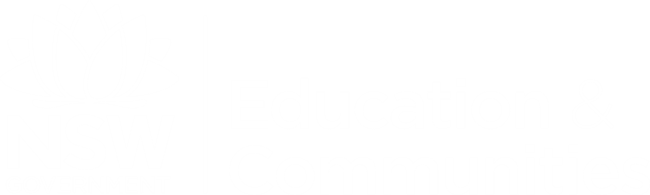
Barham High School

Stage 5 Record of School Achievement and Assessment Guidelines



Phone (03) 5453 2322

Fax: (03) 5453 3259

Email: Barham-h.school@det.nsw.edu.au

Website: www.barham-h.schools.nsw.edu.au

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# The Record of School Achievement (RoSA)

The RoSA is an official credential issued by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) to eligible students who leave school before completing their HSC.

To be eligible you will need to have completed the mandatory curriculum requirements for Years 7 to 10.

## What will the RoSA credential show?

The RoSA credential will show the grades/results you achieved in Year 10 and, if applicable, in Year 11. It will also list any Year 11 or 12 courses you participated in but did not complete before leaving school.

## When will I get my RoSA?

BOSTES will mail your RoSA soon after your school has informed us that you have left. Make sure you check that your school has your correct postal address on your BOSTES student record.

## Sitting for Literacy and Numeracy tests

Employers have said that they rate evidence of literacy and numeracy skills very highly. With this in mind, BOSTES developed Literacy and Numeracy tests which you can take at your school before you leave. These occur twice a year (usually in May and October). It is important you let your teacher know as soon as possible if you are thinking about leaving school and would like to do the tests, as they will need to enrol you.

You will then be able to access your Literacy and Numeracy test results via your Students Online account soon after you take the tests.

These results are a valuable document as they are evidence of your literacy and numeracy skills. Make sure you show your results to further education providers and in job interviews.

## Other reports you can access

The RoSA credential is an official report of your results similar to the HSC. While you are waiting for your official credential to arrive you can access a range of other useful reports from Students Online.

Via your secure Students Online account you can download an eRecord.

An eRecord is an interim result report that will show your cumulative results depending on the stage you are up to at school. Your eRecord will include your Year 10 and Year 11 grade/results, your VET achievements and, if you did the tests, your Literacy and Numeracy test results.

The up2now – my ongoing learning portfolio website allows students to record, organise and share portfolios of their academic and extra-curricular activities with prospective employers or use it to access other education or training pathways. This gives students the opportunity to develop skills describing, organising and presenting their broader learning, community service and volunteering involvement, and other awards and achievements.

Registered schools will be provided with further information in Week 9, Term 1.

| Mandatory curriculum requirements for the award of the Record of School Achievement | |
| --- | --- |
| English | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |
| Mathematics | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |
| Science | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |
| Human Society and Its Environment | To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography. |
| Languages Other than English | 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8. |
| Technological and Applied Studies | The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours. |
| Creative Arts | 200 hours to be completed consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years. |
| Personal Development, Health and Physical Education | The Board’s mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10. |

# Elective Courses:

Each student studies a minimum of 3 elective courses, for either 100 or 200 hours. (total 600 hours)

|  |  |  |
| --- | --- | --- |
| **Line X** | **Line Y** | **Line Z** |
| Music | Visual Arts | Commerce |
| Food Technology | Industrial Technology Metal | Industrial Technology Timber |
| Industrial Technology Timber | Agriculture | Textiles Technology |
| PASS | Food Technology | Photographic and Digital Media |
|  | Information and Software Technology | PASS |

# Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the Board;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

BOSTES does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student’s absence to the non-completion of the course requirements.

## Grades and Course Performance Descriptors

Students are awarded a grade from A to E in each subject, based on BOSTES Course Performance Descriptors. Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement in a course.

Each Course has a different set of Performance Descriptors; specific Course Performance Descriptors are available on the Board of Studies website which can be located at: <http://www.boardofstudies.nsw.edu.au/>

The grades A-E indicate the following levels of achievement:

|  |  |
| --- | --- |
| A | Extensive knowledge and understanding, very high level of competence in processes and skills |
| B | Thorough knowledge and understanding, high level of competence in processes and skills |
| C | Sound knowledge and understanding, adequate level of competence in processes and skills |
| D | Basic knowledge and understanding, limited level of competence in processes and skills |
| E | Elementary knowledge and understanding, very limited of competence in some of the processes and skills |
| N | Has failed to meet 1 or more course requirements |

In Mathematics, the grades have been further differentiated to nine levels:

A10, A9, B8, B7, C6, C5, D4, D3, E2

The grade awarded summarises the student’s achievement in the course.

