

QCE and QCIA policy and procedures handbook 2019 v1.0

For senior secondary schools

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1 Senior schooling in Queensland

1.1 Background to the new QCE system

The new Queensland Certificate of Education (QCE) system represents the next phase in the evolution of Queensland's approach to curriculum, assessment and senior certification. It replaces Queensland's system of externally moderated school-based assessment, and in doing so, builds on a long tradition of review and renewal, summarised below.

1970s: Establishing school-based assessment

Queensland introduced school-based assessment to the senior schooling landscape. Assessment instruments devised by teachers, and the judgments they made about how well students had learnt, became the major component of the final results. Teachers were required to document the main aspects of a course of study, develop and implement a range of assessment instruments and report on student achievement using a norm-based method. Selected teachers were involved in 'moderation' meetings to ensure that the proposed grades for students were comparable between schools.

1980s and 1990s: Embedding criteria and standards

The system underwent a significant shift in the early 1980s, when it moved from a norm-based model to a criteria-based model of assessing student achievement. In essence, this meant moving away from direct comparisons between students' work to determine grades, and toward a system in which predetermined criteria and standards were used for awarding grades and reporting on achievement. Schools were required to develop detailed work programs to specify various aspects of the course of study their students would undertake, and students were provided with the criteria upon which their work would be judged before beginning each task. Students' results were externally moderated by review panels of 'teacher experts', responsible for maintaining standards and comparability between schools in each district.

2000s: Broadening opportunities for learning

The nature of senior schooling was reconsidered during the early 2000s and a range of reforms followed. From 2006, young people were required to be engaged in learning until the age of 17 if they were not yet in the paid workforce, and Year 10 was repositioned as the start of the senior phase of learning. The 2006 Year 10 cohort was the first to have their workplace, university and community learning achievements recorded as part of the new senior secondary certificate, the QCE. A broader range of learning could now contribute to senior certification, with greater flexibility in where and when learning occurred. In 2008, the first QCEs were awarded to graduating students, and the Queensland Certificate of Individual Achievement (QCIA) was introduced for students with impairment or difficulties in learning not primarily due to socioeconomic, cultural or linguistic factors.

From 2019: Combining school-based and external assessment

The core components of the new QCE system were decided in 2015, in response to an independent review of senior assessment and tertiary entrance. They include:

- a new approach to senior assessment, combining school-based assessment with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA)
- new processes that strengthen the quality and comparability of school-based assessment

- transferring responsibility for tertiary entrance ranking from the QCAA to the Queensland Tertiary Admissions Centre (QTAC).

1.2 Key elements of the new QCE system

The new QCE system continues Queensland's decades-long tradition of empowering teachers and involving them in all stages of the assessment process. This involvement enables quality learning experiences for all students and strengthens our culture of high expectations. It effectively balances the following features of a quality assessment system:

- *quality syllabuses* prescribing content, standards and assessment, and situating assessment as an integral part of the learning process while allowing some flexibility in how learning is delivered
- *judicious continuous assessment using a variety of assessment techniques* so a body of evidence of achievement is collected over time, allowing students to progressively demonstrate the depth and breadth of their learning and accommodating their different learning styles
- *opportunities for learning to develop* so students receive timely feedback and teachers have sufficient and suitable evidence of what students have achieved in relation to all the valued knowledge, understanding and skills prescribed in the syllabus and can make defensible judgments about achievement
- *adequate resourcing* to support teachers and schools to participate in the system in a way that improves their confidence and the learning of their students
- *stakeholder confidence* that the system delivers fair and transparent outcomes for all students and that the processes used, the information obtained and the decisions made are valid and reliable.

1.2.1 Preparing for senior schooling

In Year 10, students make important decisions about their senior secondary schooling and education, training and career goals.

Schools work with students and their parents/carers to develop a senior education and training (SET) Plan, or equivalent, to help them:

- structure their learning in Years 11 and 12 around their abilities, interests and ambitions
- map their pathway to a QCE.

Schools also open online learning accounts for students. For more information about senior pathway planning, see the QCAA website at: www.qcaa.qld.edu.au/senior/new-snr-assessment-te/senior-pathway-planning.

1.2.2 Learning options

When designing a course of study, students may choose from a range of subjects and programs that includes:

- 46 General subjects (including 5 General (Extension) subjects) and 19 alternative sequences
- 23 Applied and 2 Applied (Essential) subjects
- 4 short courses

- 22 Senior External Examination subjects (for students unable to access certain General subjects at their school and a small number of mature age students)
- Recognised studies beyond the traditional Queensland curriculum that meet QCAA criteria and standards
- Vocational Education and Training (VET) courses
- School-based apprenticeships and traineeships
- University subjects.

General and Applied subjects are organised into four units and General (Extension) subjects into two units. Units 1 and 2 are foundational learning, for students to begin engaging with the course subject matter and to experience the objectives of the syllabus and assessment techniques. Units 3 and 4 consolidate student learning, with the assessment results for these units contributing to the final subject result and tertiary entrance rank. Typically, students begin senior studies in Year 11.

1.2.3 Assessing achievement

Subject results in General subjects are based on student achievement in four summative assessments: three internal assessments and one external assessment that QCAA sets and marks.

For most General subjects, the internal assessment contributes 75% to the final subject result, except in mathematics and science subjects, where it contributes 50%.

Subject results in Applied subjects are based on student achievement in four equally-weighted internal assessments. For Essential English and Essential Mathematics, one of these assessments is externally set but school-administered.

Internal assessment instruments for all General subjects, and for the Applied Essential English and Essential Mathematics subjects, are endorsed by the QCAA before being used for summative purposes in schools. Separate quality assurance procedures are used for other Applied subjects.

QCAA confirms the grades awarded by schools in General subjects by reviewing a selected sample of student work for every subject in every school. Separate quality assurance procedures are used to review results awarded by schools for Applied subjects.

External assessment is included in all General subjects, but is not used to scale a student's internal assessment result. Instead, the external assessment result is added to the internal assessment result to arrive at a final subject result.

1.2.4 Results and certificates

In General subjects, the final subject result is expressed as a numerical value and an A–E grade. In Applied subjects, only A–E grades are used.

Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

For students seeking to continue their studies after school, their final results from a combination of five general subjects, or four general subjects and one applied subject or vocational qualification, are used by QTAC to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes.

Information on the ATAR is available on the [QTAC website](#).

1.3 Defining characteristics of the new QCE system

Students are the focus of the new QCE system. They have access to flexible learning pathways that respond to the dynamic world of work and learning, and provide them with the skills they need to succeed in a range of post-school pathways. Their achievements are assessed and aggregated in ways that support meaningful reporting and certification.

The new QCE system has five defining characteristics:

- quality contemporary syllabuses
- a balanced, integrated assessment program
- pre-defined standards
- teacher professionalism
- credible and informative credentials.

1.3.1 Quality contemporary syllabuses

Syllabuses underpin the new QCE system. They shape and influence teaching, learning and assessment by describing what must be taught and how student performance must be assessed. QCAA syllabuses outline the rationale, content, assessments and marking guides for each subject.

QCAA syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to enact the curriculum.

The factors underpinning senior syllabuses vary with the distinctive nature of subjects. They include literacy, numeracy, 21st century skills, core skills for work, community connections and applied learning. These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century. Aboriginal perspectives and Torres Strait Islander perspectives have been considered, where appropriate, in the development of syllabuses.

All syllabuses are supported by resources and professional development. Support materials are web-based, allowing for progressive improvements and open access for teachers and the community.

1.3.2 A balanced, integrated assessment program

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement of students.

Evidence of student achievement is gathered over time from a range of complementary approaches to assessment that have been selected because of their relevance to the purpose of the assessment and to the knowledge, skills and understanding to be assessed. Assessment techniques include projects, investigations, extended responses, performances, products and examinations.

The validity of assessment is improved by assembling evidence of student achievement from a variety of assessment techniques and conditions. Reliability is improved by students having multiple opportunities to demonstrate their knowledge, understanding and skills, as well as by collecting evidence at different times and under different conditions. Accessibility of assessment is achieved through measures such as ensuring all students have a clear understanding of how to demonstrate their learning, considering accessibility of language and layout when developing

assessments, and implementing appropriate principal-approved or QCAA-approved access arrangements and reasonable adjustments (AARA).

The new QCE system is based on an innovative model of senior assessment that combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers.

Queensland teachers have, for decades, been reporting student achievement based on evidence that they have collected from school-based assessment. This is an important consequence of valuing different techniques of assessment and seeking to provide teachers with meaningful professional development that improves their assessment skills and expertise. School-based assessment requirements are described in the syllabus with guidelines for teachers on the conditions and techniques for assessment. Particular assessment approaches are mandated but the syllabuses also allow teachers to contextualise assessments to the particular characteristics of the school and students. School-based assessment is marked by classroom teachers using advice in syllabuses. The instrument-specific marking guides (ISMGs), instrument-specific standards, exit or reporting standards provided in syllabuses provide a structure for making judgments related to the objectives being assessed.

The reliability and comparability of school-based assessment results is assured through the unique processes of endorsement and confirmation. In endorsement, QCAA checks that assessment instrument designs meet the requirements of the syllabus. It ensures that all summative assessments provide sufficient opportunities for students to demonstrate syllabus requirements and builds teachers' capacity to develop high-quality assessments. In confirmation, QCAA-trained assessors independently review QCAA selected samples of student work for every General subject in every school to ensure that they have been marked accurately.

Subject-based external assessment occupies an important place in the range of assessment techniques used for General subjects. It contributes equally valuable but different evidence of achievement to a student's final subject result. External assessment occurs at the end of a course of study but does not assess the full course of study. Unlike most other Australian jurisdictions, Queensland's external assessments are generally not intended to assess content and skills across the entire subject but instead are focused on particular units or aspects of study. The external assessment occurs towards the conclusion of the school year, focusing on the last unit of work or one of its topics. The exceptions are mathematics, science and the Arts subjects, where it covers content across Units 3 and 4.

1.3.3 Pre-defined standards

Queensland has a long tradition of using pre-defined standards to describe how well students have achieved syllabus objectives. This use of standards ensures that:

- students and teachers know what is expected to achieve certain grades
- there is comparability between the assessments designed by schools
- internal and external assessment results can be combined
- teachers can discuss standards with parents and carers when reporting a student's achievements.

QCAA syllabuses include a statement of content and standards of achievement. They are targets for students and teachers to work towards.

The standards are based on an agreed model that is applied across subjects. This approach establishes a common vocabulary for teachers, students and parents for describing student performance in and across school subjects.

1.3.4 Teacher professionalism

Queensland teachers have accumulated substantial experience of working in a standards-referenced assessment system. In the new QCE system, they continue to:

- collect evidence of student achievement
- provide feedback to students to support learning
- make judgments about student work to support certification processes.

The processes of endorsement and confirmation strengthen these aspects of teacher professional practice.

The system invests in teacher knowledge and expertise and fosters a culture that trusts and empowers them to do their work. Teachers:

- engage in syllabus development processes
- interpret syllabus requirements to contextualise classroom learning and assessment that is tailored to students' needs
- are enabled to network and share resources, practices and ideas
- make accurate judgments about student achievement
- are heavily involved in the quality assurance processes of endorsement and confirmation, and in external assessment development and marking.

This expansive involvement in the curriculum development and assessment process develops teachers' pedagogical practice and assessment literacy.

1.3.5 Credible and informative credentials

Queensland's senior schooling credentials provide students with pathways to work, training and further education.

The QCE is a standards-based qualification issued to individuals who demonstrate the required knowledge and skills, including literacy and numeracy. The QCE is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

The QCE reflects the principles of:

- inclusion and flexibility — through the wide variety of learning included, the amount of learning required and accessibility for students from diverse backgrounds and for different pathways
- integrity of standards — with challenging and achievable standards, clear and rigorous criteria, and literacy and numeracy requirements
- credibility and portability — so students have a valid 'passport' for future pathways with a qualification that has high status and recognition and public confidence
- communication — between QCAA, schools, students, community and coordination of processes and procedures.

The QCIA recognises the achievements of students who are on individualised learning programs. It is for students with impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

The QCIA is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCAA issues students in Queensland with a Senior Education Profile (SEP) on completion of senior secondary schooling. The SEP may include:

- statement of results
- QCE
- QCIA.

1.4 Equity in education

The QCAA is committed to equity in education and to providing supporting services and materials. The QCAA is committed to Queensland students accessing a fair and just, inclusive education that provides:

- socially and culturally responsive, inclusive teaching, learning and assessment
- access and participation for all students, on the same basis as their peers
- adjustments, where required, to enhance engagement and equitable outcomes for all students
- acknowledgment of the diverse bodies of knowledge, backgrounds and families of all students.

Schools provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs.

For more information about equity in education, see the QCAA website at:

www.qcaa.qld.edu.au/k-12-policies/equity-in-education or Section 6: Access arrangements and reasonable adjustments (AARA).

1.5 Partnership with schools

While the QCAA maintains productive partnerships with a broad range of stakeholders — students and parents/carers, teacher unions, professional associations, principals' associations, school sectors, the tertiary sector, training providers, the business community, etc. — the new QCE system depends on a strong partnership between schools and the QCAA. The partnership is represented in the respective commitments of each party to contribute to the ongoing development of the system and to accept responsibilities for participation within it.

QCAA sets the framework for the partnership between QCAA and schools to meet the legislative requirements of the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and *Education (Queensland Curriculum and Assessment Authority) Regulation 2014*. The QCAA also defines the policies and procedures for the assessment and certification of students and issues SEPs to the students of schools that follow these rules and procedures.

Schools work within these parameters to deliver effective teaching and learning programs that incorporate high quality and relevant assessments for evaluating student achievement. They commit to the rules and procedures expressed in this handbook and other relevant documentation so that their students can become eligible to receive an SEP. Schools develop curriculum from QCAA syllabuses and guidelines or other approved learning options, provide summative assessments for endorsement by the QCAA, submit samples of student work for confirmation and quality assurance reviews at the direction of the QCAA, and provide accurate student data and results at times and in ways specified by the QCAA.

At the beginning of the year in which schools intend to certify students, the principal agrees to comply with the rules and procedures of the new QCE system for their students to become eligible to receive an SEP. They do this by completing the certification agreement in the Student Management application.

2 Queensland Certificate of Education (QCE)

The Queensland Curriculum and Assessment Authority (QCAA) issues QCEs to eligible students when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The legislative framework for the QCE is defined in the [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#) and [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014](#).

When reading this section, it is important to note the interconnectedness of information and ensure relevant sub-sections are read to ensure a full understanding of requirements for the QCE. This is particularly important when identifying QCE credit for learning options and any additional rules or relevant conditions.

2.1 Eligibility for a QCE

To be eligible for a QCE, a student must:

- have an open learning account (see Section 13.3.2: Creating a learning account)
- not have been previously issued with a QCE, senior certificate, or equivalent interstate or overseas qualification (other than an International Baccalaureate Diploma)
- accrue at least one credit from the Core category of learning while enrolled at a Queensland school.

A student must also complete learning:

- to the set amount
- at the set standard
- in a set pattern
- that meets the literacy and numeracy requirements.

The set amount of learning is measured in credits. Credits are recorded in a student's learning account when the set standard for learning has been met.

A range of courses of study may contribute to the issue of a QCE. Learning options are classified as Core, Preparatory and Complementary courses of study (see Section 2.2: Categories of learning).

2.1.1 Set amount of learning

To meet QCE requirements, a student must accrue 20 credits from learning options. Different types and amounts of learning contribute different amounts of credit to the QCE. Credit accrues when the set standard is achieved.

2.1.2 Set standard of learning

Contributing studies must meet the set standard to contribute credit to the QCE. The set standard depends on the type of learning and may include:

- satisfactory completion
- a grade of C or better
- qualification completion

- a pass or equivalent.

Partial completion of a course of study may contribute some credit to the QCE (see Section 2.2 Categories of learning).

2.1.3 Set pattern of learning

A student must accrue 20 credits within a set pattern. The set pattern requires a student to accrue:

- a minimum of 12 credits from completed Core courses of study (see below)
- up to four credits from the Preparatory category of learning (see Section 2.2.2: Preparatory courses of study)
- up to eight credits from the Complementary category of learning (see Section 2.2.3: Complementary courses of study)
- credits within the VET limit rules (see Section 2.3: Additional VET QCE credit rules)

A student may accrue all 20 credits from the Core category of learning provided that at least 12 credits are accrued from completed Core courses of study.

Completed Core requirement

The set pattern of learning for a QCE requires students to accrue 12 credits from completed Core courses of study (see Section 2.2.1: Core courses of study). Credits for partially completed Core courses of study may still contribute to the set amount of 20 credits, but do not contribute to meeting the completed Core requirement.

Learning in the Core category can only contribute to the completed Core requirement when a student:

- is enrolled in an Applied or General subject for Units 1, 2, 3 and 4, and achieves a grade of C or better in Units 3 and 4
- is enrolled in a General (Extension) subject for Units 3 and 4, and achieves a grade of C or better
- achieves a grade of C or better in a General (Senior External Examination) subject
- completes a VET certificate II, III or IV
- satisfactorily completes the on-the-job component of a school-based apprenticeship (see Section 2.2.1: Core courses of study)
- partially completes non-Queensland studies (interstate or overseas) to the required standard and subsequently enrolls in and meets the set standard in a related QCAA subject (see Section 2.5: Non-Queensland studies)
- completes IB Diploma studies (see Section 2.5: Non-Queensland studies) at a Queensland school
- partially completes IB Diploma studies (see Section 2.5: Non-Queensland studies) and subsequently enrolls in and meets the set standard in a related QCAA subject
- completes a QCAA-recognised study to the required standard (see Section 2.4: Recognised studies).

Relaxation of the completed Core requirement may apply in some circumstances, including when a student changes learning provider (see Section 2.6: Transfer of student enrolment) or changes between selected subjects. Automatic relaxation of the completed Core requirement applies to

students who change subjects between units of QCAA Mathematics subjects or QCAA English subjects with credit accruing where the set standard is met.

Information about relaxation of the completed Core requirement is available in Section 2.5.1: Core courses of study.

2.1.4 Literacy and numeracy requirements

The literacy and numeracy requirements for a QCE meet standards outlined in the [Australian Core Skills Framework \(ACSF\)](#) Level 3.

Learning options to meet literacy and numeracy requirements for a QCE

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> Essential English 	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> Essential Mathematics 	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> Grade of C or better in a Unit 3 and 4 pair
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> English English as an Additional Language Literature 	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> Grade of C or better in a Unit 3 and 4 pair
General (Extension)	Unit 3 and 4 pair: <ul style="list-style-type: none"> English & Literature Extension 		Grade of C or better
General (Senior External Examination)	QCAA subject: <ul style="list-style-type: none"> English 	QCAA subject: <ul style="list-style-type: none"> General Mathematics Mathematical Methods 	Grade of C or better
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better
VET	FSK20113 Certificate II in Skills for Work and Vocational Pathways	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of qualification
Non-Queensland studies: International Baccalaureate (IB)	IB examination in one of: <ul style="list-style-type: none"> Language A English Language and Literature (SL or HL) Language A English Literature (SL or HL) English B (SL or HL) 	IB examination in one of: <ul style="list-style-type: none"> Mathematics (SL or HL) Mathematical Studies (SL) 	Grade of 4 or above on examination <i>or</i> Exit subject with a grade of 3, having achieved a 4 or above for the internal assessment component
Recognised studies	See the QCAA website for a list of recognised studies that meet the literacy requirements	See the QCAA website for a list of recognised studies that meet the numeracy requirements	As recognised by the QCAA

2.2 Categories of learning

Learning options that are eligible to contribute credit to the QCE are classified into three categories of learning. Many groups of learning options (such as Recognised studies) may have courses of study in multiple categories. When considering the credit which may accrue to a QCE, understanding which category a learning option is in is important.

Learning options	Category of learning		
	Core	Preparatory	Complementary
QCAA syllabuses (Applied and General)	✓		
QCAA Short Courses		✓	✓
VET	✓	✓	✓
Recognised Studies	✓	✓	✓
Non-Queensland Studies	✓		

The QCAA assigns courses of study to a category of learning and assigns credit value to the QCE using criteria.

Contributing studies are classified as three categories of learning:

- Core courses of study
- Preparatory courses of study
- Complementary courses of study.

The QCAA has developed criteria for each category of contributing studies.

Determining QCE credit value

The QCAA assigns QCE credit value based on consideration of the following criteria:

- depth and breadth; consideration of the complexity of knowledge and skills in a course of study
- time; consideration of the required learning experiences, the amount of learning required for completion of the course, Core elements (breadth and complexity of learning), elective elements (breadth and complexity of learning) and the typical length of the course
- utility; consideration of the expected learning outcomes, compulsory formal and/or experience-based learning, and how further learning, employment or community engagement are enhanced by completing the course, including, if applicable, any relevant links to other accredited learning.

In the event of a new course of study for which there is no precedent, the QCAA determines the category of learning and assigned credit for the new course of study in consultation with relevant stakeholders.

2.2.1 Core courses of study

Core courses of study are the types of courses usually undertaken by students during the senior phase of learning. Core courses of study are quality assured by the QCAA or a recognised

authority (e.g. International Baccalaureate Organization (IBO) or Australian Skills Quality Authority (ASQA)).

Criteria for Core courses of study

Typically, Core courses of study are:

- a component or subcomponent of an eligible option as described by Queensland's [Education \(General Provisions\) Act 2006](#)
- available for implementation statewide by schools or registered training organisations (RTOs)
- characteristic of learning outcomes at senior secondary schooling including knowledge, skills and understandings, both generic and specific to an area of learning, required as a basic preparation for civic life, further study and lifelong learning. These characteristics are developed through studies that may include academic disciplines and vocational education and training (VET)
- quality assured by the QCAA, a similar statutory authority or another accreditation body
- commenced after the completion Year 10 studies
- generally comparable to other (for example interstate and overseas) approved syllabuses or recognised courses of study due to the scope, standing and depth of learning being accepted by the community and educators as suitable for senior schooling
- delivered over a duration greater than one year, and require between 200 and 300 hours of learning.

QCE credit for Core courses of study

Applied and General subjects

QCAA syllabus	Set standard	QCE credits	Notes
Applied subject		4 (maximum credit available)	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 and achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject		4 (maximum credit available)	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 and achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject (Extension)		2 (maximum credit available)	
Units 3 and 4	Grade of C or better	2	
General subject (Senior External Examination)		4 (maximum credit available)	
Units 3 and 4	Grade of C or better	4	QCE credits contribute to the completed Core requirement when a student meets the set standard for Units 3 and 4. No credit accrues for partial completion of a subject.

VET — maximums

VET qualification	Requirements	QCE credits	Notes
Certificate II		4 (maximum credit available)	
	Recommended hours	4	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
	Not applicable	4	

VET qualification	Requirements	QCE credits	Notes
Certificate III and IV	Recommended hours	8 (maximum credit available)	
	440 hours or more	8	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning. QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	385–439 hours	7	
	330–384 hours	6	
	Fewer than 330 hours	5	
School-based apprenticeship		6 (maximum credit available)	
VET qualification	Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship <ul style="list-style-type: none"> • four-years — up to 33.3% of the competencies • three-years — up to 40% of the competencies • two-years — up to 50% of the competencies. 	Up to 2	School-based apprenticeship VET qualifications do not contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.
On-the-job	minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school. The Queensland Government, Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships .
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	
School-based traineeships		8 (maximum credit available)	
	As outlined with the relevant VET certificate level.	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

VET — partial qualifications

Credit is contingent on meeting additional VET credit rules as set out in Section 2.3: Additional VET QCE credit rules.

VET qualification	Competencies complete	QCE credits			
Certificate II Maximum credit available for a completed course is 4 credits.	100% complete	4			
	75% complete	3			
	50% complete	2			
	25% complete	1			
	<25% complete	0			
		Maximum credit available			
Certificate III and IV Maximum credit is determined by the recommended hours provided by the Department of Employment, Small Business and Training (see table above: VET — maximums).	100% complete	8	7	6	5
	75% complete	6	5	4	3
	50% complete	4	3	3	2
	25% complete	2	1	1	1
	<25% complete	0	0	0	0

Non-Queensland studies (including IB)

For more information, see the [QCAA website](#).

Recognised studies

A full list of QCE Recognised studies, including those in the Core category of learning, is available on the QCAA website at www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/recognised-studies/lists-recognised-studies.

2.2.2 Preparatory courses of study

Preparatory courses of study provide foundational learning for further education and training. Preparatory courses include QCAA Short Courses, VET Certificate I qualifications and some recognised studies.

Criteria for Preparatory courses of study

Typically, Preparatory courses of study are of less depth and breadth compared to Core courses of study. Preparatory courses of study contribute to the QCE as a foundation to further education or training in senior schooling.

Preparatory courses of study include:

- breadth, depth and complexity of knowledge and skills that would prepare a student to perform a defined range of activities, most of which may be routine and predictable
- a variety of employment-related skills, including Preparatory access and participation skills, broad-based induction skills and/or specific workplace skills.

Preparatory courses of study may require a student to demonstrate knowledge by recall in a narrow range of areas and demonstrate basic practical skills such as:

- performing a sequence of routine tasks given clear direction
- receiving and passing on messages or information
- developing knowledge and skills that provide foundation or entry to Core courses of study
- participating in work as a team or group.

Preparatory courses of study provide foundation or entry-level access to Core courses of study provided in senior schooling or the workplace.

QCE credit for Preparatory courses of study

Preparatory courses of study contribute a maximum of four credits to the QCE. Learning in the Preparatory category does not contribute to the completed Core requirement.

No credit is accrued for partial completion of Preparatory courses of study.

Preparatory courses	Standard	QCE credits	Notes
QCAA Short Course in Literacy	Grade of C or better	1	
QCAA Short Course in Numeracy	Grade of C or better	1	
VET Certificate I qualification	Certificate I completed	2 (199 nominal hours or less)	QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	Certificate I completed	3 (200 nominal hours or more)	
Recognised studies	Agreed standard	As recognised by the QCAA	

2.2.3 Complementary courses of study

Complementary courses of study generally go beyond the scope and/or depth of what is considered senior schooling.

Criteria for Complementary courses of study

Typically, Complementary courses of study may include courses with depth and breadth different to that in Core courses of study. Complementary courses of study may add value or enrich the core of learning that the community expects students to complete during senior schooling.

Complementary courses of study:

- may be offered by learning providers other than the main learning provider
- have depth and breadth of learning that is generally
 - accepted by the community and educators as suitable for senior schooling
 - comparable to other approved syllabuses or recognised courses of study in related areas of learning

- are quality assured by the QCAA or another accreditation or certification body recognised by the QCAA.

Some Complementary courses of study involve:

- self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, repertoire, services and techniques for self and others
- application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions
- depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination
- depth, breadth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad range of technical and/or management functions, including development of new criteria or applications or knowledge or procedures, where applications involve:
 - significant judgment in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures
 - participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others.

QCE credit for Complementary courses of study

Complementary courses of study may contribute a maximum of eight credits to the QCE. Learning in the Complementary category does not contribute to the completed Core requirement.

Diploma and Advanced Diploma qualifications as well as University subjects are only eligible to contribute to a QCE when completed while a student is enrolled at a school. In some cases, credit is accrued for partial completion of Complementary courses of study.

Complementary courses	Standard	QCE credits	Notes
QCAA Short Course in Aboriginal and Torres Strait Islander Languages	Grade of C or better	1	
QCAA Short Course in Career Education	Grade of C or better	1	
University subject (one- or two-semester subject)	Pass grade	QCE credit varies, see Student Connect	These subjects contribute credit to a QCE only when a student is enrolled at a school. In some cases, credit may be accrued for partial completion.
VET Diploma and Advanced Diploma qualifications	Competency completed	1 credit for each competency at AQF level 5 or above	Diploma and Advanced Diploma courses contribute credit to a QCE only when a student is enrolled at a school. In some cases, credit may be accrued for partial completion.
Recognised studies	Agreed standard	As recognised by the QCAA	

2.3 Additional VET QCE credit rules

Vocational education and training (VET) has an important role in many senior secondary student pathway options. The QCAA recognises completion and partial completion of VET qualifications and assigns credit to the QCE appropriate to the amount of learning completed by a student.

To ensure breadth of learning within a QCE, credit will accrue for new learning only. The QCAA has identified a number of instances where available learning options include a duplication of learning. This section outlines where the QCAA has determined duplication and when a course of study may be considered new learning.

There are many combinations of learning options available in the set pattern requirement of the QCE; only courses listed by the QCAA as duplication of learning are outlined in this handbook. If a course is not listed, it is currently not identified as duplication of another learning option (e.g. General subjects or Certificate III qualifications).

2.3.1 Applied subjects and Certificate II VET qualifications with duplication of learning

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified in the table: *Applied subjects and Certificate II VET qualifications with duplication of learning*. Students may enrol in a combination of these courses; however, where duplication has been identified, QCE credit will only accrue for one course, i.e. a maximum of 4 QCE credits. At the time of enrolment, the list of courses in the table below applies. This list of subjects and qualifications is reviewed and updated annually. If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.

All completed and partially completed VET qualifications and Applied subjects are recorded on the statement of results.

