



## **John Forrest Secondary College Senior School Assessment Policy**

This policy is provided to all senior secondary students at John Forrest Secondary College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the *WACE Manual 2021* and the Australian Skills Quality Authority's (ASQA) *Standards for Registered Training Organisations 2015*.

All Year 11 and Year 12 students are enrolled in a combination of ATAR and General courses. Students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking Vocational Education and Training (VET) courses and Endorsed Programs available through the College or other registered training organisations.

This policy applies to the assessment of all courses.

### **1. Student responsibilities**

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a Term is deemed to be 'at risk' of not achieving the best possible result);
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date;
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date; and
- maintain an assessment file for each course studied which contains all completed assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program (See Section 9 for details).

### **2. Teacher responsibilities**

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus and VET Training Package for the particular course;
- provide students with access to a course outline and an assessment outline (see Section 3 for details);
- ensure that all assessment tasks are fair, valid and reliable;
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks;
- maintain accurate records of student achievement;
- meet College and external timelines for assessment and reporting; and
- inform students and parents of academic progress, as appropriate.

### **3. Information provided to students**

Before teaching starts, the teacher will provide access to the following documents on SEQTA:

- the Authority syllabus for ATAR and General courses which includes the grade descriptions, and the qualification and units of competency for VET courses.
- a course outline that shows:
  - all the content from the syllabus or qualification in the sequence in which it will be taught;
  - the approximate time allocated to teach each section of content.

- an assessment outline for the course that includes:
  - the number of tasks to be assessed;
  - a general description of each assessment task;
  - the assessment type, as prescribed in the syllabus or qualification;
  - an indication of the syllabus or qualification content on which each task is based;
  - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task);
  - the weighting for each ATAR and General course assessment task. All VET tasks have equal weighting and each must be completed to the prescribed standard in the training package.
  - the weighting for each ATAR and General course assessment type, as prescribed in the assessment table of the syllabus. All VET assessment types have equal weighting and each must be completed to the prescribed standard in the training package.

Note: students without internet access at home can request a hard copy of these documents from their teacher.

## **4. Assessing student achievement**

### ***ATAR and General Courses***

At John Forrest Secondary College, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General courses (see Sections 5 and 6 for details).

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

### ***VET Courses***

Each VET course task provides evidence of student knowledge or skill achievement in competency-based training. The teacher will assess the evidence against the assessment criteria and indicate if the student has achieved competency or not yet achieved competency. If a task does not yet meet competency, students have the opportunity to resubmit any assessment item twice, provided the initial assessment was completed prior to the due date. Each task must be completed to the prescribed standard in the training package. Any task or unit which is not deemed competent will result in the qualification not being achieved.

In VET courses, teachers in consultation with the RTO, will apply reasonable adjustment to ensure maximum participation of learners with disability in teaching, learning and assessment activities. To ensure the participation of all learners, RTOs need to:

- make sure that course activities are sufficiently flexible
- provide additional support to learners where necessary
- where a learner cannot participate, offer a reasonable substitute activity within the context of the overall course.

Reasonable adjustment must retain the integrity of the assessment and cannot conflict with the principles of assessment: fairness, flexibility, validity and reliability.

### ***All Courses***

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked. Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. (See Section 11 for further information on students with a disability).

## **5. Year 11 and 12 ATAR course school examinations**

School examinations are included in the assessment outline for the pair of units. The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below, are available on SEQTA. These rules are modified from those that are used by the Authority for ATAR course examinations and are intended to best prepare students for their ATAR exams at the end of Year 12.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination until the conclusion of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved. This includes any talking between students once the examination has commenced.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s). This includes mobile phones and smart watches. Note: All watches are prohibited in the examination room.
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the College will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a John Forrest Secondary College sickness/misadventure form to the Deputy Principal. The College will determine whether the reason is acceptable (see Section 13 for details).

If the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

If the reason is not acceptable to the College, the student will be given a mark of zero

## **6. Year 12 General and Foundation Courses - Externally Set Task (EST)**

All students enrolled in a Year 12 General course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 13 for details).

