must not use AI or Generative AI to complete assessment responses. Where AI or Generative AI use is permitted, students must use the technology only in the ways specified and acknowledge its use using the required conventions. Any unauthorised use of AI or Generative AI, failure to acknowledge permitted use, or use that compromises the authenticity of a student's work will be considered a breach of academic integrity and managed in accordance with the school's academic misconduct procedures. Where AI or Generative AI is used, students must provide clear and accurate acknowledgement of how the tool contributed to their assessment response. This includes use for generating ideas, planning processes, editing, creating content or any other form of assistance, even where AI-generated content is not included in the final submission. The acknowledgement should include: - the name and a description of the AI or Generative AI tool - the date the tool was accessed - a statement explaining how the AI or Generative AI was used. Students must retain evidence of their AI use, including prompts, transcripts or other records of interactions with AI tools, and provide this evidence if requested as part of the authentication process.

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Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints (draft due dates) detailed on the specific assessment task sheet. These checkpoints support student authentication and provide evidence for making judgments where required. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: - provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this. If the assignment is not submitted by the due date, parents will be notified of a non-submit and informed the result will be based on draft or other evidence of work cited during class time - was not provided by the student on or before the due date as specified by the school and no other evidence is available, a Not-Rated (NR) will be awarded in accordance with QCAA requirements. Parents/carers and students will be informed of unsatisfactory progress during the assessment process. A Not Rated (NR) result means the student has not met the requirements for the assessment due to insufficient evidence to make a judgment. An NR result may affect a student's ability to successfully complete the subject. For Unit 3 and 4 subjects, an NR result means the student will not receive credit for the subject or the associated QCE credit. The processes outlined for non-submission of assessment responses apply to students undertaking QCE subjects. QCIA students are managed in accordance with QCIA requirements and individualised planning processes.
Internal quality assurance processes Section 9	Kawana Waters State College implements internal quality assurance processes to ensure that assessment is valid, accessible, reliable and aligned with QCAA syllabus requirements. Prior to administration, assessment instruments are collaboratively reviewed by teaching teams and the relevant Head of Department using QCAA quality assurance tools and school quality assurance processes to ensure consistency with syllabus objectives, assessment conditions and instrument-specific marking guides. Assessment instruments are refined, where required, before being administered to students or submitted for QCAA endorsement. To ensure consistency and comparability of judgments, teachers participate in internal moderation processes and, where applicable, external moderation processes. These may include collaborative marking, cross-marking, verification of judgments and review of annotated student responses within and across learning areas where appropriate. Heads of Department oversee these processes to support consistent application of marking guides and standards. All marks for summative internal assessment in General and General (Extension) subjects are provisional until confirmed by the QCAA. Results for Applied, Applied (Essential) and Short Course subjects may be subject to QCAA advice. For students undertaking the Queensland Certificate of Individual Achievement (QCIA), teachers participate in QCIA verification processes to ensure that judgments about student achievement are consistent with the requirements of the QCIA program and accurately reflect the student's demonstrated learning and achievement.

Policy and procedures

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Review

Section 11.1

Kawana Waters State College has internal review processes for student results, including Not Rated (NR) results, for Applied subjects, General subjects (Units 1 and 2), and Short Courses. These processes ensure that reviews are equitable, transparent and aligned with QCAA quality assurance processes.

Students and/or parents/carers may request a review of a result in accordance with the school's assessment review process. Reviews are conducted by the relevant teacher and Head of Department and consider assessment evidence, application of marking guides, assessment conditions, and consistency of judgments. Where required, additional moderation or consultation may occur within or across learning areas to support consistency and fairness.

Where a student receives an NR result, the review process will consider whether sufficient evidence was available to make a judgment and whether assessment processes and requirements were applied appropriately. If insufficient evidence exists to make a judgment, the NR result will remain.

Students and parents/carers are advised of the outcome of the review process, including any changes to results where applicable. All review processes are conducted in accordance with QCAA requirements and school procedures.

For General subjects in Units 3 and 4, results are subject to QCAA quality assurance processes, including confirmation of internal assessment results. Any review of final results is conducted through processes established by the QCAA.