Applied subjects and Certificate II VET qualifications with duplication of learning

Learning area	2019 Applied subject	VET qualification	Max. QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4
	Sport & Recreation	SIS20115 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20115 Certificate II in Business	4
	Religion & Ethics	No duplication	4
	Social & Community Studies	No duplication	4
	Tourism	SIT20116 Certificate II in Tourism	4

Learning area	2019 Applied subject	VET qualification	Max. QCE credit
Mathematics	Essential Mathematics	No duplication	4
Science	Agricultural Practices	AHC20116 Certificate II in Agriculture <i>or</i> AHC21216 Certificate II in Rural Operations	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building & Construction Skills	CPC202011 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
	Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
	Furnishing Skills	MSM20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology	4
The Arts	Arts in Practice	No duplication	4
	Dance in Practice	CUA20113 Certificate II in Dance	4
	Drama in Practice	No duplication	4
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20615 Certificate II in Music Industry	4
	Visual Arts in Practice	CUA20715 Certificate II in Visual Arts	4

2.3.2 Multiple VET qualifications

To ensure breadth of learning within a QCE, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE accrues when a student completes new learning. When a student completes multiple VET qualifications, a registered training organisation (RTO) may transfer credit for completed units of competency from one qualification to another qualification. New learning in VET is identified as units of competency that are recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

Qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package (e.g. Certificate II in Business and Certificate III in Business, or a Certificate II in Sport & Recreation and a Certificate III in Fitness), credit accrued in the highest-level qualification in the Core category of learning will contribute credit, in the first instance, to a QCE. For the maximum credit to accrue for the highest-level qualification, at least 90% (or all but one of the units of competency) must be new learning. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes only a Diploma or Advanced Diploma while at school accrues credit in the Complementary category of learning.

A maximum of eight credits from the same VET training package can contribute to a QCE. Credit in the Core category of learning will accrue as the priority.

All completed qualifications are recorded on the statement of results.

Qualifications from the same training package — category of learning and QCE credit

Certificate I	Certificate II	Certificate III or Certificate IV	Category of learning	Maximum QCE credit
✓			Preparatory	2–3
	✓		Core	4
	✓✓		Core	4–8
	✓	✓	Core	5–8
✓	✓		Preparatory Core	4–7 (2–3 from Preparatory plus up to 4 from Core)
✓	✓	✓	Core	5–8
	✓	partially completed	Core	4 from Certificate II (0–4 additional credit from partial completion of the Certificate III accrues for new learning)

VET credit transfer

Credit accrues to the QCE when a student completes new learning.

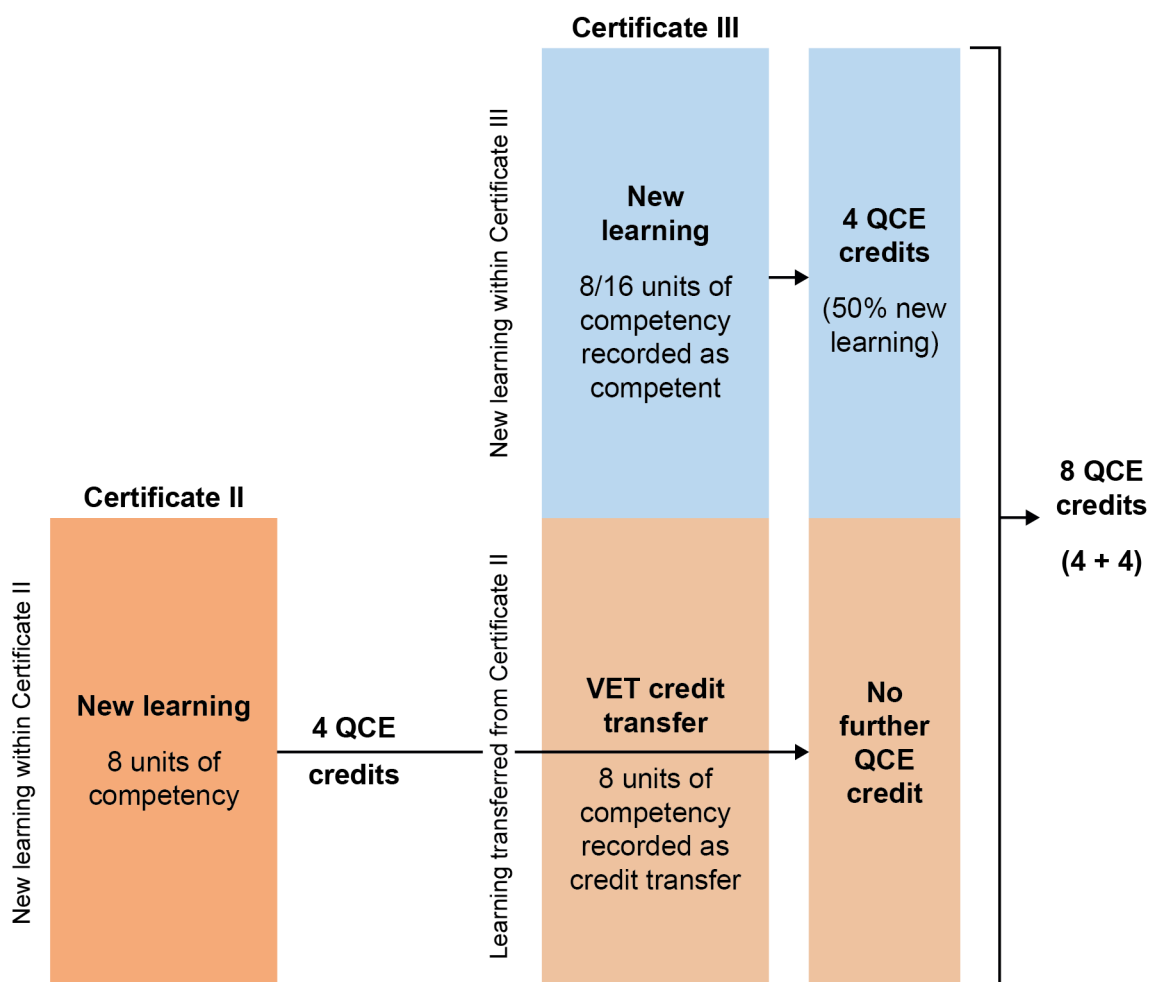
In relation to the requirements of the QCE, when units of competency within a qualification are reported as credit transfer, this is not considered to be new learning. 90% or more of the total units of competency required for the qualification must be reported as competent (new learning). All completed VET qualifications are recorded on the statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

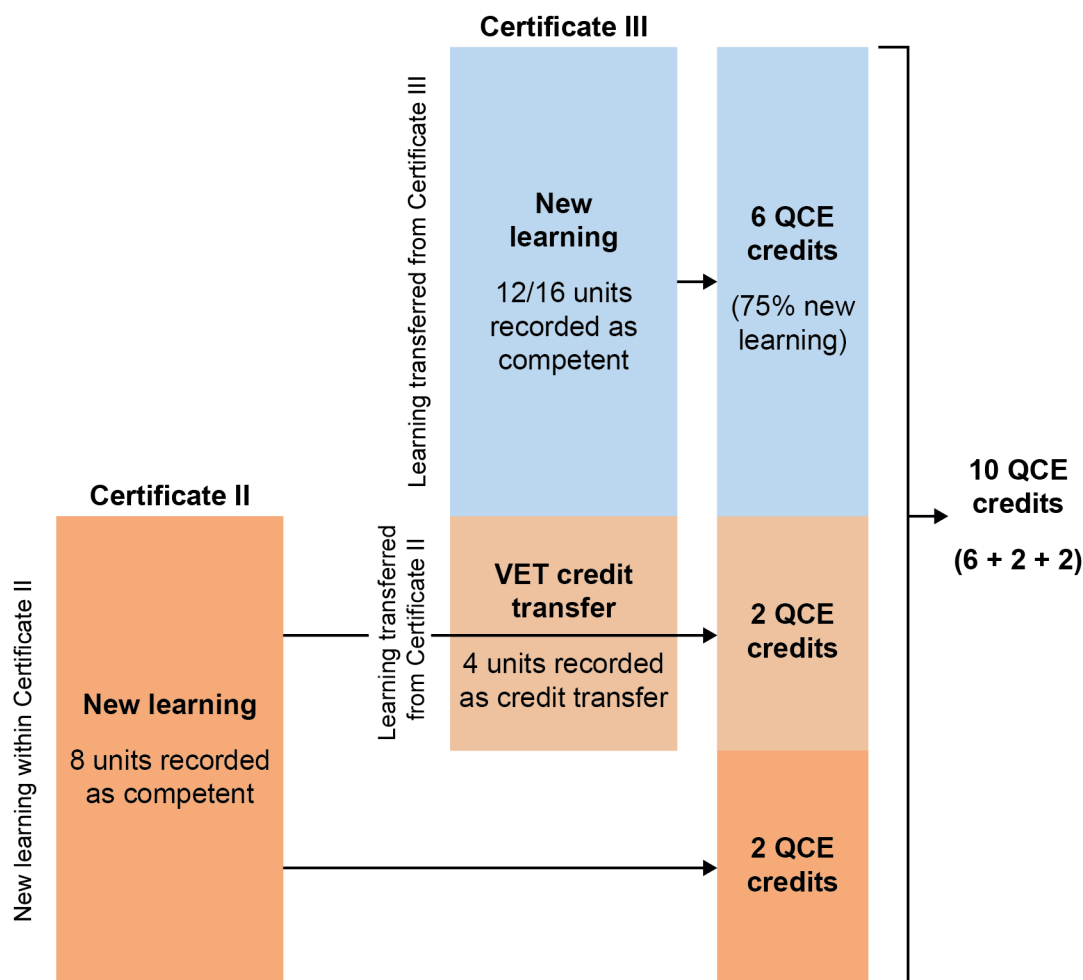
QCE credit contribution for VET qualifications completed with a combination of new learning and VET credit transfer

QCE credit	Amount of new learning completed	Notes
Full QCE credit	90% or more	Up to ten percent of the total units of competency required for the qualification or one unit of competency can be reported as credit transfer.
75%	75%	
50%	50%	
25%	25%	
0%	0–24%	

Example of QCE credit for Certificates II and III with credit transfer for same or different training package



Example of QCE credit for Certificates II and III with VET credit transfer from different training packages



2.3.3 Diploma and Advanced Diploma qualifications

Diploma and Advanced Diploma qualifications represent learning that complements core learning undertaken during senior schooling and may provide valuable pathway options for many students. Credit for a Diploma or Advanced Diploma may be accrued to the QCE in the Complementary category of learning.

If a student completes a Diploma or Advanced Diploma qualification, the QCE credit is applied only when both:

- the qualification is undertaken while the student is enrolled at a school
- the maximum credit from the same training package has not already been met in the Core category of learning.

If a student has not accrued the maximum credit from a training package (8 credits) and completes or partially completes a Diploma or Advanced Diploma, the remaining credit available in the training package is accrued in the Complementary category of learning. When eligible, Diploma and Advanced Diploma qualifications accrue one credit per unit of competency completed, up to a maximum of eight credits. Credit may accrue for the completed qualification or partial completion of the qualification.

All completed qualifications are recorded on the statement of results.

The following table provides examples of QCE credit contribution in the Core and Complementary categories of learning when a Diploma or Advanced Diploma is completed.

Examples of QCE credit contribution with Complementary courses of study

Example student	Training package	Qualification enrolled	Units of competency completed	Category of learning	QCE credit
Student 1	One qualification from training package	Diploma of Business	100%	Complementary	8
Student 2	Two qualifications from the same training package	Certificate II in Business	100%	Core	4*
		Diploma of Business	100%	Complementary	4
Student 3	Two qualifications from the same training package	Certificate III in Business	100%	Core	8*
		Diploma of Business	100%	Complementary	0
Student 4	Two qualifications from the same training package	Certificate III in Business	75%	Core	6
		Diploma of Business	100%	Complementary	2
Student 5	Two qualifications from different training packages	Certificate III in Fitness	100%	Core	8*
		Diploma of Business	100%	Complementary	8

*Credits meet criteria to contribute to the completed Core requirement of the QCE.

2.4 Recognised studies

The QCAA recognises courses of study that represent a range of learning that may contribute to a QCE. When the QCAA recognises a course of study, it is classified into the Core, Preparatory or Complementary category of learning and assigned a credit value that it may be eligible to contribute to the QCE when reported by a recognised study learning provider. The category of learning and amount of credit a course may accrue is determined by the QCAA.

Recognised studies are listed on the statement of results. Information about how to apply to have recognised studies recorded in a student's learning account will be available on the QCAA website.

A list of recognised studies and QCE credit will be published on the QCAA website.

Application and review process

For a course owner or authorised agent to have a course listed as a recognised study which may be eligible to contribute credit to the QCE, they must demonstrate how the QCAA Recognised study quality criteria are met, through an application process on the QCAA website.

Information about becoming a provider of a recognised study will be available on the QCAA website.

Recognised study providers enter into a recognition agreement with the QCAA. A review process takes place as part of maintaining recognition. Further details will be published on the QCAA website.

Appeals

Unsuccessful applications or renewals may be appealed. Contact the QCAA for more information on the appeal process.

2.5 Non-Queensland studies

Non-Queensland studies are those that are considered to be equivalent to courses usually undertaken during senior secondary schooling by students in Queensland, for example, interstate and overseas senior secondary school courses and International Baccalaureate Diploma (IB) Programme studies.

The QCAA determines the conditions, the set amount of learning, the set standard, and the set pattern a student must satisfy to accrue credit to the QCE.

All QCE credit procedures are designed to ensure that students are not unnecessarily disadvantaged by transferring to another learning provider.

Students are considered to have completed non-Queensland studies if they transfer part-way through their senior schooling, to a Queensland school from:

- an interstate school
- an overseas school
- a Queensland school studying the IB Diploma Programme.

2.5.1 Core courses of study

Students who have completed or partially completed non-Queensland studies may apply to the QCAA for credit to contribute to the QCE. Procedures apply when students transfer from one learning provider to another learning provider part way through their senior schooling, having started studies that may be recorded in their learning account and contribute to the issue of a QCE.

For more information on QCE credit, see Section 2.5: Non-Queensland studies.

Relaxation of the completed Core requirement

To be eligible for a QCE, the set pattern of learning requires 12 credits to be accrued from completed Core courses of study. In many instances, students transferring from interstate or overseas may be unable to meet the completed Core requirement for the issue of a QCE.

Students who have completed non-Queensland studies in the Core category of learning may apply to the QCAA for relaxation of the completed Core requirement of the QCE.

The QCAA decides whether a non-Queensland course of study is similar to Queensland courses of study. Relaxation of the completed Core requirement may be granted, provided that the student's achievements in the non-Queensland course of study demonstrates the depth and continuity of the completed Core requirement for the QCE and the student meets the set standard in the similar Queensland course of study for at least one unit of study.

The non-Queensland studies considered for the relaxation of the completed Core requirement and the issue of a QCE must include at least one credit from a course undertaken in Queensland.

2.5.2 QCE credit for non-Queensland studies

When a student applies to the QCAA for credit for non-Queensland studies and the QCAA approves the application, results are verified and entered in a student's learning account.

Credit may contribute to a QCE for non-Queensland Core courses of study.

IB Diploma Programme studies accrue:

- four QCE credits for each Core course of study completed in a Queensland school
- one QCE credit for each component in a course of study that the QCAA determines to be similar to a unit of study. Partially completed studies may be undertaken in a Queensland school, interstate or overseas school.

Non-Queensland studies undertaken in interstate and overseas schools accrue:

- one QCE credit for each component completed in a course of study (up to 3 credits per course) that the QCAA determines to be similar to a unit of study, up to 18 credits. 18 QCE credits may accrue from a similar pattern of study typically undertaken in a Queensland school.

Closing dates for applying for QCE credit

The final date for receipt of applications for QCE credit is listed on the Senior Education Profile (SEP) calendar. Applications received after this date may result in the student not being issued their QCE in the year of application. The SEP calendar is available online at:

www.qcaa.qld.edu.au/senior/certificates-qualifications/sep/sep-calendar.

Any application received after this time is processed at the discretion of the QCAA, but no later than in time for the July issue of the QCE in the following year.

2.6 Transfer of student enrolment

2.6.1 Queensland transfer students

A student who transfers from a learning provider during senior secondary schooling within Queensland already has a learning account in which completed or partially completed studies may be recorded. In some cases, students may not be able to continue an identical course of study at the new learning provider. These students may apply to the QCAA for relaxation of the completed Core requirement (see Section 2.5.1: Core courses of study).

2.6.2 Interstate transfer students

A student who transfers from an interstate learning provider will need to be registered by the new Queensland learning provider and have a learning account opened. Students may not be able to continue an identical course of study at the Queensland learning provider. These students may apply for credit for previously completed or partially completed studies as well as relaxation of the completed Core requirement (see Section 2.5.1: Core courses of study).

To be issued a QCE, a student transferring from interstate must complete at least their final semester of senior secondary schooling in Queensland.

Interstate VET qualifications and QCE credit

Vocational education and training (VET) providers registered in Queensland are obliged to report the learning of Queensland students to the QCAA via the Department of Employment, Small Business and Training.

Students who have completed or partially completed VET qualifications interstate and then enrol in a Queensland school may apply to the QCAA for credit to the QCE.

2.6.3 Overseas transfer students

An overseas student who enrolls at a Queensland school may apply for credit for previously completed or partially completed studies as well as relaxation of the completed Core requirement (see Section 2.5.1: Core courses of study).

To be issued a QCE, a student transferring from overseas must have completed at least their final semester of senior schooling in Queensland.

2.6.4 International Baccalaureate Diploma (IBD) Programme in Queensland schools

IBD Programme studies are considered non-Queensland studies, regardless of where a student undertakes study. IB studies can contribute credit to the QCE. Queensland schools implementing the IBD Programme report results to the QCAA. When IB studies are undertaken outside of Queensland, students must apply to the QCAA to have credit contribute to the QCE, in addition to applying for relaxation of the completed Core requirement. When results are verified, credit contributing to the QCE is assigned by the QCAA to a student's learning account.

2.7 QCE quality assurance processes

2.7.1 Provisional statements

Schools access provisional statements for each student via the QCAA Portal and instruct each student to check their provisional statement carefully. The information appearing on it is the basis for their statement of results. Incorrect information may appear on a student's statement of results if it is not corrected by the date specified in the SEP calendar.

Students contact the relevant learning provider about any incorrect or missing enrolments or results.

Schools correct any of the students' personal details in the Student Management application as required. It is the responsibility of the school to ensure that student details and other information recorded on the provisional statement are accurate.

2.7.2 Eligibility reports

Schools may access eligibility reports via the QCAA Portal. Eligibility reports indicate whether a student is eligible for a QCE or QCIA if the current pattern of enrolment is continued and provided all other requirements are met.

Schools can use eligibility reports to check student eligibility for a QCE and take action, as appropriate.

2.7.3 Issue of a QCE

For students who meet the requirements of the QCE by completion of their senior secondary schooling, the QCAA issues the QCE in December of their cohort's final year of schooling.

Students who are not issued with a QCE at the completion of their senior schooling may continue to accrue credit to the QCE. For these students, the QCAA issues a QCE in the first week of July or December after a student meets eligibility requirements.

Credit for a QCE can accumulate for up to nine years after the opening of a learning account. Learning accounts are closed either after a student is issued a QCE or after nine years has passed. A student who has not yet met the eligibility requirements of the QCE may apply to the QCAA to have their learning account reopened.

For more information about procedures to apply to have learning accounts reopened, see QCAA website at: www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/registration-learning-accounts.

3 Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education, and provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

The legislative framework for the QCIA is defined in Queensland's [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#) and [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014 \(QCAA Regulation\)](#).

For additional information about the [QCIA](#), visit the QCAA website.

3.1 Eligibility for a QCIA

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway must begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student's best interest. Schools are required to keep documentation about these decisions for the required duration as outlined in Section 13.3.5: Managing student data.

3.1.1 Individual learning programs

An individual learning program:

- is developed for students who have disability, as defined in Queensland's [Disability Discrimination Act 1992](#), that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors
- is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the [Guideline for individual learning \(GIL\)](#)
- is recorded in a QCIA curriculum plan developed using the software application QCIA Curriculum plan builder, accessed via the QCAA Portal
- does not contribute credit to the Queensland Certificate of Education (QCE)
- cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or vocational education and training (VET) courses.

3.1.2 Eligibility criteria

According to the Education (Queensland Curriculum and Assessment Authority) Regulation 2014, ss. 118–119, a person is eligible for the issue of a QCIA when all criteria are met:

- the person is nominated for the issue of the certificate by the principal of a school at which the person is enrolled; and

- the person has completed at least 24 semesters of schooling, other than schooling in the Preparatory Year; and
- at least one result for contributing studies for the certificate is recorded in a student account kept for the person; and
- the person completes studies that are part of an individual learning program developed for the person at the school.

3.1.3 Ineligibility for the QCIA

Students with disability are not automatically eligible for the QCIA. Many students can complete learning and assessment that aligns with syllabus and/or VET certificate requirements and work towards a QCE.

The QCIA is not an alternative for a student working towards achieving the QCE. Students completing a QCIA pathway must fulfil all legislated eligibility criteria (see Section 3.1: Eligibility for the QCIA).

Sometimes students work towards a QCE pathway and their learning is affected in such a way that they may not meet the set standard and pattern to achieve a QCE at the end of their senior schooling. These students can continue to work towards certification of a QCE post-school and are not eligible for a QCIA pathway.

Students who would be able to complete learning and assessment aligned with syllabus standards but do not fulfil these requirements due to absence from school are not eligible for a QCIA.

3.1.4 QCE-contributing studies

Students cannot receive both a QCE and a QCIA upon completion of senior schooling; however, a student may be issued with a QCIA and also have learning recorded as credit towards the QCE. In this situation, a QCE may be achieved and issued post-school.

For a student to remain eligible to receive a QCIA, they may record up to a maximum of three completed QCE contributing studies from the Core learning category in the learning account, regardless of level of achievement. A typical enrolment may include a Short Course, an Applied subject or Certificate I or Certificate II course.

A student eligible for the QCIA may also record achievements for other learning categories of the QCE in the learning account, e.g. courses from the Preparatory learning category, such as a VET Certificate I. Completed and partially completed QCE learning is recorded on a statement of results and cannot be duplicated on the QCIA.

For more information about contributing studies for the QCE, see Section 2: Queensland Certificate of Education (QCE). For more information about VET, see Section 2.3: Additional VET credit rules and Section 5: Vocational education and training (VET).

3.2 The QCIA process

The following table outlines an overall timeline for the QCIA process. Specific dates for QCIA procedures are published in the [Senior Education Profile \(SEP\) calendar](#).

The QCIA process	
Before starting senior schooling	QCIA learning pathway <ul style="list-style-type: none"> • School staff, students and parents/carers — as part of the SET Plan process — discuss students' current level of learning, strengths, goals and interests, and QCE and QCIA learning pathways. • Students complete a SET Plan identifying the QCIA learning pathway, with QCE contributing studies if appropriate. • Schools register eligible students for a QCIA pathway (see Section 3.1: Eligibility for the QCIA and Section 3.2.1: Registering students for a QCIA pathway).
	Curriculum <p>Schools:</p> <ul style="list-style-type: none"> • use the Guideline for individual learning (GIL) to identify curriculum organisers and learning focuses • identify learning goals that match the student's needs and interests • use the QCIA Curriculum plan builder, accessed via the QCAA Portal, to create and approve a QCIA curriculum plan for each student (see Section 3.2.2: Curriculum plans) • submit approved curriculum plans to the QCAA by the date published in the SEP calendar.
Term 1 in the first year of senior schooling	Teaching, learning and assessment <p>Schools:</p> <ul style="list-style-type: none"> • sequence teaching and learning to align with each student's curriculum plan • develop assessment to provide opportunities to collect evidence of student achievement of learning goals • provide regular feedback to students and parents/carers • collect evidence of students' learning • access QCAA information and resources for the QCIA.
Senior schooling	Drafting QCIA <p>Schools:</p> <ul style="list-style-type: none"> • develop an internal quality assurance process for matching student work with statements • draft the Statement of Achievement and Statement of Participation, ensuring there is evidence to support all statements. Schools must follow the QCIA writing conventions (see Section 3.3.1: Writing statements of achievement and participation) • use the Student Management application to record statements.
Term 3 in the final year of senior schooling	QCIA district verification meetings <ul style="list-style-type: none"> • Schools prepare for district verification (see Section 3.4.3: Moderation: district verification meetings). • A designated school staff member attends the district verification meeting in their geographical area to quality assure students' draft QCIA statements using evidence provided by schools. • Schools receive feedback from the QCAA (see Section 3.4.3: Moderation: District verification feedback) and make the required changes by the due date published via the QCAA Portal.

The QCIA process	
Term 4 in the final year of senior schooling	QCIA state review meeting
	Schools: <ul style="list-style-type: none"> • receive advice about statements (see Section 3.4.4: Moderation: State review meetings) • act on advice by the date published via the QCAA Portal.
	Pre-production checks of the QCIA
	<ul style="list-style-type: none"> • QCAA officers undertake final checking of all certificates in the final weeks of each academic year (see Section 3.4.5: Pre-production checks). • Schools may receive advice about a student's Statement of Achievement and Statement of Participation, and must act on advice within the time stated by QCAA officers.
	Certification
	<ul style="list-style-type: none"> • Students receive the QCIA as part of their Senior Education Profile (SEP) in the mail at the same time as the rest of their cohort.

3.2.1 Registering students for a QCIA pathway

Schools register eligible students in the Student Management application at the start of senior secondary schooling. Schools must also identify students working towards a QCIA by selecting the Intended Learning Outcome (ILO) as 'QCIA'.






In exceptional circumstances, a student's situation may change during their senior schooling and they may fulfil all eligibility criteria for a QCIA pathway. If a student is in their final year of senior schooling, the principal or principal's delegate must complete a *QCIA change of pathway* form accessed via the QCAA Portal before the end of Term 1 to apply for the student to start working towards a QCIA.

3.2.2 Curriculum plans

Schools develop a curriculum plan based on information from the *GIL* for each eligible student.

The *GIL* consists of curriculum organisers, learning focuses and learning goals for developing QCIA curriculum plans for students.

Curriculum structure

Curriculum organisers				
Communication and technologies	Community, citizenship and the environment	Leisure and recreation	Personal and living dimensions	Vocational and transition activities
CT	CCE	LR	PLD	VTA
				
Learning for each of the five QCIA curriculum organisers is defined in the curriculum organiser descriptions.				



Learning focuses
The learning focuses are identified and developed from the curriculum organisers and reflect the significant components of each curriculum organiser.



Learning goals
Learning goals are organised to reflect a range of learning, but the goals in a student's curriculum plan need not cover all five curriculum organisers. Learning goals are designed to build from awareness or recognition through to use and application of knowledge, understanding and skills.

Building the QCIA curriculum plan

Schools create each student's individual curriculum plan at the beginning of the student's senior secondary schooling, using the QCIA Curriculum plan builder, a software application embedded in the QCAA Portal.

The Curriculum plan builder is used to create and manage each student's QCIA curriculum.

The Curriculum plan builder incorporates:

- details of the school contact person for the QCIA
- eligibility criteria for the QCIA
- identification of the number of QCE contributing studies likely to be completed by the student
- learning goals selected from the GIL
- approval of the curriculum plan by the principal or principal's delegate.

The purpose of a curriculum plan is to identify 20–30 intended learning goals a student may achieve towards the end of senior schooling. Learning goals identify the highest level of knowledge or skill for each student. Schools do not choose every learning goal a student may achieve during senior schooling.

For more information about using the Curriculum plan builder, see [Curriculum plan builder: a user guide for schools](#).

Changing an approved curriculum plan

During senior schooling, a student's enrolment may change, and schools must update the details.

Any changes to learning or studies contributing to a QCE must be made through the Curriculum plan builder, accessed via the QCAA Portal.

If a student ceases enrolment at a school, changes the expected exit year or is no longer eligible to receive a QCIA, schools must also update the Student Management application as soon as the information is known.

If a student is no longer eligible to receive a QCIA or ceases enrolment at the school, the school should save or print a PDF copy of the existing curriculum plan for school records. Next, the curriculum plan must be deleted. Once a curriculum plan is deleted, it cannot be retrieved.

For more information about deleting curriculum plans, see [Curriculum plan builder: a user guide for schools](#).

Extending a year

If a student wants to extend their senior secondary schooling, QCAA recommends that schools maintain the process for the certification of a QCIA within the regular pattern of two years of senior schooling. A QCIA is only issued at the completion of the academic year after the quality assurance processes have been completed. A QCIA is not issued if a student withdraws or ceases enrolment within the extension year.

Transferring a curriculum plan

During senior schooling, if a school is enrolling a student who is transferring from another school and completing a QCIA learning pathway, they must review, edit and re-approve the curriculum plan to ensure that the appropriate learning experiences can be offered for the student at the new school.

For more information, email the QCAA at QCIA@qcaa.qld.edu.au.

3.2.3 Gathering evidence of learning

Schools collect evidence of students' learning throughout senior schooling. This evidence is annotated and used to verify statements of achievement and participation for the QCIA. Schools decide how evidence of students' learning is collected and stored.

In the student's exit year, the school generates draft QCIA information based on demonstrated learning and evidence of achievement and participation. This information should be discussed with students and parents/carers before the final submission of school data to QCAA. See the [GIL](#) for suggestions about collecting different types of evidence.