If the reason is acceptable to the College, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

If the reason is not acceptable to the College, the student will be allocated a mark of zero.

## **7. Cheating, collusion and plagiarism**

### ***All Courses***

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert). Example: students cannot work on an individual task as a group and submit the same work.
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

### ***ATAR and General Courses***

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

### ***VET Courses***

In VET courses, failing to complete a task or unit of competency will result in failure to achieve the qualification. If a student is believed to have engaged in cheating, collusion or plagiarism, the student may be offered the opportunity to complete an alternative task under test conditions. If this behaviour is repeated, then the student's work will be deemed not competent and the qualification will not be achieved. Please refer to the RTO Student Handbook for information regarding the appeals process.

## **8. Security of assessment tasks**

Where there is more than one class studying the same course at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

## **9. Retention and disposal of student work**

Students are responsible for retaining all of their marked written assessment tasks. To assist students, the College will establish and retain an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

### ***ATAR Courses***

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods, at the discretion of the teacher and according to the individual subject. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

The College will not use the materials for any other purposes without the written permission of the student.

### ***VET Courses***

In VET courses, student work must be saved on the College H drive as well as on a personal digital device. Teachers will access work via the H drive and SEQTA submissions or an RTO portal. Student evidence is uploaded to RTO at regular intervals and retained by the RTO for auditing processes for a minimum of 12 months following completion. If any evidence is lost before assessment, the student will need to reproduce the work.

## **10. Modification of the assessment outline**

### ***All Courses***

If circumstances change during the teaching of a course, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian.

### **VET Courses**

In VET courses, failing to complete a task or unit of competency will result in failure to achieve the qualification. Reasonable adjustment must retain the integrity of the assessment and cannot conflict with the principles of assessment: fairness, flexibility, validity and reliability.

## **11. Students with a disability**

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

If mental health concerns are impacting a student's engagement with the assessment schedule, a formal diagnosis and/or proven ongoing therapeutic relationship with a qualified mental health practitioner will be required to make adjustments. Appropriate adjustments will be determined by the Deputy Principal, in consultation with the student, parent/guardian, teachers and mental health practitioner.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment.

### **VET courses**

In VET courses, failing to complete a task or unit of competency will result in failure to achieve the qualification. Reasonable adjustment must retain the integrity of the assessment and cannot conflict with the principles of assessment: fairness, flexibility, validity and reliability.

## **12. Completion of a course**

### **ATAR and General Courses**

In ATAR and General Courses, a grade (A, B, C, D or E) is assigned for each pair of units completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 13 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 13 for details), the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade.

Where a student is absent for an in-class assessment or an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the College (see Section 13 for details), the following penalties apply:

- 20% reduction in the mark per day late, **or**
- 50% reduction in the mark, if submitted more than three days late

Note: Weekend days are included in the penalty calculation. A student can submit a task electronically over the weekend to reduce the penalty incurred.

Where an assessment task is not submitted the student will receive a mark of zero.

## VET Courses

In VET courses, every unit of competency in a qualification must be achieved (Competent) for the grade equivalence to be accredited towards WACE. Each unit of competency is assessed as follows:

- CO - Competent (work has been completed and meets the required standard)
- OT - On Track (student is progressing towards the timely completion of work)
- IP - In Progress (work has commenced)
- SU - Submitted (work has been forwarded to the teacher for assessment)
- AR - At Risk (work has not been completed to the required standard by the set deadline)
- NS - Not Started (work is yet to be allocated by the teacher)
- NYC - Not Yet Competent (work is yet to be completed to the required standard)

Qualifications are assessed as Achieved or Not Achieved. All units of competency must be Competent for the qualification to be Achieved.

### 13. Acceptable reasons for non-completion or non-submission of an assessment

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- contact the College by 8:30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other

tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays or celebratory events, preparation for the College ball).

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

In VET courses, the date of completion or submission of assessment tasks may be modified but all units of competency must be completed to the prescribed standard in the training package for the qualification to be Achieved.