External assessment administration

Policy and procedures	
External Assessment is developed by the QCAA for all General and General (Extension) subjects Section 10 See also: External assessment administration guide (provided to schools each year)	External assessment is developed by the QCAA for all General and General (Extension) subjects. Kawana Waters State College implements and administers external assessment processes in accordance with the requirements outlined in the QCAA <i>External Assessment — Administration Guide</i>, the <i>QCE and QCIA policy and procedures handbook</i>, and other relevant QCAA policies and procedures. The External Assessment Coordinator is responsible for coordinating the administration of external assessments, communicating QCAA requirements and timelines to relevant staff and students, ensuring appropriate examination conditions are maintained, and acting as the key liaison between the College and QCAA for external assessment matters. Teachers are responsible for supporting students to prepare for external assessments, communicating relevant QCAA requirements and expectations, and ensuring all external assessment processes are implemented in accordance with QCAA guidelines. Students are responsible for understanding and following QCAA external assessment requirements, including examination procedures, conditions and academic integrity expectations. Students must attend scheduled external assessments and complete responses under the conditions prescribed by the QCAA. Information regarding external assessment processes, including roles, responsibilities and requirements, will be communicated to staff and students through College processes and QCAA resources. The QCAA External Exam Protocol must be followed during Senior External Exams. Staff, students and parents/carers are directed to the QCAA website for current information, procedures and resources relating to external assessment.

Managing academic misconduct

Kawana Waters State College is committed to supporting students to develop academic integrity, complete assessment authentically and submit work that represents their own learning and achievement. The College takes a proactive approach to minimising opportunities for academic misconduct by clearly communicating expectations, providing guidance on assessment requirements and implementing processes that support students throughout the assessment process.

Where academic misconduct is identified, the College will respond in a fair, consistent and transparent manner, ensuring that students are supported to understand the expectations of academic integrity and the consequences of not meeting these requirements.

The following table outlines examples of academic misconduct and the procedures for managing these situations. Types of academic misconduct are defined in the QCE and QCIA policy and procedures handbook (Section 8.1: Understanding academic integrity).

Types of Misconduct	
Cheating while under supervised conditions	A student: - begins to write during perusal time or continues to write after the instruction to stop writing is given - uses unauthorised equipment, materials, artificial intelligence or other digital technologies - has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: - more than one student works to produce a response and that response is submitted as individual work by one or multiple students - a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: - pays for a person or service to complete a response to an assessment; - acquires a response to an assessment from a third party, including but not limited to a person, service, AI or Generative AI, and submits it as their own work; - has another person, service, AI or Generative AI complete all or part of a response to an assessment where this is not permitted; sells or trades a response to an assessment.
Copying work	A student: - deliberately or knowingly makes it possible for another student to copy responses - looks at another student's work during an exam copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to a n assessment is completed makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: invents or exaggerates data lists incorrect or fictitious references, including false or misleading information generated from the use of AI.

Types of Misconduct cont...	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student uses AI or Generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio-visual responses.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	• A student completely or partially copies or alters another person's work, or uses AI or Generative AI to produce work without appropriate acknowledgement or attribution where required. Another person's work may include text, audio or audio-visual material, figures, tables, designs, images, information or ideas. • Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student. Please refer to the section above regarding Artificial Intelligence (AI).
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or another subject and submits it as their own new work.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or significantly contribute to a response where this is not permitted by the assessment conditions.

Misconduct Procedures

For all suspected instances of academic misconduct, the College will investigate the matter and, where appropriate, provide the student with an opportunity to demonstrate authorship through additional authentication processes. Decisions will be based on available evidence that is verified as the student's own work and collected under appropriate assessment conditions. Where academic misconduct is confirmed, the consequences outlined below will apply.

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.

Work that cannot be authenticated as the student's own will not be used to make judgments about student achievement. Only evidence that is verified as the student's own work will be used to determine a result.

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

In addition to other procedures for all instances of academic misconduct, a student will be required to repeat the QCAA's academic integrity course for students in Years 10 to 12 via the Student Portal (<https://myqce.qcaa.qld.edu.au/>).

For instances of academic misconduct during examinations

For instances of academic misconduct during examinations, the school will follow QCAA requirements and investigate the incident. Where the authenticity of the student response cannot be established or there is insufficient valid evidence to make a judgment, a Not Rated (NR) result may be awarded. The school's behaviour management policy may also be implemented where appropriate.

Appendix A – Student Guide to Managing Digital Assessment and Version History

This guide explains what students must do when a digital assessment response is required to be developed within the Department of Education Microsoft 365 environment.

Students must also follow the **State College Assessment Policy**, the assessment instrument and any specific instructions provided by their teacher.

1. Why Version History Matters

Version History provides evidence of how your digital assessment response has developed over time.

Version History may be considered alongside other authentication evidence, including:

- classwork and supervised work
- planning and research
- drafts and checkpoints
- teacher observations
- conferences
- other evidence of the development of your work.