3.3 QCIA content

The QCIA is an information-rich certificate, showing a student's demonstrated achievement within their individual learning program. In the student's exit year, schools must use the guidelines provided in this handbook to create the two types of statements included in the QCIA:

- the Statement of Achievement, which provides an overview of the student's demonstrated educational achievements in set curriculum organisers from the GIL

- the Statement of Participation, which includes the names or titles of activities a student has undertaken. There is no provision for explaining the activity or indicating the nature of any achievements or standards that might be associated with the activity.

It is important that there is no duplication between the Statement of Achievement and the Statement of Participation. Additionally, there must be no duplication with any QCE contributing studies, including any VET learning. QCE contributing studies are recorded on the Statement of Results, issued to students as part of their Student Education Profile.

3.3.1 Writing statements of achievement and participation

Schools record QCIA achievements in the Student Management application.

QCIA information must be entered by schools for each exiting student before the district verification meeting (see Section 3.4.3: Moderation: District verification meetings). The information that has been selected or entered for the certificate may be previewed and printed for checking.

For more information about managing [QCIA data](#), including entering statements of achievement and participation; and viewing, editing, and printing draft certificates, see the QCAA website.

3.3.2 Statement of Achievement

The Statement of Achievement provides an overview of a student's demonstrated educational achievements in the curriculum organisers selected in their QCIA curriculum plan.

The QCIA is a one-page document, so statements must be brief, adhere to specific writing conventions, and identify the student's highest achievements. A [QCIA sample certificate](#) is available on the QCAA website.

Schools are responsible for collecting evidence of students' learning. Each statement must be supported by evidence in a folio of student achievement.

Writing conventions for the Statement of Achievement

Statements of achievement should:

- describe demonstrated knowledge and skills
- be expressed positively
- include clear and specific statements about demonstrated achievement
- include the context or qualifier for the achievement
- focus on achievement ('does', 'applies', 'shows') rather than ability ('can do', 'may be able to do', 'able to', 'ability to')
- maintain consistent present tense
- be appropriate for placement in the curriculum organiser chosen
- be within the character limit designated in the Student Management application.

Statements of achievement reflect individual students' demonstrated learning within the curriculum organisers. Students within the same school should not have duplicated statements of achievement, i.e. the QCIA should be different for each student. Each curriculum organiser may have a maximum of six statements. Character limits apply to Statements of achievement.

To maintain quality assurance, statements of achievement must adhere to the following guidelines.

A Statement of Achievement

Does	Does not
<ul style="list-style-type: none"> • Begin with verbs in the present tense. • Place the qualifier at the end of the statement. • Use the appropriate article — ‘the’ or ‘a/an’: <ul style="list-style-type: none"> – the definite article ‘the’ refers to a specific noun, e.g. ‘Applies the principles’ (already specified) – the indefinite article ‘a’ refers to an unknown or unspecified noun, e.g. ‘Uses a calculator’ (any calculator) – ‘a’ becomes ‘an’ before a noun starting with a vowel, e.g. ‘Shows an awareness’. • Ensure words such as ‘aware’ or ‘awareness’, if used to show a demonstrated skill or knowledge, are preceded by an auxiliary verb for clarity, e.g. ‘Is aware’, ‘Shows awareness’. • Use descriptive rather than specific locations, e.g. ‘a fast-food outlet’, not ‘McDonalds’. • Use generic terms rather than brand names: <ul style="list-style-type: none"> – smartphone not Android, iPhone – hand held electronic device not iPad, tablet – games console not Xbox, PlayStation – spreadsheet not Excel – word processor not Word – presentation software not PowerPoint • Use words, not numerals, e.g. ‘three’. • Use alphabetical order for a group of words, e.g. ‘Uses crayons, paints and paper to create...’. • Use a comma to separate items in the statement. • Use hyphens: <ul style="list-style-type: none"> – to clarify the meanings of words, e.g. ‘up-to-date’, ‘cause-and-effect’ – when terms are used as adjectives, e.g. ‘one-step instructions’, ‘full-time job’, ‘word-processing skills’, ‘post-school options’ – to clarify the meaning of new words that might otherwise be confused with established words, e.g. ‘re-cover’ (cover again) but ‘recover’ (retrieve). • Use capitals when appropriate, e.g. ‘Aboriginal peoples and Torres Strait Islander peoples’, ‘Auslan’. • Use ‘s’ not ‘z’ in words such as ‘analyses’, ‘organises’, ‘recognises’, ‘utilises’ and their derivatives. • Use correct spelling to distinguish nouns from their verb forms, e.g. ‘practice’ (noun), ‘practise/practising’ (verb); ‘advice’ (noun), ‘advise’ (verb). 	<ul style="list-style-type: none"> • Repeat the same knowledge or skill in the curriculum organisers or in the Statement of Participation. • Describe attitudes or behaviour, e.g. do not write ‘behaves well’, ‘displays appropriate behaviour’, ‘is courteous’, ‘work ethic’. • Make value judgments or predictions, e.g. do not write ‘will do well’, ‘will be suitable for ...’. • Use any of these terms: <ul style="list-style-type: none"> – ‘demonstrates’ (the Statement of Achievement is demonstrated knowledge and skill in itself) – ‘participates’ or ‘attends’ (if participating or attending is the achievement, then include in the Statement of Participation) – ‘independently’ (the Statement of Achievement is demonstrated knowledge and skill in itself; a qualifier such as ‘with assistance or prompting’ can be used to indicate that the skill or knowledge has not been demonstrated independently) • Include: <ul style="list-style-type: none"> – the student’s name – headings from school-based programs or subjects, e.g. learning program headings – personal pronouns, e.g. ‘her’, ‘his’, ‘own’ – abbreviations – lists of words in brackets – comparative language, e.g. ‘good’, ‘high’, ‘advanced’, ‘effectively’, ‘80%’ – technical or specialist terms – colloquial language, e.g. do not write ‘uses apps’ – bullet points or paragraphing – official syllabus subject names — use a generic name for the program, e.g. write ‘art program’ rather than ‘arts in practice’. • Start statements with an adverb, e.g. do not write ‘Effectively communicates with peers’. • Use hyphens for ‘cooperate’, ‘coordinate’ and their derivatives, or for ‘email’, ‘nonfiction’, ‘wellbeing’ or ‘artwork’. • Place a comma before the qualifier, e.g. write ‘Completes information on forms with support’, rather than ‘Completes information on forms, with support’. • Use quotation marks, e.g. write ‘Responds to familiar adults with yes or no’, rather than ‘Responds to familiar adults with “yes” or “no”’.

When writing statements of achievement, avoid statements that are too long or too short. It is important to state the highest level of demonstrated learning.

The following table gives examples of how statements of achievement align with learning goals from the GIL and examples of evidence schools may collect to support statements of achievement.

Learning goal from the <i>GIL</i>	Evidence from teaching and learning experiences	Statement of Achievement
Use informal behaviours to intentionally communicate a single message consistently in familiar environments to express a preference.	Video footage of the student nodding or shaking their head and using facial expressions to make a choice when presented with two objects.	Indicates a preference between two objects using facial expression and nodding or shaking head.
Identify and use combinations of coins and notes for simple purchases.	Photographs and video footage of the student using coins and notes to purchase items at a local supermarket. Anecdotal notes that indicate the student requires verbal prompting to make purchases.	Purchases items using coins and notes in a familiar supermarket with verbal prompting.
Participate in an organised sporting event.	Photographs of the student swimming during sport lessons at the school. Video footage of the student entering and exiting the pool safely, and swimming independently.	Swims with peer group in a school-based program and is water safe.

Additionally, schools can access [a list of verbs](#) and a QCAA [spelling list](#) available on the QCAA website. Schools are also encouraged to use the latest publication of the [Macquarie Dictionary](#).

Learning goals drawn from the GIL describe the planned teaching, learning and assessment for a student. The learning goals may not reflect a student's achievement, and in many cases do not give details of what an individual student knows or has demonstrated they can do. They do not follow the writing conventions required for statements of achievement. It is, therefore, not appropriate to use learning goals from the *GIL* as statements of achievement.

3.3.3 Statement of Participation

The Statement of Participation lists names or titles of activities a student has participated in. There is no provision for explaining the activity or indicating the nature of any achievements or standards that might be associated with the activity. If a student has achieved more than participation in the activity, it is recommended that the demonstrated learning be written as a statement of achievement.

Schools can provide a maximum of eight statements of participation per student. Each statement must be supported by evidence in the student folio.

Statements of participation are selected from a list included in the Student Management application. There is no provision to add an activity to this list.

Statements of participation must not be duplicated in the Statement of Achievement or for any completed studies contributing to a QCE.

3.4 QCIA quality assurance processes

A memo is released to schools at the beginning of each year outlining the policy and procedures associated with the QCIA. Further quality assurance processes are communicated to schools as appropriate.

3.4.1 Internal quality assurance

Internal quality assurance for the QCIA involves professional discussions among teachers at the school, or other learning provider as appropriate, who are involved in the student's learning to gain a shared understanding of the student's progress and to gain evidence for achievements in learning and participation.

3.4.2 District advisers

District advisers fulfil various quality assurance roles to support the QCIA. Schools may access support from district advisers to prepare for district verification meetings and act on feedback from district verification and state review meetings. For support, schools are encouraged to email qcia@qcaa.qld.edu.au.

3.4.3 Moderation: District verification meetings

QCIA district verification meetings use a peer quality assurance process that ensures the validity and reliability of the QCIA information. Meetings are facilitated by district advisers. All schools with students expected to receive a QCIA at the end of the year are required to send one school representative to the meeting. The representative should be a teacher responsible for the QCIA, Head of Special Education Services or similar role.

Feedback from district verification meetings is provided to schools about the quality of draft QCIA information and substantiating evidence.

Preparing for district verification

Schools prepare the following for QCIA district verification meetings:

- draft certificate information for all exiting students, including statements of achievement and participation (see Section 3.3.1: Writing statements of achievement and participation)
 - Draft certificate information is prepared in the Student Management application.
- folio/s of evidence used to make judgments (a single folio if fewer than 10 students are exiting, or folios for two students if 10 or more students are exiting)
 - Select types of evidence for the folio as explained in the GIL.
 - Folios must provide annotated evidence for every Statement of Achievement, organised within curriculum organisers, and for every Statement of Participation.
- evidence that certificate information for all exiting students has been provided.
 - Schools must enter all exiting students' certificate information in the Student Management application, print the draft certificate information from the software application program for every student exiting, and take these drafts to the district verification meeting.

Additional information about [preparing for QCIA district verification meetings](#) is available on the QCAA website.

Responding to district verification feedback

After the district verification meetings, the QCAA provides written feedback to schools about the quality of the QCIA information, in two official documents:

- *QCIA Draft certificate feedback*
- *QCIA Evidence of achievement feedback*.

Schools must act upon feedback and advice recorded on the feedback forms within two weeks of receiving the forms. Information on how to act on the feedback received will be provided to schools when the feedback is sent to the school. It is not appropriate for schools to rewrite statements of achievement as the new information would not have been through the required quality assurance processes. Schools will need to alter certificate information or provide further evidence of student achievement as required.

Written advice is provided about:

- the quality of the Statement of Achievement and Statement of Participation that follow the QCIA guidelines provided in this handbook
- the match between the draft certificate information and the evidence provided in the sample folio
- any duplication issues with the Statement of Achievement, Statement of Participation and QCE contributing studies.

3.4.4 Moderation: State review meetings

The second moderation process occurs early in Term 4 in the final year of senior schooling when district advisers and QCAA officers review the provisional certificate information for all schools.

Schools are required to:

- have acted upon feedback received from the district verification meeting (see Section 3.4.3: Moderation: District verification meetings)
- submit final certification information for exiting students in the Student Management application by the required date published in the [Senior Education Profile \(SEP\) calendar](#)
- confirm exiting students have been identified in the exit cohort of the Student Management application
- check that the QCIA does not duplicate any QCE contributing studies
- ensure the accuracy and quality of the certificate data.

Responding to state review feedback

Feedback is provided to schools about students' provisional certificate information after the state review meeting. The *QCIA provisional certificate feedback* and *QCIA summary of advice to schools* are the official documents used to provide advice to schools following the state review meeting for the QCIA.

QCAA officers provide feedback about the quality of the certificate, duplication issues with achievements in QCE contributing studies to the school, and may discuss issues about provisional certificate information with schools.

Schools must act upon and update certificate information according to feedback and advice by the date published in the [SEP calendar](#).

3.4.5 Pre-production checks

QCAA officers check all QCIA data to ensure schools have met legislative requirements and that the information for the Statement of Achievement and Statement of Participation fits on the certificate. If required, schools are contacted to make corrections. It is important that changes are made within the time specified by the QCAA officer.

3.4.6 Issue of a QCIA

For eligible students who meet the criteria for a QCIA by the completion of their senior secondary schooling, the QCAA issues the QCIA in December of the student's final year. A QCIA is only issued at the completion of the academic year after quality assurance processes have been completed. A QCIA is not issued if a student withdraws or ceases enrolment in the extension year (see Section 3.2.2: Curriculum plans).

3.5 Applying for review of QCIA information

Students and their parents/carers are entitled to query the information recorded in the [SEP](#), including information recorded on a student's QCIA. Schools must retain student work and folios of evidence of achievement on which decisions about the Statement of Achievement and Statement of Participation are based until all such queries have been finalised.

The form *Application for verification or review of information* is included in the SEP information posted to students.

This form is used only if there is an error in the student's name or certificate information. The student or a parent/carer completes the form and returns it, with payment, to the QCAA.

The QCAA may ask schools to check and verify that certificate information is correct. Requests are usually finalised by the end of Term 1 in the year following certification.

4 Queensland curriculum

Schools make decisions about the curriculum offered in schools and the method of delivery based on the individual school context.

4.1 Syllabuses

The QCAA develops a range of syllabuses for the senior phase of learning. The syllabus types are Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) and Short Courses.

Schools are responsible for ensuring that teaching, learning and assessment programs are developed from the most current syllabus. Information about syllabuses and subject resources is available via the QCAA website and the QCAA Portal.

Depending on the syllabus type, a subject may have one, two or four units. All senior syllabuses are underpinned by literacy and numeracy. Information about quality assurance processes for subjects is available in Section 9: Internal assessment — quality assurance.

4.1.1 Applied and Applied (Essentials) syllabuses

Applied syllabuses include Applied subjects and Applied (Essential) subjects.

In addition to literacy and numeracy, Applied syllabuses are underpinned by applied learning, community connections and core skills for work. Applied subjects are suited to students who are interested in pathways beyond school that lead primarily to vocational education and training or work.

Applied

Applied syllabuses are developmental courses of study consisting of four units. Each unit has a minimum teaching, learning and assessment time of 55 hours. Schools develop modules of work in a study plan that outlines the knowledge, understanding and skills, learning experiences and assessment that will be effective in implementing the objectives of the syllabus. The study plan is approved by the QCAA.

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning, while Units 3 and 4 consolidate student learning. Units 3 and 4 are studied as a pair and assessment is summative.

Applied (Essential)

Essential Mathematics and Essential English syllabuses are developmental courses of study consisting of four units. Each unit has a notional teaching, learning and assessment time of 55 hours.

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning, while Units 3 and 4 consolidate student learning. Units 3 and 4 are studied as a pair and assessment is summative.

Results from Essential English and Essential Mathematics may contribute to the award of the literacy and numeracy requirement for the Queensland Certificate of Education (QCE).

4.1.2 General, General (Extension) and General (SEE) syllabuses

There are three types of General syllabuses — General, General (Extension) and General (Senior External Examination).

General

General subjects are suited to students who are interested in pathways beyond school that lead primarily to tertiary studies, vocational education and training, and work.

General syllabuses are developmental courses of study consisting of four units. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning, while Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative. Each syllabus unit has been developed with a notional teaching time, learning and assessment time of 55 hours.

General (Extension)

General (Extension) syllabuses are developmental courses of study consisting of two units (Units 3 and 4). These subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Assessment in Units 3 and 4 is summative. Each syllabus unit has been developed with a notional teaching time, learning and assessment time of 55 hours.

General (Senior External Examination)

General (Senior External Examination) syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching time, learning and assessment time of 55 hours.

Assessment for these subjects is at the end of the course and is an external examination.

The Senior External Examination (SEE) is designed for:

- low candidature subjects not otherwise offered as General subjects in Queensland
- students in their final year of senior secondary schooling who are unable to access particular subjects at their school
- adult students
 - to meet tertiary entrance or employment requirements
 - for personal interest.

Language subjects

- | | | |
|--------------|-----------------|--------------|
| • Arabic* | • Korean | • Punjabi* |
| • Chinese | • Latin* | • Russian* |
| • English | • Modern Greek* | • Spanish |
| • Indonesian | • Polish* | • Vietnamese |

*indicates a borrowed syllabus. In these instances, the syllabus is borrowed from another jurisdiction, and the external assessment is set and marked by that jurisdiction. Please refer to [Senior External Examination](#) for further information.

Non-language subjects

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Accounting• Ancient History• Biology• Chemistry | <ul style="list-style-type: none">• Legal Studies• General Mathematics• Mathematical Methods• Modern History | <ul style="list-style-type: none">• Philosophy & Reason• Physics• Visual Art |
|--|---|--|

4.1.3 Short Course syllabuses

Short Courses consist of a single unit. Assessment is summative.

These courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond school that lead to vocational education and training, and establish a basis for further education or work. They are informed by the requirements of the [Australian Core Skills Framework \(ACSF\)](#).

QCAA Short Courses are available in:

- Aboriginal and Torres Strait Islander Languages
- Career Education
- Literacy — A grade of C aligns with the literacy requirements for ACSF Level 3
- Numeracy — A grade of C aligns with the numeracy requirements for ACSF Level 3.

4.2 Delivery approaches to curriculum

In Queensland, schools decide how senior curriculum will be implemented and delivered based on their specific context and the need to meet QCAA requirements for the certification of students in the school.

It is expected that the learning program in the senior years is completed over two years: Years 11 and 12, with Units 1 and 2 undertaken before Units 3 and 4 for General and Applied syllabuses and over one year for General (Extension) syllabuses. Each unit has been developed with a notional teaching, learning and assessment time of 55 hours or a minimum 55 hours for Applied syllabuses. In line with sector or employing authorities' policies and advice, students should begin their senior studies commensurate with their preparation and abilities to undertake the senior phase of learning.

Schools may consider implementing flexible curriculum delivery approaches to the standard delivery for individual students, selected subjects and/or whole-school cohorts to enable flexibility for school communities.

All subjects offered by the school are entered in the Student Management application, where the standard delivery pattern is the default. A school must indicate its intention to offer a course of study through a flexible delivery option.

For more information about flexible delivery options, see [Flexibility in senior secondary schooling: Flexible Curriculum Delivery Working Group findings](#) on the QCAA website.

4.2.1 Approval requirement

The principal's approval is required for schools to offer flexible delivery approaches, including variations to the sequence, start date or completion date. This approval indicates the school's intention to offer a course of study through a flexible delivery approach so that the QCAA knows which schools and students are accessing and completing summative internal assessments and

external assessments in a given year. (See Section 13.3.3 Registering students and Section 13.3.4 Enrolling and ceasing enrolment.)

Before approving a flexible approach, the principal must consider:

- providing students with all learning from the P–10 Australian Curriculum to ensure they have covered the foundational knowledge and skills required within senior syllabus documents
- ensuring students can make informed decisions around senior education and training (SET) planning, career and tertiary pathways and subject selections before beginning senior studies
- the nature, ability, maturity, social needs and wellbeing of the student/s and the degree of support required, e.g. student study skills, organisational skills, independence. This may include consultation with guidance officers or other relevant professionals, e.g. psychologists, case workers, coaches
- parent/carer support for the relevant alternative approach
- the requisite knowledge and skills contained across senior syllabuses that may be required for successful completion of other senior subjects, e.g. Physics and Mathematical Methods
- the requirements for endorsement, confirmation and other QCAA quality assurance processes
- the requirements surrounding the scheduling and administration of external assessment
- the management and communication of pathway changes or subject changes.

Principals should also consider:

- the additional demands placed on teachers, schools and systems, including greater demands in planning time, resource development and instructional design
- the planning time required for consultation and communication with the school community
- other factors, such as timetabling, staffing, resource development, and ongoing evaluation and management.

4.2.2 Flexible delivery options

There are a range of options for flexible delivery of curriculum for all subjects in schools. Options involve a school choosing a variation to the sequence, beginning date or completion date. Other options are related to the method of delivery and may not impact on the QCAA's quality assurance process. In some instances, there may be overlap between options or variations within options.

Variations must be indicated in the Student Management application in the QCAA Portal when subject offerings are selected so the QCAA can ensure that:

- the principal has approved the variations as required and considered the implications for the student, cohort and school (see Section 4.2.1: Approval requirement)
- all students enrolled in Applied (Essential), General and General (Extension) subjects are administered endorsed assessment in Units 3 and 4
- for endorsement, confirmation sample selection and external assessment arrangements, the QCAA is aware of when all students will begin and complete internal summative assessment and external assessment in any given year.

For more information, see Section 13: Administrative processes.

Variable progression

Variable progression encompasses variations to the start date, completion date and semesters taken to complete the course of study.

These strategies may be used for individual students with special requirements or for flexible delivery of particular subjects.

Early entry and completion

Schools may identify a student or group of students who are capable of commencing a senior subject earlier than normal. These students may begin and complete some subjects before or by the year they are likely to be eligible for a QCE.

Accelerated completion

Some students may begin some senior subjects earlier and when the school identifies the students as being able to do so, with principal approval, these students may complete a subject in a shorter time than normal.

Compressed curriculum

Compressed curriculum involves shortening the duration of the course from two years and concentrating the learning into one year.

- This is typically achieved by doubling the time students study a subject during the year of delivery. Summative assessment is undertaken during that year. Compressed courses may be offered annually for some subjects to support students wanting to spread their learning over two years; or in alternate years as a strategy for maintaining small enrolments with vertical candidature, i.e. students enrolled in the same class from different year levels.
- Schools may deliver one or more subjects using a compressed curriculum model.

Extended completion

Students complete their senior studies over an extended time, for example, three years. This option requires students to complete an additional year of schooling. Summative assessments may be spread over this period. For example, students may be on a reduced timetable (e.g. an elite athlete) or completing a full timetable with more time provided for each subject (e.g. students with disability), see Section 6: Access arrangements and reasonable adjustments (AARA).

Alternative sequences

There are 19 General syllabuses with an alternative sequence resource that can be chosen as a subject offering. If this option is chosen, it is the only option that can be chosen for the subject. The alternative sequences are:

<ul style="list-style-type: none">• Agricultural Science• Ancient History• Biology• Dance• Design• Drama• Economics	<ul style="list-style-type: none">• Film, Television and New Media• Geography• German• Japanese• Legal Studies• Modern History	<ul style="list-style-type: none">• Music• Physical Education• Physics• Psychology• Specialist Mathematics• Visual Art
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Alternative sequences are courses of study consisting of four units, with each pair of units written as summative learning. The subject matter and assessment described in the units is undertaken by students either as:

- formative, for those students entering the course
- or summative, for those students who have completed two units.

Alternative sequences have the same objectives, underpinning factors, pedagogical and conceptual frameworks, and subject matter as the related General syllabus, to ensure comparable complexity and challenge in learning and assessment. Schools are required to register with the QCAA to deliver an alternative sequence (see Section 4.2: Delivery approaches to curriculum).

Standalone delivery of Units 3 and 4

In QCAA-developed four-unit syllabuses, learning is organised in two pairs of units. Each unit pair covers all syllabus objectives, i.e. Units 3 and 4 revisit all syllabus objectives experienced in Units 1 and 2.

For some students in some subjects, with the approval of the principal, Units 3 and 4 learning can be completed without having completed Units 1 and 2 learning. Students may elect to study only Units 3 and 4 and complete a subject by the end of Year 11. This option may have implications for a student's eligibility for a QCE (see Section 2.1.3: Completed Core requirements).

Partner, shared campus or shared school arrangements

Schools may choose to broaden their curriculum offerings by partnering with other schools to offer variations to delivery such as:

- delivery in the same geographical area — students attend classes at the partner school
- online delivery — one school delivers a course to a number of students at different campuses. The school offering a course in this way may or not be a distance education provider.

When a student undertakes learning with more than one learning provider, schools and learning providers need to ensure that:

- the student is enrolled in a subject by their main learning provider (MLP) or another learning provider (LP)
- each learning provider is familiar with the requirements for:
 - registration and administration of the External assessment as necessary (See Section 13: Administrative processes)
 - other quality assurance processes for the subject, such as endorsement, confirmation or at quality assurance review.

Distance education

Distance education providers support the learning of Queensland students who are:

- geographically isolated
- travelling or temporarily residing overseas
- travelling in Australia or Australian waters
- unable to attend the local school for medical reasons
- home-schooled using distance education
- accessing subjects not otherwise available to them.

Combined classes

Combined classes combine students from different year levels in the same class. Schools may choose the approach to maintain breadth of curriculum delivery and/or cater for subjects with small candidatures.

Classroom management and instruction strategies vary but may include:

- differentiated concurrent instruction — students are timetabled into a combined class, but the teacher differentiates instruction for each group. Common themes or objectives may be used to guide instruction and/or lessons may be phased to split the direct instruction time for a year level. Resources to support schools with concurrent delivery are available via the QCAA Portal for the Applied syllabuses, Essential English and Essential Mathematics, and for General syllabuses.
- alternative sequence (see above)
- combined classes for Applied subjects — students are timetabled into a combined class where the instruction for the group is the same. Students study two formative units, followed by two summative units, which may be Units 1 and 2 or Units 3 and 4.
- Years 10/11 combined — students are timetabled in combined classes to accommodate curriculum breadth.
 - This strategy is most commonly implemented for subjects that are already elective in Year 10 and that students are likely to continue in Years 11 and 12, such as languages. Year 10 students may complete Year 10 studies with Year 11 completing Units 1 and 2. Students are then supported to complete their summative assessment in Year 12 in a standalone class.
 - If a student completes assessment for Units 1 and 2 in Year 11 and assessment for Units 3 and 4 in Year 12, as usual, there is no variation to the standard delivery and schools do not need approval for registration. If students, having acquired the requisite knowledge and skills to begin the senior phase of learning early, decide to take two years to complete Units 1 and 2, beginning in Year 10, the principal must approve the registration of a variable progression — extended completion.
 - Further information about Year 10 learning options and advice is available on the website at www.qcaa.qld.edu.au/p-10/transition-senior-secondary.

Online delivery

Enrolling students in online courses is an approach that may be used to broaden a school's curriculum offerings. Online courses may be facilitated by a distance education provider or by schools (or school clusters) developing local online solutions. Some of the approaches listed below will require schools to identify the main learning provider (MLP) or the learning provider (LP), and to be familiar with their responsibilities regarding external assessment (See Section 10.4: External assessment roles and responsibilities).

Students may complete online study during regular timetabled lesson/s, as after-school or before-school instruction to suit individual student needs, as private study moderated by a tutor at key junctures, or through a delivery strategy that is a combination of some or all of these strategies.

Online delivery strategies may include:

- distance education
- shared school arrangements
- school providers

- internal school arrangements — subjects that cannot be delivered during the normal school day may be delivered through classes timetabled 'offline', recorded lessons, online tutorials, and online resources and activities.

4.3 Resources

Teachers can access resources to support teaching, learning and assessment via the QCAA Portal, as summarised below.

Table: Resources to support teaching, learning and assessment

	Applied syllabus	Applied (Essential) syllabus	General & General (Extension)	General (Senior External Examination)	Short Course
Syllabus	✓	✓	✓	✓	✓
Sample study plans					
Study plan requirements	✓				
Sample teaching, learning and assessment plans (TLAPs)			✓		✓
Sample module of work	✓	✓			
An explanation of cognitive verbs	✓	✓	✓		✓
Sample assessment instruments	✓ internal	✓ internal	✓ internal & external	✓ examination	✓ internal
Annotated sample responses			✓		✓

Teachers can also access resources to support the flexible delivery of subjects, including concurrent delivery strategies and alternative sequences, via the QCAA Portal. For more information about flexible delivery of subjects, see Section 4.2: Delivery approaches to curriculum.

There are resources for 19 selected syllabuses as alternative sequences.

4.4 Syllabus review and revision

The QCAA is committed to ensuring that syllabuses reflect best practice in teaching and learning, and support a world-class curriculum and assessment system. The QCAA therefore:

- reviews syllabuses regularly to ensure currency and responsiveness to stakeholder needs
- notifies schools of syllabus revisions and updates through syllabus amendment notices.

5 Vocational education and training (VET)

In Australia, Vocational education and training (VET) provides pathways for students seeking further education and training, and employment-specific skills.

Organisations that provide VET are known as registered training organisations (RTOs). They include Technical and Further Education (TAFE) institutes, adult and community education providers, community organisations, industry skill centres, commercial and enterprise training providers and colleges, and some universities and schools.

Students can access VET programs through the school if it is an RTO, an external provider who is an RTO, or a school-based apprenticeship or traineeship.

School-based apprenticeships and traineeships allow students to undertake paid work with an employer and train towards completing a recognised qualification under a contract of training while completing senior schooling.