## **14. Transfer between courses and/or units**

### ***ATAR and General Courses***

If a student commences a pair of units late, they may be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting will be held with the student and the parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At John Forrest Secondary College, the deadline for student transfers in Years 11 and 12 is Friday of Week 2 in Term 1. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and grade for the unit completed in Semester 1.

### ***VET Courses***

In VET courses, regardless of the date of enrolment, all units of competency must be completed to the prescribed standard in the training package for the qualification to be Achieved. Students will not be enrolled in VET courses after Week 2 Term 1 Year 11 unless there are extenuating circumstances.

## **15. Transfer from another school**

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to the Authority's recommended last date for student transfers between pairs of Year 11 units, to provide the College with evidence of all completed assessment tasks from the previous school.

This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.



If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Authority's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

### ***VET Courses***

In VET courses, regardless of the date of enrolment, all units of competency must be completed to the prescribed standard in the training package for the qualification to be Achieved. If any unit of competency has been completed previously, the student will need to provide a statement of attainment from the RTO or the USI portal to earn a Credit Transfer and thus not need to repeat the assessments.

## **16. Reporting student achievement**

The College reports student achievement at the end of Semester 1 and at the end of Semester 2 to the Authority.

### ***ATAR and General Courses***

For each ATAR and General course, the report provides:

- a comment by the teacher;
- a grade<sup>1</sup>;
- the percentage mark in the school-based examination (for ATAR courses); and
- the percentage mark<sup>1</sup> (calculated from the weighted total mark).

All final grades are subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

### ***VET Courses***

For VET courses, the report provides:

- a comment by the teacher;
- a list of units of competency achievement; and
- if the qualification has been achieved.

All qualifications are subject to approval by the RTO and any auditing processes by ASQA or the Training Accreditation Council of WA (TAC). Students will be notified of any changes from the review of the students' evidence submitted by the College.

## **17. Reviewing marks and grades**

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant head of learning area/teacher-in-charge responsible for the course.

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<sup>1</sup> The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the College's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student or parent/guardian may appeal to the Authority using an appeal form which is available from the Deputy Principal or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal, the College will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

### ***VET Courses***

For VET courses, the Student Handbook provided by each RTO states the process for appeals and complaints. If an issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant head of learning area/teacher-in-charge responsible for the course. If an issue cannot be resolved at the College, the matter will be referred to the RTO.



## **Senior School Assessment Policy Quick Reference Guide**

Refer to full policy for further information.

### **Student responsibilities**

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a Term is deemed to be 'at risk' of not achieving the best possible result);
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date;
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date; and
- maintain an assessment file for each course studied which contains all completed assessment tasks.

### **Reasonable cause for absence from an assessment**

- sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

### **Contacting the College – Parents /Guardians**

If your child is going to be absent for a scheduled assessment or submission, the **parent/guardian** must:

- contact the College by 8:30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment. This may be by phone or email to the relevant teacher; **and**
- provide a medical certificate immediately following the student's return to school.

### **Late or non-submission penalties**

Where a student is absent for an in-class assessment or an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the College the following penalties apply:

- 20% reduction in the mark per day late, **or**
- 50% reduction in the mark, if submitted more than three days late

Note: Weekend days are included in the penalty calculation. A student can submit a task electronically over the weekend to reduce the penalty incurred.

Where an assessment task is not submitted the student will receive a mark of zero.



**Senior School Assessment Policy  
Student and Parent / Guardian Acknowledgement**

**Please return the signed slip to**

**Student Name:** \_\_\_\_\_

Student Mobile Phone Number: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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Parent/Guardian Name: \_\_\_\_\_

Contact Phone Number for Parent / Guardian: \_\_\_\_\_

Contact email for Parent / Guardian:  
\_\_\_\_\_

Parent / Guardian Acknowledgement: I give permission for my child to view / read course texts, including any additional excerpts extracts and material necessary for the delivery of the course/s. Visual texts may be rated up to M/15+.

Parent / Guardian Signature: \_\_\_\_\_