Version History is one source of evidence used to establish authorship. It is not, by itself, a determination of academic misconduct.

If the available evidence does not adequately establish that your assessment response is your own work, you may be required to participate in an additional authentication process, such as a student conference or **Oral Authentication Interview**, in accordance with the Assessment Policy.

2. Where You Must Complete Your Digital Assessment

Where a digital assessment response is required, you must develop your assessment using the **school-approved digital platform and Microsoft 365 application specified in the assessment conditions**.

This may include the Department of Education Microsoft 365 environment and applications such as:

- OneDrive
- SharePoint
- Word
- Excel
- PowerPoint.

You must use your **school-provided EQ/Department of Education account**.

Your assessment must be developed within the nominated Department of Education Microsoft 365 environment so that the development of your work can be recorded through Version History.

If your teacher provides the assessment file

Where your teacher provides an assessment file through QLearn or another nominated location, you must use the **nominated assessment file**.

You must continue to develop your assessment within that file.

If you are required to create the assessment file

Where your teacher does not provide an assessment file and you are required to create one, you must create the file **within your EQ/Department of Education Microsoft 365 OneDrive environment using your school account**.

You must continue to develop your assessment within that file.

Do not create the assessment as a separate local file and transfer the completed response into OneDrive.

3. Accessing and Completing Your Assessment

3.1 Accessing the Assessment through QLearn

Where your assessment is provided through QLearn:

1. Log in to QLearn using your school account.
2. Open the relevant subject.
3. Open the assessment task.
4. Use the link or document provided by your teacher.
5. Open the nominated assessment file.
6. Complete your assessment directly in that file.

Where permitted, you may use Word, Excel or PowerPoint Online or open the nominated file in the corresponding desktop application.

Do not download the assessment and continue working from a separate copy.

3.2 Creating an Assessment File in EQ OneDrive

If your teacher requires you to create the assessment file yourself:

1. Sign in to your EQ/Department of Education Microsoft 365 account.
2. Open OneDrive.
3. Create the required Word, Excel or PowerPoint file.
4. Use the application specified in the assessment conditions.
5. Complete your assessment directly in that file.
6. Keep the file within your EQ/Department of Education OneDrive environment while developing your assessment.

The file you create in OneDrive is your assessment working file.

Do not create a separate copy on your computer and use that as your primary assessment file.

4. Working in Word, Excel or PowerPoint

Where the assessment conditions specify Word, Excel or PowerPoint, you must use the application specified for the task.

Online applications

Where permitted, you may use:

- Word Online
- Excel Online
- PowerPoint Online.

These must be accessed through the **EQ/Department of Education Microsoft 365 environment using your school account.**

Complete your assessment directly in the nominated OneDrive document.

Desktop applications

Where permitted, you may open the nominated OneDrive assessment file in the corresponding desktop application.

For example:

OneDrive → Open in Desktop App → Word

When using the desktop application:

- the application must remain connected to the nominated OneDrive file
- you must be signed in using your school account
- **AutoSave must remain ON**
- you must allow sufficient time for your work to synchronise with OneDrive.

Do not use the desktop application to create or maintain a separate local copy of your assessment.

5. AutoSave and Version History

When completing a digital assessment in a nominated OneDrive document, **AutoSave must remain ON when using the desktop application.**

AutoSave helps ensure that changes to your assessment are saved and that Version History can record the development of your work.

You must:

- check that AutoSave is ON before you begin
- leave AutoSave ON while completing the assessment
- allow sufficient time for your work to save and synchronise
- check that your latest changes have saved before submitting.

Important

Do not turn off AutoSave.

Turning off AutoSave or working from an unsynchronised local copy may affect the availability or reliability of Version History.

If AutoSave is unavailable or your work is not synchronising correctly, contact your teacher as soon as possible.

6. What You Must Not Do

To ensure your assessment can be appropriately authenticated, **do not:**

- turn off AutoSave
- download the assessment and work entirely from a separate local copy
- create a separate document and transfer your completed response into the nominated assessment file
- move the nominated assessment file to another location
- rename or replace the nominated file unless instructed by your teacher
- deliberately prevent OneDrive from synchronising
- submit a different version from the nominated assessment file
- wait until immediately before submission to transfer a completed response into the nominated assessment file.

These actions may affect the availability or reliability of Version History and other evidence used to establish authorship.

7. Submitting Your Assessment

Your assessment must be submitted using the method specified on the assessment instrument or by your teacher.

Where QLearn is the nominated submission method

Where your assessment has been developed in an EQ/Department of Education OneDrive document, you must submit the **direct link to the nominated OneDrive document** through QLearn.