5.1 VET Quality Framework

The [Australian Skills Quality Authority \(ASQA\)](#) is the regulating authority that ensures national consistency, integrity and rigour across the VET sector through the implementation of the [VET Quality Framework \(VQF\)](#). The VQF is a legislated set of standards and requirements that all RTOs must meet. It ensures consistency in the way RTOs are registered and monitored, and how the standards are enforced. The VQF comprises the:

- [Standards for Registered Training Organisations \(RTOs\) \(2015\)](#)
- [Australian Qualifications Framework \(AQF\)](#)
- [Fit and Proper Person Requirements \(2011\)](#)
- [Financial Viability Risk Assessment Requirements \(2011\)](#)
- [Data Provision Requirements \(2012\)](#).

Completion of a VET qualification is recognised within the AQF. The AQF is a national framework for regulated qualifications in Australian education and training ranging from senior secondary certification to doctoral degrees.

The QCAA administers VET in Queensland on behalf of ASQA. Compliance with all legislated standards and requirements of the VQF, including the Standards for RTOs, is a requirement for:

- all Australian RTOs
- applicants seeking registration as an RTO
- continued registration as an RTO to deliver nationally recognised training.

All VET programs use competency-based assessment that emphasises learning in a work or simulated work environment. Assessment must meet the requirements of the national training package or accredited course and be conducted by a qualified assessor from an RTO (see Section 5.4.3: Teacher/trainer and assessor). RTOs maintain and record the competencies achieved by each student. For more information about RTOs and recording information via the QCAA Portal, see Section 13.4.5: Other learning providers and the QCAA Portal.

For more information about VET record retention, see Section 13.3.6: Retaining student work.

5.2 VET in Queensland schools

5.2.1 Offering VET pathways to students

VET provides pathways for all students, particularly those seeking further education and training, and those seeking employment-specific skills. Students should consider VET when developing their [senior education and training \(SET\) Plan](#) or equivalent. This planning helps students structure their learning around their abilities, interests and ambitions, and map out what, where and how they will study during their senior schooling.

The benefits VET offers to students, include:

- development of work-related skills that enhance employability
- access to learning opportunities beyond the traditional curriculum, including work-based learning
- competency-based assessment that meets industry standards
- pathways to further training, education and tertiary learning.

Schools may offer VET pathways for students through:

- the school if it is an RTO (see Section 5.3: VET procedures for school RTOs)
- partnerships with external providers.

There are different partnership models for schools and external providers. Schools are encouraged to access information about choosing the right provider and partnership models via the [Student guide](#) on the Department of Employment, Small Business and Training website. For more information about offering VET pathways for students, schools should email QCAA at: vet@qcaa.qld.edu.au.

5.2.2 School-based apprenticeship or traineeship

The decision for a student to engage in a school-based apprenticeship or traineeship is organised in partnership with the student, parent/carer, school, employer and RTO. The RTO of the school-based apprenticeship or traineeship is responsible for recording student information.

A school-based apprenticeship or traineeship that is not completed by the end of Year 12 may convert to a full-time or part-time apprenticeship or traineeship through formal contract negotiations with the student, RTO and employer.

The Queensland Government, Department of Employment, Small Business and Training provides further information about [school-based apprenticeships and traineeships](#).

5.2.3 VET and the QCAA

The QCAA fulfils the following roles in VET:

- supports schools by providing educational advice and guidance about VET qualifications and VET contribution to the QCE
- acts as delegate for [ASQA](#) to register schools as RTOs for the delivery and assessment of VET qualifications and accredited courses up to [AQF](#) Certificate level IV — excluding qualifications and courses declared as an apprenticeship in Queensland and restricted to students enrolled in Years 10, 11 and 12
- acts as delegate for ASQA to audit schools as RTOs to confirm compliance with the [VQF](#).

The QCAA continually revises and updates information about VET programs and provides further information about [VET and support resources for schools](#).

5.3 VET procedures for school RTOs

VET and the QCAA Portal

The VET application in the QCAA Portal enables school RTOs to access:

- the school's registration information
- user guides for the VET administrative forms
- VET administrative forms
 - Application to change scope of registration — Add a new qualification
 - Application to change scope of registration — Add unit/s of competency
 - Application to change scope of registration — Remove qualification
 - Application to renew RTO registration
 - Application to withdraw RTO registration
 - Notification of change to organisational details.

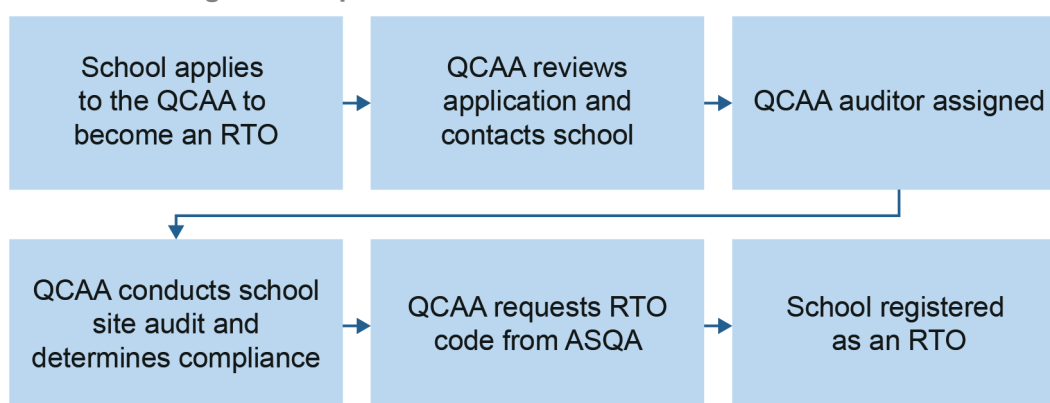
5.3.1 Registering as a school RTO

Schools apply to QCAA to become an RTO using the initial registration form available on the QCAA website.

Queensland schools apply to the QCAA to become an RTO. As delegate for ASQA, the QCAA can register schools to deliver nationally recognised vocational qualifications to students enrolled in Years 10, 11 and 12.

The initial application process is explained in the [VET section of the QCAA website](#). The process of registering to become an RTO may take up to six months from the QCAA's receipt of a school's application to when the school receives approval to operate as an RTO.

School RTO registration process



5.3.2 Scope of registration

The QCAA scope of registration identifies a period of accreditation for each qualification or accredited course. School RTOs are registered for a qualification and may only record units of competency under the approved qualification. An RTO's scope of registration can be viewed via the QCAA Portal and training.gov.au.

After successful registration as an RTO, a school can offer or advertise a national qualification. It is unlawful to advertise or promote a national vocational qualification or unit of competency that is not on the school's scope of registration. All advertising or promotional material must include the RTO's national provider code.

Changing the scope of registration

School RTOs must apply to the QCAA to make any changes to the scope of registration. All forms are accessed via the QCAA Portal. If a school wants to renew registration or remove qualifications, this can be achieved by completing the appropriate registration or removal form, accessed via the QCAA Portal.

5.3.3 Planning which VET qualifications to offer

National training packages

Each training package outlines specific skills and knowledge required in the workplace and is developed by [Skills Service Organisations \(SSOs\)](#) to meet the training needs of an industry or group of industries. [Training packages](#) are available at training.gov.au.

RTOs can deliver training package qualifications and units of competency once registered to offer these qualifications. The qualifications form the RTO's scope of registration for qualifications or courses offered. RTOs refer to training packages to determine which appropriate training products, qualifications and/or units of competency could be relevant for intended students and needs. For each training package, RTOs refer to accompanying companion volumes, such as implementation guides, which provide information on:

- modes of delivery
- access and equity considerations, such as reasonable adjustments, and assessment processes and techniques
- workplace, health and safety implications
- resources and equipment.

The QCAA and [ASQA](#) have no role in the development, endorsement or maintenance of training packages.

Training.gov.au

[Training.gov.au](http://training.gov.au) is the Australian Government database for national training packages, qualifications, accredited courses, units of competency and RTOs.

Queensland Skills Gateway

[Queensland Skills Gateway](#) is a Queensland Government website that lists VET courses and training providers in Queensland.

5.3.4 RTO risk and regulation

ASQA has established a range of mechanisms for identifying and assessing the risks posed by providers, which the QCAA applies.

The QCAA develops a provider profile for each school RTO. Each provider's profile is dynamic, reflecting a range of data sources and information, and does not translate into a single score or rating. Rather, this system allows a detailed profile for each provider, which includes a set of risk indicators. One key indicator is compliance history.

The QCAA uses provider profiles to determine audit scope and activity.

5.3.5 RTO appeals

School RTOs who are not satisfied with a decision made by the QCAA as delegate for ASQA should refer to the QCAA [appeals, complaints and enforcement information](#) available on the QCAA website.

School RTOs must follow a defined process when lodging an appeal or requesting a reassessment of a QCAA position on an identified issue.

5.4 VET roles and responsibilities

5.4.1 Principal/CEO

The principal, known as the Chief Executive Officer (CEO) of an RTO, is legally responsible and accountable for all operations and signs a [statutory declaration indicating that they:](#)

- have read and understood the [VQF](#)
- accept responsibility for ensuring the school RTO complies with the VQF and other applicable conditions of registration
- ensure that the school RTO will cooperate with the QCAA as delegate for ASQA
- understand that the QCAA, as delegate for ASQA, may impose conditions or administrative sanctions on the registration of the school RTO, and that
- ASQA may impose conditions, or administrative or financial sanctions on the registration of the school RTO.

In delegating their governance responsibilities, principals/CEOs must ensure that staff are fully aware of their RTO-related roles and responsibilities.

These include, but are not limited to, the following key duties:

- Provide leadership and advocate for the delivery of quality VET within the school curriculum.
- Ratify all policies and procedures documents for RTO operations.
- Ensure that the RTO has adequate and effective governance arrangements, including:
 - allocation of sufficient authority to the RTO manager for the management system to be responsive to the needs of students, staff and VET stakeholders
 - the environment in which the RTO operates and complies with the RTO standards.
- Meet regularly with the RTO manager to stay informed of RTO operations.
- Complete the [Annual declaration on compliance](#) form.

- Submit appropriate signed documentation as required ([Fit and Proper Person requirements declaration](#), [Chief Executive statutory declaration](#)) and other application forms related to scope of registration and RTO operations and ensure submission by due dates published in the [Senior Education Profile \(SEP\) calendar](#).
- Ensure all VET student data is collected and reported accurately via the QCAA Portal and kept up to date for all students engaged in VET in Years 10, 11 and 12.
- Ensure that a risk approach is developed that relates to succession planning in all areas of operation of the RTO.

Further information about [obligations of school RTO principals/CEOs](#) is available on the QCAA website.

Enforcement

If an RTO does not operate in accordance with its conditions of registration, ASQA can apply enforcement powers. The Commonwealth [National Vocational Education and Training Regulator Act 2011](#) provides for real-cost civil and criminal penalties, and sanctions may be applied. Decisions related to cancellations, sanctions, renewal rejections, registration conditions and other administrative conditions against RTOs are available on the [ASQA website](#).

Schools can access details of ASQA's regulatory decisions including the RTO's details, the name of the principal/CEO and the type of regulatory decision imposed.

RTOs are required to be compliant at all times with the current [Standards for Registered Training Organisations \(RTOs\)](#). If non-compliance issues are not addressed within specified timelines, the [National Vocational Education and Training Regulator Act 2011](#) provides a range of sanctions and additional conditions on registration, including the suspension or cancellation of RTO registration.

5.4.2 RTO manager

The principal/CEO usually delegates responsibility and sufficient authority for RTO operations to a school RTO manager, known as a high managerial agent.

The RTO manager's responsibilities include, but are not limited to, the following key duties:

- Systematically monitor and manage the RTO's operations, ensuring consistent compliance with legislation and regulatory requirements.
- Ensure that training and assessment strategies and practices are monitored, including evaluation of outcomes that inform improvement decisions.
- Maintain a thorough working knowledge of the national VET system, including the national skills framework, training packages, the AQF and the VQF.
- Inform staff and students of any changes to legislative and regulatory requirements that affect the services delivered.
- Ensure accuracy of advertising, marketing and other information provided to staff and students.
- Meet requirements for data reporting and issuing AQF certification documentation.
- Manage the requirements of the [Unique Student Identifier \(USI\)](#) scheme, including reporting this identifier to the QCAA.
- Sign written agreements, monitor third-party agreements conducted on behalf of the school RTO, and notify the QCAA if the school enters into third-party agreements.

- Manage and ensure that all staff meet human resource requirements for the delivery and assessment of qualifications on the current scope of registration.
- Notify the QCAA about changes to school RTO management and operations.
- Ensure that the RTO has a documented assessment system that covers all VET qualifications on the current scope of registration. This means having a coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistent with the principles of assessment and the rules of evidence contained in the [Standards for Registered Training Organisations \(RTOs\)](#).

The QCAA provides additional information for RTO managers:

- [guidelines and factsheets](#)
- [management resources](#)
- [policies and procedures](#).

5.4.3 Teacher/trainer and assessor

VET teachers, known as trainers and assessors, must meet national standards as outlined in the [Standards for Registered Training Organisations](#). VET teachers and schools must refer directly to the legislative requirements for trainers and assessors to ensure compliance for being a trainer and assessor. School RTOs are responsible for establishing, verifying and monitoring that their trainers and assessors meet legislated requirements.

These include, but are not limited to, the following key duties:

- Create and maintain a current staff profile, including maintaining currency and equivalent vocational competency to the relevant qualification.
- Develop training and assessment strategies and practices.
- Liaise with industry partnerships for advice about training and assessment strategy and practices to reflect current industry practices.
- Develop assessment tools and instruments.
- Participate in systematic validation of assessment practices and judgments.

Training and assessment strategy

Trainers and assessors are responsible for developing the [training and assessment strategy \(TAS\)](#) for each qualification offered by the RTO. Every qualification on an RTO's scope of registration must have a documented TAS. The TAS must be updated when strategies and practices change. The RTO can share the TAS with students before enrolment to help students make informed decisions about undertaking training. Additionally, the TAS must be of an auditable standard, meaning that it contains verifiable information and meets the requirements of the Standards for RTOs.

When developing the TAS, school RTOs should work in consultation with industry staff who have an in-depth knowledge of the qualification being delivered. Working in partnership with industry ensures the program sequence, assessment methodology and time allocations reflect current industry practice and the requirements of the training package.

Trainer and assessor profile

Staff in an RTO who are delivering VET qualifications are required to create a [trainer and assessor profile](#), also known as a staff profile. The staff profile is the trainer and assessor's

evidence that they have the required qualifications and currency to deliver and assess the VET qualification. The staff profile is provided to the RTO manager and approved by the principal/CEO before a teacher commences delivery of a VET course. The information in the trainer and assessor profile must be of an auditable standard, meaning that it contains verifiable information that meets the requirements of the Standards for RTOs.

Queensland school RTOs can use this document to assist with their quality assurance processes and systematic monitoring of RTO operations as outlined within the Standards for RTOs. The QCAA views RTO staff profiles during the audit process. The QCAA provides a [staff profile template](#).

Assessment tools are used to guide the collection of quality evidence in the assessment process.

For more information about [training and assessment models](#) and [general guidance](#) about delivery and assessment of VET qualifications, see the QCAA website.

5.5 VET results and VET certificates

The RTO delivering the VET qualification records the learning in a student's learning account. VET certification and certificates are distributed by the RTO offering the VET qualification. Completed units of competency are listed on the VET certification.

The QCAA provides examples of [certificate templates](#) to support schools.

6 Access arrangements and reasonable adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information in this handbook to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination assessments.

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 action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#) (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. To this end, this section does not include examples of every possible circumstance for AARA; it provides information for schools to make decisions to support their students' needs.

The QCAA encourages schools to develop a school-based AARA process that supports the early identification of students with existing long-term and chronic conditions so that schools and students can confidently negotiate and implement AARA according to the guidelines. Similarly, adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

6.1 Principles

The following principles inform the decisions schools make about AARA.

- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA. Schools ensure they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of AARA.
- Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. Schools identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students (see [DSE](#) s. 3.4) so that students have opportunities to demonstrate the assessed knowledge and skills.
- Standards-based assessment — The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour

of assessment and any other requirements or components that are inherent or essential to a course of study (see [DSE s. 3.4](#)). Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.

- **Effects of AARA** — Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. Schools consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.
- **Flexibility** — Schools review the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

6.2 Roles and responsibilities for AARA

Under the Australian Government's [Disability Standards for Education 2005 \(DSE\)](#), educational authorities such as the QCAA, and education institutions such as schools, learning providers and school registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA.

6.2.1 Schools

Each school is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for Applied, Applied (Essential), General and General (Extension), General (Senior External Examinations) subjects and Short Courses. In making decisions about AARA, schools are required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

For each application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

Schools:

- check the accuracy of information supplied in the AARA application (see Section 6.5: Application and notification process)
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required

- complete the online application and submit supporting documentation by the due date via the QCAA Portal
- advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

The principal or principal's delegate may identify a suitable school staff member for managing applications for AARA.

For external assessment, when a student is enrolled with more than one learning provider, the main learning provider is responsible for submitting the application for AARA on behalf of the student.

Schools may contact the QCAA for more information about AARA by emailing aara@qcaa.qld.edu.au.

6.2.2 The QCAA

The QCAA sets and amends the directions for assessment under its powers and functions listed in the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and the *Education (Queensland Curriculum and Assessment Authority) Regulation 2014* (QCAA Regulation). The QCAA is authorised to approve AARA for summative internal assessment, external assessment, Short Courses and Senior External Examinations.

The QCAA:

- supports schools in understanding eligibility and the application process for AARA
- consults with relevant school staff about student applications for AARA
- monitors notifications of principal-reported AARA from schools
- determines QCAA-approved AARA and notifies schools of decisions via the QCAA Portal.

6.3 Eligibility

6.3.1 Eligibility for AARA

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

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' used in the [DDA](#) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see Section 6.6: Illness and misadventure).

For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 6.5.1: Supporting documentation.

6.3.2 Ineligibility

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)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

6.4 Reporting and approving AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and Short Courses may be either principal-reported or QCAA-approved.

6.4.1 Principal-reported AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essentials), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

Schools retain supporting documentation for principal-reported AARA (see Section 6.5:1 Supporting documentation). Schools may be required to supply a copy of supporting documentation as part of the quality assurance processes for AARA or as part of a review process (see Section 6.8: Reviewing a QCAA-approved AARA decision).

The QCAA publishes timelines for principal-reported AARA to enable schools to meet their reporting requirements.

6.4.2 QCAA-approved AARA

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below.

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Adjustments for which schools are required to apply to the QCAA:

Type of assessment	Adjustment
Summative assessment — internal and external	<ul style="list-style-type: none">• extra time and/or rest breaks
Summative external assessment or Senior External Examination	<ul style="list-style-type: none">• extra time and/or rest breaks• format of papers• assistance• assistive technology, including the use of a computer• a reader and/or scribe• a change of venue (changes to rooms should be recorded)

6.4.3 Making decisions about AARA

Principles are responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. When making decisions for principal reported AARA or when QCAA approval is required, they make decisions based on the particular context for an eligible individual student, for a particular assessment. Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow each student to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)

- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with diagnosed anxiety may complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

6.4.4 Possible access arrangements and reasonable adjustments

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed. Email aara@qcaa.qld.edu.au.

Summary of possible principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers, e.g. N18, N24, N36 • black-and-white materials. 	Principal-reported	QCAA-approved	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task. 	Principal-reported	QCAA-approved	QCAA-approved
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal-reported	QCAA-approved	QCAA-approved
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	QCAA-approved
Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.				
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported	Principal-reported
Diabetes management	Examples include: <ul style="list-style-type: none"> • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition. 	Principal-reported	Principal-reported	Principal-reported
Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.				
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> • extended response project <i>or</i> • performance <i>or</i> • non-examination. 	Principal-reported	Not applicable	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	QCAA-approved
Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.	Principal-reported	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid. 	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported	Principal-reported
Reader	<p>A reader that reads the assessment or the student's response aloud as often as the student requests.</p> <p>Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved	QCAA-approved
Rest breaks	<p>Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.</p> <p>Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	QCAA-approved	QCAA-approved	QCAA-approved
Scribe	<p>Work with someone who transcribes the student's verbal response or directions during the assessment.</p> <p>Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved	QCAA-approved
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks) • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. 	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids. 	Principal-reported	Principal-reported	Principal-reported

6.5 Application and notification processes

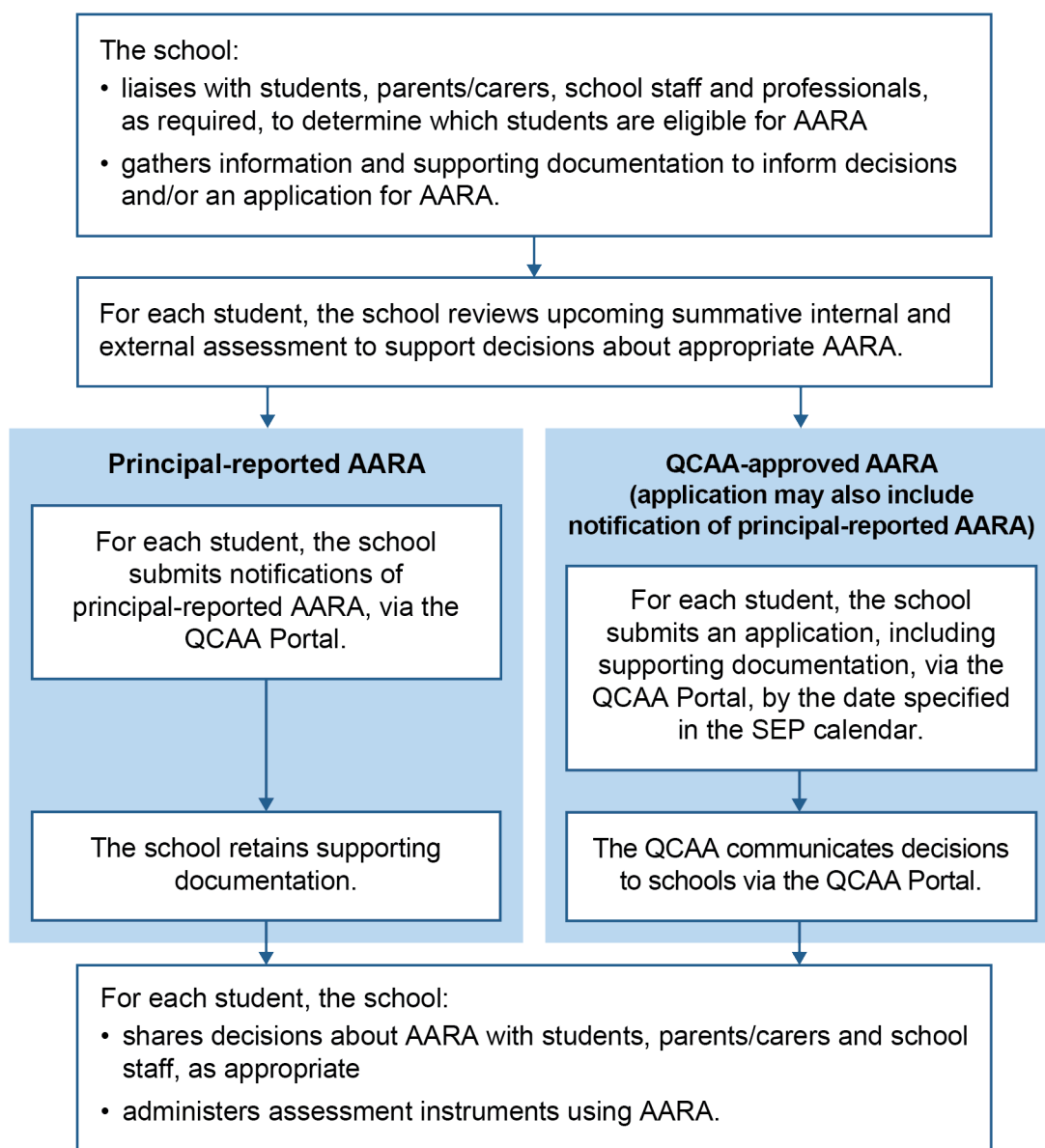
Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.

Schools must submit an application to the QCAA, via the QCAA Portal, for QCAA-approved AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied and General subjects, and for assessment in General (Senior External Examination) subjects and Short Courses.

For more information see Section 6.5.1: Supporting documentation.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses.



Timelines for principal-reported and QCAA-approved AARA

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

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

6.5.1 Supporting documentation

School statement

A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment
- a list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided.

Student statement (optional)

The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, the absence of a student statement does not disadvantage an AARA application.

Medical report

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal.

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

Schools contact the QCAA for advice if a student is unable to provide a medical report.

Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required (see Section 6.5.2: Currency of supporting documentation).

Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

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

- police reports
- official notices.

Schools are to contact QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances.

For principal-reported AARA, schools are required to keep supporting documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.

6.5.2 Currency of supporting documentation

School statements should be current — they should be written at the time the application for AARA is submitted.

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student's individual circumstances.

Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe 	<ul style="list-style-type: none"> • Medical report • School statement 	<ul style="list-style-type: none"> • No earlier than Year 10 	<ul style="list-style-type: none"> • No earlier than Year 10
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> • EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Social/emotional	<ul style="list-style-type: none"> • Alternative venue • Assistance • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

6.6 Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- 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.

Non-attendance during internal assessment

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions (see Section 6.6.1: Illness and misadventure — internal assessment)

Groups of students

When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an internal assessment session, principal-reported AARA should be implemented to provide opportunities for students to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Schools ensure that student provisional marks are submitted to the QCAA for confirmation by the dates outlined in the SEP calendar.

6.6.1 Illness and misadventure — internal assessment

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation (see Section 6.6.3: Supporting documentation) via the QCAA Portal.

6.6.2 Illness and misadventure — external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator (see Section 10.4: External assessment roles and responsibilities).

Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

Submitting an application for illness and misadventure for external assessment

A submission for Illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, may submit an application for illness and misadventure.

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.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate to verify a student's application for illness and misadventure.

6.6.3 Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

Currency of supporting documentation

Supporting documentation must cover the date of the assessment for which the application is made.

Timelines for applications

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation (see Section 9.4.2: Confirmation timelines).

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

6.7 Senior External Examination AARA

The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.

Schools submit applications on behalf of their enrolled students to the QCAA. Independent adult students not enrolled with a main learning provider should contact the QCAA for advice about submitting an application for AARA.

The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.

Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.

No alternative arrangements can be made if a student does not attend a scheduled written examination.

A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. Reasons for non-attendance may include illness or misadventure. A telephone examination may be arranged in extenuating circumstances. To support an application for illness and misadventure for the oral component of an examination, the following supporting documentation is required:

- a medical certificate that covers the oral examination date
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.

The student must submit the appropriate documentation to the QCAA within seven days of the date of the oral examination.

6.8 Reviewing a QCAA-approved AARA decision

A school may request a review of a decision about QCAA-approved AARA. The process and timeline for this review will depend on the type of assessment i.e. — internal or external. These processes and timelines will be communicated by the QCAA.

7 Academic integrity

7.1 Understanding academic integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — have responsibility for promoting and maintaining academic integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines in this handbook.

Schools promote academic integrity when they:

- emphasise the importance of ethical academic conduct and scholarship
- develop school processes to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly throughout the school community.

When students genuinely demonstrate their learning they achieve results based on their own work and effort. These results may lead to benefits such as certification, employment, university entry or awards.

7.1.1 Responsibilities for promoting academic integrity

Schools are responsible for fostering a learning environment that encourages mutual trust and respect. In doing so, schools develop processes for teaching, learning and assessment and develop an assessment policy (see Section 8.5: Developing school assessment policies).

Schools:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students.
- model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity.

7.1.2 Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment (see Section 8.5: Developing school assessment policies). Schools should use proactive strategies to minimise opportunities for academic misconduct.

Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • 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	<p>When:</p> <ul style="list-style-type: none"> • 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/ significant contribution of help	<p>A student:</p> <ul style="list-style-type: none"> • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.

Type of misconduct	Examples
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. A student completes a response to an assessment in place of another student.
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 without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

7.2 Promoting academic integrity

Schools and teachers can promote academic integrity by developing students' skills and modelling appropriate academic practice.

Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

7.2.1 Scaffolding

Scaffolding for teaching and learning

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

Scaffolding for assessment instruments

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own.

Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

7.2.2 Drafting

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Schools should have a school-based drafting policy with school-specific information about drafts.

Providing feedback on a draft

Teachers provide feedback on a maximum of one draft of each student's response.

Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

For more information about feedback in the broader context of a teaching, learning and assessment program, and the characteristics of effective feedback see Section 8.3: Feedback.

7.2.3 Managing response length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:

- indicate the depth of the response required
- encourage conciseness of the response
- ensure equity of conditions for all students
- meet the requirements for endorsement, where applicable.

Schools should develop school-based policies and procedures that encourage students to respond to assessment instruments within the required length.

Teachers:

- develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus
- implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject
- provide students with examples of responses that are within the required length
- model how to edit a response:
 - to meet length requirements
 - for relevance to the task and objectives being assessed
 - to respond to draft feedback

- provide students with feedback if the draft response is longer or shorter than the required length
- if a student submits a response that exceeds the required length, implement a strategy, such as not reading/viewing the response after the required length, e.g.
 - mark the student’s response using information up to the required length
 - annotate on the student’s response where they have stopped reading/viewing
 - note that the student’s response has exceeded the required length.

Students:

- respond to draft feedback to manage the length of their response
- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time.