The grading system is intended to describe the student’s achievement at the end of each course in Stage 5. A number of different assessment tasks will be used in order to ensure that student achievement in all the knowledge and skills objectives is assessed. The choice of a particular grade is made on the basis that it provides the best overall description of the student’s achievement of the Stage 5 syllabus outcomes.

# N Determinations

A student who does not satisfactorily complete a course will receive an N determination.

If a student’s attendance falls below 85% of a school’s programmed lesson time for a course, the principal may determine that, as a result of absence, the above course completion criteria may not be met.

Where a student is at risk of receiving an ‘N’ award in a course, parents will be notified in writing. BOSTES requires schools to issue a minimum of two course-specific warnings prior to a final ‘N’ determination being made for a course.

# Assessment Tasks

Assessment tasks are designed to measure student achievement of syllabus objectives and outcomes for a particular course.

Each assessment task will indicate the syllabus objectives that are being assessed.

## How it will be assessed?

The components will be assessed by using various assessment strategies or tasks designed by the school.

Some examples of the assessment strategies include:

* Formal exams
* Objective tests
* Essay tests
* Research essays/assignments
* Oral/Aural tests
* Practical tests of skills
* Practical tasks

## When will it be assessed?

Assessments will begin shortly after the commencement of the course and continue for the duration of the course.

A minimum of one (1) week’s notice will be given for each task.

## Student responsibilities

Students in Stage 5 are responsible for:

* ensuring that they obtain and understand the school’s policies on assessment
* attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement
* ensuring that any questions that they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back
* demonstrating, through application and achievement, that they have met the requirements of the course
* completing all tasks that are part of the assessment program

If a student fails to complete an assessment task, a zero mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be done or handed in at the scheduled time, it is the student’s responsibility to ask the class teacher for an alternative task or an extension of time.

The Principal may authorise an estimate to be given for a task that has not been completed. This applies only in exceptional circumstances and only where an alternative task would be unreasonable or impractical.

# Stage 5 Assessment Policy

## Nature of Tasks

The nature of the tasks will vary depending on the subject and component being assessed, however all tasks must

* clearly indicate to the student the syllabus objectives which are being assessed
* give an indication of the relative value of the task components

## Notice of Assessment Tasks

A minimum of one (1) week’s notice of an assessment task will be given to classes.

**Following an absence from class or school, students should check to ensure they have not missed notification of a forthcoming assessment task.**

## Due Dates

Due dates for assessment tasks will be rigidly enforced, except in cases of genuine illness or misadventure.

All assessment tasks must be handed in by 8.50am on the day the task is due, unless they are in class tasks. Any hand-in component of a task must be handed in by 8.50am on the day the task is due.

Tasks handed in after 8.50am on the due date will be awarded a ZERO mark unless there are extenuating circumstances.

Technology failure – for example, computer, printer, e-mail failure – is **not** an acceptable reason for late submission of a task.

Students are strongly advised to allow adequate time for completion, printing and e-mailing of tasks prior to the due date, and to maintain a back-up copy of all tasks.

Assessment tasks must be handed to the teacher responsible for the task by the student.

Tasks must not be left on a teacher's table or desk. If the student is unable to locate the teacher concerned, then the task should be handed to the Faculty Head Teacher or, in an emergency, the Deputy Principal.

In each case a receipt slip should be completed and retained by the student as evidence of receipt of the task.

If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed in prior to the due date or where the task is to be completed on the day in question, then arrangements will be made for the student to complete the task at a suitable time.

In the event of a student being unexpectedly and unavoidably absent on the day of a task, he/she must arrange for the school to be contacted and notified of the reason for the absence on the day.

On the first day the student returns to school, the student must:

1. must see the Head Teacher concerned, complete an “Illness/Misadventure Form” and attach any supporting evidence, eg medical certificate, detailing the reasons for being absent
2. except under exceptional circumstances, be prepared to either hand in the task or sit for the test.

Where the reason for an absence is acceptable then arrangements will be made for the student to complete the task or an alternative task at the earliest opportunity. At the Principal's discretion an estimate may be used.

Parents will be notified in writing when a zero mark is awarded.