Before submitting:

1. Complete your assessment in the nominated OneDrive document.
2. Check that your latest changes have been saved.
3. Allow sufficient time for your work to synchronise.
4. Return to the assessment task in QLearn.
5. Use the submission option provided by your teacher.
6. **Submit the direct link to the nominated OneDrive document.**
7. Check that the link refers to the same document in which you completed your assessment.
8. Confirm your submission in QLearn.

Important – Do not upload a downloaded copy

Do not download your assessment and drag and drop or upload the downloaded file into QLearn unless your teacher has specifically instructed you to do so.

The required submission is the **direct link to the nominated EQ/Department of Education OneDrive document**, not a separate downloaded copy.

Submitting the direct OneDrive link helps maintain the connection between your submitted assessment response and the Version History associated with the nominated document.

If another submission method is specified

If your teacher or the assessment instrument specifies a different submission method, follow those instructions.

Where the assessment conditions require the use of the nominated OneDrive document, use the nominated document and approved submission method rather than creating and submitting an unrelated copy.

8. If Something Goes Wrong

If you experience a technical problem with:

- QLearn
- OneDrive
- SharePoint
- Word, Excel or PowerPoint
- AutoSave
- synchronisation
- Version History
- accessing or submitting your assessment,

contact your teacher as soon as possible.

Do not try to resolve the problem by creating a new assessment file, turning off AutoSave, moving the file or working from a separate copy unless your teacher instructs you to do so.

Where a genuine technical problem affects the availability of authentication evidence, the College may establish an alternative authentication arrangement where appropriate.

9. Authentication and Oral Authentication Interviews

The College uses a range of authentication processes to establish that assessment responses represent each student's own knowledge, understanding and skills.

Where necessary, you may be asked to participate in an additional authentication process.

This may include:

- a student conference
- an Oral Authentication Interview
- supervised completion of part of an assessment
- examination of drafts or checkpoints
- comparison with supervised classwork
- examination of other evidence of development.

An **Oral Authentication Interview** provides you with an opportunity to demonstrate your knowledge, understanding and authorship of your submitted response.

A concern about Version History does not automatically mean that academic misconduct has occurred. Additional evidence may be required to establish authorship.

Appendix B – Digital Assessment Student Checklist

Use this checklist when completing and submitting a digital assessment.

Before and During Your Assessment

- ☐ I am using the **nominated assessment file** in my EQ/Department of Education OneDrive environment.
- ☐ If my teacher provided the assessment file, I am using the **teacher-provided file**.
- ☐ If I was required to create the assessment file, I created it in my **EQ/Department of Education OneDrive** using my school account.
- ☐ I accessed the assessment through **QLearn or EQ/Department of Education OneDrive**, as instructed.
- ☐ I am using my **school Microsoft 365 account**.
- ☐ If I am using Word, Excel or PowerPoint desktop, it is connected to the **nominated OneDrive file**.
- ☐ **AutoSave is ON** when I am using the desktop application.
- ☐ I have allowed sufficient time for my work to **save and synchronise**.
- ☐ I am developing my assessment progressively in the **nominated OneDrive file**.
- ☐ I have completed the required **checkpoints and drafts**.
- ☐ I have retained required **planning and development evidence**.
- ☐ I understand that **Version History is an authentication strategy** used to support the verification of authorship.
- ☐ I understand that I may be required to participate in an **Oral Authentication Interview or other authentication process** if additional evidence of authorship is required.
- ☐ I will **contact my teacher as soon as possible** if I experience a technical problem affecting my assessment, saving, synchronisation or Version History.

Before Submitting

- ☐ I have completed my assessment in the **nominated OneDrive file**.
- ☐ I have checked that my **latest changes have saved and synchronised**.
- ☐ I have followed the **submission method specified on my assessment task sheet**.
- ☐ I have appropriately **acknowledged the ideas and work of others** in accordance with academic integrity requirements using the **appropriate reference convention**.
- ☐ Where QLearn requires the OneDrive document to be submitted, I am submitting the **direct link to the nominated OneDrive document**, not a downloaded copy.
- ☐ I have checked that the link I submitted is to the **same OneDrive document in which I completed my assessment**.
- ☐ I have confirmed my submission in QLearn, where required.
- ☐ I have submitted my assessment by the **required date and time**.

Remember

Use the right file.

Use your school account.

Work in your EQ OneDrive environment.

Keep AutoSave ON.

Allow your work to synchronise.

Submit the direct OneDrive link when required.

Ask your teacher if you are unsure or something goes wrong