Guidelines about the length of a response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

7.3 Ensuring academic integrity in assessment

7.3.1 Authenticating student responses

Accurate judgments of student achievement can only be made on genuine student assessment responses. Schools and teachers should have strategies in place to ensure authenticity of

student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Strategies for establishing authorship

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to:
 - sign a declaration of authenticity
 - submit a draft
 - submit the final response using plagiarism-detection software, where required
 - participate in interviews during and after the development of the final response.

Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 7.2.2: Drafting).

Inability to establish authorship

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

7.3.2 Administering external assessments

The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The *External assessment — administration guide* allows schools to administer the assessments using a consistent approach across the state, and ensuring student responses are their own.

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.

Schools:

- communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers
- maintain the security of external assessment materials
- provide supervision and conditions that comply with the external assessment schedule and guidelines.

School external assessment (SEA) coordinators:

- ensure that all external assessment guidelines and rules are shared with and understood by teachers and students
- supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.

Teachers:

- comply with rules and expectations when supervising the external assessment
- inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct
- report incidents of suspected or observed academic misconduct to the SEA coordinator.

Students:

- read and comply with the external assessment student rules and information provided by the school
- understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 7.1.2: Understanding academic misconduct)
- are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.

Breaches of the external assessment rules are a form of academic misconduct.

If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to:

- permit the student to complete the assessment
- inform the student that an academic misconduct incident report must be completed and submitted to the QCAA
- report an alleged incident of academic misconduct to the QCAA:
 - complete an academic misconduct incident report that includes:
 - a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment
 - a seating plan of each assessment room at all assessment venues
 - return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner.

External assessment — administration guide directions must be adhered to by all school staff and students. Non-compliance will be investigated by the QCAA. Examples of non-compliance include:

- rescheduling an external assessment without authorisation from the QCAA
- not keeping the external assessment materials secure prior to the scheduled assessment time
- accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA
- opening external assessment packages before the time appointed by the QCAA
- providing a student with undue assistance in the production of any work that contributes to their external assessment response
- leaving students unsupervised or inadequately supervised during external assessment
- allowing additional time for external assessment without authorisation from the QCAA
- administering unapproved access arrangements and reasonable adjustments (AARA).

For more information about the administration of external assessment, see Section 10: External assessment.

8 The assessment system

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 plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.¹

Assessment information has multiple uses, including:

- provision of feedback to teachers, such as
 - diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
 - identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance
- provision of feedback to students and parents/carers that gives
 - clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
 - evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

8.1 Principles and attributes of assessment

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning

¹ GN Masters 2014 'Assessment: Getting to the essence', *Designing the Future*, vol. 1, Aug 2014, Centre for Assessment Reform and Innovation (CARI), http://research.acer.edu.au/ar_misc/18.

- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

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

8.2 Assessment literacy

Assessment literacy is defined as the skills and knowledge teachers require to measure and support student learning through assessment.²

Teachers who are assessment literate:

- produce quality assessment
- demonstrate the required knowledge and skills to validly and reliably assess students' learning
- apply standards/descriptions consistently to and make judgments about students' learning/work
- interpret and apply the feedback and data from assessment to improve teaching and learning.

Students who are assessment literate are able to:

- understand the purpose of what they are doing
- understand the basis on which judgments will be made
- demonstrate this understanding through their engagement with assessment
- reflect on feedback and apply it in the future.

8.3 Feedback

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning.

How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.

To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing
- individualised

² Brookhart 2011 cited in C DeLuca, D LaPointe-McEwan & U Luhanga 2016, 'Approaches to classroom assessment inventory: A new instrument to support teacher assessment literacy', *Educational Assessment*, vol. 21, no. 4, pp. 248–266, <http://dx.doi.org/10.1080/10627197.2016.1236677>.

- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment.

For more information, see Section 7: Academic Integrity.

8.4 Assessment requirements

There are a range of syllabus types developed by the QCAA (see Section 4.1: Syllabuses) and each syllabus type has different assessment requirements. These requirements are described in each syllabus.

For assessment in each subject or course offered, access arrangements and reasonable adjustments (AARA) may be approved for eligible students. For more information about access arrangements and reasonable adjustments for the Senior External Examination, see Section 6: Access arrangements and reasonable adjustments (AARA).

As part of quality teaching and learning, schools should deconstruct instrument-specific standards matrixes with students to help them understand the requirements of assessment tasks.

8.4.1 Applied subjects

Planning an assessment program

Schools plan the assessment program as part of the study plan submitted for approval via the Study Plans application in the QCAA Portal. When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

Units 1 and 2

Schools develop a minimum of *two* and a maximum of *four* assessments from their approved study plan to match the techniques and conditions described in the syllabus and to reflect the local context.

Units 3 and 4

Schools develop a total of *four* summative internal assessment instruments from their approved study plan. Student responses to the assessments are marked by the school using an instrument-specific standards matrix (see below).

Applied syllabuses do not use external assessment. The exit folio, which includes only evidence of student work from Units 3 and 4, is used to determine a student's exit result. The A–E exit result is determined using the syllabus exit standards. Schools participate in quality assurance process as required.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix (ISSM) by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The ISSM is shared with students prior to completing the assessment and used as a tool for making judgments about the quality of students' responses to the assessment instrument. Schools develop assessment instruments to allow students to demonstrate the range of standards.

Assessment techniques

Schools design assessment instruments from the assessment techniques outlined in the syllabus.

There are eight assessment techniques used across the Applied syllabuses.

Assessment techniques	Purpose
Collection of work	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
Examination	An examination assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
Extended response	An extended response assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the preparation of the extended response, it is not the focus of this technique.
Investigation	An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Applied syllabuses, investigations involve research and follow an inquiry approach. Investigations provide an opportunity for assessment to be authentic and set in real-life contexts.
Performance	A performance assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills. Performance assessments involve student application of identified skill/s when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent.
Practical demonstration	A practical demonstration assesses the practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually and in a set timeframe.

Assessment techniques	Purpose
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time, and involves students applying identified skill/s in relevant contexts.
Project	A project assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

8.4.2 Applied (Essential) subjects

There are currently two Applied (Essential) syllabuses: Essential English and Essential Mathematics.

Units 1 and 2

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student responses for Units 1 and 2.

For Units 1 and 2, schools:

- develop at least *two* but no more than *four* assessments
- complete at least *one* assessment for *each* unit
- ensure that each unit objective is assessed at least once.

Units 3 and 4

Students will complete a total of *four* summative internal assessments, *three* developed by the school and the other, a common internal assessment (CIA), developed by the QCAA. These summative assessments are based on the learning described in Units 3 and 4 of the syllabus and provide evidence of student learning included in exit folios.

Summative assessment instruments from Units 3 and 4 must be endorsed before they are administered in schools.

Common internal assessment (CIA)

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the relevant syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA

- administered under supervised conditions in Unit 3
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over other summative internal assessment.

Instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

As part of quality teaching and learning, schools should deconstruct instrument-specific standards with students to help them understand the requirements of the assessment instrument.

Assessment techniques

Schools develop assessment instruments from the assessment techniques outlined in the syllabus. The Applied (Essential) syllabuses use the same assessment technique categories as the Applied syllabuses.

8.4.3 General subjects

Units 1 and 2

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. They determine the assessment program, tasks and marking guides used to assess student performance for Units 1 and 2.

Schools:

- develop at least *two* but no more than *four* assessments
- complete at least *one* assessment for *each* unit
- ensure that each unit objective is assessed at least once.

Units 3 and 4

Students complete a total of *four* summative assessments — three internal and one external. Confirmed results from the internal assessments are combined with the result from the external assessment, which is developed and marked by the QCAA, to produce the overall subject result. External assessment results are not privileged over summative internal assessment results.

Schools develop *three* summative internal assessments, which must be endorsed before they are administered with students.

- Schools submit provisional marks to the QCAA and summative internal assessment results are externally confirmed by QCAA assessors (see Section 9.4: General subjects — Confirming summative internal assessment judgments).

Instrument-specific marking guides

Each syllabus provides an instrument-specific marking guide (ISMG) for each summative internal assessment instrument.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should deconstruct ISMGs with students to help them understand the requirements of assessment tasks.

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment instrument.

External assessment

External assessment is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

Assessment techniques

Schools develop assessment instruments from the assessment techniques outlined in the syllabus. There are six assessment techniques that may be used for summative internal and external assessments in General subjects.

Assessment techniques	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.

Assessment techniques	Purpose
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

8.4.4 General (Extension) subjects

General (Extension) subjects are developmental courses of study consisting of two units that extend the related General subjects.

Assessment requirements are the same as for General subjects, Units 3 and 4.

8.4.5 General (Senior External Examination) subjects

Assessment for the Senior External Examination consists of individual subject examinations that are conducted during Term 4 annually. The assessment contributes 100% to the student result.

Currently, a small number of Language Senior External Examination subjects use syllabuses borrowed from other jurisdictions. The external assessments for these subjects are set, conducted and marked by the jurisdictions from which the syllabuses are borrowed.

Assessment requirements are outlined in each syllabus.

Senior External Examination venues

It is the role of Queensland schools, teaching centres and venues to host the Senior External Examinations (SEE) for their own candidates who are enrolled for tuition. These examinations are hosted using their own venue's rooms without cost to QCAA.

However, should such a school, teaching centre or venue be requested to host a student not enrolled for tuition at their own venue, an application to cover costs incurred may be made to QCAA prior to the event. This charge would be on a per student per day basis, provided the student can be accommodated at that school, teaching centre or venue.

Important dates and the examination timetable are published in the [Senior Education Profile \(SEP\) calendar](#).

For more information about the [Senior External Examination](#), see the QCAA website.

8.4.6 Short Courses

Short Courses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning outlined in the syllabus.

The A–E exit result is an on-balance judgment about how the qualities of the student's responses to the two assessments match the syllabus reporting standards.

Schools participate in QCAA quality assurance processes as required.

Instrument-specific standards

The syllabus provides instrument-specific standards for the two summative internal assessments. They describe the characteristics evident in student responses and align with the identified

assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Assessment techniques

There are five assessment techniques used in Short Courses.

Assessment techniques	Purpose
Examination	An examination assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
Extended response	An extended response assesses the interpretation, analysis/examination and/or evaluation of ideas and information. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.
Learning journal	A learning journal is a purposeful collection of entries and a record of activities that represent a student's reflections on their learning. A learning journal can be used to document a variety of information, ideas, thoughts, learning and working processes, decisions and reasons or justifications for these decisions.
Presentation	A presentation for a Short Course is the collection, interpretation, analysis and/or evaluation of data, using an inquiry approach. It provides opportunity for assessment to be authentic and set in a real-world or lifelike context. It is an independent task that requires students to examine an issue, particular situation or stimulus and communicate their findings to a live or virtual audience.
Project	A project assesses a response to a single task, situation and/or scenario in a unit of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

8.5 Developing school assessment policies

Schools develop and implement policies and procedures that encourage the participation and engagement of students in their learning and assessment.

Schools use the relevant QCAA guidelines, information in this handbook and QCAA syllabuses to develop a school-based assessment policy for Applied, Applied (Essentials), General and General (Extension) subjects and Short Courses. They use these to develop and administer assessment. School assessment policies allow schools to cater for their school context while ensuring that approaches across the state are comparable. Assessment policies:

- provide information to students about expectations for assessment and their responsibilities
- include guidelines for teachers and information to all staff about expectations and their roles and responsibilities
- are:
 - communicated clearly to teachers, students and parents/carers
 - enacted consistently across all subjects within the school
 - based on information in this handbook and QCAA guidelines and syllabuses.

Schools support teachers to ensure that school assessment policies are understood and enacted consistently.

The following information is intended to help schools develop assessment policies.

8.5.1 Engaging in learning and assessment

Students are expected to engage in the learning in the subject or course of study including the course objectives.

Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Summative assessment completion

Schools are responsible for ensuring that school communities are aware of the following assessment requirements. Schools should inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.

In circumstances where Access Arrangements and Reasonable Adjustments (AARA) (see Section 6: Access Arrangements and Reasonable Adjustments (AARA)) are not applicable, the following information should be used by schools.

Applied and Applied (Essential) subjects

When enrolled in Applied and Applied (Essential) subjects, students are expected to complete all course and assessment requirements. For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result. Schools are responsible for ensuring that students have opportunities to access assessment.

Where there is no evidence of a response to each summative assessment on or before the due date as set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

General and General (Extension) subjects

When enrolled in a General or General (Extension) subject, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment.

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

General (Senior External Examination) subject

When enrolled in a General (Senior External Examination) subject, students must complete the Senior External Examination to receive a subject result.

Short Courses

When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result.

Schools are responsible for ensuring that students have opportunities to access assessment. Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.

Non-submission of a final response

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.

External assessment completion

External assessment for General and General (Extension) subjects is summative. Students must complete external assessment on the date published on the QCAA website (see Section 10: External assessment).

8.5.2 Gathering evidence of student achievement

Schools are responsible for gathering evidence of student achievement on or before the due date for summative internal assessment instruments in all subjects for all units. The following guidelines do not apply to situations when a student is eligible for AARA, see Section 6: Access arrangements and reasonable adjustments (AARA).

Schools should be proactive in developing strategies to gather evidence about student achievement throughout the teaching, learning and assessment process. They should:

- establish effective strategies for gathering evidence before students submit or complete assessment tasks, e.g. class work, drafts, rehearsal notes, photographs of work, teacher observations
- establish school approaches to assessment practices, e.g. declared due dates for assessment tasks, approaches to ensure evidence is gathered on or before the assessment due date
- ensure information in this handbook and school-based policies are shared with school staff, students and their parents/carers, and that the procedures and processes are consistently applied across all subjects.
- provide points of intervention so that teachers, other school staff and parents/carers can provide support to prevent the non-submission of a response to assessment.

Non-submission of a student response

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

8.5.3 Developing and administering internal assessment

Schools have policies to manage development and administration of assessment, including making judgments and meeting quality assurance process requirements.

The following table summarises information for schools to consider including in school policies and procedures for staff and students to meet QCAA and school requirements in their school context.

Policy areas	Possible content for staff	Possible content for students
Expectations about engaging in learning and assessment	<ul style="list-style-type: none"> • strategies to inform students about expectations for engaging in learning and assessment 	<ul style="list-style-type: none"> • expectations about engaging in learning and assessment
Academic integrity For more information see Section 7: Academic integrity.	<ul style="list-style-type: none"> • strategies and /or requirements to: <ul style="list-style-type: none"> – develop shared understanding of academic integrity academic misconduct – plan teaching and learning, assessment design and implementation practices to ensure all student work is their own – model academic integrity 	<ul style="list-style-type: none"> • academic integrity and academic misconduct, including, for example, <ul style="list-style-type: none"> – completing the QCAA academic integrity course – understanding what it is to ‘submit your own work’ • strategies for managing academic misconduct
Scaffolding For more information see Section 7.2.1: Scaffolding	<ul style="list-style-type: none"> • using scaffolding in assessment that does not lead students to a predetermined answer or response and allows students to demonstrate the objectives being assessed 	
Access arrangements and reasonable adjustments (AARA) including illness and misadventure For more information see Sections 5, 6 and 7.	<ul style="list-style-type: none"> • internal processes to consider AARA, including: <ul style="list-style-type: none"> – roles and responsibilities for making decisions, collecting information and required evidence – application process – implementing principal-reported and QCAA-approved arrangements for assessment 	<ul style="list-style-type: none"> • purpose of the policy • eligibility • evidence required • application processes • school requirements

Policy areas	Possible content for staff	Possible content for students
<p>Due dates See Section 8.5.2: Gathering evidence of student achievement.</p>	<ul style="list-style-type: none"> processes to establish due dates for assessments that: <ul style="list-style-type: none"> align with syllabus requirements provide sufficient working time for students to complete the task allow for internal quality assurance processes enable timelines for QCAA quality assurance processes to be met are clear to teachers, students and parents/carers are consistently applied 	<ul style="list-style-type: none"> when assessment is due the requirement for the school to adhere to QCAA policies about due dates
<p>Authentication strategies For more information see Section 7.3.1: Authenticating student responses.</p>	<ul style="list-style-type: none"> school strategies which may include: <ul style="list-style-type: none"> teacher observation and supervision of students completing work requirements for submitting a draft 	<ul style="list-style-type: none"> school requirements which may include: <ul style="list-style-type: none"> requiring work to be completed in class signing a declaration submitting a draft
<p>Checkpoints</p>	<p>how schools monitor the work of students as part of a developmental process. Note that a draft is a specific type of checkpoint, described separately. Teachers may use defined checkpoints to:</p> <ul style="list-style-type: none"> clarify assessment expectations for students (e.g. task requirements, how judgments are made) discuss progress towards the task completion help students develop strategies to submit assessment by the due date gather evidence on or before the due date provide points of intervention, if needed embed authentication strategies 	<ul style="list-style-type: none"> meeting school requirements such as checkpoints
<p>A draft For more information see Section 7.2.2: Drafting.</p>	<ul style="list-style-type: none"> providing feedback on <i>one</i> draft student response that maintains the integrity of the assessment and allows students to demonstrate what they know and can do 	<ul style="list-style-type: none"> when and how to submit a draft for assessment the type of feedback they may receive and how to respond to feedback on the draft

Policy areas	Possible content for staff	Possible content for students
<p>Collecting and storing assessment information See Section 9: Internal assessment.</p>	<ul style="list-style-type: none"> • internal processes to collect and store assessment information including assessment instruments, student work and results that: <ul style="list-style-type: none"> – includes when, where, who and how this is to happen – allows the school to meet requirements of the syllabus and quality assurance processes – includes maintaining this information for the required length of time 	<ul style="list-style-type: none"> • what students need to produce in response to assessment e.g. conditions such as length, file types, etc. • how to submit responses to assessment e.g. date, time, location • processes for submitting assessment
<p>Internal quality assurance</p>	<ul style="list-style-type: none"> • school quality assurance processes that may be conducted within or across learning areas for: <ul style="list-style-type: none"> – assessment instruments before being submitted for endorsement and/or being administered with students – judgments about student work contributing to reporting and results, e.g. cross-marking 	<ul style="list-style-type: none"> • internal processes that may occur before their results are provided, for example, cross-marked
<p>Status of results for summative internal assessment</p>	<ul style="list-style-type: none"> • strategies for providing information about results to students and parents 	<ul style="list-style-type: none"> • external processes that may occur before their results are provided, for example: <ul style="list-style-type: none"> – all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes
<p>Appropriate materials <i>Note:</i> Submissions provided to the QCAA as part of quality assurance processes should not contain materials that may offend, humiliate or intimidate employees working for, or on behalf of, the QCAA.</p>	<ul style="list-style-type: none"> • choosing and monitoring the use of texts and stimulus materials in teaching and learning and the production of work by students • schools determine the appropriateness of particular topics, texts, materials and areas of study for their students. 	<ul style="list-style-type: none"> • considerations of appropriateness when producing materials

9 Internal assessment — Quality assurance

A partnership between schools and the Queensland Curriculum and Assessment Authority (QCAA) underpins the quality management system for internal assessment. The quality management system describes the principles and processes required for the quality assurance related to internal assessment for Applied, Applied (Essential), General and General (Extension) subjects and Short Courses.

The QCAA quality assurance processes support schools to develop and implement assessment instruments and ensure consistency of judgments about student responses. The processes support the continual improvement of assessment practices in schools.

Principles of quality assurance

Quality assurance processes incorporate the following principles.

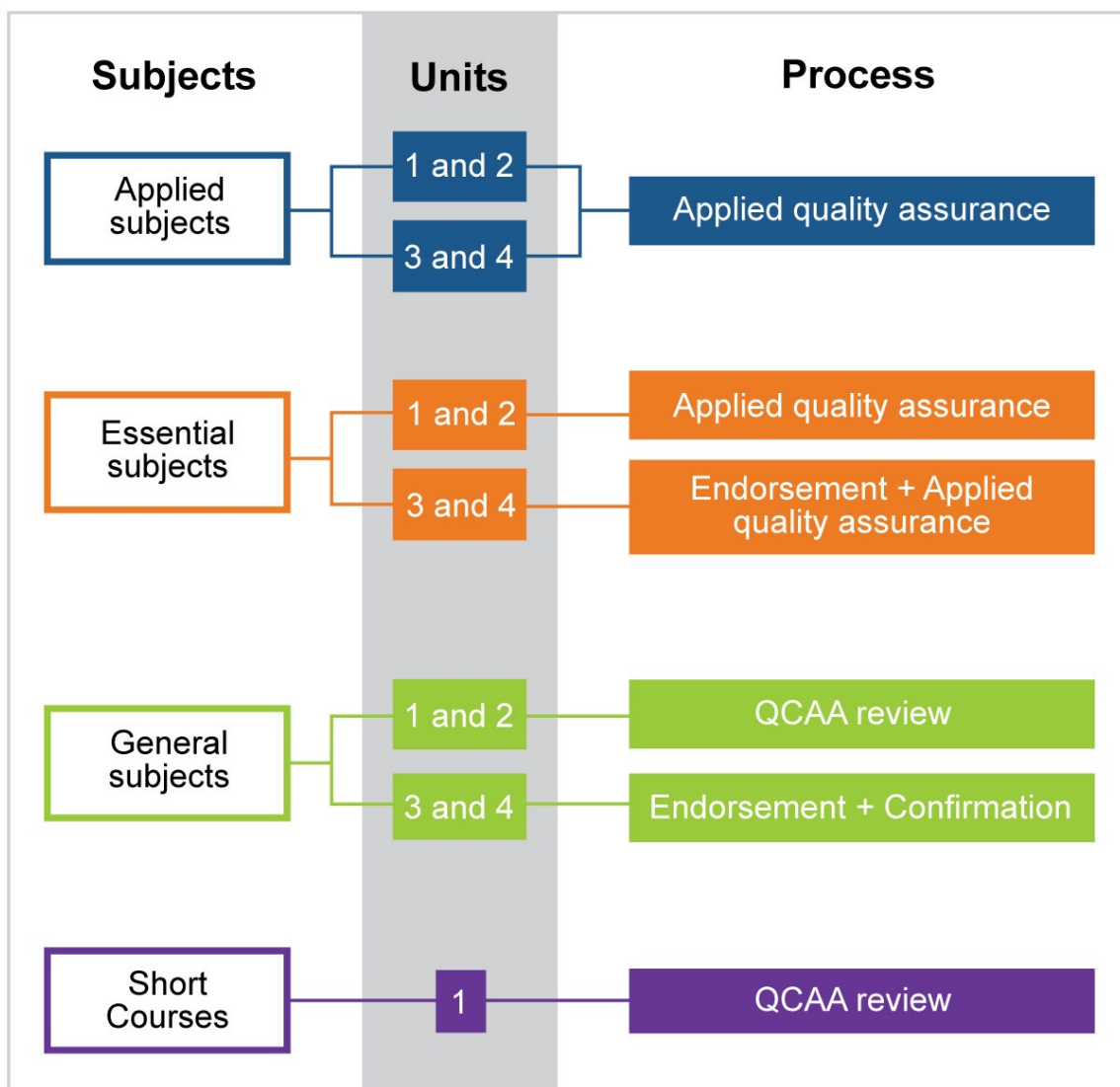
- There is alignment between teaching, learning and assessment.
- Teachers implement syllabuses and develop teaching, learning and assessment for students in their local context.
- Teachers make judgments about student achievement using evidence in student work.
- Feedback and professional conversations promote continuous improvement.
- Quality assurance processes help teachers to improve teaching and inform assessment practices.

Quality assurance processes for internal assessment

The QCAA operates quality assurance processes for internal assessment in Applied, Applied (Essential), General, General (Extension) subjects and Short Courses.

The following diagram provides an overview of the quality assurance processes by subject type.

Overview of quality assurance processes for internal assessment



9.1 Applied and Applied (Essential) subjects

An Applied and Applied (Essential) quality assurance process occurs annually in the summative year, generally at the beginning of Semester 2. All schools that offer Applied and Applied (Essential) subjects and for which results have been recorded for Units 1 and 2 (satisfactory or unsatisfactory), and those schools that have students enrolled to complete Units 3 and 4, are to participate in this process. The QCAA determines the number of samples reviewed in any year, and the sampling pattern.

Teacher experts review Applied and Applied (Essential) subjects in the summative year at an Applied quality assurance (Applied QA) event. Timelines for activities related to the events are published in the SEP calendar.

9.1.1 Applied subjects

There are two key parts of Applied QA:

- approval of study plans
- review of assessment, student responses and teacher judgments.

Approving study plans

Schools offering an Applied subject require a QCAA-approved study plan. Schools create and submit study plans in the Study Plans application via the QCAA Portal. QCAA officers review and approve study plans.

Study plans outline student learning and assessment. Each study plan is the school's plan of how the course of study will be delivered and assessed based on the relevant Applied syllabus. To be approved, the study plan must meet syllabus requirements. To plan the course of study, schools use the syllabus and the *Study plan requirements* resource available in the School Portal.

Schools must submit a study plan and have it approved prior to implementation.

Reviewing assessment and judgments

The QCAA identifies the subjects to be reviewed after results for Units 1 and 2 have been submitted by schools via the Student Management application. The QCAA determines the sampling pattern and the specific student work required for review and notifies schools.

For each student sampled, the school submits to the QCAA:

- all Unit 1 and 2 assessment instruments (a minimum of 2 and maximum of 4) developed by the school, and relevant stimulus material where applicable
- the student responses to Units 1 and 2 assessment instruments, with judgments made on marking schemes
- summative internal assessment instruments developed by the school for Unit 3
- student responses to summative assessment instruments for Unit 3, with judgments made on standards matrixes.

The Applied quality assurance process provides schools with advice about assessment and judgments.

- Assessment instruments developed by the school:
 - match the school's approved study plan
 - meet syllabus requirements
 - allow students to demonstrate the syllabus objectives as required.
- Judgments made using the evidence in student responses to the assessments:
 - match the exit standards used to determine the satisfactory or unsatisfactory result in each dimension for Units 1 and 2 (see Section 11: Reporting results)
 - are accurately aligned with the A–E results identified on the instrument-specific standards matrixes for Unit 3.

Schools receive advice about their Applied quality assurance submissions. Advice is used by schools as part of the process of continual improvement and to reflect on:

- assessment instrument development and coverage of the syllabus objectives across Units 1, 2 and 3
- judgments and use of the exit standards matrix to determine a satisfactory or unsatisfactory result for Units 1 and 2
- judgments about match of evidence in student responses with the standards, before making decisions about exit results.
- alignment to the approved study plan.

9.1.2 Applied (Essential) subjects

Essential English and Essential Mathematics are quality assured by:

- endorsement of summative assessment
- administration of a common internal assessment (CIA) in the summative year
- review of assessment, student responses and teacher judgments.

Endorsement

Schools submit three summative assessments for endorsement. The timelines are identified in the SEP calendar and the requirements are described in Section 9.3: General subjects — Endorsing summative internal assessments.

The QCAA determines the subjects, the sampling pattern and the specific student work required for review after results for Units 1 and 2 have been submitted by schools via the Student Management application, and notifies schools. For each student sampled, the school submits to the QCAA:

- all Units 1 and 2 assessment instruments (a minimum of 2 and a maximum of 4) developed by the school, and relevant stimulus material where applicable
- student responses to Units 1 and 2 assessment instruments, with judgments made on marking schemes
- endorsed summative internal assessment instruments developed by the school
- student responses to endorsed summative assessment instruments for Unit 3, and to the common internal assessment instrument (CIA), with judgments made on standards matrixes.

Reviewing assessment and judgments

For Essential English and Essential Mathematics subjects, the quality assurance process provides schools with advice about assessment and judgments:

- Assessment instruments developed by the school allow students to demonstrate the unit objectives as required.
- Judgments made using the evidence in student responses to the assessments:
 - match the syllabus reporting standards
 - reflect the satisfactory or unsatisfactory result recorded by the school for each sampled student for each unit (see Section 11: Reporting results)
 - are accurately aligned with the A–E results identified on the instrument-specific standards matrixes for Unit 3, including responses to the CIA.

9.1.3 Intervention process

Schools identified through the quality assurance of Applied and Applied (Essential) subjects as needing additional support will be required to participate in an intervention process.

In this process, schools may be asked to:

- provide additional samples of student work
- address areas of concern that have been identified through the quality assurance process.

9.2 General subjects — Unit 1 and 2 assessment

A QCAA review of assessment from Units 1 and 2 for General subjects occurs annually, generally early in the summative year after Units 1 and 2 assessments have been completed. All schools that offer General subjects and for which a result has been reported for Units 1 and 2 (satisfactory or unsatisfactory) are to participate in this process; however, not every subject offered by a school will be reviewed annually. The QCAA determines which subjects are reviewed in any year.

Units 1 and 2 of General subjects are quality assured by:

- QCAA review of assessment, student responses and teacher judgments.

Schools are notified which subjects and which students are required for review. For each student sampled, the school submits to the QCAA:

- all Unit 1 and 2 assessment instruments (a minimum of 2 and maximum of 4) developed by the school, and relevant stimulus material where applicable
- the student responses to assessment instruments used to inform judgments about the student's demonstration of the unit objectives, and a satisfactory or unsatisfactory result for Units 1 and 2.

The QCAA review is a quality assurance process that provides schools with advice about assessment and judgments:

- Assessment instruments developed by the school
 - allow students to demonstrate the unit objectives as required.
- Judgments made using the evidence in student responses to the assessments match the reporting standards used to determine the satisfactory or unsatisfactory result reported by the school for each unit (see Section 11: Reporting results).

Schools receive advice about the submission, by subject. Advice is used by schools as part of the process of continual improvement and to reflect on:

- assessment instrument development and coverage of the unit objectives in Units 1 and 2
- judgments and use of the reporting standards to determine a satisfactory or unsatisfactory result.

9.3 General subjects — Endorsing summative internal assessments

Endorsement is an annual quality assurance process applied to summative internal assessment instruments of:

- Essential English
- Essential Mathematics
- all General subjects, including General (Extension) subjects.

Endorsement gives schools confidence that their assessment instruments provide valid opportunities for students to demonstrate what they know and can do. Endorsement builds teachers' capacity to develop quality assessment that is comparable across Queensland schools.

Summative assessment instruments from Units 3 and 4 must be endorsed by QCAA-trained endorsers before they can be administered in schools. Schools submit the three summative internal assessment instruments and their supporting documents via the QCAA Portal, according to the timelines provided in the SEP calendar.

Additional assessment that is not specified in syllabuses is considered formative assessment and does not contribute to students' results for a course of study. They are not part of the endorsement process.

In the initial years of implementation, schools can submit only one version of an assessment instrument for endorsement, to be used with a cohort of students. Schools are responsible for maintaining the integrity and authenticity of the endorsed assessment instrument when administering it with their students.

9.3.1 Developing assessment instruments for endorsement

The QCAA provides the following resources to help schools develop effective assessment instruments that meet the requirements for endorsement:

- detailed assessment specifications and conditions information in each syllabus
- sample assessment instruments available via the QCAA Portal
- instrument-specific assessment templates
- instrument-specific quality assurance tools for each syllabus, which include evaluation criteria (see Section 9.3.2)
- a professional learning program (see [Accreditation](#) on the QCAA website)
- consultation with QCAA subject officers
- a timeline for endorsement applications for Essential English, Essential Mathematics and all General and General (Extension) syllabuses in the SEP calendar.

The instrument-specific assessment templates are specific to each assessment instrument and syllabus. Summative internal assessment instruments are developed in the templates provided. These include:

- space to include school details (visible only to the school)
- prepopulated conditions
- free-text sections to construct assessment items

- space for brief stimulus items, if required. Schools can submit large stimulus items, audio and audio-visual files, or additional supporting materials, such as data or answer schemes, separately via the QCAA Portal. Details about acceptable file types and sizes for attachments are provided with syllabus support materials in the QCAA Portal.
- the instrument-specific marking guide (ISMG) for General and General (Extension) syllabuses or instrument-specific standards matrix (ISSM) for Essential English and Essential Mathematics — schools cannot modify the ISMG or ISSM.

Schools determine which staff are given editor rights in the QCAA Portal, to develop assessment instruments. Schools also determine which staff are given approver rights in the QCAA Portal. The approver/s ensure that internal quality assurance processes have been implemented and the assessment instrument is ready for submission. Further information about roles in the Endorsement application can be found in the QCAA Portal.

In the initial years of implementation, schools can submit only one assessment instrument for endorsement, for use with a cohort of students.

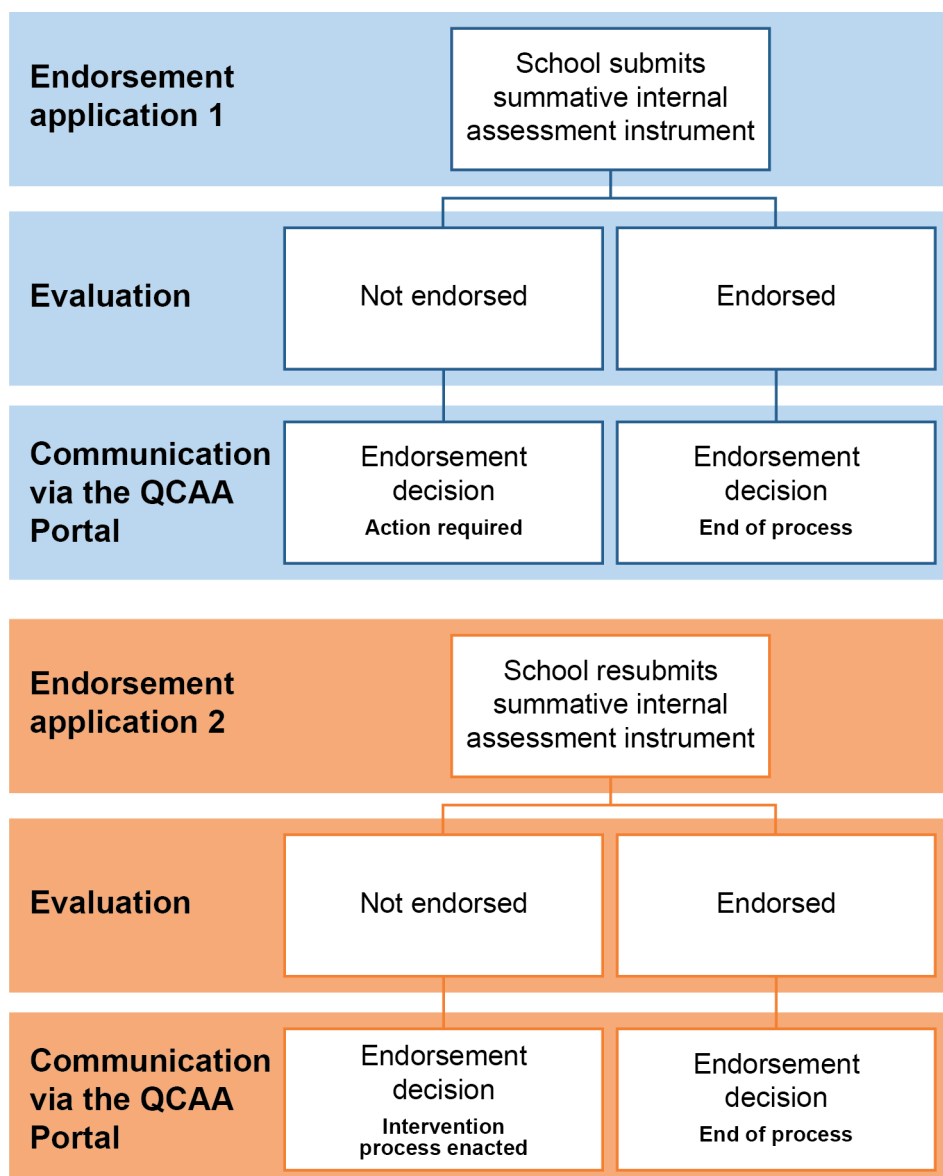
For endorsement, an assessment instrument is comprised of:

- item/s constructed in the assessment template
- the ISMG or ISSM provided
- stimulus, if required
- an answer scheme, for short/combination response examinations (refer to syllabus-specific support materials in the QCAA Portal about requirements for the answer scheme).

9.3.2 Endorsement application process

The QCAA is responsible for managing the endorsement process, providing endorsement information and support to schools and training teachers with subject expertise to evaluate assessment instruments for endorsement.

Overview of the endorsement application process



Applying for endorsement

Schools submit the summative internal assessment instrument and any supporting materials (e.g. stimulus, data and answer schemes) via the QCAA Portal on or before the due date specified in the SEP calendar.

Each school must develop and submit their assessment instruments through the QCAA Portal. There is no facility to share assessment instruments.

Following the submission of an endorsement application, each summative internal assessment instrument is evaluated by a QCAA endorser and a lead endorser. Endorsement decisions are based on the demonstration of two of the attributes of quality assessment — validity and accessibility.

The endorser and lead endorser use the instrument-specific *Assessment evaluation* to determine whether the assessment instrument meets the requirements for endorsement (see Section 9.3.3).

Assessment evaluation

QCAA assessors for endorsement use the *Assessment evaluation* to ensure consistency when reviewing summative internal assessment instruments. The *Assessment evaluation* is an online form located in the QCAA Portal that is based on the attributes of quality assessment and information specific to each assessment instrument, as described in the syllabus. Schools must satisfy all criteria on the *Assessment evaluation* for the summative internal assessment instrument to be endorsed.

The *Assessment evaluation* criteria are based on the priorities of assessment (see Accreditation professional learning Course 1: Principles of quality assessment) and refer to:

- opportunities for students to demonstrate relevant subject matter and assessment objectives
- opportunities to demonstrate the range of performance levels/syllabus standards
- alignment to assessment specifications for the technique
- conventions for item construction
- scope and scale of the assessment items for the defined syllabus conditions
- authentication strategies for the assessment instrument
- scaffolding that informs students about the requirements for their response
- language and layout for the technique and intended audience.

Schools can access quality assurance tools via the QCAA Portal, Syllabus or Endorsement applications, to internally quality assure their own assessment instruments before they are submitted for endorsement. These quality assurance tools align to the *Assessment evaluation* that is used by QCAA endorsers and lead endorsers.

Endorsement decision

The *Endorsement decision* is the official record provided to schools to communicate the endorsement outcome for each summative internal assessment instrument and signify the close of an endorsement application. It is completed by the lead endorser or chief endorser and is recorded in the QCAA Portal.

Information provided through the *Endorsement decision* can be viewed by the principal or principal's delegate for the school via the QCAA Portal.

There is no conditional endorsement: assessment instruments are endorsed, or not endorsed.

If the summative internal assessment instrument is endorsed, the school can administer it with students. All endorsed materials remain in the QCAA Portal to support the confirmation process.

If an assessment instrument is not endorsed at the first application, the *Endorsement decision* also communicates:

- timelines and procedures for application 2
- directives that must be followed by the school to meet the endorsement criteria that were not met (see Section 5.3.3 Assessment evaluation).
- contact details for the lead endorser who evaluated the assessment instrument. Schools can consult with the lead endorser to seek clarification about the endorsement directives, if required, via telephone or email.

If the summative internal assessment instrument is not endorsed after the first application, schools must follow the directives given in the *Endorsement decision* before applying internal

quality assurance processes and submitting a second application for endorsement. The same endorsement process is applied to instruments for application 2.

Continuous improvement

Chief endorsers sample schools' summative internal assessment instruments and *Endorsement decisions* to provide advice to the QCAA about the effectiveness of the endorsement process. The chief endorser for each subject prepares an annual subject report to communicate findings of the endorsement process, which is available to schools to inform future practice.

Process for instruments that are not endorsed after the second application

Summative internal assessment instruments for Essential English, Essential Mathematics, General and General (Extension) subjects must be endorsed before being administered with students. Endorsement ensures a valid assessment instrument that meets syllabus requirements is used in the confirmation of student achievement.

If a school's second application for endorsement of a summative internal assessment instrument is unsuccessful, endorsement intervention strategies are used to support the school to meet requirements for endorsement. The QCAA does not provide schools with summative internal assessment instruments.

Level 1 Intervention: Individual assessment instrument

If a school cannot achieve endorsement of a summative internal assessment instrument after two applications, the QCAA determines timelines and procedures to ensure that consultation between the principal's delegate and the chief endorser occurs, and that the school makes the identified changes to the assessment instrument. The process is as follows.

- A lead endorser notifies the QCAA that the summative internal assessment instrument is not endorsed. At this stage, the instrument is locked and cannot be edited.
- The QCAA contacts the school to identify the support required, and to clarify the intervention strategy and the timelines to be met.
- The QCAA provides the summative internal assessment instrument and endorsement directives from the lead endorser to the chief endorser to enable consultation with the school. The chief endorser may also consult with relevant QCAA officers as required. The chief endorser communicates the changes required for the summative internal assessment instrument to be endorsed in consultation with the principal's delegate. The chief endorser unlocks the assessment instrument to enable the school to make the required changes.
- The school resubmits the summative internal assessment instrument once the required changes have been made and internal quality assurance processes have been applied.
- The chief endorser evaluates the assessment instrument using the *Assessment evaluation* which generates the *Endorsement decision*. Once the school receives notification the instrument is endorsed it can be administered with students.

Level 2 Intervention: Multiple assessment instruments

If multiple assessment instruments submitted by a school cannot be endorsed, the QCAA contacts the principal or principal's delegate to identify the strategies and additional support required to resolve systemic issues. Schools may work with both the chief endorser and other staff of the QCAA to address systemic assessment issues.

9.3.3 Amending an endorsed assessment instrument

Only summative internal assessment instruments that have been endorsed can be used with students.

After endorsement, a school may wish to amend endorsed assessment items before the summative internal assessment instrument is administered with the cohort of students.

An amendment to an endorsed summative internal assessment instrument may include substitution of stimulus items, questions or topic.

An amendment is not an adjustment for access arrangements and reasonable adjustments (AARA), nor is it used to cater for students who were absent at the time of assessment. An amendment to an endorsed instrument occurs prior to the instrument being administered to students, and may be required where, for example:

- the task becomes unsuitable for use in the school context
- a text or stimulus becomes unsuitable for use in the school context
- the integrity of the assessment instrument can no longer be guaranteed
- a required resource becomes unavailable for use
- administering the endorsed task as is would pose a significant safety risk to students.

For endorsement procedures for AARA, and illness and misadventure.

To apply to amend an endorsed assessment instrument, schools briefly summarise the reason for the amendment, and submit the proposed amended assessment instrument, with any relevant materials (e.g. answer scheme, stimulus), via the QCAA Portal.

The QCAA lead endorser who endorsed the summative internal assessment instrument in the first instance evaluates the amended instrument and communicates the endorsement decision via the QCAA Portal.

As an amendment must be completed within a defined time, schools can have one application for endorsement for each amended assessment instrument. If an amended assessment instrument cannot be endorsed, the school is required to administer the summative internal assessment instrument that was endorsed.

9.3.4 Endorsement timelines

Timelines for key communications between the QCAA and schools, and specific dates for endorsement, are provided in the Senior Education Profile (SEP) calendar and through the QCAA Portal.

Endorsement occurs each year over two events.

The sequence of assessment instruments submitted for endorsement is not the same for all subjects. Due to the common internal assessment instrument for Essential English and Essential Mathematics, schools submit one instrument at event 1 and two instruments at event 2. Schools should consult the Endorsement application's dashboard for the due date to submit their assessment instruments via the application in the QCAA Portal.

General and General (Extension) syllabuses

- The first two summative internal assessment instruments for each General and General (Extension) syllabus are identified in the school's assessment implementation information in Student Management. Typically, summative internal assessment 1 (IA1) and summative

internal assessment (IA2) are endorsed during Term 3 of the year in which Year 11 is undertaken.

- The third summative internal assessment instrument, typically summative internal assessment 3 (IA3), is endorsed during Term 1 of the year in which Year 12 is undertaken.

Essential English and Essential Mathematics

- For Essential English and Essential Mathematics, the first summative internal assessment instrument is identified in the school's assessment implementation information in Student Management. Typically, summative internal assessment 1 (IA1) is endorsed during Term 3 of the year in which Year 11 is undertaken.
- The last two summative internal assessment instruments, typically summative internal assessment 3 (IA3) and summative internal assessment 4 (IA4), are endorsed during Term 1 of the year in which Year 12 is undertaken.
- There is no endorsement for IA2, which is a common internal assessment instrument (CIA) developed by the QCAA.

Overview of endorsement

Activity	Event 1 (Term 3)	Event 2 (Term 1)
Application 1 submissions due	Week 5	Week 1
Application 1 endorsement meeting	Week 6	Week 2
<i>Endorsement decision</i> provided to schools	Week 7	Week 3
Consultation and directives actioned	Weeks 8 and 9	Weeks 4 and 5
Application 2 submissions due	Week 9	Week 5

9.3.5 Endorsement and emergent circumstances

The QCAA recognises that circumstances beyond a school's control may emerge that affect the school's capacity to administer an endorsed assessment instrument within the timelines for summative internal assessment instruments.

Emergent circumstances could include, but are not limited to:

- compromised security for examinations that prevent the intent of the assessment technique being met
- a change to an elective topic required immediately before teaching the unit of work to minimise significant distress for the cohort of students, due to an unforeseen issue in the local context.

Emergent circumstances may affect:

- security of the endorsed assessment instrument for a cohort of students and authenticity of student responses to the endorsed instrument
- suitability of the endorsed assessment instrument for use with students
- timelines for marking and reporting student achievement for confirmation.

If an emergent situation occurs, the principal or principal's delegate should contact the QCAA immediately. The QCAA will advise on the required management strategy and timelines for implementation of the strategy.

One or more of the following strategies may apply as appropriate:

- the QCAA grants an extension to quality assurance timelines for the cohort of affected students in the subject
- the school submits a new summative internal assessment instrument for endorsement and administration with students — this could include amending the endorsed assessment instrument or developing a new assessment instrument, or
- the school uses a previously endorsed summative internal assessment instrument with students, if suitable.

Schools notify the QCAA of principal-reported AARA via the QCAA Portal. They do not submit a separate assessment instrument for endorsement for students requiring AARA.

Endorsement requirements for illness and misadventure

Illness and misadventure may prevent a single student or a group of students from participating in a summative internal assessment instrument at the same time as other students in the cohort (see Section 6: Access arrangements or reasonable adjustments (AARA)). Where possible, schools should implement strategies that maintain the integrity of the endorsed assessment instrument, which includes being able to authenticate a student's response as their own. In most cases, students affected by illness and misadventure should be able to complete the endorsed assessment instrument.

If the school has determined that the integrity of the endorsed assessment instrument is compromised for one or more students affected by illness or misadventure they should contact QCAA, who provides advice about the most suitable course of action. This might include the development of a comparable assessment.

If a new assessment instrument must be endorsed, the QCAA provides procedures and timelines for submission. Changes to an endorsed assessment instrument due to access arrangements or reasonable adjustments (AARA) may have an impact on confirmation processes (see Section 9.4.3: Confirmation and AARA).

Developing a comparable assessment instrument

A comparable assessment instrument is an alternative assessment instrument that is used when an endorsed assessment instrument cannot be used for an individual student or small groups of students within the cohort. Situations or scenarios occasioning use of a comparable assessment instrument could include:

- the integrity of an endorsed assessment instrument has been compromised
- an emergent situation where administration of an endorsed assessment instrument was interrupted
- illness preventing a student from attending an examination.

A comparable assessment instrument allows students to use knowledge and skills required for the endorsed assessment instrument and is designed to gather the evidence of student learning using the assessment objectives, ISMG or ISSM and topics of the syllabus.

In the case that a school has determined a comparable assessment instrument needs to be developed, the school should contact the QCAA for support and advice.

The following adjustments are accepted without the school applying for endorsement. Schools are best placed to make decisions about the amount of adjustment made to the endorsed assessment instrument, which may include replacement of items or variation to:

- the stimulus material
- text within questions
- numbers within equations
- parameters in short response questions.

The school notifies QCAA when submitting provisional marks for confirmation. (See Section 9.4.1: Confirmation process).

9.3.6 Applying for review of an endorsement decision

Following the close of the endorsement event, schools may request a review of an endorsement decision.

- The principal or principal's delegate completes the *Endorsement decision* review request via the QCAA Portal, briefly summarising the reason for the review.
- The QCAA facilitates the review of the summative internal assessment instrument.
- The QCAA completes the *Endorsement decision* and notifies the school via the QCAA Portal.

There is no subsequent application process for further review to the QCAA.

9.4 General subjects — Confirming summative internal assessment judgments

Confirmation is an annual quality assurance process for General and General (Extension) senior subjects based on the reliability attribute of quality assessment. Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.

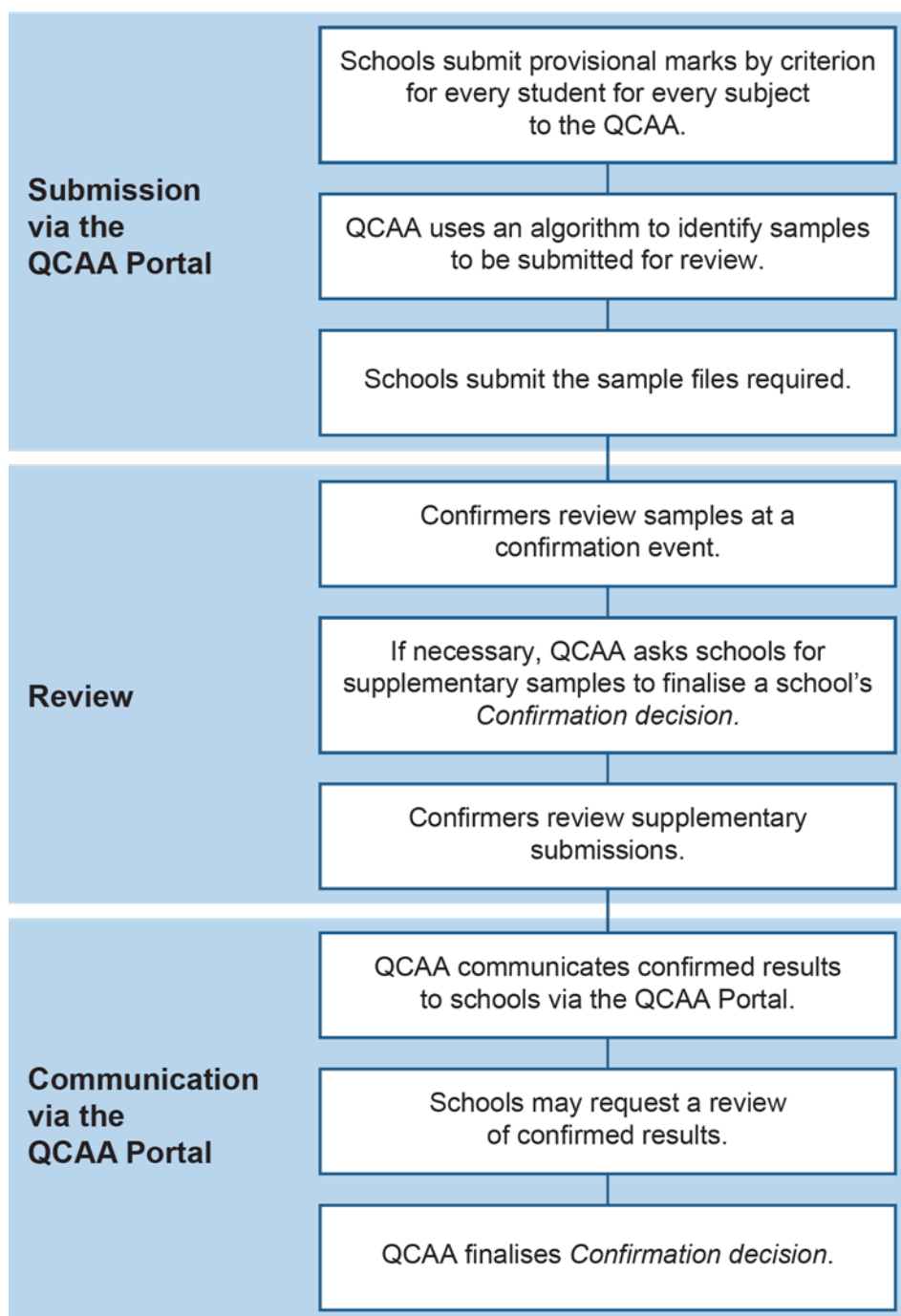
Confirmers review a selected sample of student responses to summative internal assessment instruments to check that the application of the instrument-specific marking guide (ISMG) is accurate and consistent. The QCAA makes the final decision about student results.

Overall subject results for General and General (Extension) subjects are determined by a student's confirmed results in the three summative internal assessment instruments specified by the relevant syllabus, and the summative external assessment (see Section 11.5.2: QCAA reporting in General and General (Extension) subjects).

9.4.1 Confirmation process

The QCAA is responsible for managing the confirmation process and notifying schools of confirmation decisions.

Overview of the confirmation process



Throughout the process, the QCAA supports schools and trains teachers with subject expertise to review samples for confirmation.

The QCAA provides the following resources to help schools make judgments about summative internal assessment instruments and prepare for confirmation:

- detailed assessment specifications and instrument-specific marking guides in each syllabus
- sample annotated student responses in the QCAA Portal
- syllabus-specific information about confirmation submissions in the QCAA Portal
- training and resources for schools and confirmers

- an online professional learning program (Course 1: Attributes of quality assessment and Course 3: Understanding and using marking guides)
- consultation with QCAA subject officers
- timelines for confirmation activities, published in the SEP calendar.

Determining provisional marks

Schools are responsible for administering three endorsed summative internal assessment instruments to students of General and General (Extension) subjects. Teachers ensure that they gather and store evidence of each student's response to each assessment instrument. Teachers make judgments about the evidence in students' responses using the ISMG to indicate the alignment of student work with performance level descriptors, and award a mark for each criterion assessed by the assessment instrument. These are provisional marks.

Schools may provide students with provisional marks by criterion for summative internal assessment instruments, prior to confirmation. However, confirmed results may differ to the provisional marks determined by the school.

Annotated instrument-specific marking guides (ISMGs) and teacher feedback

Schools make decisions about teacher feedback/comments on student work.

Annotated ISMGs need to clearly indicate the characteristics evident in the student response and the mark awarded for each criterion.

For instruments that use ISMGs with percentages for performance levels cut-offs, the student response needs to be annotated to clearly indicate how the student was marked against the endorsed marking scheme (e.g. ticks and crosses).

For ease of scanning and electronic submission, teachers should:

- use white paper of scannable quality for all assessment papers, including response booklets
- indicate judgments legibly on ISMGs
- if teachers provide feedback/comments on responses for students, ensure these are clearly discernible from the student responses.

Submitting provisional marks to the QCAA for confirmation

The QCAA publishes timelines for submission of provisional marks in the SEP calendar. The principal or principal's delegate ensures the accurate submission of provisional marks.

In accordance with judgments made on ISMGs, schools enter provisional marks by criterion for each student. Each General and General (Extension) senior syllabus specifies the maximum number of marks by criterion for each summative internal assessment.

Schools also notify the QCAA where a comparable assessment instrument has been used for one or more students when submitting provisional marks.

If provisional mark data appears to be inaccurate or missing, the QCAA notifies principals via the QCAA Portal. Schools then check the accuracy of their provisional mark data and, if required, amend it within the timelines specified.

Identifying samples for review

The QCAA uses provisional marks to identify the samples that schools are required to submit for confirmation. Confirmation samples are representative of the school's decisions about the quality

of student work in relation to the ISMG and are used to make decisions about the results of the cohort.

Each school has a unique sampling design, based on the:

- distribution of achievement for each subject's cohort
- number of students enrolled in each subject's cohort
- confirmation decisions for the school in previous years (from 2021).

The number of samples required for confirmation from a school for any subject may differ at each confirmation event, and may also be different from the number at another school offering the subject with the same or similar cohort numbers.

Any individual student may be sampled multiple times in one or more subjects, once, or not at all during the confirmation process.

The QCAA notifies each school via the QCAA Portal of which samples are required for confirmation, by student Learning Unique Identifier (LUI). The school cannot amend the samples required by the QCAA.

Submitting samples for confirmation

In preparation for confirmation, schools should collect and store responses used to make judgments and award provisional marks by criterion for each student for each summative internal assessment instrument. Schools should be prepared to electronically submit samples of student responses identified by the QCAA via the QCAA Portal, for each summative internal assessment instrument administered.

The QCAA provides detailed, syllabus-specific confirmation submission information for each General and General (Extension) syllabus via the QCAA Portal, setting out recommended practices for gathering student responses and submitting samples for confirmation.

The principal or principal's delegate is responsible for ensuring the accuracy and completeness of the required files before submitting them via the QCAA Portal.

Schools submit the sample files required by the due date. Files must include the complete student response to the summative internal assessment instrument. There is no opportunity to submit additional materials for a sample after the due date.

Schools use the *Confirmation submission checklist* to ensure the required materials are provided, including:

- the annotated ISMG, indicating which performance level descriptors and criteria or criterion marks were allocated
- the student response to the summative internal assessment instrument
- any supporting documentation specified by the QCAA.

Schools do not submit student draft work, except where the draft work was used to award provisional mark/s.

Comparable assessment instruments at confirmation

If a comparable assessment instrument has been administered to one or more of the sample students, the comparable assessment instrument must be submitted with the student response (see Section 9.3.5 Endorsement and emergent circumstances).

Variation to confirmation submission

If there are problems with submitting any of the samples requested by the QCAA, a school may apply for a *Variation to contents of student sample*. Only one application may be submitted by the principal or principal's delegate, covering all samples in all subjects. Variations are only permitted in extreme circumstances, such as the student work, or a significant part of the student work, for a nominated sample having been lost or destroyed.

The QCAA reviews the school's application for *Variation to confirmation submission* and determines:

- whether material for the original required sample should be submitted, where it is available
- whether alternative sample/s should be submitted, and if so, which one/s.

If the QCAA identifies a continued pattern of applications for *Variation to confirmation submission* for a school or subject, intervention action may be taken.

Alternative submission strategy

An alternative strategy for submission of files is provided to schools who have not been able to submit files via the QCAA Portal. The alternative submission is available upon request by the principal or principal's delegate via the QCAA Portal.

The principal or principal's delegate is responsible for the complete, accurate and timely submission of evidence in the confirmation process, including the use of the alternative strategy, if required.

Confirmation events

Confirmers, lead confirmers or chief confirmers meet at confirmation events to review student responses submitted by schools. They check whether schools have accurately and consistently applied the ISMG, and communicate their decision to the lead confirmer using the *Confirmer review*, via the QCAA Portal.

Supplementary submissions

If needed, the QCAA notifies schools that a supplementary submission of student samples is required to finalise a school's confirmation decision. The QCAA nominates which samples are required, and publishes the timelines for submitting files to the QCAA in the SEP calendar. Supplementary submissions will be reviewed by confirmers and lead confirmers, to contribute to the confirmation decision for the school. After the review of supplementary submissions is complete, a *Confirmation decision* is prepared by the lead confirmer and communicated to schools by the QCAA.

In some circumstances, after the supplementary submission files have been reviewed, schools may be required to submit *all* other student responses for review to the QCAA to finalise the confirmation decision. In this instance, the school will not be eligible to apply for a review of the confirmation decision (see Section 9.4.4: Applying for review of a confirmed result).

Confirmer review and confirmation decision

Confirmers use the online *Confirmer review* to ensure consistency when reviewing samples of student responses for confirmation.

The *Confirmer review* is instrument-specific. Confirmers use the ISMG within the *Confirmer review* to make decisions about the accuracy and consistency of school judgments.

Information from the *Confirmer reviews* are synthesised by the lead confirmer and used to make decisions about the results of all students in the cohort, including non-sampled students.

The QCAA uses information from reviewed samples to make decisions about the confirmed results for all students in the cohort. The QCAA identifies and adjusts marks by criteria for all students in the cohort, where evidence indicates that the school has not applied the instrument-specific marking guide accurately and consistently. Adjustment occurs at the criterion level.

Lead confirmers review student responses as required, quality assure the work of the confirmers, and prepare decisions about marks to communicate to schools, using the *Confirmation decision*, via the QCAA Portal (see Section 9.5).

The *Confirmation decision* is the official record of the confirmation outcome for each student (sampled and non-sampled) in the cohort for each summative internal assessment response. It is prepared by the lead confirmer, and finalised by the QCAA.

The *Confirmation decision* provides schools with the following information:

- confirmed results
- information about the school's submitted files for future improvement, where relevant.

The QCAA notifies schools of its confirmation decision twice yearly. Schools are notified of the first confirmation decision about results for the first summative assessment after confirmation event 1. Schools are notified of the second confirmation decision about results for the second and third summative assessments after confirmation event 2.

Delivery of the *Confirmation decision* to schools is via the QCAA Portal, where it can be viewed by the principal or principal's delegate.

Continuous improvement

Chief confirmers are appointed for each subject. They sample schools' submissions of student responses from across the state and analyse the work of confirmers and lead confirmers. They assist lead confirmers to complete reviews, if required, and liaise with QCAA officers as needed.

The chief confirmer for each subject prepares an annual subject report to communicate findings of the confirmation process, which will be available to schools to inform future practice.

9.4.2 Confirmation timelines

Confirmation is an annual QCAA process that occurs over two events. Schools enter their student enrolment data in Term 1 of Year 11 in the Student Management application, including the order they will implement their assessment. They must indicate principal approval for any variation to sequence, beginning or completion date. This information is not editable after the date specified in the SEP calendar.

While schools may choose flexible approaches to curriculum delivery for cohorts or classes, they need to meet the timelines for confirmation.

Schools choosing the compressed curriculum approach need to meet timelines established for this approach.

For the standard delivery approach:

- IA1 provisional marks are confirmed during Term 2 of the summative year
- IA2 and IA3 marks are confirmed at the end of Term 3 of the summative year.

Timelines below are for the initial years of implementation of the new QCE system.

Overview of the confirmation timelines — first summative year

Activity	Event 1 (Terms 1 and 2)	Event 2 (Terms 3 and 4)
Provisional marks due to QCAA	Term 1, by end of week 8	Term 3, by end of week 6
Sample student responses due to QCAA	Term 1, by start of week 10	Term 3, by end of week 7
Supplementary samples due to QCAA (if required)	Term 2, by end of week 2	Term 3, by end of week 9
<i>Confirmation decision</i>	Term 2, by start of week 4	Term 4, by start of week 1
School review of <i>Confirmation decision</i>	Term 2, by end of week 4	Term 4, by end of week 1

Timelines for key communications between the QCAA and schools, and specific dates for confirmation, are provided in the Senior Education Profile (SEP) calendar and through the QCAA Portal.

9.4.3 Confirmation and AARA

All students are required to provide evidence of their knowledge of subject matter through the demonstration of the assessment objectives identified for the summative internal assessment instrument in the syllabus. Eligible students may require access arrangements and reasonable adjustments for assessment (see Section 6: Access arrangements and reasonable adjustments for assessment (AARA)).

Schools make decisions about access arrangements and reasonable adjustments for a student to minimise barriers in accessing summative internal assessment instruments. When schools provide AARA for eligible students, they are required to make judgments about the students' work using the ISMG for the particular assessment from the syllabus. Schools do not make changes or amend ISMGs. Schools are required to provide provisional marks by criterion for students where AARA has been applied, within the same quality assurance timelines, as outlined in the SEP calendar.

AARA may be relevant in situations where a critical incident (e.g. disaster, emergency, traumatic event) has significantly impacted the school community and students. In these cases, schools should contact the QCAA (see Section 6: Access arrangements and reasonable adjustments for assessment (AARA)).

Students who have an approved AARA to complete assessment are considered as part of the cohort when the QCAA makes decisions about which samples will be reviewed for confirmation. A student who has had AARA applied may be identified as a sample for confirmation.

Confirmation and emergent circumstances

For a cohort of students — no provisional marks

Schools may experience emergent circumstances that mean they are unable to submit provisional marks for all students in a cohort by the due date. Emergent circumstances may include natural disasters or wide-spread illness affecting an entire cohort.

If a school experiences emergent circumstances and cannot submit provisional marks by criterion, where possible, students should be given the opportunity to attempt the summative internal assessment instrument. If this is not possible, the school contacts the QCAA who will work with the school to determine a suitable solution.

For a cohort of students — only provisional marks available

Schools may experience emergent circumstances that means they are able to submit provisional marks for all students in a cohort, but no evidence of student responses. Emergent circumstances of this kind may include where fire or flood has destroyed all student responses, electronic or hard copy.

If a school experiences emergent circumstances and cannot submit any samples for confirmation, they must contact the QCAA. The QCAA will work with the school to determine a suitable solution.

9.4.4 Applying for review of a confirmed result

QCAA communicates confirmed results to schools via the QCAA Portal. Schools consider the confirmed results, within the timelines provided by the QCAA. Schools may request:

- verification that the correct files were reviewed for one or more samples
- a review of the confirmed result for one or more students.

Where the school requests a review, they contact the QCAA via the QCAA Portal. The QCAA considers requests on a case-by-case basis and may accept or reject the request. If the request is accepted, the school may need to submit files of student response/s.

Where a request for review is accepted and when the review process is complete, the QCAA will notify schools about the *Confirmation decision* via the QCAA Portal.

9.5 Short Courses

The quality assurance for Short Courses is an annual event conducted by the QCAA. The QCAA identifies the subjects to be reviewed after results have been submitted via the Student Management application. Timelines are published by QCAA in the SEP calendar.

Schools are required to submit samples as determined by the QCAA sampling pattern for the identified subjects.

For each Short Course schools submit:

- assessment instruments that have been administered to students
- student responses as determined by the sampling pattern
- judgments made on instrument-specific standards for each student response provided
- any supporting documentation.

The QCAA review provides advice to schools about:

- assessment — the two assessment instruments meet syllabus requirements
- judgments — the evidence in student work aligns with the grade A–E reported to QCAA by the school.

Schools receive advice about the submission, which is used by schools as part of the process of continual improvement and to reflect on:

- assessment instrument development
- judgments and use of reporting standards to determine an exit result.

10 External assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects. All external assessment for General subjects is summative and contributes to the overall subject result. Applied subjects do not include external assessment.

External assessment is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus. Syllabuses are accessible via the QCAA Portal and website.

External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

External assessment is developed by QCAA-accredited external assessment writers, administered by schools under the direction of the QCAA, and independently marked by QCAA-accredited external assessment markers. External assessment is not privileged over summative internal assessment. It is a mechanism for adding equally valuable but different evidence to determine student achievement.

Schools are required to follow the processes for external assessment outlined in this handbook and in the [External assessment — Administration guide](#). The principal may delegate the role of school external assessment (SEA) coordinator (see Section 10.4: External assessment roles and responsibilities).

The specifications for each external assessment are identified in syllabuses accessed via the QCAA Portal. Schools and teachers use current versions of syllabuses to plan for teaching and learning that provides students with the opportunity to acquire the necessary knowledge and skills to respond to external assessment instruments. Students use syllabuses to ensure their understanding of the required subject matter for an external assessment.

10.1 Developing and marking external assessment

An external assessment is developed by a team of subject matter experts, including teachers and academics. External assessment writers and markers are employed by the QCAA after completing accreditation courses and specialist training before taking up their roles (see Section 12.5: QCAA assessors).

External assessment writers consult syllabuses for subject matter, assessment techniques and conditions of the external assessment. They work with peers to develop valid and accessible external assessments and associated materials.

Students' responses to external assessments are marked online and go through rigorous quality assurance processes supported by external assessment markers, senior markers and chief supervising markers. Student responses are marked using the appropriate external assessment marking guides provided by the QCAA. Senior markers undertake a range of activities to support the marking operation, including developing training materials, training external assessment

markers and marking responses. Chief supervising markers lead and manage a team of senior markers, develop training materials for markers, mark responses, and take on other activities as required during the external assessment marking operation. For more information, see Section 12.5: QCAA assessors.

10.2 Timetable and venues

External assessment occurs in Term 4, during October and November. The specific dates for external assessment are determined by the QCAA and made available on the QCAA website at the beginning of each year.

The QCAA develops the external assessment timetable annually using finalised enrolment in subjects to:

- ensure students complete no more than two external assessments in one school day
- minimise the number of timetable clashes for students.

The school external assessment (SEA) coordinator is responsible for communicating the external assessment timetable to students.

10.2.1 External assessment timetable clashes

If a student has a timetable clash — that is, two external assessments timetabled for the same session — one of the assessments will be rescheduled by the QCAA to a subsequent session.

The SEA coordinator completes the *External assessment — rescheduling request*, accessed via the QCAA Portal, to notify the QCAA of a student's external assessment timetable clash and apply for rescheduling. The request must be submitted by the due date published in the Senior Education Profile (SEP) calendar. Schools administer the rescheduled external assessment at the time determined by the QCAA.

When an external assessment is rescheduled for a later session on the same day, school staff supervise students completing the rescheduled assessment in an environment where they are not able to contact other students who may have already completed the assessment.

When an external assessment is rescheduled by the QCAA for another day, students and the SEA coordinator are required to sign a declaration that the students will not engage in behaviour that would constitute academic misconduct (see Section 7: Academic integrity).

10.2.2 External assessment timetable hours

The QCAA acknowledges that external assessment times may differ from some schools' timetabled hours.

External assessment cannot be started earlier than the scheduled start time, nor finish later than the scheduled finish time. This does not include external assessment with approved access arrangements and reasonable adjustments (AARA) (see Section 6: Access arrangements and reasonable adjustments (AARA)).

Information about specific times for external assessment will be available via the QCAA Portal.

10.2.3 Misreading the external assessment timetable

Students who misread — and therefore do not attend, or attend late — the external assessment timetable should contact the SEA coordinator as soon as possible. Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and

misadventure (see Section 6: Access arrangements and reasonable adjustments (AARA)). The SEA coordinator must contact the QCAA for advice when this occurs.

10.2.4 Assessment venues

Schools act as the assessment venue for:

- students enrolled in subjects offered by the school as the main learning provider, including students who are enrolled in one or more subjects at another learning provider
- other students as required by the QCAA (e.g. students enrolled with a distance education provider as their MLP).

Variations to venue

Although students are expected to sit external assessments at their main learning provider, the QCAA recognises that there are many reasons why schools may make an application for a variation to the venue. Reasons may include:

- students who are:
 - geographically isolated
 - representing country or state for an official duty, for example, in a sporting, academic, military or cultural event
- extenuating circumstances, such as a natural disaster or excessive noise, where a school may not be able to administer the external assessments at the usual venue.

Events such as family holidays, birthdays, weddings are not considered valid grounds for applying for an alternative assessment venue.

The *Variation to venue* form will be available on the QCAA website. Where a student is unable to sit their external assessment at their main learning provider, the school should use the *Variation to venue* form to request an alternative venue. All applications must be endorsed by the principal and may require supporting documentation.

Each case will be assessed on its own merit.

In some circumstances, it may be necessary for students to make the application themselves. Where this is the case, applications should be sent directly to QCAA.

Applications need to be made in the year in which the student will be sitting the external assessment and are to be received by QCAA no later than the last school day of semester one. Applications may incur a fee.

In extenuating circumstances, schools may apply to administer assessments at a venue other than the school for all or part of the assessment period. In such cases, schools contact the QCAA as soon as possible to seek advice or to report the variation via the QCAA Portal.

10.3 External assessment administration

Detailed information about administrative arrangements for the external assessments is communicated to schools via the QCAA Portal.

10.3.1 Before the assessments

- Delivery of assessment materials: The SEA coordinator is to contact the QCAA if assessment materials have not been delivered to the school by the date communicated to schools via the QCAA Portal.
- Moving and storing assessment materials: Collection and security of external assessment materials are the responsibility of the principal. Security breaches must be reported to the QCAA immediately.
- Supervising external assessment: Senior secondary teachers are ineligible to supervise an external assessment for subjects that they teach in a given year. The SEA coordinator allocates suitable staff to supervise at a 1:24 supervision ratio (not including QCAA-appointed invigilators/observers, see Section 10.4.2: QCAA-appointed invigilators and Section 10.4.2: External assessment observer visits to schools).
- QCAA-approved equipment for external assessment: All approved equipment brought into an assessment room must be in a clear container. Unless otherwise stated, the QCAA does not permit students to bring electronic devices, transmitting or receiving devices, or any papers into assessment rooms. Students cannot borrow equipment from other students during an external assessment session.
- Guidelines for the use of technology: guidelines for each external assessment will be provided. There are exceptions for the use of technology for approved AARA, see Section 6: Access arrangements and reasonable adjustments (AARA).

10.3.2 On the day

- Admitting students into an assessment room: Students should be admitted and seated with sufficient time for school staff to communicate to students the administrative requirements of the assessment. Once inside the room, students are not permitted to speak, except to an external assessment supervisor.
- Late arrival to external assessment: If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment. No extra time to complete the external assessment is granted if a student arrives late. The student may be required to complete the assessment in a different room at the assessment venue. See [External assessment — Administration guide](#) for further information.
- Refusing entry to external assessment: Any student not listed on the assessment's attendance roll will not be permitted entry, unless authorised by the QCAA. A supervisor may also stop a student from entering an assessment room in accordance with the rules governing refusing entry. Grounds for refusing entry to a student relate only to unacceptable behaviour (see Section 7.2 Types of academic misconduct), or arriving too late to be admitted (see Section 10.3. External assessment administration).
- Student rules for external assessment: Schools are responsible for communicating the *External assessment student rules* to students. They are provided by QCAA at the start of each school year.
- Alleged misconduct: External assessment supervisors manage incidents when a student is suspected of, or observed participating in, academic misconduct. Students are permitted to complete the assessment. Types of misconduct are described in Section 7.1.2 Understanding academic misconduct.

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room, see Section 7.2: Academic misconduct.
- Student absence: For more information about student absence for external assessment, see Section 6.6: Illness and misadventure.
- Emergency evacuation: If evacuation is required during an external assessment session, the school's usual workplace health and safety procedures apply. The SEA coordinator must contact the QCAA for procedural advice as soon as practical after the evacuation.
- QCAA-appointed observers: The role of observers is to provide an independent quality assurance report to the QCAA on a random sample of schools. Observers may attend any school or assessment session. They will arrive before the start of an assessment session, provide a letter of introduction and wear identification. Schools may also contact the QCAA via the QCAA Portal to request an external assessment observer.
- QCAA-appointed invigilators: The role of the invigilator is to be an independent supervisor of the external assessment, to monitor the conduct of external assessment and submit an *External assessment invigilator report* to the QCAA. Generally, the QCAA appoints an invigilator for each external assessment session.

10.4 External assessment roles and responsibilities

School staff, students and parents/carers, as well as the QCAA, have specific responsibilities for external assessment processes. These are summarised in the table below.

Schools	QCAA
<p>Principals:</p> <ul style="list-style-type: none"> • manage the school's overall responsibilities for external assessment processes • may delegate external assessment responsibilities to a school external assessment (SEA) coordinator • manage the security, storage and movement of assessment materials. 	<p>The QCAA:</p> <ul style="list-style-type: none"> • develops external assessments and marks student responses to the external assessments • provides timelines, guidance, support and resources to help schools prepare for and conduct external assessment <ul style="list-style-type: none"> – communicates timelines for external assessment in the SEP calendar – creates, publishes and communicates the <i>External assessment timetable</i> at the beginning of each year – publishes and communicates the <i>External assessment — Administration guide</i> and <i>External assessment student rules</i> each year – communicates with schools about procedures for the delivery and collection of external assessment materials – provides training for QCAA assessors, specifically external assessment writers and external assessment markers – appoints external assessment invigilators and external assessment observers.
<p>SEA coordinators:</p> <ul style="list-style-type: none"> • adhere to and manage external assessment processes outlined in the <i>External assessment — Administration guide</i> • communicate to school staff, students and parents/carers the <ul style="list-style-type: none"> – <i>External assessment timetable</i> – <i>External assessment student rules</i> – <i>Approved equipment list</i> • apply to the QCAA for rescheduling if there is a timetable clash • allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • manage incidents when a student is suspected of, or observed participating in, an act of academic misconduct. 	

Schools	QCAA
<p>School staff:</p> <ul style="list-style-type: none"> • adhere to external assessment processes in the <i>External assessment — Administration guide</i> • supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • report incidents when they suspect or observe an act of academic misconduct by a student. 	<p>QCAA external assessment invigilators:</p> <ul style="list-style-type: none"> • attend their nominated school for each of the external assessment sessions • observe the school's administration of external assessment, and adherence to processes in the <i>External assessment — Administration guide</i> • complete the External assessment invigilator report.
<p>Students:</p> <ul style="list-style-type: none"> • read the information provided by schools, including the <ul style="list-style-type: none"> – <i>External assessment timetable</i> – <i>External assessment student rules</i> – <i>Approved equipment list</i> • attend external assessment in which they are enrolled. 	<p>QCAA external assessment observers:</p> <ul style="list-style-type: none"> • attend their nominated school and external assessment session • quality assure processes and procedures for external assessment • provide an independent quality assurance report to the QCAA.
<p>Parents/carers:</p> <ul style="list-style-type: none"> • read the <i>External assessment timetable</i> and <i>External assessment student rules</i> on the QCAA website • support students to participate in the external assessment in which they are enrolled. 	

11 Reporting results

The QCAA and schools have roles in reporting information about student achievement.

Schools report information to:

- students
- parents/carers
- the QCAA.

The QCAA provides information to:

- students
- schools
- Queensland Tertiary Admissions Centre (QTAC)
- the public.

11.1 Standards

QCAA syllabuses contain standards which schools and the QCAA use to report to students and parents/carers. In Essential English, Essential Mathematics, General and General (Extension) and Short Course syllabuses, these are called reporting standards; in Applied syllabuses, they are called exit standards.

Standards in QCAA syllabuses:

- are specific to each syllabus
- describe typical achievement of the syllabus objectives at Standard C
- describe typical performance at four other levels (i.e. A, B, D and E) by varying cognitions and/or qualifiers.

11.2 Reporting periods

Reporting to and from the QCAA is based on syllabus units.

Schools determine the timing and nature of their reporting to students and parents/carers based on sector and/or school priorities. Schools should clearly communicate whether the information they provide refers to results achieved on individual assessments or across a term, semester, syllabus unit or pair of units.

11.3 School reporting responsibilities

11.3.1 To students and parents/carers

Schools and/or employing authorities decide their own procedures for reporting achievement to students and parents/carers. Information reported to students and parents/carers should be consistent with information reported to the QCAA.

The QCAA recommends that, in any reporting on achievement in Units 3 and 4 of General and General (Extension) subjects, schools should advise that results awarded by the school for

summative internal assessment are provisional and are not finalised until confirmed by the QCAA (see Section 9.4: General subjects — Confirming summative internal assessment judgments).

11.3.2 Applied subjects

Units 1 and 2

Schools report results for students who complete Units 1 and/or 2 to the QCAA as satisfactory or unsatisfactory.

Teachers determine satisfactory completion of a unit when:

- a student has completed sufficient assessment for a standard to be determined in each dimension of the exit standards matrix
- the evidence in the student's responses demonstrates typical achievement of the syllabus objectives, i.e. equivalent to an exit result of C or better.

Evidence used to determine satisfactory completion is:

- authenticated as the student's own work
- drawn from responses to the assessments designed for reporting, i.e. the assessments described in the school's approved study plan.

For more information about quality assurance processes for Units 1 and 2, see Section 9.2: General subjects — Unit 1 and 2 assessment.

Units 3 and 4

Schools report results for students who complete Units 3 and 4 of an Applied subject to the QCAA as an exit result (A–E). Further information about assessment and reporting in Units 3 and 4 is provided in each Applied syllabus.

11.3.3 Applied (Essential) subjects

Units 1 and 2

Schools report results for students who complete Units 1 and/or 2 to the QCAA as satisfactory or unsatisfactory.

Teachers determine satisfactory completion of a unit when:

- a student has completed sufficient assessment for the teacher to make an on-balance decision using the reporting standards of the syllabus
- the evidence in the student's responses demonstrates typical achievement of the syllabus objectives, i.e. equivalent to a reporting standard of C or better.

Evidence used to determine satisfactory completion is:

- authenticated as the student's own work
- drawn from responses to the assessments designed for reporting, i.e. at least one assessment for each unit, each unit objective assessed at least once, at least two but no more than four assessments across Units 1 and 2.

For more information about quality assurance processes for Units 1 and 2, see Section 9.2 General subjects — Unit 1 and 2 assessment.

Units 3 and 4

Schools report results for students who complete Units 3 and 4 of an Applied (Essential) subject to the QCAA as an exit result (A–E). Further information about assessment in Units 3 and 4 is provided in each Applied (Essential) syllabus.

11.3.4 General and General (Extension) subjects

Units 1 and 2

Schools report results for students who complete Units 1 and/or 2 to the QCAA as satisfactory or unsatisfactory.

Teachers determine satisfactory completion of a unit when:

- a student has completed sufficient assessment for the teacher to make an on-balance decision using the reporting standards of the syllabus
- the evidence in the student's responses demonstrates typical achievement of the unit objectives, i.e. equivalent to a reporting standard of C or better.

Evidence used to determine satisfactory completion is:

- authenticated as the student's own work
- drawn from responses to the assessments designed for reporting. i.e. at least one assessment for each unit with each unit objective assessed at least once, at least two but no more than four assessments across Units 1 and 2.

For more information about quality assurance processes for Units 1 and 2, see Section 9.4: Quality assuring Unit 1 and 2 assessment in General subjects.

Units 3 and 4

Schools report provisional marks by criterion for summative internal assessments to the QCAA. Further information about assessment and reporting in Units 3 and 4 is provided in each General or General (Extension) syllabus.

11.3.5 Short Courses

Schools report results for students who complete Short Courses to the QCAA as a grade (A–E). Further information about assessment is provided in each Short Course.

11.3.6 VET

Learning Providers are responsible for banking students' achievements into learning accounts. School RTOs are required to supply all enrolment and outcomes data for VET to the QCAA. For more information about enrolment and reporting VET to the QCAA through the Student Management application, see the QCAA website.

11.4 QCAA reporting responsibilities

11.4.1 Applied and Applied (Essentials) subjects

Units 1 and 2

When a student completes Unit 1 and/or Unit 2 of an Applied or Applied (Essential) subject, the school reports the results to the QCAA as satisfactory or unsatisfactory (see Section 11.2: School reporting responsibilities).

The QCAA reports these results and the credit/s accrued to the QCE in the student's learning account and on the student's statement of results.

Units 3 and 4

When a student completes Units 3 and 4 of an Applied subject, the school reports the result to the QCAA as an exit result (A–E) (see Section 11.2: School reporting responsibilities).

The QCAA reports this result and the credit/s accrued to the QCE in the student's learning account and on the student's statement of results.

11.4.2 General and General (Extension) subjects

Units 1 and 2

When a student completes Unit 1 and/or Unit 2 of a General subject, the school reports the results to the QCAA as satisfactory or unsatisfactory (see Section 11.2 School reporting responsibilities).

The QCAA reports these results and the credit/s accrued to the QCE in the student's learning account and on the student's statement of results.

Units 3 and 4

As a student completes internal assessments in Units 3 and 4 of a General or General (Extension) subject, the school reports the provisional marks to the QCAA (see Section 9.4: General subjects — Confirming summative internal assessment judgments).

The QCAA reports confirmed internal assessment results in the student's learning account after each confirmation event (see Section 11.4: School reporting responsibilities). The QCAA also reports the student's external assessment result in the student's learning account.

At certification, the QCAA reports the following information in the student's learning account and on the student's statement of results:

- overall result as a mark out of 100
- exit result (A–E)
- credit/s accrued to the QCE.

Calculating subject results in General subjects

When summative internal assessment is confirmed and external assessment marking is complete, the QCAA awards an overall subject result. An overall subject result in a subject is constructed by adding the individual results in the internal and external assessments. The overall subject result is on a scale between 1 and 100. A process to compare results on this numeric scale to the syllabus reporting standards takes place to produce cut-offs in each subject for each

of the A to E reporting standards in the syllabuses. The overall subject result and reporting standard are then reported to students.

Ratifying subject results in General subjects

Summative assessment occurs in Units 3 and 4 of General and General (Extension) subjects. The QCAA understands that some degree of variation will occur between the results for summative internal assessment and the external assessment.

Mismatches for individual students can be brought to the attention of the school in order to verify that data has been recorded and reported to the QCAA correctly. The focus of ratification is not investigating individual variations — the quality assurance processes for internal and external assessments are responsible for ensuring these are correct.

The largest variations for subject groups at a school are investigated as a part of the ratification system. Detection and resolution of discrepancies between internal and external results for groups of students for each subject at each school is carried out.

Detecting anomalies

Within every subject, some degree of variation between internal and external results is to be expected. This variability may differ with each cohort and between subjects. Identification of potential groups with much larger than expected variation for investigation depends on the subject involved. It is not assumed that one of the two results is 'right' and the other one is an anomaly. Investigations take place both where the external group results are much lower than the internal result, and where the internal group results are much lower than the external result. The largest mismatches for subject groups are identified. The schools are notified of the mismatch and contacted by the QCAA in the year following certification.

Investigating and resolving anomalies

The school with a mismatch in a subject is helped to identify the cause of the mismatch by QCAA. To ensure continued public confidence in the system, schools with significant mismatches may also be subject to additional scrutiny in the following year. This may include requesting extra student work during Confirmation, and possibly other support and checks that the QCAA identifies as appropriate.

11.4.3 General (Senior External Examination) subjects

The QCAA reports results for Senior External Examination subjects in the student's learning account and on the student's statement of results as a mark out of 100 and an exit result (A–E). The QCAA also reports the credit/s accrued to the QCE on the student's statement of results.

11.4.4 Short Courses

When a student completes a Short Course, the school reports the result to the QCAA as an exit result (A–E) (see Section 11.4: School reporting responsibilities).

The QCAA reports this result and the credit/s accrued to the QCE in the student's learning account and on the student's statement of results.

11.4.5 VET

Registered training organisations (RTOs) are responsible for issuing VET Certificates and Statements of Attainment. Statement of results record information about VET qualifications which contribute credit to the QCE.

11.4.6 To students

Senior Education Profile (SEP)

The QCAA issues students in Queensland with a [Senior Education Profile \(SEP\)](#) upon completion of senior secondary schooling. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

Statement of results

Students are issued with a statement of results in the December following the completion of QCAA-developed and QCAA-approved courses of study. The statement of results is a cumulative record of achievement for all units undertaken in which a result was obtained and contributed to a QCE.

Students' results are also recorded in their learning accounts, which are available to students via the Student application.

A new statement of results is issued to students after they complete each QCAA-developed course of study. A full record of study is issued, along with the QCE, to eligible students in the first December or July after the student meets the requirements for a QCE.

11.4.7 To schools

The QCAA notifies schools of student results at the time of certification. Schools can access information about student results via the QCAA Portal.

Final results in QCAA subjects and recognised studies, as well as the credit/s accrued to the QCE, are reported in a student's learning account and on the student's statement of results.

11.4.8 To the Queensland Tertiary Admissions Centre (QTAC)

The QCAA has a service agreement with the [Queensland Tertiary Admissions Centre \(QTAC\)](#). Under this agreement, the QCAA is responsible for providing information to QTAC so that it may complete Australian Tertiary Admission Rank (ATAR) calculations.

11.4.9 To the public

The QCAA publishes summary reports about student results, external assessment, confirmation and ratification (see Section 13.3.7: Privacy). The QCAA protects the privacy of individuals in accordance with Queensland's [Information Privacy Act 2009](#). Individual students' results should not be reported or be able to be inferred from any data that is released publicly.

Student outcome reports

An overall summary report of student outcomes includes sections summarising:

- subject outcomes — summaries of the outcomes for students in every QCAA-developed subject
- certification outcomes — summaries of the various achievements that students have been certified with. The QCAA may also use student demographics to analyse information about certification outcomes.

11.5 **Appealing results**

Processes for verifying information or reviewing results are available to students.

The QCAA checks information or completes a review in the first instance, and notifies students of the outcome.

A student may seek an external review if they are dissatisfied with an outcome.

Information about verification and review processes is available on the QCAA website.

12 Roles and responsibilities in the new system

As outlined in Section 1: Senior Schooling in Queensland, schools work in close partnership with the Queensland Curriculum and Assessment Authority (QCAA) to deliver effective teaching and learning programs and commit to adhering to the policies and procedures described in this handbook. This section outlines the roles and responsibilities of school staff and QCAA assessors in the implementation of the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA).

12.1 Principal

At the beginning of the year in which schools intend to certify students, the principal agrees to comply with the rules and procedures of the new QCE system for their students to become eligible to receive an SEP. They do this by completing the certification agreement in the Student Management application.

The principal, known as the Chief Executive Officer (CEO) of a registered training organisation (RTO), is legally responsible and accountable for all operations and signs a statutory declaration to that effect (see Section 5.4 VET roles and responsibilities and www.qcaa.qld.edu.au/senior/vet/vet-forms).

12.1.1 Communications

Principals need to ensure efficient procedures are in place to forward QCAA correspondence to appropriate staff in a timely manner. The QCAA communicates with schools through a variety of publications including memos, newsletters, papers, reports, and a range of curriculum and assessment resources.

As memos are a key source of information about school responsibilities, key dates and critical information about curriculum, assessment and certification issues, principals should encourage staff to subscribe to QCAA memos (www.qcaa.qld.edu.au/secure_site/memos/jsp/memoSubscriptionAdmin.jsp).

Principals are also responsible for complying with dates in the Senior Education Profile (SEP) calendar, available at: www.qcaa.qld.edu.au/senior/sep-calendar. This provides key dates about the issuing of statements of results, the QCE, and the QCIA. It also includes due dates for quality assurance processes; the external assessment timetable; and dates for data submission by schools, registered training organisations (RTOs) and recognised learning providers.

12.1.2 New schools

The principal of a new school will be contacted by the QCAA once the QCAA has been notified by the Department of Education (DoE), about new government schools, and by the Non-State Schools Accreditation Board (NSSAB), about new non-government schools.

The QCAA initiates contact with a new school to provide the school with QCAA contact details and administrative information, such as:

- the QCAA school number
- relevant links and induction materials

- access to the QCAA Portal
- subscription to QCAA communications.

Principals of new schools then work in partnership with the QCAA.

12.1.3 Delegation of responsibilities

At the beginning of each school year, the principal nominates an additional person to receive QCAA communications and fulfil the role of the principal's delegate. The principal provides details to the QCAA via the QCAA Portal of the name, position and contact details of their nominated delegate.

The QCAA communicates with the principal and principal's delegate about QCAA policy and procedures. Principals or principal's delegates must be available until the date specified in the SEP calendar to respond to QCAA communication about exiting senior secondary students.

The principal may delegate some duties of external assessment to a school external assessment (SEA) coordinator (see Section 10.4: External assessment roles and responsibilities). The principal maintains responsibility for external assessment. The SEA coordinator and principal's delegate may be the same person.

If delegating their governance responsibilities as the CEO of an RTO, principals/CEOs ensure that staff are fully aware of their RTO-related roles and responsibilities.

12.2 Principal's delegate

The principal identifies an appropriate staff member to act as their delegate. The principal's delegate:

- is responsible for the:
 - total assessment program in the school
 - quality assurance processes within the school
 - provision of information to the QCAA
 - communication between the QCAA and the school about quality assurance processes
 - maintenance of school records as required by the QCAA
- ensures that administration of assessment and judgments of standards within the school are consistent with syllabuses and the procedures outlined in this handbook. To ensure this occurs, the principal's delegate:
 - informs subject leaders and teachers of their responsibilities as outlined in the relevant syllabuses and in this handbook
 - communicates relevant information from the QCAA to appropriate staff about their responsibilities
 - ensures that subject leaders and teachers fulfil their responsibilities before the principal's delegate provides information to the QCAA.

12.3 Subject leaders

Within each school, subject leaders (e.g. subject teachers, subject coordinators or heads of department) typically:

- prepare and oversee the implementation of programs of study and requirements of the QCAA
- ensure the application of standards is consistent within General and Applied subjects and Short Courses. For example, organise and oversee internal subject quality assurance processes for all subjects, including processes for quality assuring the assessment and the application of standards between different teachers of the same subject
- prepare the required information for the QCAA processes of endorsement, confirmation and QCAA reviews
- implement the recommendations from endorsement, confirmation and QCAA reviews
- maintain records and evidence as required by the QCAA and the school.

12.4 Teachers

Within each subject, teachers typically:

- develop and deliver learning experiences and assessment opportunities for students using the relevant syllabuses offered by the school
- assess student work and determine results using relevant ISMGs, instrument-specific standards matrixes or exit standards
- maintain records and evidence as required by the QCAA and the school.

12.5 QCAA assessors

QCAA assessors implement the quality assurance processes for summative internal assessment for Applied (Essential), General and General (Essential) subjects and external assessment for General and General (Extension) subjects.

The role of a QCAA assessor may include:

- endorsement of summative internal assessment instruments before they are administered in schools
- confirmation of summative internal assessment results
- external assessment writing and scrutiny
- external assessment marking.

QCAA assessors are responsible for ensuring that summative assessment processes align with the attributes of quality assessment by maintaining deep knowledge and understanding of:

- the subject syllabus
- subject knowledge and pedagogy
- assessment item construction and assessment instrument development practices
- assessment instrument evaluative methods
- how to apply instrument-specific marking guides (ISMGs) to student responses

- how to communicate assessment decisions to schools.

For more information about the attributes of quality assessment see Section 8: The assessment system. For more information about roles and responsibilities of assessors see Section 9: Internal assessment — Quality assurance, regarding confirmation and endorsement, and Section 10: External assessment.

12.5.1 Accreditation

Accreditation is the process by which those who wish to undertake a quality assurance role with the QCAA complete a program of professional learning and training.

QCAA assessors must complete professional learning and training relevant to the quality assurance role they wish to undertake: endorser, confirmer, external assessment writer and/or external assessment marker. The purpose of accreditation is to support quality assurance processes for summative internal and external assessment in senior secondary schooling.

All teachers of Applied (Essential), General and General (Extension) syllabuses are encouraged to undertake the Stage 1 online courses — Assessment literacy, available via the QCAA Portal.

Those who have successfully completed the relevant Stage 1 courses and want to seek accreditation in any of the QCAA assessor roles must complete the Stage 2 training for the specific role they are seeking. Information about these courses is available on the QCAA website and in the QCAA Portal.

On successful completion of the appropriate Stage 2 training, participants may apply to the QCAA to complete the Stage 3 training to become:

- an endorser, lead endorser or chief endorser
- a confirmer, lead confirmer or chief confirmer
- an external assessment writer, critical friend or scrutiny panel member
- an external assessment marker, senior marker or chief supervising marker.

All appointments to QCAA assessor roles are subject to principal approval and an appointment process conducted by the QCAA.

In summary, to achieve accreditation, QCAA assessors must complete the training indicated in the following table.

	QCAA quality assurance assessor role			
	Endorsement	Confirmation	External assessment writing	External assessment marking
Stage 1 online courses — Assessment literacy				
Course 1: Attributes of quality assessment	✓	✓	✓	✓
Course 2: Assessment item and instrument construction	✓		✓	
Course 3: Understanding and using marking guides		✓		✓
Stage 2 online courses — QCAA assessor role-specific training				
Course 4: Endorsement	✓			

	QCAA quality assurance assessor role			
	Endorsement	Confirmation	External assessment writing	External assessment marking
Course 5: Confirmation		✓		
Course 6: External assessment writing			✓	
Course 7: External assessment marking				✓
Stage 3 — QCAA subject- and role-specific training				
Syllabus-specific training day	✓	✓		
Subject-specific training as part of the external assessment operations			✓	✓

12.5.2 Endorsers

To become a QCAA assessor for endorsement, teachers need to complete the online course and pass the assessment for Courses 1, 2 and 4.

After successful completion of the professional learning courses, including online assessments, teachers may apply to the QCAA to become an endorser, lead endorser or chief endorser.

Successful applicants complete their training — a syllabus-specific endorsement training day — and must demonstrate their capacity to evaluate summative internal assessment instruments and communicate decisions about the match of the instruments to the endorsement criteria.

12.5.3 Confirmers

To become a QCAA assessor for confirmation, teachers need to complete the online course and pass the assessment for Courses 1, 3 and 5.

After successful completion of the professional learning courses, including online assessments, teachers may apply to the QCAA to become a confirmer, lead confirmer or chief confirmer.

Successful applicants complete their training — a syllabus-specific confirmation training day — and must demonstrate their capacity to review responses to summative internal assessment instruments, and make and communicate decisions about the school's use of the instrument-specific marking guide (ISMG).

12.5.4 External assessment writers

To become a QCAA assessor for external assessment writing, a person needs to complete the online course and pass the assessment for Courses 1, 2 and 6.

After successful completion of the professional learning courses, including online assessments, participants may apply to the QCAA to become an external assessment writer, critical friend or scrutiny panel member.

Successful applicants complete their training — subject-specific external assessment writer training. This is provided as part of the external assessment operations.

12.5.5 External assessment markers

To become a QCAA assessor for external assessment marking, a person needs to complete the online course and pass the assessment for Courses 1, 3 and 7.

After successful completion of the professional learning courses, including online assessments, participants may apply to the QCAA to become an external assessment marker, senior marker or chief supervising marker.

Successful applicants complete their training — subject-specific marker training. This is provided as part of the external assessment operations.

13 Administrative processes

13.1 QCAA Portal

The QCAA Portal provides a secure, single point of access to the Queensland Curriculum and Assessment Authority (QCAA)'s data collections and ICT applications that support schools to implement the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA).

The QCAA Portal is available to administration and teaching staff of Queensland learning providers. The QCAA Portal is not for student access.

13.1.1 Access and roles in the QCAA Portal

Users log in to the QCAA Portal with a username and password that provides access to the applications, data and information for which they have permission. Users can register for an account via the QCAA Portal home page at www.qcaa.qld.edu.au/portal/home/landing#!/home.

To access the QCAA Portal requires a desktop computer or tablet with a supported browser. The QCAA Portal is not supported on mobile telephones.

All learning providers may apply to the QCAA for access to the QCAA Portal. Learning providers manage enrolments and record results for studies completed through the QCAA Portal. No learning provider is able to change information that has been recorded by another learning provider.

Schooling sectors and universities may apply to the QCAA for access to the QCAA Portal.

Access Management Organisation Administrator (AMOA) role

Each school principal requests school access to the QCAA Portal as an Access Management Organisation Administrator (AMOA), and is then able to authorise local school user accounts.

Only the QCAA can assign this role, and this level of access must be authorised by the principal. School staff may request additional roles in the QCAA Portal from the school's AMOA.

AMOAs should assign the Student Management Administrator (SMA) role to appropriate staff. SMAs manage school data in the Student Management application.

For more information about managing roles, see the QCAA Portal.

13.1.2 Using the QCAA Portal

The QCAA Portal facilitates activities for senior secondary schooling such as contact management, endorsement, confirmation, Applied syllabus processes, external assessment and certification.

Applications and their information are frequently updated and school users need to log in to the QCAA Portal to access current information.

Schools use the QCAA Portal to:

- record and maintain
 - school and contact details
 - student learning accounts, including student details, registrations, enrolments and results

- completed vocational education and training (VET) qualifications and school registered training organisation (RTO) registration details
- student AARA applications and outcomes
- select, customise and download data to be viewed, sorted and analysed
- locate, authorise and submit QCAA forms online
- access syllabuses and syllabus resources
- create and edit study plans for Applied subjects
- create and submit for endorsement summative assessment instruments for General subjects
- fulfil requirements for endorsement and confirmation processes
- create and edit QCIA curriculum plans
- access and complete online professional development for senior learning processes — accreditation, assessment writing, endorsement, confirmation, marking etc.

Communication and the QCAA Portal

Communication via the QCAA Portal is customised according to user roles assigned by schools.

The QCAA Portal has built-in workflows for ICT applications. Communications, including email notifications, are sent to the appropriate audiences, according to the user roles assigned by schools. Notifications for significant information and actions that might be required are also published on the user's home page when they log in to the QCAA Portal.

School responsibility and the QCAA Portal

Schools are responsible for maintaining accurate and current school information, and ensuring the privacy and confidentiality of students' personal and academic details. Schools can only update information about students enrolled at their school. Where the school is the Main Learning Provider (MLP), they can view all the information in a student's learning account; schools that are not the MLP can only view information about their own students.

13.1.3 Getting technical help

The [QCAA Portal help pages](#) provide information about login help, registering for access, and — once users are logged in — to QCAA Portal applications.

For additional support or to report a problem with the QCAA Portal, contact the QCAA Helpdesk by emailing helpdesk@qcaa.qld.edu.au or telephoning (07) 3864 7278 during office hours (Monday to Friday 8:30 am to 4:30 pm, excluding public holidays).

13.2 Senior Education Profile (SEP) calendar

The [Senior Education Profile \(SEP\) calendar](#) provides key dates about the issuing of statements of results, the QCE, and the QCIA.

The SEP calendar also includes due dates for quality assurance processes; the external assessment timetable; and dates for data submission by schools, registered training organisations (RTOs) and recognised learning providers.

For more information about the [SEP calendar](#), see the QCAA website.

13.3 Student Management application

Student Management is an online application accessed via the QCAA Portal that enables schools to:

- generate learner unique identifiers (LUIs)
- create and maintain student learning accounts
- register students with learning providers
- create intended learning options
- enrol students in subjects and vocational education and training (VET) qualifications
- manage VET results (when the school is the registered training organisation (RTO))
- manage results for subjects including confirmation
- enrol students in recognised courses of study and record results
- view eligibility for a Queensland Certificate of Education (QCE)
- access external assessment results for students.

13.3.1 Access

Staff assigned the Student Management Administrator (SMA) role gain access to the Student Management application, in the QCAA Portal, to manage their school's data. Schools are responsible for maintaining currency of their school's information and for adhering to procedures. The QCAA is only able to change school information in the Student Management application in specific circumstances

The QCAA has developed resources to support schools accessing the Student Management application, which can be accessed via the Help link in the application.

13.3.2 Creating learning accounts

Learning accounts are created at the start of senior secondary learning during Year 10 or in the 12 months before a student turns 16, whichever comes first. Generally, schools create learning accounts for students when they are in Year 10. The learning account records all their learning achievements and recorded credits.

Learning providers open an individual web-based learning account for each student. This includes assignment of a learning unique identifier (LUI) and registration with the learning provider (usually a school) that created the learning account. The LUI is also used by the QCAA to identify the student. Each student accesses their account using a pre-assigned password, which they change at their first log in to [the student application](#).

The LUI is a unique number, and students should only have one learning account. If a student inadvertently ends up with more than one LUI and account, a request can be sent via the Student Management application for QCAA to merge the extra accounts.

The Director-General, Department of Education (DoE), can open accounts for students registered for homeschooling, and in certain other situations.

Registrations, enrolments and results can only be recorded and QCE credit banked when a student's learning account is open. Learning accounts are closed after nine years. However, a student may apply to the QCAA to have the account reopened and all credit continued.

The learning account holds records of enrolments and results in any completed studies in different types of learning that a student undertakes that may contribute to a:

- QCE
- VET qualification.

The statement of results is a transcript of the learning account.

Note: A student is not eligible for a QCE if a QCE, senior certificate or equivalent interstate or overseas qualification has previously been issued.

13.3.3 Registering students

To register students, a state or non-state school, registered training organisation (RTO), Technical and Further Education (TAFE) or other approved organisation uses the Student Management application to submit required information using the methods outlined in Section 13.3.5: Managing student data.

Students can monitor their progress towards a QCE, QCIA, VET certificate qualifications, or another ILO.

13.3.4 Enrolling and ceasing enrolment

Schools must select the courses of study that they will offer before enrolling students into those courses, indicating any flexible delivery options for subjects that the school will offer. The principal's approval is required when selecting an option that is a variation to the standard pattern of delivery in sequence, beginning date or completion date. (see Section 4.2: Delivery approaches to curriculum).

Schools then use the Student Management application to enrol students in courses of study.

Students leaving a learning provider

When a student leaves a learning provider and ceases enrolment in a subject or course, the learning provider must give provisional results for the completed units of work and enter these results using the Student Management application.

If the student does not continue studies in a subject, this result may become the subject result after the appropriate quality assurance processes have taken place. If a student does not continue studies in a subject and has not completed Units 3 and 4 in an Applied, Applied (Essential), General or General (Extension) subject, they will not receive an overall subject result.

Continuing studies with a different learning provider

If the student continues studies in a subject with a different learning provider, the overall subject result supersedes the previous provisional result. (See Section 2.6: Transfer of student enrolment.)

Death of a student

Learning providers must notify the QCAA in the event of the death of a student.

13.3.5 Managing student data

Submitting data

Schools and learning providers can submit data using multiple methods:

- direct input into the Student Management application
- data file upload
- webservice, if a school has an information management system that has the capability to connect to webservices.

If unforeseen circumstances prevent a school or learning provider from submitting enrolments or results data by the dates published in the Senior Education Profile (SEP) calendar, the principal or principal's delegate must contact the QCAA immediately. Except in exceptional circumstances, an extension cannot be granted for submission of results data for summative internal assessment

Ensuring accuracy of student data

Schools must ensure the accuracy of students' personal, enrolment and results data. Student information may be submitted to the QCAA by data import or manually.

Due dates for submission of student data are communicated to schools at the beginning of each academic year via the SEP calendar.

If a school finds that an error has occurred in their data entry after a specified closing date, the principal or principal's delegate contacts the QCAA via email sep@qcaa.qld.edu.au to:

- explain the error
- identify the students involved, including the full name and learner unique identifier (LUI) for each student
- list the incorrect and correct student data for each student identified
- attach electronic files as appropriate.

A QCAA officer will liaise with the principal or principal's delegate to amend student data as appropriate.

13.3.6 Retaining student work

Internal assessment retention

Schools must retain student work used in determining results for internal assessment until the end of Term 1 of the year following a student's exit from the school. Schools retain this evidence for QCAA quality assurance purposes and must make it available to support school judgments in determining all results reported to the QCAA. The evidence may be required if there is a request for a review or verification of results.

After this time, it is a school's decision whether to retain or return to students their responses to internal assessment.

When a student transfers to another school, the original school in which the student was enrolled must retain the student's responses until required, see Section 13.3.6: Managing transfer students.

Schools also adhere to relevant school, sector or government requirements for document retention.

VET record retention

The [Standards for Registered Training Organisations \(RTOs\)](#), Schedule 5, outlines that RTOs are required to:

- maintain registers of all statements of attainment issued
- retain records of statements of attainment issued for a period of 30 years
- provide the QCAA with reports of its records of statements of attainment issued.

The schedule also applies to schools that are RTOs.

For compliance with the [Australian Qualifications Framework \(AQF\)](#) and state legislation, the QCAA also retains a copy of student records of schools that are RTOs and report through the Student Management application.

13.3.7 Managing transfer students

Where a student transfers between schools during senior secondary schooling, the school to which the student transfers must provide an opportunity for the student to access assessment.

To receive an overall subject result or exit result, students must meet the assessment requirements of their subjects and/or courses. No summative assessment instrument may be waived due to student transfer; extensions of time may be appropriate, depending on the transfer student's circumstances. Schools must meet QCAA quality assurance timelines.

A student transferring between schools should not be disadvantaged by their access to assessment.

Where a student has completed summative internal assessment in a subject or Short Course, and has provisional marks recorded by a school, and then the student leaves the school, the provisional marks and student response remain the responsibility of the school they are leaving for the purposes of confirmation.

Queensland transfer students

A student who transfers from a learning provider within Queensland will already have a learning account in which completed semesters of study may be recorded.

Queensland transfer students should discuss subject and course offerings with potential schools before enrolment, to ensure that they are eligible to meet the requirements of the QCE (the set pattern including the completed Core requirement). Where a transfer student is unable to continue subjects or courses to meet the requirement of 12 credits from completed Core courses, they should choose subjects closely aligned to previous studies and apply for relaxation of the completed Core requirement (see Section 2.1.3: Set pattern of Learning).

When students transfer between schools in Queensland, the original school in which the student was enrolled must retain the student's responses until:

- the student requests that their responses are sent to the new school; or
- the new school requests the student's responses; or
- the date for retaining student work expires.

The students and the new school should make the request for responses within the first term after the transfer occurs.

Interstate and international transfer students

Students transferring to a Queensland school at the beginning of the senior phase of learning are not considered to be transfer students. They must have access to all assessment opportunities.

Every student who enrolls at a Queensland school needs to be registered and have a learning account opened. Students who transfer into a Queensland school and begin studies during the senior phase of learning may seek to obtain credit for their previously completed or partially completed studies.

With advice from the schools, transfer students should choose subjects closely aligned to previous studies. The QCAA makes decisions on a case-by-case basis about granting relaxation of completed Core or credit for previous studies.

Students who begin their studies in Queensland in Term 1 of the summative year, must have access to all summative internal assessments. Students who begin their studies in Term 2 of the summative year should have access to at least two summative internal assessments.

Students who transfer to a Queensland school after Term 2 of the summative year may not be eligible for a QCE, depending on the timing of the transfer and the amount of summative assessment the student is able to complete. Schools should consult with the QCAA in these circumstances.

To be eligible for a QCE, transfer students must provide evidence of results and/or qualifications gained from their previous learning provider.

For interstate transfer students, this may take the form of school reports, official certification of results or certificates for completed or partially-completed senior secondary school studies (i.e. Year 11 and 12); VET qualifications and/or any other senior studies or further education.

For international transfer students, this may take the form of a letter from the principal of the previous learning provider that confirms the dates of enrolment, year level at exit, and the certificate or diploma that the student was studying towards.

The academic year in the northern hemisphere differs from that in the southern hemisphere by six months. This creates potential issues for students beginning their education in Queensland after the beginning of the school year:

- studies in their previous country may not be deemed to contribute credit towards a QCE
- a student may not be eligible for a QCE at the end of Year 12 if they do not meet the completed Core requirement
- entrance to a university course in their home country may be more difficult if they do not have a QCE
- a student who has not met the completed Core requirement may fail to meet prerequisites (such as four semesters of a General English subject or Applied English subject) for a preferred university course in Australia.

Students transferring from New Zealand are treated as overseas transfer students.

Queensland students intending to study overseas

Students who wish to complete part of their senior secondary schooling overseas or enrol at an overseas university after finishing schooling in Queensland should be aware of the following considerations.

During senior studies

- An exchange during the senior secondary years may compromise eligibility for a QCE if studies in Queensland are interrupted to study overseas.
- Subject choices should be carefully considered if Core requirements for a QCE are to be met.
- When selecting overseas studies, subjects the same as or similar, and at a comparable level of difficulty, must be selected if Core requirements for a QCE are to be met.
- Original subjects should be continued on return to schooling in Queensland.
- Credit can only be accrued for successful completion of the equivalent of whole units (Unit 1 or Unit 2) or a pair of units (Units 3 and 4) within courses of study.

A student returning to Queensland to continue studies in a Queensland school needs to submit an application to the QCAA. The QCAA will consider whether the student meets the completed Core requirement for a QCE.

After completing senior studies in Queensland

Since the QCE is Queensland's senior schooling qualification, it may be required in addition to tertiary entrance information, for enrolment at an overseas university, or for seeking a scholarship to study overseas. Students are advised to contact the particular university early to clarify entry requirements.

13.3.8 Privacy

Queensland's [Information Privacy Act 2009](#) (the IP Act) sets out rules about how and when personal information is collected, stored, used and given out and includes rules about who can view personal information, and where and how it must be stored. The QCAA complies with the IP Act in relation to the collection, storage, access, amendment, use and disclosure of personal information. Personal information means any information about an identifiable person.

For more information about the QCAA [Information policy](#), see the QCAA website.

Student responses to external assessment

Student responses to external assessment are the property of the QCAA. Student responses to external assessment are not routinely returned to schools or students. As external assessment marking is an online process, students' responses are not annotated.

Permission for use of student work

Should the QCAA wish to use student work produced in response to assessment, the QCAA establishes with the student that there is no objection to the use of their work.

Students requesting reissue of certificates

The QCAA provides certified copies of certificates and other educational results held by the authority. To protect people's privacy, copies can only be provided to the person named on the certificate.

The [application process and fee to request the reissue of certificates](#) is available on the QCAA website.

Students with a learning account may write to the QCAA at any time to request a statement of results. There is no charge for this service.

14 QCE Achievement Awards

The Queensland Certificate of Education (QCE) Achievement Awards exemplify the high standards, credibility and flexibility of the QCE by celebrating the learning achievements of the students who best demonstrate depth and/or breadth across a range of learning options. They are presented each year by the QCAA to outstanding students awarded a QCE.

The awards accommodate the different study patterns typical of senior students. They account for the fact that students engage in diverse learning options, undertake different quantities of learning, and complete their studies at different rates.

Students eligible for an award have achieved to an exceptionally high level — not just within their school but on a statewide basis, and against a range of measures.

It is not possible for schools or students to predict the outcomes of the QCE Achievement Awards. Nor is it possible to tailor a student's learning program to maximise their chance of receiving an award.

The QCE Achievement Awards criteria are different from those of school and other established awards (e.g. TJ Ryan Memorial Medals and Scholarships, Queensland Training Awards) and are calculated using a range of achievements banked in students' learning accounts. For this reason, not all students who receive a QCE Achievement Award will be the dux of their school and not all will have achieved an ATAR of 99.95.

14.1 Award categories and criteria

There are seven award categories:

- Certificate of Academic Commendation
- Highest Achievement by an Aboriginal Student or Torres Strait Islander Student
- Highest Achievement by an International Student
- Highest Achievement in the International Baccalaureate
- Distinguished Academic Achievers
- Outstanding Academic Achiever.

14.1.1 Certificate of Academic Commendation

The Certificate of Academic Commendation award is for students who are awarded the highest overall subject results in at least six General or General (Extension) subjects.

14.1.2 Highest Achievement by an Aboriginal Student or Torres Strait Islander Student

The Highest Achievement by an Aboriginal Student or Torres Strait Islander Student award is for the highest achieving Aboriginal student or Torres Strait Islander student awarded a QCE. A shortlist of students who identify as an Aboriginal person or Torres Strait Islander person is identified for the consideration of the selection panel. Typically, only one student is selected. In circumstances when two students cannot be separated by the criteria, an additional award may be conferred.

14.1.3 Highest Achievement by an International Student

The Highest Achievement by an International Student award is for the highest achieving international (visa) student awarded a QCE. A shortlist of students is identified for the consideration of the selection panel.

14.1.4 Highest Achievement in the International Baccalaureate

Queensland students in some schools may elect to complete the International Baccalaureate Diploma (IBD) as an alternative to the Queensland curriculum. The Highest Achievement in the International Baccalaureate award is for the highest performing student who successfully completes the IBD and QCE. Typically, only one student is selected. In circumstances when two students cannot be separated by the criteria, an additional award may be conferred.

14.1.5 Distinguished Academic Achievers

The Distinguished Academic Achievers award is for students who, in attaining a QCE, demonstrate exceptionally high achievement across a diverse range of learning options. A shortlist of students is identified for the consideration of the selection panel using a variety of achievement information including:

- performance in General subjects
- QCE credit for General subjects, university subjects, VET Diplomas and Advanced Diplomas
- total QCE credit.

To determine the award recipients, the selection panel considers this information with other achievement information recorded in each student's learning account.

The number of Distinguished Academic Achievers awards conferred varies each year depending on the selection panel's determination of an appropriate cut-off between the top students and the remaining students. Typically, around 30 students will receive an award.

14.1.6 Outstanding Academic Achiever

The Outstanding Academic Achiever award is for the student in the final list of Distinguished Academic Achievers whose achievements best meet the criteria for that award. Typically, only one student is selected. In circumstances when two students cannot be separated by the criteria, an additional award may be conferred.

14.2 Selection process

Recipients of the Certificate of Academic Commendation are determined solely from results recorded in the student's learning account following finalisation of student results for certification in December.

The remaining award categories require the appointment of a selection panel to consider shortlisted students and determine award recipients.

The selection panel consists of:

- the QCAA Chair
- representatives of State, Catholic and Independent schools
- one or more senior QCAA staff members.

For award categories that require a selection panel, the process is as follows:

1. Following finalisation of student results for certification, the QCAA applies the award criteria to determine an initial shortlist of students to be reviewed by the selection panel.
2. The selection panel meets to consider shortlisted students and make final recommendations.
3. QCAA informs schools and students of the outcome of the selection process.

14.3 Award winners

Certificates of Academic Commendation are mailed directly to students' postal addresses in December, at the same time as their final Year 12 results.

All other award winners are notified in a letter from the QCAA Chief Executive Officer, following the release of student results for certification. QCAA also notifies the school principals of each award winner.

14.3.1 Award ceremony

The winners of each award category (other than the Certificate of Academic Commendation) will be officially announced at the annual QCE Achievement Awards ceremony held in February.

Award winners are invited to this ceremony, and QCAA assists schools and winners with media opportunities arising from the awards.