## Sickness During An Exam Or Test

Procedure to be followed if a student is taken ill during an assessment task at Barham High School:

1. If the student has not sighted the paper (or task) then he/she will be required to complete it at the earliest possible convenient time.
2. If the student has sighted, but not commenced, the task a decision will be made by the Teacher and Head Teacher whether the student does the same task later, is given an alternative comparable task or, at the discretion of the Principal, is given an estimate.
3. If the student has completed all or part of the task then:
   1. the student's work will be marked using the same scale as for the other students
   2. the result will be compared with past results
   3. the teacher and Head Teacher will decide whether:
      1. to leave the mark as it is
      2. to scale the mark up
      3. to require the student to complete another comparable assessment task
   4. the student will be advised of the decision and given 24 hours to consider it
   5. if there is disagreement a meeting will take place with the student, teacher and Head Teacher to try to reach an agreement
   6. if agreement cannot be reached then the matter will be referred to a school Appeal Panel
   7. the teacher and student will be notified of the Appeal Panel's decision.

## Time Extension

* Requests for extensions of time will **not be** granted unless a genuine case exists.
* Requests for extensions of time **must** be made **prior** to the due date of the task.
* All requests for extensions must be made in writing to the teacher responsible for the course.
* Copies of all requests will be retained by the Faculty Head Teacher.

## Return of Tasks

Assessment tasks will be returned to students in an appropriate time frame. Students will also be provided with meaningful feedback.

**What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?**

In the first instance, you should discuss the situation with your classroom teacher.

Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Task Appeal Form.

The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgment by a panel of at least 3 members of staff.

The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education and Communities to make a judgment.

In the event that a student is not satisfied with this process an appeal to BOSTES is then possible.

## Proven Dishonesty

A student who does not comply with the rules of the Assessment Policy and/or has committed a proven malpractice/dishonest act may have all or part of the relevant assessment task cancelled. If a student has been given zero marks for such an assessment task, the Principal will inform their parents/guardians and advise them of the possible consequences.

## Plagiarism

Assignments and tasks completed outside of school must be the student’s own work.

Plagiarism is a form of cheating where a person copies or borrows someone else’s work and presents it as their own. Copying work directly from books, CDs or the internet without acknowledging the source is a form of plagiarism.

Penalties are applied for plagiarism – a zero mark may be awarded for all or part of the task.

## Prolonged Absences

Where prolonged absences are experienced, substitute tasks may be set with the prior approval of the Principal, which students have to complete away from school and submit as stipulated. If a student's attendance has fallen below 85% of available school days, the Principal will review the possible consequences of the student's absence and may declare the attendance unsatisfactory for the completion of a course.

## Further Information

Students may obtain general advice on assessment from:

* Their Year Adviser
* Head Teachers
* Subject Teachers
* The Careers Adviser
* Deputy Principal
* Board of Studies Website: <http://www.boardofstudies.nsw.edu.au/>

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|  | | | | | | **BARHAM HIGH SCHOOL**  **- Request for Extension -** | | | | | | | | | | | | | | |
| This form must be completed and handed to the Head Teacher responsible for the subject concerned at least one (1) school day before the task is due to be submitted. Requests made on the day on which a task is due will not be accepted unless the student has been absent for an extended period and the Head Teacher has been notified that a request will be made on his/her return to school. | | | | | | | | | | | | | | | | | | | | |
| Name: |  | | | | | | | | | | | | | | | | | | | |
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| Subject: | |  | | | | | | | | | | | | | | | | | | |
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| Title of task: | | |  | | | | | | | | | | | | | | | | | |
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| Due date of task: | | | | | | |  | | | | | | | | | | | | | |
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| Reason for request for extension: | | | | | | | | | | |  | | | | | | | | | |
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| Supporting evidence: (Attached) | | | | | | | | | | |  | | | | | | | | | |
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| SIGNATURE: | | | |  | | | | | | | | | | | | | | Date: | |  |
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| Is the request granted? | | | | | | | |  | | Yes | | | |  | No | | | | | |
| Agreed date of submission of task: | | | | | | | | | | | |  | | | | | | | | |
| If request not granted, reasons for denial: | | | | | | | | | | | | | | | |  | | | | |
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| Head Teacher: | | | | |  | | | | | | | | | | | | | | | |
| Teacher: | | | | | | |  | | | | | | | | | | | | | |
| Date: | | | | | | |  | | | | | | | | | | | | | |

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|  | **BARHAM HIGH SCHOOL**  **Illness/Misadventure Form for school based Assessment Tasks, including Examinations** |

Name: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that* ***prevented*** *you from doing the task or examination, or that* ***impacted*** *on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).*

I, hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

* *Only list the examinations/assessment tasks that you are appealing*
* *Do not list the examination/assessment tasks in which you were not affected by illness or misadventure*

|  |  |
| --- | --- |
| 🞎 Stage 5 🞎 Preliminary 🞎 Higher School Certificate | |
| Assessment Task: | Teacher: |
| Outline of Reason/s for misadventure/illness: | |
| Request and date for proposed completion (if applicable)  Extension 🞎 No Penalty for Lateness 🞎  Penalty 🞎 Estimate to be used 🞎 | |

*Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.*

**Independent evidence of illness/misadventure:**

* Doctor’s Certificate supplied: Yes/No
* Statutory Declaration by parent/guardian supplied: Yes/No

*Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.*

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form. I declare that all the information I have supplied is true:

Student signature: Date:

Parent signature: Date:

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| **Recommendation and Decision** | |
| * Extension granted 🗖 Penalty applied * No penalty for lateness 🗖 Estimate to be used * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Signatures:  *Head Teacher* *Class Teacher* | |
| Deputy Principal Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Head Teacher Informs student of Decision** Date \_\_\_\_\_\_\_\_\_\_\_\_\_  Signatures:  *Head Teacher* *Student* | |
|  | **BARHAM HIGH SCHOOL**  **- Record of Issue of Task Notification -** |

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| Name: |  | | | | | | | | | |
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| Subject: |  | | | | | | | | | |
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| Type of Assessment Task: | | | | |  | | | | | |
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| Date of Assessment Task: | | | | |  | | | | | |
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| Work to be assessed: | | |  | | | | | | | |
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| Method of assessment: | | | |  | | | | | | |
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| Equipment to bring: | |  | | | | | | | | |
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| Teacher: |  | | | | | | | Issue Date: | |  |

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| **I have received the above assessment task notification:** | | | | | |
| Name: | Signature: | Date: | Name: | Signature: | Date: |
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|  | | **BARHAM HIGH SCHOOL**  **- Assessment Task Notification -** | | | | | | | | | |
| Name: |  | | | | | | | | | | |
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| Subject: |  | | | | | | | | | | |
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| Type of Assessment Task: | | | | | |  | | | | | |
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| Date of Assessment Task: | | | | | |  | | | | | |
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| Work to be assessed: | | | |  | | | | | | | |
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| Method of assessment: | | | | |  | | | | | | |
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| Equipment to bring: | | |  | | | | | | | | |
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| Teacher: |  | | | | | | | | Issue Date: | |  |

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|  | | | | | **BARHAM HIGH SCHOOL**  **- Assessment Task Submission Receipt -** | | | | | | | | | | |
| This receipt must be retained by the student as proof of having handed in the Assessment Task.  This is to certify that I have received the Assessment Task described below. | | | | | | | | | | | | | | | |
| Candidates Name: | | | | |  | | | | | | | | | | |
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| Subject: |  | | | | | | | | | | | | | | |
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| Title of Assessment Task: | | | | | | |  | | | | | | | | |
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| Due Date: | | |  | | | | | | | | | | | | |
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| Date Received: | | | |  | | | | | | | Time Received: | |  | | |
|  | | | | | |  | |  | | | | | |  | |
| Signature of Receiving Teacher: | | | | | | | | |  | | | Date: | | |  |
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|  | **BARHAM HIGH SCHOOL**  **- Assessment Mark/Grade Appeal Form -** |

Name: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appealforms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Head Teacher before you complete this form. If the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

* The marks or grades given, unless due process was not followed;
* Difficulties in preparation or loss of preparation time;
* Alleged deficiencies in tuition;
* Long term illness;
* The same grounds for which special provisions were received;
* Misreading the timetable; or
* Other commitments such as sporting, cultural or work commitments.

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| --- | --- | --- | --- | --- |
| **Course Name:** |  | | | |
| **Task Description:** | |  | | |
| **Task Number:** |  | | | |
| **Details of your appeal:** | | |  | |
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| **Supporting documentation (list the documents that you are attaching to this appeal)** | | | | |
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*Office Use Only*

***Outcome of Appeal***

|  |  |
| --- | --- |
| **Declined / Upheld:** | **Reasons:** |
|  |  |

Name: Signed: