

# **QCE and QCIA policy and procedures handbook v4.0**

For senior secondary schools

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# 1 Senior schooling in Queensland

## 1.1 Background to the QCE system

The 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**

In the 1970s, Queensland introduced school-based assessment to its senior education system. Teachers devised assessment instruments and made judgments about how well students had learnt. These judgments became the main basis of students' 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. There was a move away from determining grades based on direct comparisons between students' work, and toward a system using predetermined criteria and standards to award grades and report 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 their work would be judged on, before beginning each task. Students' results were externally moderated by review panels of 'teacher experts', who were responsible for maintaining standards and comparability between schools in each district.

### **2000s: Broadening opportunities for learning**

In the early 2000s, the nature of senior schooling was reconsidered. This led to a range of reforms. 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 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 QCE system started in 2019. Its core components — decided in 2015 in response to an independent review of senior assessment and tertiary entrance — 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 QCE system

The QCE system continues Queensland's decades-long tradition of involving teachers in all stages of the assessment process. This teacher involvement enables quality learning experiences for all students and strengthens Queensland's culture of building teacher assessment literacy. 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

Year 10 is the start of the senior phase of learning. 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. This process can support students to reflect on and make important decisions about:

- structuring their learning in Years 11 and 12 around their abilities, interests and ambitions
- mapping their pathway to a QCE or, if eligible, a QCIA.

Year 10 is the final year of the Australian Curriculum, which forms the foundation knowledge and skills required for senior schooling.

Schools design and deliver their Year 10 program to ensure students:

- complete the P–10 Australian Curriculum prerequisite knowledge and skills
- receive the necessary advice, guidance and preparation to start senior studies

Schools may support students' preparation for senior studies by:

- identifying opportunities within the Year 10 Australian Curriculum to introduce concepts and skills that provide a foundation for the corresponding senior syllabus (for Years 11 and 12)
- selecting and modifying the assessment techniques and conditions from the senior syllabus to gather evidence of student learning in the corresponding Year 10 Australian Curriculum achievement standard and standard elaborations

- building understanding and skills necessary for success in the senior syllabus by identifying the underpinning factors and their alignment to the corresponding general capabilities in the Year 10 Australian Curriculum
- addressing students' individual needs through differentiation.

Schools also open online learning accounts for students. For more information about senior pathway planning, see [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/about-the-qce](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/about-the-qce).

### 1.2.2 Learning options

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

- General and General Extension subjects
- Applied subjects, including Essential English and Essential Mathematics
- Short Courses
- General (Senior External Examination) subjects
- recognised studies
- Vocational Education and Training (VET) courses
- school-based apprenticeships and traineeships
- university subjects.

General and Applied subjects are organised into four 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. General (Extension) subjects are organised into Units 3 and 4 only, and have a subject prerequisite for the Unit 1 and 2 learning.

### 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 the QCAA sets and marks.

In General subjects, the internal assessment contributes 75% to the final subject result except in Mathematics and Sciences subjects, where it contributes 50%.

Subject results in Applied subjects are based on student achievement in four 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.

The 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 and Short Courses.

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 and Short Courses, 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. Results for Short Courses do not contribute to ATAR calculations.

Information on the ATAR is available from QTAC on its website, [www.qtac.edu.au](http://www.qtac.edu.au).

## 1.3 Defining characteristics of the QCE system

Students are the focus of the 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 QCE system has five defining characteristics:

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

### 1.3.1 Quality contemporary syllabuses

Syllabuses 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 student achievement.

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 of assessment is improved by providing students with 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-reported or QCAA-approved access arrangements and reasonable adjustments (AARA).

The 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.

For decades, Queensland teachers have been reporting student achievement based on evidence 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, and 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, the QCAA checks that assessment instrument design meets 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 consistently and 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. The syllabus details the scope and scale of each external assessment, which occurs at the end of a course of study.

### 1.3.3 Predefined standards

Queensland has a long tradition of using predefined standards to describe how well students have achieved syllabus objectives. The use of standards ensures that:

- students and teachers know what is required 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/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/carers for describing student performance in and across school subjects.

### 1.3.4 Teacher professionalism

Queensland teachers have accumulated substantial experience working in a standards-referenced assessment system. In the 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, recognition and public confidence
- communication — between the 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 a:

- Senior Statement
- 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:

- teaching, learning and assessment that is inclusive, and socially and culturally responsive
- 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](http://www.qcaa.qld.edu.au/k-12-policies/equity-in-education) and Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure.

## 1.5 Partnership with schools

While the QCAA maintains productive partnerships with a broad range of stakeholders, including students and parents/carers, teacher unions, professional associations, principals’ associations, school sectors, the tertiary sector, learning providers and the business community, the QCE system depends on a strong partnership between schools and the QCAA. This 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.

The QCAA sets the framework for the partnership between the QCAA and schools to meet the legislative requirements of the [Education \(Queensland Curriculum and Assessment Authority\) Act 2014 \(Qld\)](#) (QCAA Act) and [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014 \(Qld\)](#) (QCAA Regulation). 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 QCE system for their students to become eligible to receive an SEP. The date for completing the agreement is published in the [SEP calendar](#). Further information is available in the annual Senior secondary certification agreement memo published on the QCAA website at [www.qcaa.qld.edu.au/news-data/memos](http://www.qcaa.qld.edu.au/news-data/memos).

## 2 Queensland Certificate of Education (QCE)

The QCAA issues a QCE to an eligible student 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 [QCAA Act](#) and [QCAA Regulation](#).

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.

For advice about QCE eligibility:

- students and parents/carers — contact [myQCE@qcaa.qld.edu.au](mailto:myQCE@qcaa.qld.edu.au)
- all others — contact [QCEforschools@qcaa.qld.edu.au](mailto:QCEforschools@qcaa.qld.edu.au).

### 2.1 Eligibility for a QCE

To be eligible for a QCE, a student must:

- have an open learning account (see Section 13.2.4: Students and registration)
- 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
- meet the QCE requirements by completing 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 the set amount of learning, 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 final result 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).

For more information about Applied, Applied (Essential) and General subjects, see Section 11.1: Determining results.

### 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 vocational education and training (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

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 contribute to the set amount of 20 credits, but *not* to the 12 credits that must accrue from completed Core courses of study.

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

- is enrolled in an Applied or General subject for Units 1, 2, 3 and 4, and is reported as satisfactory or unsatisfactory in both Unit 1 and Unit 2, and achieves a final result of C or better in Units 3 and 4
- is enrolled in a General (Extension) subject for Units 3 and 4, and achieves a final result of C or better
- achieves a final result 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 2.5.2: Interstate and overseas transfers: Non-Queensland studies)
- completes an International Baccalaureate Diploma Programme (IBDP) subject at a Queensland school and achieves a final result of 4 or better

- partially completes an IBDP subject at a Queensland school (as outlined in Section 2.2.1: Core courses of study) and subsequently enrolls in and meets the set standard in the Unit 3 and 4 pair of a related QCAA subject
- completes a recognised study to the required standard (see Section 2.4: Recognised studies).

### Relaxation of the studies that contribute to the completed Core

Relaxation of the studies that contribute to the completed Core may apply in some circumstances, including when a student changes learning provider (see Section 2.5: Transfer students) or changes between some subjects. In any case, credit only accrues where the set standard is met.

Automatic relaxation of the studies that contribute to the completed Core applies only when a student changes between one QCAA Mathematics subject and another QCAA Mathematics subject, or between one QCAA English subject and another QCAA English subject. For example, if a student completes Unit 1 of General Mathematics and changes to Essential Mathematics to complete Unit 2 and the Unit 3 and 4 pair, then the relaxation applies and the student is considered to have completed Unit 1, Unit 2 and the Unit 3 and 4 pair across the QCAA Mathematics subjects.

In all other situations, an application for relaxation of the studies that contribute to the completed Core must be made to the QCAA. An application is required when a student:

- completes more than four units of the same QCAA subject
  - **example:** repeats a unit
- changes to a learning provider where the same subjects are not offered
  - **example:** completes Units 1 and 2 of Chemistry, then transfers to a new learning provider where they are unable to continue this subject in the Unit 3 and 4 pair. The new learning provider enrolls them in a sufficiently similar subject.

Relaxation of the studies that contribute to the completed Core does not change the requirements of the syllabus, including learning and assessment, for any subject (see Section 8.2.1: Engaging in learning and assessment).

For more information about transfer students and changing subjects, see Section 2.5: Transfer students and Section 8.2.1: Engaging in learning and assessment.

## 2.1.4 Literacy and numeracy requirements

The literacy and numeracy requirements for a QCE reflect the standards outlined in Level 3 of the Australian Core Skills Framework (ACSF), available at [www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework](http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).

**Table: 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"> <li>• Essential English</li> </ul>	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>• Essential Mathematics</li> </ul>	Satisfactory completion in Unit 1 or Unit 2 or Final result of C or better in a Unit 3 and 4 pair

Courses of study	Literacy	Numeracy	Set standard
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>English</li> <li>English as an Additional Language</li> <li>Literature</li> </ul>	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> Final result of C or better in a Unit 3 and 4 pair
General (Extension)	Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>English &amp; Literature Extension</li> </ul>		Final result of C or better
General (Senior External Examination)	QCAA subject: <ul style="list-style-type: none"> <li>English</li> </ul>	QCAA subject: <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> </ul>	Final result of C or better
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Final result of C or better
IBDP in Queensland schools	IBDP examination in one of the following: <ul style="list-style-type: none"> <li>English A: Language and Literature (SL or HL)</li> <li>English A: Literature (SL or HL)</li> <li>English B (SL or HL)</li> </ul>	IBDP examination in one of the following from 2021: <ul style="list-style-type: none"> <li>Mathematics: Analysis and Approaches (SL and HL)</li> <li>Mathematics: Applications and Interpretations (SL and HL)</li> </ul>	Final result of 4 or above on examination <i>Or</i> Exit subject with a final result of 3, having achieved a 4 or above for the internal assessment component
Interstate studies	Interstate subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>Essential English</li> <li>English</li> <li>English as an Additional Language</li> <li>Literature</li> </ul>	Interstate subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>Essential Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> Final result of C or better (or equivalent) in a Unit 3 and 4 pair
Recognised studies	See the QCAA website for a list of eligible learning options.	See the QCAA website for a list of eligible learning options.	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: Core, Preparatory and Complementary. Many groups of learning options 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.

**Table: Category of learning for each learning option**

Learning options	Category of learning		
	Core	Preparatory	Complementary
QCAA syllabuses (Applied and General)	✓		
QCAA Short Courses		✓	✓
VET	✓	✓	✓
IBDP in Queensland schools	✓		✓
Recognised studies	✓	✓	✓
University subject (school program) *			✓*
Non-Queensland studies	✓		
* University subjects are only eligible to contribute credit to a QCE when studied as part of a school program while enrolled at school.			

All learning contributing to the QCE is categorised into one of the three categories of learning:

- Core course of study
- Preparatory course of study
- Complementary course of study.

The QCAA has developed separate criteria for each category.

## 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.

## Criteria for Core courses of study

Typically, Core courses of study are:

- a component or subcomponent of an eligible option under the [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- 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 VET
- quality assured by the QCAA, a similar statutory authority or another accreditation body, e.g. International Baccalaureate (IB) or Australian Skills Quality Authority (ASQA)
- 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
- required to deliver between 200 and 300 hours of learning.

## QCE credit for Core courses of study

The following tables indicate the QCE credit that may accrue for Core courses of study from Applied, Applied (Essential), General, General (Extension) and General (Senior External Examination) subjects, VET and IBDP in Queensland schools.

**Table: Credit for Applied and General subjects**

QCAA syllabus	Set standard	QCE credits	Notes
Applied subjects (including Essential)		4 (maximum credit available)	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.3: Set pattern of learning.
Unit 2	Satisfactory	1	
Units 3 and 4	Final result of C or better	2	
General subject		4 (maximum credit available)	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.3: Set pattern of learning.
Unit 2	Satisfactory	1	
Units 3 and 4	Final result of C or better	2	
General (Extension) subject		2 (maximum credit available)	
Units 3 and 4	Final result of C or better	2	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.3: Set pattern of learning.

QCAA syllabus	Set standard	QCE credits	Notes
<b>General (Senior External Examination) subject</b>		<b>4 (maximum credit available)</b>	
	Final result of C or better	4	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.3: Set pattern of learning. No credit accrues for partial completion of a subject. (See Sections 4.1.2: General, General (Extension) and General (Senior External Examination) syllabuses and 13.2.5: Enrolments and results.)

**Table: Credit for VET qualifications — maximums**

VET qualification	Set standard	QCE credits	Notes
Certificate II	Completed qualification	4 (maximum credit available)	QCE credit accrued from new learning contributes to the completed Core when a student completes the full qualification.
Certificate III and IV	Completed qualification	8 (maximum credit available) <b>Credits*   Hours</b> 8        440+ 7        385–439 6        330–384 5        < 330	QCE credit accrued from new learning contributes to the completed Core when a student completes the full qualification.
* Based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.			
<b>School-based apprenticeship</b>		<b>6 (maximum credit available)</b>	
<b>VET qualification</b>	The maximum percentage of competencies that school-based apprentices may complete while at school depends on the nominal term (full-time) of the apprenticeship in years: ≤ 33.3% for 4 years ≤ 40% for 3 years ≤ 50% for 2 years	Up to 2	School-based apprenticeship VET qualifications do <b>not</b> contribute to the completed Core of the QCE, as they cannot be completed while at school.  The Queensland Government Department of Employment, Small Business and Training provides further information about maximum training allowed and <a href="#">school-based apprenticeships and traineeships</a> .

VET qualification	Set standard	QCE credits	Notes
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 when a student completes all the on-the-job hours while at school.  Partial credit may apply (1 credit for 25 days completed).  The Queensland Government Department of Employment, Small Business and Training provides further information about <a href="#">school-based apprenticeships and traineeships</a> .
	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)	
	Completed qualification	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

Credit is contingent on meeting additional VET credit rules as set out in Section 2.3: Additional VET QCE credit rules. Only credit from completed Core VET qualifications is eligible to contribute to the completed Core in the set pattern requirement of the QCE.

**Table: QCE credit for partial and completed VET qualifications**

VET qualification	Competencies complete	QCE credits			
<b>Certificate II</b> Maximum credit available for a completed course with 90% or more new learning is 4 credits.  For further information about new learning, see Section 2.3: Additional VET QCE credit rules.	100% complete	4			
	75% complete	3			
	50% complete	2			
	25% complete	1			
	< 25% complete	0			
		<b>Maximum credit available</b>			
<b>Certificate III and IV</b> Maximum credit available for a completed course with 90% or more new learning is 5–8 credits.  For further information about new learning, see Section 2.3: Additional VET QCE credit rules.	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

**Table: Credit for IBDP course completed in a Queensland school**

IBDP course	Set standard	QCE credits	Notes
Units 1 to 4 equivalent	Final result of 4 or above on examination	4	QCE credits contribute to the completed Core when a student has completed the course of study.

**IBDP studies in a Queensland school: Partial completion**

If a student exits IBDP studies prior to completion, they may be eligible for partial QCE credit. Schools may report a result for each semester of partial completion that is comparable to a unit of study.

**Table: Credit for IBDP studies in a Queensland school — partial completion**

IBDP course	Set standard	QCE credits	Notes
Unit 1 equivalent	Satisfactory	1	A student who transfers from an IBDP subject to similar QCAA subjects may be eligible for relaxation of the studies that contribute to the completed Core.
Unit 2 equivalent	Satisfactory	1	

For more information about reporting partially completed IBDP studies, see Section 11.2.2: School reporting to the QCAA.

**Recognised studies**

Recognised studies are courses of study that have been recognised by the QCAA as being eligible to contribute credit to the QCE. A full list of recognised studies, including those in the Core category of learning, is available on the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies).

**Non-Queensland studies**

Non-Queensland studies may contribute credit towards a QCE. For more information about applying for credit for non-Queensland studies, see Section 2.5.2: Interstate and overseas transfers: Non-Queensland 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 a foundation or entry to Core courses of study
- participating in work as a member of 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 in the set pattern required for the QCE.

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

**Table: Credit for Preparatory courses of study**

Preparatory courses	Set standard	QCE credits	Notes
QCAA Literacy Short Course (2018)	Final result of C or better	1	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. For more information about new learning in VET, see Section 2.3.2.
QCAA Numeracy Short Course (2018)	Final result of C or better	1	
VET Certificate I qualification	Qualification completed, with at least 90% new learning	2 (199 nominal hours or less)	
	Qualification completed, with at least 90% new learning	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 are of greater depth and/or breadth than 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 (MLP)
- 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 an 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 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 developing new criteria, applications, 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 in the set pattern required for the QCE.

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

**Table: Credit for Complementary courses of study**

Complementary courses	Set standard	QCE credits	Notes
QCAA Aboriginal and Torres Strait Islander Languages Short Course	Final result of C or better	1	
QCAA Career Education Short Course	Final result of C or better	1	
University subject (one- or two-semester subject) studied as part of a	Pass result	2 credits for a one-semester FTE subject	These subjects contribute credit to a QCE only when a student is enrolled at a school.

Complementary courses	Set standard	QCE credits	Notes
school program in partnership with a tertiary education institution		4 credits for a two-semester FTE subject	Credit may accrue for partial completion of a two-semester FTE subject. FTE is university full-time equivalent.
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

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. These are outlined below.

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 four QCE credits. At the time of enrolment, the list of courses in the table applies. This list of subjects and qualifications is reviewed and updated annually. If a qualification on this list is superseded, the new qualification will also be considered 'duplication of learning' unless otherwise advised.

All completed and partially completed VET qualifications and Applied subjects are recorded on the Senior Statement and/or Statement of Results.

**Table: Applied subjects and Certificate II VET qualifications with duplication of learning**

Learning area	Applied subject	VET qualification	Maximum QCE credit
<b>English</b>	Essential English	No duplication	4
<b>Health and Physical Education</b>	Early Childhood Studies	No duplication	4
	Sport & Recreation	SIS20115 Certificate II in Sport and Recreation	4
<b>Humanities and Social Sciences</b>	Business Studies	BSB20115 Certificate II in Business BSB20120 Certificate II in Workplace Skills	4
	Religion & Ethics	No duplication	4
	Social & Community Studies	No duplication	4
	Tourism	SIT20116 Certificate II in Tourism SIT20122 Certificate II in Tourism	4
<b>Mathematics</b>	Essential Mathematics	No duplication	4
<b>Sciences</b>	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
<b>Technologies</b>	Building & Construction Skills	CPC20220 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	MSF20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality SIT20322 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 ICT20120 Certificate II in Applied Digital Technologies	4
<b>The Arts</b>	Arts in Practice	No duplication	4
	Dance in Practice	CUA20120 Certificate II in Dance	4
	Drama in Practice	No duplication	4
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
<b>Note:</b> If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.			

## 2.3.2 Multiple VET qualifications

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

### New learning in VET

Credit for the QCE accrues when a student completes new learning. When a student completes multiple VET qualifications, an RTO may credit transfer previously completed units of competency from one qualification to another qualification. New learning in VET is identified for a unit of competency when it is reported as:

- 'Competency achieved/pass' and is the earliest date completed
- 'Credit transfer/national recognition' but has not been recorded elsewhere in the student's learning account, and is the earliest date completed
- 'Credit transfer/national recognition' but at the earliest date completed was not part of a qualification that can contribute credit to the QCE.

Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

### Qualifications from the same VET training package

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.

When a student completes or partially completes multiple qualifications from the same VET training package (e.g. a Certificate II in Business and a Certificate III in Business, or a Certificate II in Sport & Recreation and a Certificate III in Fitness), credit accrued from new learning 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.

All completed qualifications are recorded on the Senior Statement and/or Statement of Results.

The QCE estimator is available in the Student Management application.

**Table: 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

Certificate I	Certificate II	Certificate III or Certificate IV	Category of learning	Maximum QCE credit
				(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, as defined above.

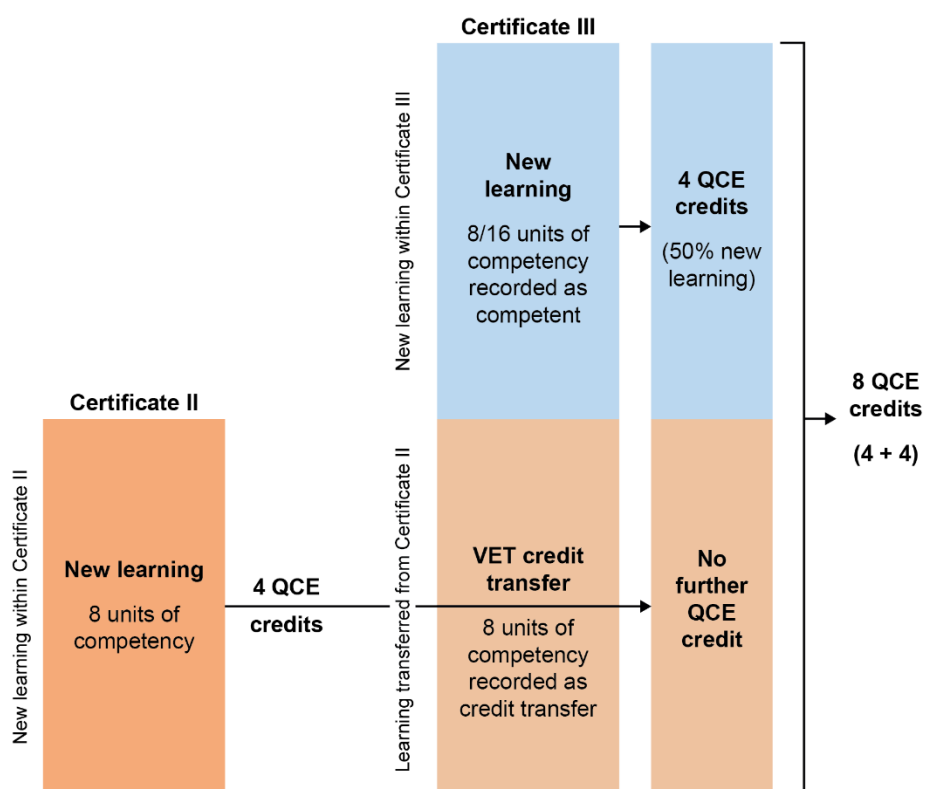
At least 90% of the total units of competency required for the qualification must be reported as competent. All completed and partially completed VET qualifications that contribute to the QCE are recorded on the Senior Statement and/or Statement of Results.

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.

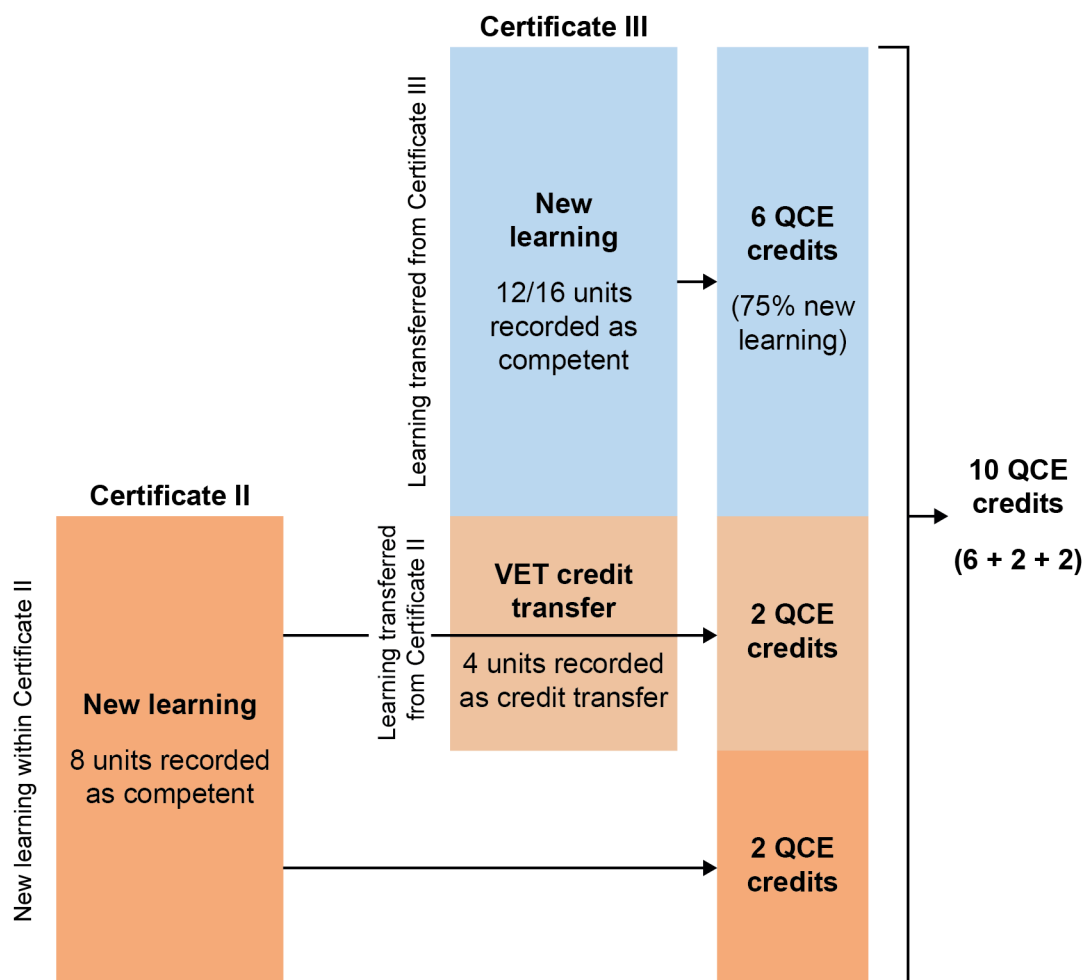
**Table: QCE credit contribution for VET qualifications completed with a combination of new learning and VET credit transfer**

QCE credit	Amount of new learning completed	Notes
Full QCE credit	90% or more	10% of the total units of competency, or one of the competencies, can be reported as credit transfer. For Certificate I, the qualification must also be completed and awarded.
75%	75%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only.
50%	50%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only.
25%	25%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only.
0%	<25%	

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



**Figure: 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:

- the qualification is undertaken while the student is enrolled at a school
- units of competency are at AQF Level 5 or above
- 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 (eight 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 Senior Statement and/or Statement of Results.

Resources available in the QCAA Portal Noticeboard provide examples of QCE credit contribution in the Core and Complementary categories of learning when a Diploma or Advanced Diploma is completed.

## 2.4 Recognised studies

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

Recognised studies are recorded on the Senior Statement and/or Statement of Results. Recognised study providers are responsible for registering, enrolling and reporting results for students to the QCAA.

Lists of recognised studies are available on the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies).

### 2.4.1 Recognised study quality criteria

To be listed as a recognised study, an organisation and course must meet the recognised study quality criteria ([www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/applying-for-recognition](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/applying-for-recognition)).

### 2.4.2 Application and review process

Organisations may apply to have a course of study recognised by the QCAA. For an organisation 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 is 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.

### 2.4.3 Lists of recognised studies

The QCAA maintains lists of recognised studies, which outline information about providers and their courses, on the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies).

For each provider of recognised studies, the following details are published:

- provider name and contact details
- possible levels of achievement
- recognition agreement period
- for each recognised study offered by that provider
  - name of the course of study
  - category of learning

- required standard for credit to the QCE
- QCE credit value
- review day.

#### 2.4.4 Appeals

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

## 2.5 Transfer students

A transfer of student registration occurs after a student has commenced senior secondary schooling and changes learning providers. Students' registration may be transferred between Queensland schools or from interstate or overseas schools.

To be eligible for a QCE, the set pattern of learning requires 12 credits to accrue from completed Core courses of study. Students transferring may be unable to continue the same courses of study and meet the completed Core required for a QCE. The QCAA provides processes for schools to support the provision of opportunity for transfer students to meet the eligibility requirements for a QCE. The processes used depend on the type and timing of the transfer.

For more information, see Section 2.1.3: Set pattern of learning.

QCE eligibility scenarios are available in the QCAA Portal Noticeboard.

### 2.5.1 Within Queensland

A student who transfers between Queensland learning providers during senior secondary schooling in Queensland should have a learning account. See Section 13.2.4: Students and registration and 13.2.5: Enrolments and results.

Any learning reported to the QCAA will be in the learning account. This includes eligible learning options, as outlined in Section 2.2: Categories of learning. If a student has not completed a learning option and is continuing in that course of study, the new learning provider will contact the original learning provider for evidence of previous learning and/or assessment.

When a student is not able to continue a course of study, the school may apply to the QCAA for relaxation of the studies that contribute to the completed Core. Relaxation is contingent on the student completing an approved learning option within the QCE requirements.

Before enrolment, schools should discuss with students and their parents/carers subject choices where there may be an impact on QCE credit. 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. For more information contact the QCAA Certification Unit at [rocc@qcaa.qld.edu.au](mailto:rocc@qcaa.qld.edu.au).

For more information, see the following sections:

- Section 2.1.3: Set pattern of learning
- Section 8.2.1: Engaging in learning and assessment
- Section 11.1: Determining results
- Section 13.4.2: Enrolments and results
- Section 13.5: Retaining records and student work.

To apply for relaxation of the studies that contribute to the completed Core, see the QCAA website <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/transfer-students-and-the-qce>.

QCE eligibility scenarios are available in the QCAA Portal Noticeboard.

## 2.5.2 Interstate and overseas transfers: Non-Queensland studies

A student who transfers from an interstate or overseas learning provider needs to be registered by the new Queensland learning provider and have a learning account opened. See Section 13.4.1: Students and registration and Section 13.4.2: Enrolments and results.

Non-Queensland studies are courses considered equivalent to those courses usually undertaken during senior secondary schooling by students in Queensland. Students who have completed non-Queensland studies in the Core category and enrol in similar Queensland courses of study may be eligible for credit for previous studies and/or their contribution to set pattern requirement of the QCE including the 12 credits needed from completed Core courses of study.

On behalf of a student, a school can submit to the QCAA an application for credit for previous studies and/or relaxation of the completed Core of the QCE.

The QCAA decides eligible learning and whether a non-Queensland study is sufficiently similar to a Queensland course of study. Relaxation of the studies that contribute to the completed Core may be granted, provided that the student's previous study demonstrates the depth and continuity required. 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. The relaxation is contingent on the student completing an approved learning option within the QCE requirements.

When the QCAA approves an application, results are verified and entered in a student's learning account.

Non-Queensland studies undertaken in interstate and overseas schools accrue one QCE credit for each component completed in a course of study, up to a maximum of three credits per completed or partially completed course.

When a student undertakes Queensland studies for the Unit 3 and 4 pair, and has completed previous learning in the sufficiently similar subject, a maximum of two credits accrue for the previous learning.

As part of the application process, transfer students must provide evidence of results and/or qualifications gained from their previous learning provider/s, meet the QCE eligibility requirements (see Section 2.1: Eligibility for a QCE).

For interstate transfer students, the evidence 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.

Schools considering enrolling international students should note that the academic years in the northern and southern hemispheres differ by six months. This may create 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
- to receive a QCE at the end of the school year, the student must meet the QCE requirements

- entrance to a university course in some countries may require a QCE.

Students transferring from New Zealand are treated as overseas transfer students. For more information, see the following sections:

- Section 2.1.3: Set pattern of learning
- Section 8.2.1: Engaging in learning and assessment
- Section 11.1: Determining results
- Section 13.4.2: Enrolments and results
- Section 13.5: Retaining records and student work.

For advice related to QCE eligibility, email [QCEforschools@qcaa.qld.edu.au](mailto:QCEforschools@qcaa.qld.edu.au). To apply for credit for non-Queensland studies, and to apply for relaxation of the studies that contribute to the completed Core, see the QCAA website at [rocc@qcaa.qld.edu.au](mailto:rocc@qcaa.qld.edu.au).

QCE eligibility scenarios are available in the QCAA Portal Noticeboard.

### Interstate VET qualifications and QCE credit

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. 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 (see Section 2.1.3: Set pattern of learning).

### 2.5.3 Closing dates for applications

The final date for receipt of applications for QCE credit and relaxation of the completed Core is published in the [SEP calendar](#). Applications received after this date may result in the student not being issued their QCE in the year of application.

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 The Student Management application and the Student Portal

### 2.6.1 The Student Management application

Schools may use the Student Management application in the QCAA Portal to access information about QCE eligibility, and to generate individual and group reports, which indicate projected student eligibility for a QCE. To check projected student eligibility for a QCE, reports are available in the application. These should be used with Section 2 of this handbook to check student eligibility for a QCE and take action, as appropriate.

Schools can access and use the 'Estimate QCE eligibility' tool in the application.

### **2.6.2 The Student Portal**

Students may access information related to their QCE, including their registration, enrolments, results and projected QCE eligibility via the Student Portal, accessed via the myQCE webpage. Students contact their schools with questions related to their learning account.

See Section 11.3: QCAA reporting responsibilities.

## **2.7 Issue of a QCE**

For students who meet the eligibility requirements of the QCE on completion of their senior secondary schooling, the QCAA issues the QCE in December in their final year of schooling.

Students who do not meet the eligibility requirements of the QCE on completion of their senior schooling may continue to accrue credit to the QCE. For these students, the QCAA issues a QCE in the July or December after they meet the eligibility requirements.

For more information about the issue of a QCE, see Section 11.3.2: QCAA reporting to students and Section 13.2.4: Students and registration.

## 3 Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (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; it 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 the [QCAA Act](#) and [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 13.3.3: Managing data.

#### 3.1.1 Eligibility criteria

According to the [QCAA Regulation](#), 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
- the person has completed at least 24 semesters of schooling, other than schooling in the Preparatory Year
- at least one result for contributing studies for the certificate is recorded in a student account kept for the person
- the person completes studies that are part of an individual learning program developed for the person at the school
- the person has not previously been issued with a QCIA, QCE, Senior Certificate, or equivalent interstate or overseas qualification.

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

The QCIA is not an alternative for a student working towards achieving the QCE.

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.

### 3.1.2 Individual learning programs

An individual learning program:

- is developed for students who have disability, as defined in the [Disability Discrimination Act 1992 \(Cth\) \(DDA\)](#), 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 via the QCAA Portal
- does not contribute credit to the 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 VET courses.

### 3.1.3 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.

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. In this situation, a QCE may be achieved and issued post-school.

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. A typical pattern of enrolment in QCE-contributing studies for a QCIA-eligible student may include a Short Course, an Applied subject or a Certificate I or Certificate II course. Completed and partially completed QCE learning is recorded on a Senior Statement and cannot be duplicated on the QCIA.

For more information about:

- contributing studies for the QCE, see Section 2: Queensland Certificate of Education (QCE).
- VET, see Section 2.3: Additional VET QCE 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 [SEP calendar](#).

**Table: The QCIA process**

Time	Steps of the QCIA process
<b>Before starting senior schooling</b>	<b>QCIA learning pathway</b>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students complete a SET Plan identifying the QCIA learning pathway, with QCE-contributing studies if appropriate.</li> <li>• Schools register eligible students for a QCIA pathway (see Section 3.1: Eligibility for a QCIA and Section 3.2.1: Registering students for a QCIA pathway).</li> </ul>
<b>Term 1 in the first year of senior schooling</b>	<b>Curriculum</b>
	<p>Schools:</p> <ul style="list-style-type: none"> <li>• use the <a href="#">GIL</a> to identify curriculum organisers and learning focuses</li> <li>• identify learning goals that match the student's needs and interests</li> <li>• record a QCIA curriculum plan via the QCAA Portal for each student (see Section 3.2.2: Curriculum plans)</li> </ul>
<b>Senior schooling</b>	<b>Teaching, learning and assessment</b>
	<p>Schools:</p> <ul style="list-style-type: none"> <li>• sequence teaching and learning to align with each student's curriculum plan</li> <li>• develop assessment to provide opportunities to collect evidence of student achievement of learning goals</li> <li>• provide regular feedback and report progress to students and parents/carers (see Section 3.3.1: School reporting responsibilities to students and parents/carers)</li> <li>• collect evidence of students' learning</li> <li>• access QCAA information and resources for the <a href="#">QCIA</a>.</li> </ul>
<b>Term 3 in the final year of senior schooling</b>	<b>Drafting QCIAs</b>
	<p>Schools:</p> <ul style="list-style-type: none"> <li>• develop an internal quality assurance process for matching student work with statements (see Section 3.4.1: Internal quality assurance)</li> <li>• 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 3.3.4: Recording Statements of Achievement and Statements of Participation)</li> <li>• discuss the draft Statements of Achievement and Statements of Participation with students and parents/carers before submitting final school data to the QCAA</li> <li>• use the Student Management application and directions in the annual QCIA verification processes memo to record statements.</li> </ul>
	<b>QCIA verification meetings</b>
	<ul style="list-style-type: none"> <li>• Schools prepare for QCIA verification (see Section 3.4.3: QCIA verification).</li> <li>• QCIA advisers attend scheduled meetings to quality assure students' draft QCIA statements using evidence provided by schools. Schools receive feedback from the QCAA (see Section 3.4.3: QCIA verification) and have two weeks to make the required changes. The due date is indicated in the feedback and published in the <a href="#">SEP calendar</a>.</li> </ul>

Time	Steps of the QCIA process
Term 4 in the final year of senior schooling	<b>QCIA state review meeting</b>
	Schools: <ul style="list-style-type: none"> <li>• receive advice about statements (see Section 3.4.4: QCIA state review)</li> <li>• act on advice by the date published in the <a href="#">SEP calendar</a>.</li> </ul>
	<b>Pre-production checks of the QCIA</b>
	<ul style="list-style-type: none"> <li>• QCAA officers undertake final checking of all certificates in the final weeks of each academic year (see Section 3.4.5: Pre-production checks).</li> <li>• 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.</li> </ul>
	<b>Certification</b>
	<ul style="list-style-type: none"> <li>• Students receive the QCIA as part of their <a href="#">SEP</a> in their learning account and by mail.</li> </ul>

### 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'.

#### Starting a QCIA in Year 12

In exceptional circumstances, a student's situation may change during their senior schooling and they may become eligible for a QCIA pathway (see Section 3.1: Eligibility for a QCIA). As the QCIA is an ILO chosen at the start of senior secondary schooling, any student whose ILO is changed to QCIA while in Year 12 must have their eligibility approved by the QCAA's Manager, Quality Assurance Unit, in writing by the end of Term 1. To apply for approval, the principal provides an explanation for the change in eligibility by email to [qcia@qcaa.qld.edu.au](mailto:qcia@qcaa.qld.edu.au).






### 3.2.2 Curriculum plans

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.

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.

**Table: 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 start of their senior secondary schooling. User roles are outlined in *QCIA curriculum plans in Student Management: A guide for schools*, available on the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/curriculum](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/curriculum). The Access Management Organisation Administrator assigns the roles of QCIA coordinator and QCIA leader to appropriate staff (see Section 3.4.1: Internal quality assurance).

Each student's QCIA curriculum plan is created and managed via the QCAA Portal. It 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 school's QCIA leader.

For more information about creating a curriculum plan see *QCIA curriculum plans in Student Management: A guide for schools*.

### **Amending 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 Student Management application, accessed via the QCAA Portal.

### **Extending a year**

A student may want to extend their senior secondary schooling beyond the regular pattern of two years, to a third year of senior schooling.

A QCIA is only issued at the completion of the academic year in which the quality assurance processes have been completed (evidence must be presented at all of the quality assurance processes in the year of the certificate issue). A student must remain enrolled at the school until the certificates are issued. A QCIA is not issued if a student withdraws or ceases enrolment within the third or extension year.

Schools are responsible for ensuring students and their parents/carers are aware of this before developing a curriculum plan that involves extending to a third year. Students who have already been issued with a QCIA, and who are completing an extended year, may work towards a QCE.

### **Ceasing or transferring enrolment with a school**

If a student ceases enrolment at a school or is no longer eligible to receive a QCIA, schools must update the Student Management application as soon as possible.

### **Transfer students and curriculum plans**

The new school must review, edit and approve the student's previous curriculum plan in the Student Management application, ensuring 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](mailto:QCIA@qcaa.qld.edu.au).

## **3.2.3 Gathering evidence of learning**

Schools collect evidence of students' learning throughout senior schooling. This evidence is used to report achievement and participation to students and parents/carers and to substantiate Statements of Achievement and Statements of 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 the QCAA. See the [GIL](#) for suggestions about collecting different types of evidence.

## **3.3 QCIA reporting**

The QCAA and schools have complementary roles in reporting information about student achievement. Schools report to students, parents/carers and the QCAA. The QCAA reports to students, schools and the public.

### 3.3.1 School reporting responsibilities to students and parents/carers

Schools and/or employing authorities determine their own procedures, timing and content for reporting achievements to students and parents/carers, based on sector and/or school priorities.

Schools should:

- clearly communicate whether the information they provide refers to
  - evidence of working towards the achievement of learning goals in the student's individual curriculum plan
  - or
  - results achieved in QCE-contributing studies on individual assessments or across a term, semester, unit or pair of units
- ensure that information reported to students and parents/carers is consistent with information reported to the QCAA
- clarify that any reporting on achievement towards a QCIA is provisional, and is not finalised until quality assured by the QCAA (see Section 3.4: QCIA quality assurance processes).

Teachers determine achievement of learning goals when:

- evidence in the student responses demonstrates typical achievement of the learning goal
- evidence is authenticated as the student's own work.

### 3.3.2 School reporting to the QCAA

When a student's intended learning outcome is identified as working towards a QCIA, the school reports to the QCAA by approving the QCIA curriculum plan for the student in the QCAA Portal.

Schools report draft Statements of Achievement and Statements of Participation to the QCAA using the Student Management application. Timelines for activities related to the events are published in the [SEP calendar](#).

### 3.3.3 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 Senior Statement, issued to students as part of their SEP.

### 3.3.4 Recording Statements of Achievement and Statements of Participation

Schools record QCIA achievements in the Student Management application.

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

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

#### 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. Details on how to develop the QCIA Statement of Achievement, are available on the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/reporting](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/reporting).

Schools are responsible for collecting evidence of students' learning, and for ensuring that each statement is supported by evidence in a folio of student achievement.

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.

**Table: Sample alignment of learning goals, supporting evidence and achievement statements**

Learning goal from the GIL	Evidence from teaching and learning experiences	Statement of Achievement
<b>Use informal behaviours to intentionally communicate a single message consistently in familiar environments to express a preference.</b>	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
<b>Identify and use combinations of coins and notes for simple purchases.</b>	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

Learning goal from the GIL	Evidence from teaching and learning experiences	Statement of Achievement
<b>Participate in an organised sporting event.</b>	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

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.

### 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 partnership between schools and the QCAA underpins the quality management system. The quality management system describes the principles and processes required for quality assurance related to the QCIA principles of quality assurance.

The QCAA quality assurance processes support schools to develop curriculum and assessment and ensure consistency of judgments about student achievement. The processes support the continuous improvement of practices in schools.

Quality assurance processes incorporate the following principles:

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

### 3.4.1 Internal quality assurance

Internal quality assurance for the QCIA involves professional conversations 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 achievement and participation.

#### QCIA leaders

Within each school the role of QCIA leader is undertaken by the principal's delegate or their delegate. Schools develop internal quality assurance processes to ensure they:

- incorporate the principles of quality assurance into school quality assurance processes
- communicate and manage roles and responsibilities
- gather and store evidence as required
- are ready for QCAA quality assurance processes, including QCIA verification, state review and pre-production checks
- report information accurately to the QCAA
- approve curriculum plans.

#### QCIA coordinators

Within each school, QCIA coordinators (e.g. heads of curriculum or special education) typically:

- record students' individual curriculum plans that satisfy QCAA requirements
- oversee implementation of students' individual curriculum plans
- prepare the required information for QCAA quality assurance processes, including identifying eligible students and applying internal quality assurance
- implement the recommendations from the QCAA quality assurance processes
- maintain records and evidence as required by the QCAA and the school.

#### Teachers

Teachers of QCIA students typically:

- develop and deliver learning experiences and assessment opportunities for students using their individual curriculum plans
- gather evidence of student achievement toward the learning goals in each student's individual curriculum plan
- maintain records and evidence as required by the QCAA and the school.

For support, schools are encouraged to email [qcia@qcaa.qld.edu.au](mailto:qcia@qcaa.qld.edu.au).

### 3.4.2 QCIA advisers

QCIA advisers implement the quality assurance processes of the QCIA. In this role they may be required to:

- engage in various quality assurance processes to support the QCIA, including the QCIA verification and state review
- support schools to

- participate in QCIA verification
- act on feedback from QCIA verification.

QCIA advisers are responsible for maintaining deep knowledge and understanding of:

- the [GIL](#)
- QCIA policies and procedures
- assessment and gathering evidence of learning
- how to communicate feedback to schools.

### 3.4.3 QCIA verification

QCIA verification uses a peer quality assurance process that ensures the validity and reliability of QCIA information. Reviews are completed during a scheduled meeting by QCIA advisers and facilitated by QCAA officers. All schools with students expected to receive a QCIA at the end of the year are required to upload draft certificates and folio/s of evidence for QCIA verification.

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

### Preparing for QCIA verification

Schools prepare the following for QCIA verification:

- draft certificate information for all exiting students, including Statements of Achievement and Statements of Participation (see Section 3.3.4: Recording Statements of Achievement and Statements of 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 and save the draft certificate information from the software application program for every student exiting, and prepare these drafts for QCIA verification.

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

### Responding to QCIA verification feedback

After QCIA verification, 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 and Statement of Participation.

### **3.4.4 QCIA state review**

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

#### **Before the state review**

Schools are required to:

- act upon feedback received from QCIA verification (see Section 3.4.3: QCIA verification)
- submit final certification information for exiting students in the Student Management application by the date published in the [SEP calendar](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar) at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/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. QCAA officers may discuss issues about provisional certificate information with schools and provide feedback about:

- the quality of the certificate
- duplication issues with achievements in QCE-contributing studies to the school.

Schools must act upon and update certificate information according to feedback and advice by the date published in the [SEP calendar](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/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. Requested changes are urgent — 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.

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

#### 4.1.1 Applied and Applied (Essential) syllabuses

Applied syllabuses comprise two types: Applied syllabuses and Applied (Essential) syllabuses.

They are suited to students who are interested in pathways beyond school that lead primarily to vocational education and training or directly to work.

##### **Applied**

Applied syllabuses are underpinned by literacy and numeracy, applied learning, community connections and core skills for work.

Applied subjects 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 from 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)**

Results from Essential English and Essential Mathematics may contribute to meeting the literacy and numeracy requirement for the QCE.

Essential Mathematics and Essential English provide 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.

### 4.1.2 General, General (Extension) and General (Senior External Examination) syllabuses

There are three types of General syllabuses — General, General (Extension) and General (Senior External Examination) — and across these types, some subjects are incompatible with each other.

General subjects are suited to students who are interested in pathways beyond school that lead primarily to tertiary studies or to other further studies.

Students cannot enrol in the following combinations of subjects:

- the General subject and the alternative sequence resource for that subject (see Section 4.2.2: Flexible delivery)
- the General subject and the General (Senior External Examination) subject
- the English as an Additional Language General subject (which is only for study by students for whom Standard Australian English is not their first or home language) and any of the following General subjects: English, Literature, English & Literature Extension or English SEE.

Schools should be aware that Specialist Mathematics must be taken in conjunction with, or on completion of Mathematical Methods. It is assumed work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

While students may study both Applied (Essential) and General subjects from the same learning area, only one may contribute to ATAR calculations. For more information, contact [QTAC](#).

#### General

General syllabuses provide developmental courses of study consisting of four units. Each syllabus unit has been developed with 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.

#### General (Extension)

General (Extension) syllabuses provide developmental courses of study consisting of two units (Units 3 and 4). Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours. 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. A General (Extension) subject may only be started after completion of Units 1 and 2 of the General subject. Units 3 and 4 are studied as a pair, and assessment is summative.

**Table: Prerequisites for General (Extension) subjects**

General subject: Units 1 and 2 <i>Prerequisite to the Extension subject</i>	General subject: Units 3 and 4 <i>May be studied with or before the Extension subject</i>	Extension subject: Units 3 and 4 only
English	English	English & Literature Extension
Literature	Literature	English & Literature Extension
Chinese	Chinese	Chinese Extension
German	German	German Extension
Music	Music	Music Extension

## General (Senior External Examination)

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

Assessment for these subjects is at the end of the course by external examination. Candidates for the Senior External Examination are referred to as students in this handbook.

The Senior External Examination 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 gain credit towards a QCE
  - to meet tertiary entrance or employment requirements
  - for personal interest.

To be eligible for General (Senior External Examination) subjects, students must reside in Queensland and meet eligibility requirements. For more information about eligibility, registration and enrolment, see Section 13.2.5: Enrolments and results.

For more information about the Senior External Examination, see the QCAA website at [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

**Table: General (Senior External Examination) subjects**

<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Arabic*</li> <li>• Chemistry</li> <li>• Chinese</li> <li>• English</li> <li>• General Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Indonesian</li> <li>• Korean</li> <li>• Latin*</li> <li>• Modern Greek*</li> </ul>	<ul style="list-style-type: none"> <li>• Physics</li> <li>• Polish*</li> <li>• Punjabi*</li> <li>• Russian*</li> <li>• Tamil*</li> <li>• Vietnamese</li> </ul>
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\* 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.

### 4.1.3 Short Course syllabuses

Short Courses consist of a single unit. Assessment is summative. A Short Course may be offered by a school at any time during Year 10, 11 or 12. Each syllabus has been developed with a notional teaching, learning and assessment time of 55 hours.

These subjects 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.

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 (see below) is the default. A school must indicate its intention to offer a course of study through a flexible delivery option when entering a subject offering. Any variations to the standard delivery, including a variation to the sequence of assessment, must be completed as part of the subject offering by the date published in the [SEP calendar](#).

For more information about flexible delivery options, see [Flexibility in senior secondary schooling: Flexible Curriculum Delivery Working Group findings](#), available from the 'QCAA reports and papers' webpage at [www.qcaa.qld.edu.au/news-data/reports-papers/qcaa](http://www.qcaa.qld.edu.au/news-data/reports-papers/qcaa). For more information about subject offerings, see Section 13.2.5: Enrolments and results.

### 4.2.1 Standard delivery

In the standard delivery of a syllabus, it is typically 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, Applied and Applied (Essential) 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.

## 4.2.2 Flexible delivery

Schools make decisions about curriculum delivery to meet the needs of their students. There are a range of options for flexible delivery of curriculum for subjects in schools and there may be overlap between options or variations within options.

For these reasons, all flexible delivery 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
- 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.

### 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 13.2.5: Enrolments and results.)

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
- providing opportunities for students to 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. Specialist Mathematics requires knowledge from Mathematical Methods; Chinese Extension requires knowledge from Chinese
- 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, students transferring to and from the school and ongoing evaluation and management.

For more information, see Section 13: Administration.

**Table: Flexible delivery options**

Options that impact on QCAA quality assurance processes	Options that <i>do not</i> impact on QCAA quality assurance processes
<ul style="list-style-type: none"> <li>• Variable progression rate — early entry and completion; accelerated, compressed or extended completion</li> <li>• Standalone delivery of Units 3 and 4</li> <li>• Alternative learning centres</li> <li>• Multiple cohorts</li> <li>• Combined classes — alternative sequences for General subjects, where available</li> </ul>	<ul style="list-style-type: none"> <li>• Combined classes — differentiated concurrent instruction for General subjects; combined classes for Applied subjects; Years 10 and 11 combined</li> <li>• Online delivery</li> <li>• Distance education</li> <li>• Partner, shared campus or shared school arrangements.</li> </ul>

## Variable progression rate

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 starting 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. Refer to Section 13.2.4: Students and registration for further information about opening a learning account.
- **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** — Schools may shorten the duration of the course from two years, and concentrate 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.
  - Timelines for compressed delivery, where they vary from standard delivery, are published in the [SEP calendar](#).
- **Extended completion** — Certain students may complete their senior studies over an extended time, for example, three years. This option requires students to complete an additional year of schooling. While summative assessments may be spread over this period, the Unit 3 and 4 pair for a subject must be completed within the same year, with the same subject cohort. For example, a student on a reduced timetable (e.g. an elite athlete or a student with disability) might complete Units 3 and 4 for some subjects in one year, and for other subjects in the following year (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

## **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, Unit 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, but this option may have implications for a student's eligibility for a QCE (see Section 2.1.3: Set pattern of learning).

## **Alternative learning centres**

Across Queensland there are a number of main learning providers (MLPs) who administer curriculum and assessment to students and cohorts using flexible delivery options. These schools are recognised by the QCAA as alternative learning centres for the purpose of supporting quality assurance processes, for example, implementation of an ancillary common internal assessment (CIA) or multiple cohorts of a subject per year. Alternative learning centres may operate using a wide variety of strategies, such as online delivery, distance education, partner or shared campus arrangements or multiple cohorts. These flexible delivery options are not limited to alternative learning centres and may also be implemented by other schools.

## **Multiple cohorts**

Some schools allow students to enrol into the complete course of study at multiple points across a year. This means that there can be more than one cohort completing the same subject at various points across a year, with each cohort at a different stage of learning, for example, a standard delivery plus a variable progression cohort, or four cohorts each beginning a subject in each school term across the year.

Schools offering multiple cohorts are required to meet timelines for QCAA quality assurance processes and external assessment.

## **Combined classes**

Combined classes enable students from different year levels to be taught and assessed in the same class, using a variety of classroom management and instruction strategies. Schools may choose this approach to maintain breadth of curriculum delivery and/or to cater for subjects with small candidatures. There are different options available, but these are dependent on the type of subject being delivered.

### **Differentiated concurrent instruction — General and Applied (Essential) subjects**

Differentiated concurrent instruction for General and Applied (Essential) subjects occurs when 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 Essential English, Essential Mathematics and for General syllabuses.

### **Combined classes for Applied subjects**

A cohort of students beginning the subject is timetabled into a combined class with a cohort of students who have completed the first two units. The students in a combined class study the same subject matter, with instruction for the group differentiated to match the stage of the course. The first two units studied are formative units, followed by two summative units, which may be

Units 1 and 2 or Units 3 and 4. The assessment is differentiated and designed to match the conditions outlined in the syllabus for that stage of the course.

### Years 10 and 11 combined

Students are timetabled in combined classes to accommodate curriculum breadth.

- This strategy is most commonly implemented for subjects that are an 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.
- For more information about Year 10 learning options and advice, see the QCAA website at [www.qcaa.qld.edu.au/p-10/transition-senior-secondary](http://www.qcaa.qld.edu.au/p-10/transition-senior-secondary).

### Alternative sequences

Alternative sequences are a defined subject offering in Student Management, which can be offered as a flexible delivery option to the parent General syllabus in low candidature combined classes. Alternative sequences provide developmental courses of study consisting of four units where the subject matter and assessment described in the units is undertaken by students either as formative or summative studies. In the final two units studied, students will undertake summative assessment. Formative and summative units are defined in the syllabus for each year of implementation and may differ from the standard sequence of the parent General syllabus.

An alternative sequence has the same objectives, underpinning factors, pedagogical and conceptual frameworks and subject matter as the parent General syllabus, to ensure comparable complexity and challenge in learning and assessment.

There are 13 General syllabuses with an alternative sequence.

**Table: General syllabuses that offer alternative sequences**

<ul style="list-style-type: none"><li>• Agricultural Science</li><li>• Ancient History</li><li>• Biology</li><li>• Design</li><li>• Drama</li></ul>	<ul style="list-style-type: none"><li>• Geography</li><li>• Legal Studies</li><li>• Modern History</li><li>• Music</li><li>• Physical Education</li></ul>	<ul style="list-style-type: none"><li>• Physics</li><li>• Specialist Mathematics</li><li>• Visual Art</li></ul>
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An alternative sequence has the same objectives, underpinning factors, pedagogical and conceptual frameworks and subject matter as the parent General syllabus, to ensure comparable complexity and challenge in learning and assessment. However, the alternative sequence for a subject identifies the course of study and assessment program that must be followed as outlined in the Course overview section of the syllabus. Schools may not vary the delivery order of units, commencement unit, sequence of assessment in a unit or assessment techniques specified in the alternative sequence.

The General subject and its alternative sequence are alternatives and only one may be delivered to a student cohort. If the school has selected alternative sequence as the subject offering in Student Management, the alternative sequence resource must be followed when implementing

the subject. See Section 4.2.2: Flexible delivery. School principals seeking access to view the alternative sequence resource should email [ClientServices@qcaa.qld.edu.au](mailto:ClientServices@qcaa.qld.edu.au).

Before deciding to choose the alternative sequence, as a subject offering, schools may need to consider the implications for students transferring into or from their school.

Once a school has begun implementing the alternative sequence with a cohort, they cannot change to the General syllabus subject offering midway through the course and vice versa.

With each new cohort, schools must ensure that they are beginning the alternative sequence with the correct unit.

The alternative sequence for a subject identifies the course of study that must be followed in the Course overview section of the syllabus. Schools may not vary the delivery order of units, commencement unit, sequence of assessment in a unit or assessment techniques specified in the alternative sequence. Each year's commencement units are specified in the table below.

**Table: Pattern of units to deliver at the start of each alternative sequence subject offering**

Commencement year	Alternative sequence subject offerings must start delivery with the following units (commencement units)
2023	Alternative sequence units 1 and 2
2024	Alternative sequence units 3 and 4
2025	Alternative sequence units 1 and 2
2026	Alternative sequence units 3 and 4
Commencement units continue in the same pattern, that is, Units 1 and 2 in odd years, and Units 3 and 4 in even years.	

Alternative sequences and resources to help schools implement an alternative sequence subject are available to registered schools via the QCAA Portal.

## 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 MLP or learning provider, and to be familiar with their responsibilities regarding assessment. For internal assessment, schools must ensure that the integrity of assessment is maintained, and that they are able to implement authentication strategies. The responsibilities for external assessment are outlined in Section 10.1: External assessment roles and responsibilities and Section 6.3: Roles and responsibilities for AARA.

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.

## 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.

## 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 may 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 MLP or another learning provider
- each learning provider is familiar with the requirements for
  - registration and administration of the external assessment as necessary (see Section 13: Administration)
  - other quality assurance processes for the subject, such as endorsement, confirmation or at quality assurance review.

## 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	Applied (Essential)	General and General (Extension)	General (Senior External Examination)	Short Course
<b>Syllabus</b>	✓	✓	✓	✓	✓
<b>Sample study plans</b>	✓				
<b>Study plan requirements</b>	✓				

	Applied	Applied (Essential)	General and General (Extension)	General (Senior External Examination)	Short Course
Sample teaching, learning and assessment plans (TLAPs)		✓	✓	✓	✓
Sample module of work	✓				
Explanation of cognitive verbs		✓	✓	✓	✓
Sample assessment instruments	✓	✓	✓	✓	✓
Annotated sample responses			✓		✓

### Resources to support flexible delivery

Teachers can also access specific resources to support flexible delivery of subjects via the Syllabus application in the QCAA Portal.

## 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.

For more information, see the QCAA website at [www.qcaa.qld.edu.au/senior/senior-subjects/senior-syllabus-review-and-revision](http://www.qcaa.qld.edu.au/senior/senior-subjects/senior-syllabus-review-and-revision).

## 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 \(Cth\)](#)
- [Australian Qualifications Framework \(AQF\)](#)
- [Fit and Proper Person Requirements 2011 \(Cth\)](#)
- [Financial Viability Risk Assessment Requirements 2011 \(Cth\)](#)
- Data Provision Requirements under the [National Vocational Education and Training Regulator \(Data Provision Requirements\) Instrument 2020 \(Cth\)](#)

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 environment 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 13.1.2: Using the QCAA Portal](#).

For more information about VET record retention, see Section 13.3: Retaining records and 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. For more information about planning, see the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/qce-resources](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/qce-resources).

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 the QCAA at [vet@qcaa.qld.edu.au](mailto:vet@qcaa.qld.edu.au).

### 5.2.2 School-based apprenticeship or traineeship

A school-based apprenticeship or traineeship is organised in partnership with the student, parent/carer, school, employer and RTO. It is the RTO that 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 Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships on its website at <https://training.qld.gov.au/apprenticeshipsinfo>.

### 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 via the VET application in the QCAA Portal.

## 5.3 VET procedures for school RTOs

### 5.3.1 VET and the QCAA Portal

The VET application in the [QCAA Portal](#) enables school RTOs to access:

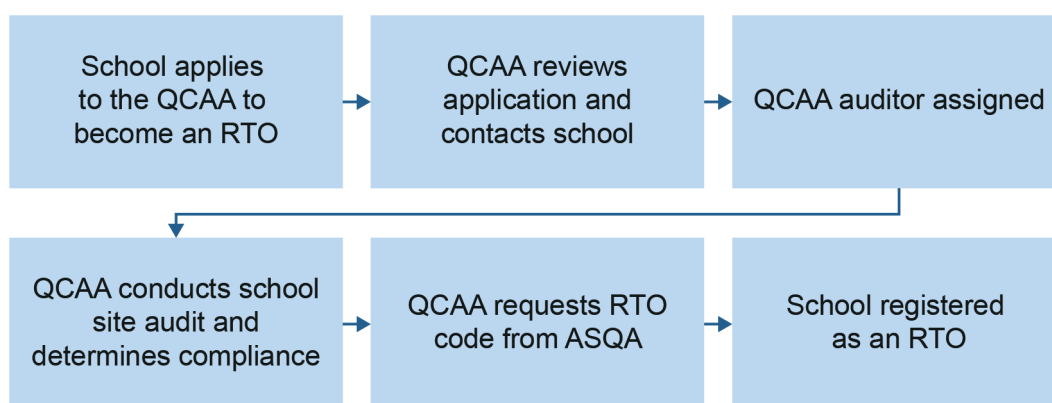
- the school's registration information
- user guides for the VET administrative forms
- VET administrative forms
  - Application to change scope of registration — Add a new qualification
  - Application to change scope of registration — Add unit/s of competency
  - Application to change scope of registration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

### 5.3.2 Registering as a school RTO

Queensland schools apply to the QCAA to become an RTO, using the initial registration form available on the QCAA website. 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 on 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.

**Figure: School RTO registration process**



### 5.3.3 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](https://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, also accessed via the QCAA Portal.

### **5.3.4 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](https://training.gov.au).

RTOs can deliver training package qualifications and units of competency once they are 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 has no role in the development, endorsement or maintenance of training packages.

#### **Training.gov.au**

[Training.gov.au](https://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.

### **5.3.5 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 stores a detailed profile for each provider, which includes a set of risk

indicators, such as compliance history. The QCAA uses provider profiles to determine its audit scope and activity.

### 5.3.6 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 and complaints information](#) 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 (available via the VET application in the QCAA Portal) 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, which is distributed to all school RTOs by the QCAA.
- Submit appropriate signed documentation, as required by the dates published in the [SEP calendar](#), via the VET application in the QCAA Portal.
- 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 risks are appropriately managed in all areas of operation of the RTO, including succession planning.

## Enforcement

If an RTO does not operate in accordance with its conditions of registration, ASQA can apply enforcement powers. The [National Vocational Education and Training Regulator Act 2011 \(Cth\)](#) 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 \(RTOs\) 2015 \(Cth\)](#). If non-compliance issues are not addressed within specified timelines, the *National Vocational Education and Training Regulator Act 2011 (Cth)* 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, also 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 \(RTOs\) 2015 \(Cth\)](#).

The QCAA provides additional information for RTO managers in the form of policies, procedures and resources located via the VET application in the QCAA Portal:

- 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 \(RTOs\) 2015 \(Cth\)](#). 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, which must be updated when strategies and practices change. The RTO may share the TAS with students before enrolment to help students make informed decisions about undertaking training. 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 profiles

Staff in an RTO who are delivering VET qualifications are required to create a [trainer and assessor profile](#), also known as a staff profile. This profile contains the evidence that trainers and assessors have the required qualifications and industry currency to deliver and assess the VET qualification. The staff profile must be provided to the RTO manager and approved by the principal/CEO before a teacher begins delivery of a VET course. The information in the 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 via the VET application in the QCAA Portal.

## 5.5 VET results and VET certificates

The RTO that enrolled the student in the VET qualification records the outcomes in a student's learning account.

VET certification and certificates are issued by the RTO that enrolled the student in the VET qualification.

Successfully completed units of competency are listed on all VET certifications.

The QCAA provides examples of certificate templates to support schools via the VET application in the QCAA Portal.

## 6 Access arrangements and reasonable adjustments (AARA), including illness and misadventure

The 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.

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 use of AARA for 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 on the same basis as other students. 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.

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), General (Senior External Examination) and Short Course assessments. Candidates for the Senior External Examination are referred to as students in this handbook.

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 on the same basis as other students.

The QCAA encourages schools to develop a school-based AARA process that supports early review of students with existing long-term and chronic conditions, so that schools and students can confidently negotiate and implement AARA according to the guidelines.

Most AARA applications for long-term conditions should reflect existing arrangements that have been in place to support students with disability to access assessment. The adjustments should encourage independence and enable the work produced to be authenticated as the student's own. Note that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.

Adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

Illness and unforeseen events may also impact on a student's ability to complete assessment, and may require access arrangements or a reasonable adjustment. For more information, see Section 6.5: Illness and misadventure.

Further information and resources about AARA are available on the QCAA website.

## 6.1 Principles

The following principles inform the decisions schools make about AARA.

- **Consultation** — Schools make decisions throughout the application for, and implementation of, AARA in consultation with the eligible student, parents/carers, relevant school staff, relevant medical and allied health professionals and the QCAA. Schools ensure they respect the dignity and privacy of the student, parents/carers and associates, and use the least intrusive adjustments supported by medical recommendations and school-based evidence to mitigate the functional impact of the student's condition during their assessment.
- **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 (see the [DSE Section 3.4](#)) to offer all students opportunities to demonstrate their knowledge and skills in assessment.
- **Standards-based assessment** — The relevant syllabus standards or ISMGs are used to make judgments about student achievement and may not be modified. The school is required to maintain the intent and rigour of assessment (see Section 8.1: Understanding academic integrity) and any other requirements or components that are inherent or essential to a course of study (see the [DSE Section 3.4](#)). Achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.
- **Effects of AARA** — Schools consider the effects of AARA on the student's ability to achieve learning outcomes, participate in courses of study, and demonstrate their knowledge and skills. Students should have opportunities to participate in each assessment as independently as possible with the least intrusive adjustment, and must 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 for each subject 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 adjustments for some assessment techniques or instruments, and may need different adjustments in different assessments.
- **Monitor** — Schools monitor the AARA provided, assessing whether changes are needed over the duration of a student's schooling to allow for their changing needs over time. AARA are specific to the individual needs of each student, subject and assessment instrument.

## 6.2 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 categories:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure.

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.

The QCAA uses broad disability categories for AARA:

- cognitive
- physical
- sensory
- social/emotional.

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 6.5: Illness and misadventure).

For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 6.5.4: Supporting documentation.

### 6.2.1 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)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Schools manage other situations where students are not eligible for AARA, such as school-approved absences for assessment or student transfers. For information about:

- school-approved absences, see Section 8.2.7: Gathering evidence of student achievement
- transfer students, see Section 8.2.1: Engaging in learning and assessment
- flexible delivery options, including variable progression, see Section 4.2: Delivery approaches to curriculum.

## 6.3 Roles and responsibilities for AARA

Under the [DSE](#), educational authorities such as the QCAA and education institutions such as schools, learning providers and school RTOs are obliged to make, and are responsible for consulting with students and parents/carers about, AARA.

### 6.3.1 Schools

Each school is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for subjects — Applied, Applied (Essential), General, General (Extension) and General (Senior External Examination) — 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. Schools work in partnership with medical practitioners, where possible, to make educational adjustments that allow students to equitably demonstrate their learning and undertake assessment.

Where an application is required for summative assessment, 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 (see Section 6.4.2: Application and notification process).

Schools:

- check the accuracy of information supplied in the AARA application
- 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
- advise any other learning providers who might be affected by the AARA applied for.

The principal or principal's delegate may appoint a suitable school staff member who is familiar with the student, or a team that can consult those most familiar with the student, to manage applications for AARA.

For summative internal and external assessment, when a student is enrolled with more than one learning provider, the MLP is responsible for submitting the application for AARA on behalf of the student. For information about MLPs, see Section 13.1.2: Using the QCAA Portal.

See the *School process checklist* on the QCAA website at [www.qcaa.qld.edu.au/senior/assessment/aara/resources](http://www.qcaa.qld.edu.au/senior/assessment/aara/resources).

Schools may contact the QCAA for more information about AARA by emailing [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

### 6.3.2 QCAA

The QCAA sets and amends the directions for assessment under its powers and functions listed in the [QCAA Act](#) and [QCAA Regulation](#). The QCAA is authorised to approve AARA for summative internal assessment, external assessment, and assessment in Short Courses and General (Senior External Examination) subjects.

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.

## 6.4 Reporting and approving processes for AARA

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

## 6.4.1 Making decisions about AARA

The principal is 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 individual students 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. Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students. This evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the [DDA](#), the [DSE](#) and best teaching practice.

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 Developmental Coordination Disorder — DCD 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 five 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 an injury may perform a different physical activity from the rest of the cohort in Physical Education in order to be able to demonstrate the unit objectives).

## 6.4.2 Application and notification process

The school that is the MLP submits applications for QCAA-approved AARA, and/or notifies the QCAA of any principal-reported AARA, via the QCAA Portal. This is required for students undertaking summative internal and external assessment in Units 3 and 4 of Applied, Applied (Essential) and General syllabuses, and for assessment in Short Courses, and in General (Extension) and General (Senior External Examination) subjects. Schools manage processes for Units 1 and 2 and do not need to apply to the QCAA or notify the QCAA of principal-reported AARA. The MLP must communicate the QCAA's decision, and any relevant information, to any other learning providers or venues, who then enact the access arrangement or reasonable adjustment for assessment. Learning providers should work collaboratively with MLPs.

Where students do not have an MLP that is a school they should contact the QCAA for application details. For more information, see Section 6.5.4: Supporting documentation.

## AARA in Units 1 and 2

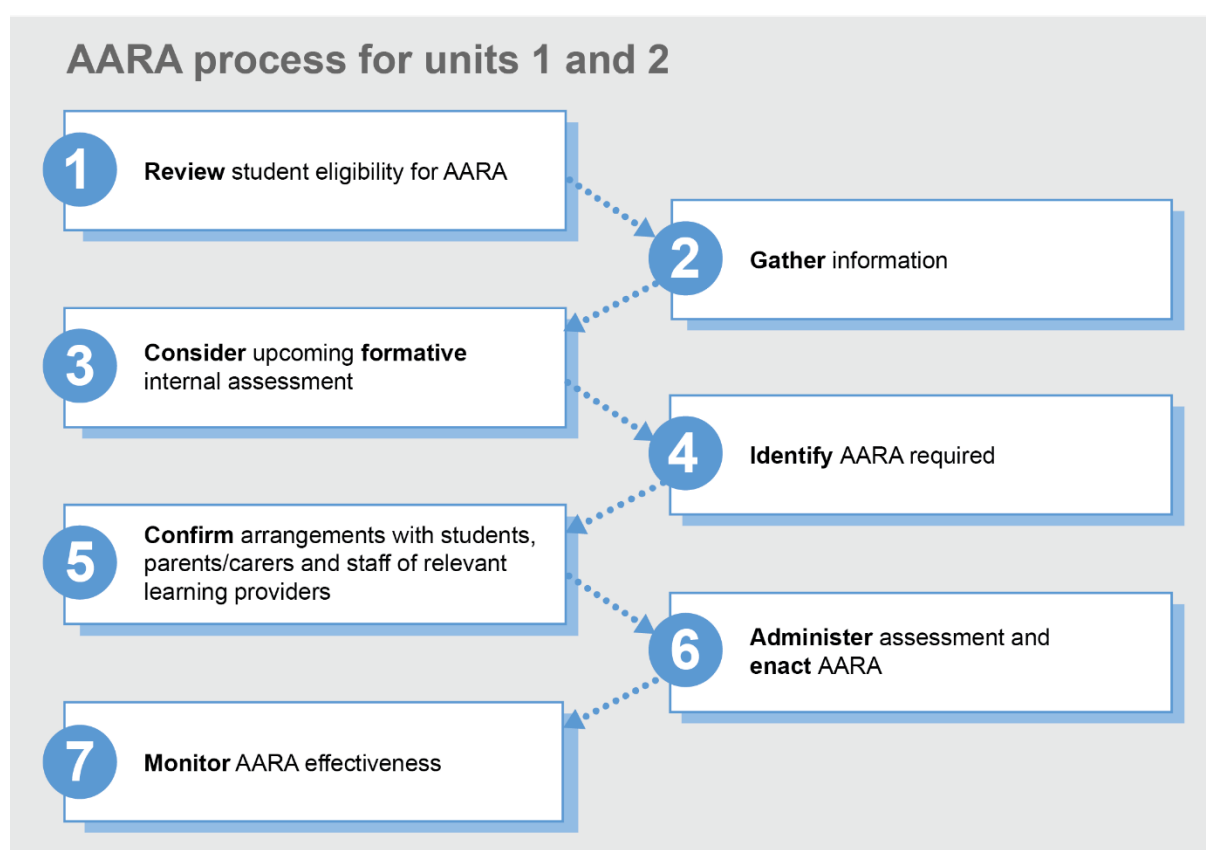
Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for Unit 1 and 2 assessments are aligned to those that are available for summative assessments in Units 3 and 4. Provision of AARA by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

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

- be reasonably satisfied that the need for the AARA exists based on the functional impact on that individual student
- be able to provide evidence to justify the decision.

Evidence of AARA being enacted for a student in Unit 1 or 2 will be considered as part of an application for the same AARA in Units 3 and 4.

Figure: Schools' AARA process for formative assessment in Units 1 and 2



## Principal-reported AARA in Units 3 and 4

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student, for example, approving an extension, changing the due date and/or providing a comparable assessment if necessary.

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

- be reasonably satisfied that the need for the AARA exists, based on the functional impact on that individual student
- 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 (Essential), 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 6.4.5: Supporting documentation for QCAA-approved AARA). 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.

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

### QCAA-approved AARA in Units 3 and 4

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 'Table: Adjustments requiring QCAA approval' (below).

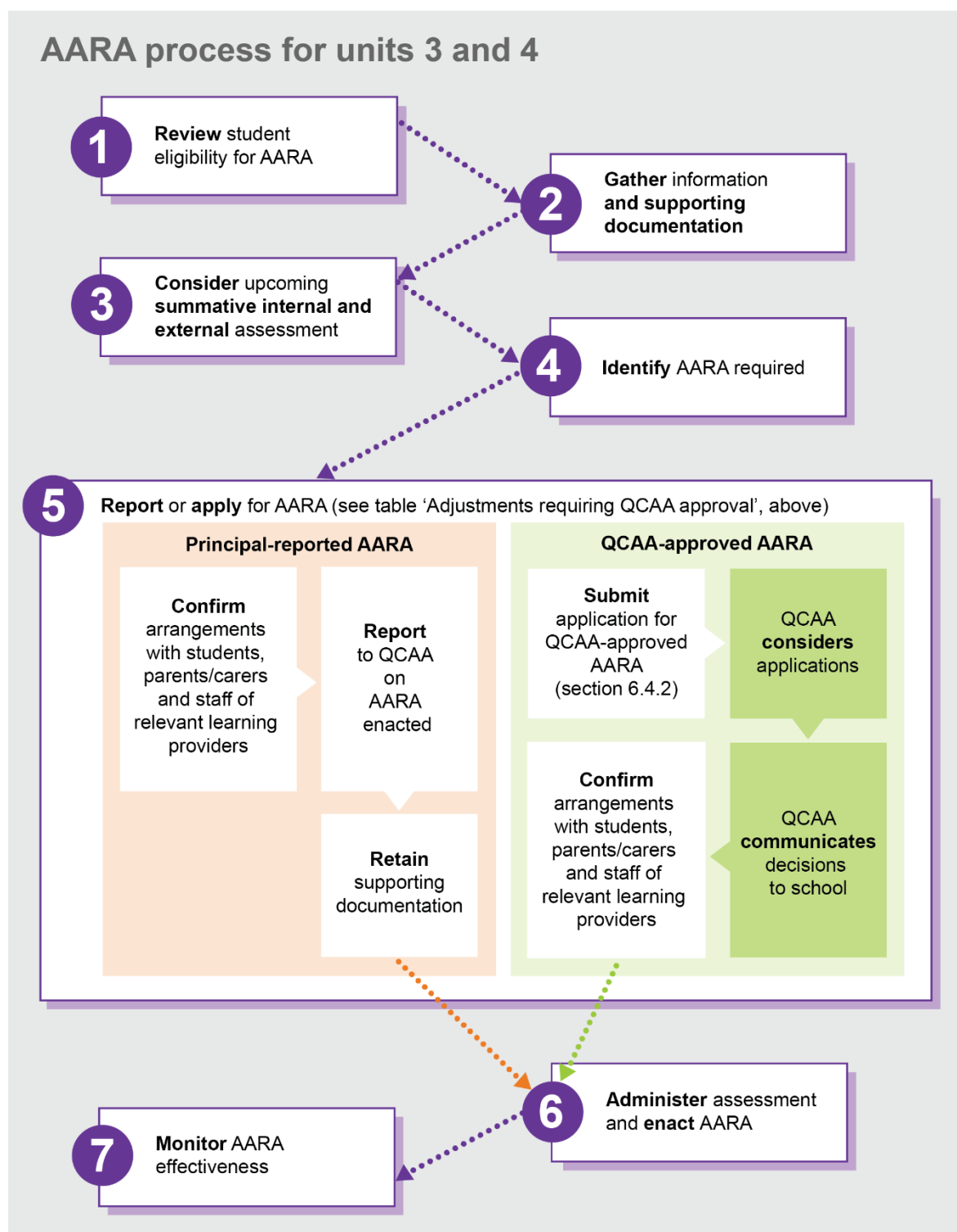
QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

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

**Table: Adjustments requiring QCAA approval**

Type of assessment	Adjustment
Summative assessment — internal examination	<ul style="list-style-type: none"> <li>• extra time</li> <li>• rest breaks</li> </ul>
Summative assessment — common internal assessment for Applied (Essential) subjects	<ul style="list-style-type: none"> <li>• alternative format papers</li> <li>• assistive technology</li> <li>• computer</li> <li>• extra time</li> <li>• rest breaks</li> </ul>
Summative external assessment or SEE	<ul style="list-style-type: none"> <li>• extra time</li> <li>• rest breaks</li> <li>• format of papers</li> <li>• assistance</li> <li>• use of a computer</li> <li>• assistive technology</li> <li>• a reader</li> <li>• a scribe</li> <li>• variation to venue (changes to rooms should be recorded). See Section 10.4.1: Variations to venue</li> <li>• any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible AARA</li> </ul>

Figure: Schools' AARA application/notification process for summative assessment in Units 3 and 4



### 6.4.3 Timelines

It is best to apply early to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment (published in the [SEP calendar](#)) should not be for known long-term conditions.

**Table: Submission dates 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 (Senior External Examination) subjects
Alternative format papers, e.g. <ul style="list-style-type: none"> <li>• braille</li> <li>• large print</li> </ul>	Due dates are determined by the school.	Applications for Phase 1 and 2 CIA are <b>due by the end of Unit 2</b> . All other applications for alternative format papers are <b>due by the end of February in the summative year (including Phase 3 and 4 CIA)</b> . For General (Senior External Examination) subjects, contact the QCAA AARA Unit as soon as possible after registration. Late applications may not be possible, 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 — <b>applications are due by completion of Units 1 and 2</b> . For all others, applications are due <b>as soon as possible</b> before the assessment event.	For existing long-term and chronic conditions — <b>applications are due by the end of Term 1</b> in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — <b>applications are due by the end of Week 5 Term 3</b> in the summative year. AARA applications for General (Senior External Examination) subjects close in August on the date published in the <a href="#">SEP calendar</a> .
Principal-reported AARA only	Notification is due <b>before the relevant confirmation event</b>	<b>Notification is due by the end of Term 3 in the summative assessment year.</b>
Illness and misadventure	Apply principal-reported AARA before contacting the QCAA. Refer to Section 9.6: Confirmation (Units 3 and 4).	Contact the QCAA <b>from 14 days before the start of the assessment period to 7 days after the assessment.</b>
<p><b>Note:</b> Early applications benefit students and schools. If these timelines are not adhered to, the QCAA cannot guarantee that applications will be processed. Alternative format papers require extended timelines and detailed consultation to be produced. Schools must meet the timelines for these papers or the QCAA cannot guarantee that they will be produced.</p>		

### 6.4.4 Possible AARA

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Each individual student's circumstances should be considered on a case-by-case basis, while balancing the interests of the individual and other parties. Schools are encouraged to

contact the QCAA for pre-application advice about students' needs for any adjustments not listed or where there are complex or extensive adjustments. Further details and resources can be found under AARA on the QCAA website. Email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au) or phone 1300 381 575.

**Table: Examples 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	Common internal assessment
Alternative format papers	Examples include: <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers (N18, N24, N36 on A3)</li> <li>• black-and-white materials.</li> </ul>	Principal-reported	QCAA-approved		QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• 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.</li> </ul>	Principal-reported	QCAA-approved		Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Assistive technology	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech recognition application</li> <li>• magnification application</li> <li>• screen readers</li> <li>• scanning pens</li> <li>• accessible hardware.</li> </ul> <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
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. See Section 7.4: Developing a comparable assessment instrument.	Principal-reported	Not applicable		Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Computer	Desktop computer, laptop or tablet device with an approved software application.	Principal-reported	QCAA-approved		QCAA-approved
	Further information about computers and document formatting is provided in the <a href="#">Computers and assistive technology</a> factsheet on the QCAA website. Schools should provide this factsheet to eligible students.				
Drink	Allowing a drink other than water — that is required for a medical reason by the student — in the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported		Principal-reported
Diabetes management	Examples include: <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> <li>• rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>	Principal-reported	Principal-reported		Principal-reported
	Further information is available in the <a href="#">Diabetes management</a> factsheet on the QCAA website. Schools should provide this factsheet to eligible students.				
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> <li>• extended response project <i>or</i></li> <li>• performance <i>or</i></li> <li>• non-examination.</li> </ul> Extensions should not be applied as a matter of course, but only as required to meet individual student needs for individual assessments.	Principal-reported	Not applicable		Not applicable

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved		QCAA-approved
	Further information is available in the <a href="#">Extra time</a> factsheet on the QCAA website. Schools should provide this factsheet to eligible students.				
Individual instructions	AUSLAN interpreter for 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
Physical equipment and environment	Sensory tools and accommodations Examples include: <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• other physical aid.</li> </ul>	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported		Principal-reported
Reader	A reader who reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved		Principal-reported
	Further information is available in the <a href="#">Readers and scribes</a> factsheet on the QCAA website. Schools should provide this factsheet to eligible students.				

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Rest breaks	Time to stop interacting with the test to manage condition or disability at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.  This does not require an application for extra time. With rest breaks, the finishing time is adjusted, but the working time is not changed.	QCAA-approved	QCAA-approved		QCAA-approved
	Further information is available in the <a href="#">Rest breaks</a> factsheet on the QCAA website. Schools should provide this factsheet to eligible students.				
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved		Principal-reported
	Further information is available in the <a href="#">Readers and scribes</a> factsheet on the QCAA website. Schools should provide this factsheet to eligible students.				

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Varied seating	<p>Varied seating, if needed, is determined by the external assessment (EA) coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• 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.</li> </ul>	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	Common internal assessment
Variations to venue See Section 10.4.1: Variations to venue	Changes to the assessment venue (generally a school campus) or assessment room may be made due to severe weather conditions or other incidents. Assessment venues are generally school campuses. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment (see varied seating, above). 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.	Principal-reported	QCAA-approved		Principal-reported
Vision aids	Examples include: <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• magnification devices</li> <li>• other vision aids.</li> </ul>	Principal-reported	Principal-reported		Principal-reported
Other	Other AARA may be required, based on the functional impact of a student's condition. Before creating an entry for 'Other' in the AARA application, and for advice about any other circumstances or adjustments not listed, contact the QCAA's AARA Unit.				

## 6.4.5 Supporting documentation for QCAA-approved AARA

### School statement

A school statement must 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 AARA that are in place for teaching and learning may not be appropriate for assessment.

The school statement should be prepared by the staff member/s 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 MLP without an appropriate school statement will be declined until the appropriate evidence is provided. Applications are submitted through the AARA application in the QCAA Portal. For more information about submitting the school statement, see the QCAA website at [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara).

### Student statement (optional)

The student may choose to submit their own 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

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 may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist registered under the *Health Practitioner Regulation Act 2010* (Qld), and who is not related to the student or employed by the school. Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis.

The QCAA provides a medical report template, in the QCAA Portal, which may be used to complete the report but is not compulsory to use, that is, medical reports may use a different format, as long as they provide the required details. Furthermore, applications may not be medical in nature, in which case no medical report is needed.

Schools contact the QCAA for advice if a student is unable to provide a medical report. (See the AARA section of the QCAA website ([www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara)) for more information about the medical report template.)

## **Evidence of verified disability**

When a student has been verified as part of the Education Adjustment Program (EAP), 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 General (Senior External Examination) subject examination schedules in November, as applicable.

Except with the prior written agreement of the QCAA, in cases when verification has expired or a review of EAP criterion 1 is due or overdue, an updated medical report is required. This applies to all EAP categories except social/emotional. (see Section 6.4.5: Supporting documentation for QCAA-approved AARA.)

## **Other evidence**

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing
- individual learning plans
- consultation/meeting records.

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

- police reports
- other government departments' reports
- official notices.

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

For principal-reported AARA, schools should 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.

## **Currency of supporting documentation for QCAA-approved AARA**

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. See 'Table: Summary of documentation requirements for QCAA-approved AARA'.

### **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 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 a diagnosis has been made before Year 10, an update only is required. This may be substantiated by a medical practitioner, general practitioner, paediatrician, or other relevant allied health provider.

Where an application has been submitted for a student with a long-term condition and the condition deteriorates after the application decision, a further application may be submitted that provides updated information regarding the student's condition. It must include a medical report that contains all the relevant and current adjustments recommended by the relevant practitioner.

An EAP should cover 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 General (Senior External Examination) subject examination schedules in October or November, as applicable.

The school must supply confirmation that a review of EAP criterion 1 was not requested prior to relevant summative assessment in Unit 3 and 4. If EAP verification has expired, or a review of EAP criterion 1 is due or overdue, an update only is required. This may be substantiated by a medical practitioner, general practitioner or paediatrician.

### **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, must satisfy the following time specifications.

- Summative internal assessments in all subjects and Short Courses: medical documentation must be dated within the preceding six months of the relevant Unit 3 or 4 assessment event
- Summative external assessments or the Senior External Examination: medical documentation must be dated no earlier than 30 April of the assessment year. The QCAA may require an updated medical report closer to date of the scheduled assessment.

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.

**Table: Summary of documentation requirements for QCAA-approved AARA**

Category	Medical report *	Other
Long-term conditions	<ul style="list-style-type: none"> <li>dated no earlier than Year 10 <i>or</i></li> <li>current EAP verification covering Units 3 and 4</li> </ul> <p>* An update only is required where a diagnosis has been made before Year 10 or a review of EAP criterion 1 is due or overdue.</p>	<ul style="list-style-type: none"> <li>current school statement</li> </ul>
Temporary conditions	<ul style="list-style-type: none"> <li>dated no earlier than 30 April of the assessment year</li> </ul>	<ul style="list-style-type: none"> <li>current school statement</li> </ul>
Short-term conditions or temporary injuries	<ul style="list-style-type: none"> <li>dated within the preceding six months of internal assessment</li> <li>dated no earlier than 30 April for external assessment.</li> </ul>	<ul style="list-style-type: none"> <li>current school statement</li> </ul>
Illness and misadventure	<ul style="list-style-type: none"> <li>covering the date of assessment for which the application is made</li> </ul> <p>* Required if the application is due to a medical condition.</p>	<ul style="list-style-type: none"> <li>current school statement</li> <li>relevant evidence where the condition is not medical, e.g. police report, official notices or other.</li> </ul>
<p><b>Note:</b> There is no requirement to upload supporting documentation for principal-reported AARA.</p> <p>*The QCAA provides a medical report template in the QCAA Portal, which may be used to complete the report but is not compulsory to use, i.e. medical reports may use a different format as long as they provide the required details.</p>		

## 6.4.6 Reviewing a QCAA-approved AARA decision

A student may request a review of a decision about QCAA-approved AARA.

If a student has had one or more QCAA-approved AARA declined, and is dissatisfied with this decision, the student may apply for an internal review under section 79 of the [QCAA Act](#). The application must be in writing, must address the grounds of the application, including any new evidence, and must be made within 14 days from the date of the decision notice. The application must be lodged by the school through the QCAA Portal online.

The process and timeline for this review will depend on the type of assessment — internal or external.

Upon receiving the application, the QCAA will appoint internal review officers to consider all the information relating to the decision, including the reasons for the decision and the information on which it was based. The officers will be different from those who considered the original application.

The QCAA will consider the internal review officer's recommendation and confirm or amend the original decision. Both the student and the school will be notified about the outcome of the review.

If the student is dissatisfied with the internal review decision, the school may apply under section 82 of the [QCAA Act](#) for an external review by the Queensland Civil and Administrative Tribunal.

For more information about review applications, phone the QCAA's AARA Unit on 1300 381 575 or email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

## 6.5 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 illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.

The following principles apply to illness and misadventure applications:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court or close family member's death/funeral.
- 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.
- For internal assessment, schools implement principal-reported AARA if possible, before considering an application for illness and misadventure.
- For external assessment, 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.
- 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 external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

### 6.5.1 Illness and misadventure — internal assessment

A student who is ill, becomes ill during the assessment, or is unable to attend or complete an internal assessment should inform the principal's delegate or assessment supervisor as soon as practicable. 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 an extension (or new due date) may be considered if illness or misadventure is established.

- If the school has implemented principal-reported AARA such as extension of time, the student may not be able to respond within the timelines for quality assurance processes, as published in the [SEP calendar](#).
- If the assessment was not able to be implemented due to the illness or event, or the student is unable to provide a final response to the assessment instrument by the new due date, the school may use evidence of work gathered in response to the instrument, such as the draft, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

See Section 8.2.7: Gathering evidence of student achievement and Section 9.6.7: Confirmation requirements for illness and misadventure, or contact the QCAA.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. If the school is unable to collect any evidence in response to the assessment instrument by the new due date, but the student 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. If necessary, schools complete the application and provide supporting documentation via the QCAA Portal (see Section 6.5.4: Supporting documentation).

## 6.5.2 Illness and misadventure — external assessment and Senior External Examination

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 external assessment (EA) coordinator (see Section 10.1: External assessment roles and responsibilities).

A student who is able to attend the external assessment but becomes ill during the assessment should inform the external assessment supervisor of their illness as soon as practicable. This may be before, during or immediately after the external assessment session. If illness, or other circumstances beyond a student's control, occur in the lead-up to, or during, the external assessment schedule and affect a student's performance in an external assessment, it may be appropriate to submit an application for illness and misadventure.

### Applying for illness and misadventure

An application for illness and misadventure may be made by the school or MLP on behalf of a student or group/s of students. Applications can be submitted in the AARA application in the QCAA Portal.

An illness and misadventure application cannot be made for:

- the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- variations in the administration of the assessment.

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

### Senior External Examination

As there is no internal assessment and the final result is based on the external assessment alone, students must complete the Senior External Examination to receive a result in a General (Senior External Examination) subject. If a student cannot attend the oral component of a language examination, they must notify the QCAA's AARA Unit as soon as practicable by emailing [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au) or phoning 1300 381 575. If the reason for non-attendance was illness or misadventure, it may be possible to arrange a telephone examination for the oral component only.

## 6.5.3 Application timelines

For internal assessments, applications may only be submitted once all other AARA options have been exhausted. Where relevant, submit applications as close as possible to the final assessment date. For further information, see dates published in the [SEP calendar](#). For advice, contact the AARA Unit.

For external assessments, applications can be submitted from 14 days before the start of the assessment period to seven days after the student's final assessment. The QCAA's decision about the application will not be available before the assessment.

#### **6.5.4 Supporting documentation**

To make an informed decision about an illness and misadventure application for medical reasons, the QCAA requires a report from an independent health professional 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.

Illness and misadventure applications for non-medical reasons, require written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student.

#### **Currency of supporting documentation**

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

A health professional providing evidence must have examined or treated the student, or have been consulted by the student, in the period from two days before the external assessment to one day after the external assessment.

## 7 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.<sup>1</sup>

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, which 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.

### 7.1 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

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<sup>1</sup> GN Masters 2014, 'Assessment: Getting to the essence', *Designing the Future*, vol. 1, August 2014, pp. 1–6, Centre for Assessment Reform and Innovation (CARI), [http://research.acer.edu.au/ar\\_misc/18](http://research.acer.edu.au/ar_misc/18).

- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment 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.

## 7.2 Assessment literacy

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

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.

## 7.3 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, which are described in the syllabus. As part of quality teaching and learning, teachers should help students to understand the requirements of assessment tasks, and how they relate to the relevant standards.

Schools participate in assessment quality assurance processes as required.

For assessment in each subject or course offered, AARA may be approved for eligible students (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

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<sup>2</sup> SM 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>.

## 7.3.1 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 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 include 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 standards.

### 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 before they begin 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 that use the assessment techniques outlined in the syllabus.

There are eight assessment techniques used across the Applied syllabuses.

## Assessment techniques used in Applied syllabuses

Assessment techniques	Purpose
<b>Collection of work</b>	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.
<b>Examination</b>	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.
<b>Extended response</b>	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.
<b>Investigation</b>	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.
<b>Performance</b>	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.
<b>Practical demonstration</b>	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.
<b>Product</b>	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.
<b>Project</b>	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.

### 7.3.2 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

The common internal assessment (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 in the phase selected by the school when creating the subject offering
- 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 have been drawn from the unit objectives and are contextualised for the requirements of each assessment instrument in the syllabus. Schools may not alter the instrument-specific standards.

As part of quality teaching and learning, schools should help students to understand the requirements of the assessment instrument, including the instrument-specific standards (e.g. by unpacking the meaning of cognitive verbs and qualifiers using the syllabus glossary).

## Assessment techniques

Schools develop assessment instruments using the assessment techniques outlined in the syllabus.

### 7.3.3 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. Teachers 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.

**Note:** Schools delivering an alternative sequence must follow the assessment advice in the alternative sequence resource. Schools cannot make local decisions on the nature and scope of the assessments for the first two units.

#### 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 9.6: Confirmation (Units 3 and 4).

#### 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.

For more information see Section 10: External assessment.

## Assessment techniques

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

### Assessment techniques used in General subjects

Assessment techniques	Purpose
<b>Examination</b>	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.
<b>Extended response</b>	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.
<b>Investigation</b>	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.
<b>Performance</b>	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.
<b>Product</b>	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.
<b>Project</b>	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.

## Alternative sequence

When implementing an alternative sequence, all units and assessment must be implemented in the order given in the syllabus. This includes when a unit pair can be implemented, i.e. Units 1 and 2 in odd years and Units 3 and 4 in even years (see Section 4.2.2: Flexible delivery).

### 7.3.4 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.

### 7.3.5 General (Senior External Examination) subjects

Assessment for the General (Senior External Examination) subjects consists of individual subject examinations that are conducted during Term 4 annually. Only these examinations contribute to a student result.

Currently, a small number of Languages General (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.

### 7.3.6 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

Schools develop assessment instruments using the assessment techniques outlined in the syllabus. There are five assessment techniques used in Short Courses.

#### Assessment techniques used in Short Courses

Assessment techniques	Purpose
<b>Examination</b>	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.
<b>Extended response</b>	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.
<b>Learning journal</b>	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.
<b>Presentation</b>	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.

Assessment techniques	Purpose
<b>Project</b>	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.

## 7.4 Developing a comparable assessment instrument

A comparable assessment instrument is developed by a school from the original instrument if the integrity of the endorsed assessment instrument has been compromised for one or more students. This may be as a result of illness or misadventure, or when managing a school-approved absence for an examination. In these cases, for some assessments, the school may need to administer a different assessment instrument so that the integrity of the assessment can be maintained.

Maintaining the integrity of assessment and decisions about the need for a comparable assessment instrument applies to all subjects, including for Units 3 and 4 Applied subjects, and Units 1 and 2 for all subjects. General, General (Extension) and Applied (Essential) subjects that have an endorsed summative assessment instrument need to develop the comparable instrument in the Endorsement application. A school may need to develop more than one comparable assessment if the integrity of a subsequent comparable assessment instrument cannot be maintained.

A comparable assessment instrument should:

- allow students to use the same knowledge and skills required for the original assessment instrument
- gather evidence of student learning using the assessment objectives, ISMG or instrument-specific standards of the syllabus
- assess similar subject matter and topics to the endorsed assessment instrument
- relate to the texts studied by all students at that school
- be of similar complexity, scope and scale
- have the same conditions.

The following changes are reasonable when developing a comparable assessment instrument. Schools are best placed to make decisions about the amount of adjustment made to the assessment instrument. The comparable assessment may be made different to the original instrument by:

- varying the context or scenario
- sampling different subject matter for some items
- changing the focus of the response
- replacing all or some of the stimulus material, sources or data
- changing the text or numerical values within short-response items.

If a school has determined a comparable assessment instrument needs to be developed, they should contact the QCAA for support and advice about appropriate types of changes for the assessment technique.

## Developing comparable assessment/s in the Endorsement application

To develop a comparable assessment instrument for an endorsed instrument in General, General (Extension) and Applied (Essential) subjects, schools:

- open the endorsed assessment instrument in the Endorsement application
- click the 'Modify the endorsed assessment' button to open an editable version of the endorsed assessment instrument
- make the required changes and upload any expected attachments, such as stimulus or a marking scheme
- use the quality assurance tool to ensure the assessment instrument still meets all validity and accessibility criteria, including the syllabus requirements and all assessment specifications
- give a unique name to the assessment instrument, to ensure the correct one is attached to the student files for confirmation purposes. For one endorsed assessment instrument a school may require multiple comparable assessment instruments, to administer with different students, therefore each must have a different name.
- send the completed assessment instrument/s via the Endorsement application to the Approver. Comparable assessment instruments are approved by the endorsement Approver for that subject in the school as ready for implementation; they are not submitted to the QCAA for endorsement.

If an endorsed assessment instrument is compromised for *all* students in the cohort, the school should contact the QCAA — in this case the endorsed assessment instrument may require an amendment or replacement.

See Section 8: School assessment policies, particularly 8.1.3: Promoting academic integrity, and Section 9: Internal assessment — Quality assurance, particularly 9.5: Endorsement (Units 3 and 4), 9.5.6: Amending an endorsed assessment instrument (whole cohort) and 9.6: Confirmation (Units 3 and 4).

For more information see the factsheet *Comparable assessment instruments: Endorsement* on the Noticeboard in the QCAA Portal.

## Common internal assessment (CIA)

Schools administer the CIA in the school's nominated CIA phase window. In circumstances where this is not possible, the QCAA will provide a comparable assessment for the CIA. Eligibility for a comparable assessment will be determined by the school as outlined in its school assessment policy. Students who are eligible for a comparable assessment will be required to complete the CIA in the ancillary phase in Term 3. Schools must notify the QCAA about students who will need to sit a comparable assessment by reporting a comparable assessment for IA2 via the AARA application in the QCAA Portal. For further information, see *Common internal assessment: Guidelines for administration*, which will be made available to schools before Phase 1. Schools should download the latest version immediately before their chosen phase. For more information about administering the CIA, contact [CIASupport@qcaa.qld.edu.au](mailto:CIASupport@qcaa.qld.edu.au).

## 8 School assessment policies

Schools develop policies to outline the requirements and expectations to manage the teaching, learning and assessment for all subjects or courses of study. These policies support schools in promoting equitable and credible outcomes and include:

- academic integrity
- integrating learning and assessment
- developing a school assessment policy.

### 8.1 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 QCAA — are responsible 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 lifelong learning, certification, employment, university entry or awards.

#### 8.1.1 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 8.4: Developing a school assessment policy).

Schools:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies
- ensure that assessment implementation maintains the integrity of assessment at all times and in all cases — including the use of flexible delivery options and AARA in situations affecting individual students, or development of comparable assessment
- 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.

### 8.1.2 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 8.4: Developing a school assessment policy). Schools should use proactive strategies to minimise opportunities for academic misconduct.

The types of misconduct and examples listed in the table below are not exhaustive.

**Table: Common types of academic misconduct, with examples**

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on their body, clothing or any object brought into an assessment room</li> <li>• 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, coded messages, making gestures or sharing equipment with another student.</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during a supervised assessment</li> <li>• copies another student's work during a supervised assessment.</li> </ul>

Type of misconduct	Examples
<b>Disclosing or receiving information about an assessment</b>	<p>A student or other person:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>
<b>Impersonation</b>	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>
<b>Misconduct during a supervised assessment</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>
<b>Plagiarism or lack of referencing</b>	<p>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).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>
<b>Self-plagiarism</b>	<p>A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</p>
<b>Significant contribution of help</b>	<p>A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>

### 8.1.3 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

- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

## 8.2 Integrating learning and assessment

Assessment is an integral part of teaching and learning, and schools should follow the QCAA guidelines outlined below when integrating their teaching and learning strategies with assessment for all subjects.

### 8.2.1 Engaging in learning and assessment

Students are expected to engage in learning in the subject or course of study including all course objectives. They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.

Schools provide opportunities for teaching and learning, implement assessment, gather evidence of learning on or before the due date set by the school and to meet QCAA timelines. The evidence is matched to the relevant standards to make judgments. Schools are responsible for ensuring that students have opportunities to access the complete assessment program and experience all objectives for units where the school intends to report a result that accrues credit towards a QCE. For more information about the learning required, see Section 2.1: Eligibility for a QCE. For more information about due dates, see Section 8.2.7: Gathering evidence of student achievement.

Credit towards a QCE can only be accrued for successful completion of the equivalent of whole units or pairs of units. For example, for Applied and General subjects, students complete Unit 1 and/or Unit 2 or Units 3 and 4 as a pair of units.

Students are expected to complete the required learning as outlined in the subject matter of the syllabus prior to assessment being administered.

To achieve a unit result for Units 1 and 2, students are required to provide a response to each assessment as outlined in the school's assessment designed for reporting to the QCAA or assessment in a school's approved study plan for an Applied subject. (See Section 11.1.1: Determining results: Units 1 and 2 — overview for further information about an assessment program.)

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website (see Section 10: External assessment)
- for a General (Senior External Examination) subject, complete all requirements of the Senior External Examination.

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school, where no AARA has been approved, and where an NR is recorded, a subject result cannot be allocated.

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

Students may experience repeated or long-term absences due to a disability, impairment, medical condition or other circumstances. This may impact their ability to complete the learning requirements of the relevant syllabus or finalise assessment by the due date. In these circumstances, students may be supported by AARA. (See Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure.)

## **Changing subjects**

When considering subject changes after a course of study has begun, schools, students and parents/carers should consider how teaching, learning and assessment requirements for the subject will be achieved within required timelines.

Schools make a judgment for reporting to the QCAA based on the completion of Unit 1 and/or 2 or Units 3 and 4 as a pair, including when there is a subject change.

To receive QCE credit for a unit or unit pair, a student needs to complete all of the learning and assessment as outlined in the syllabus, or in their school's approved study plan for that subject. For example, if a student considers changing from General Mathematics to Essential Mathematics after the beginning of Unit 3, the student needs to complete all learning and assessment required for Essential Mathematics Units 3 and 4, as they are different subjects, with a different syllabus, subject matter and endorsed assessment. If part of the learning and some internal assessment for a unit is completed in one subject, it does not contribute to the completion of the learning and assessment in another subject.

If a unit or pair of units is incomplete, due to non-completion of assessment, a unit or subject result cannot be awarded and no credit towards the QCE will accrue for the unit/s.

## **Repeating**

Students may repeat Unit 1 or Unit 2 individually, or Units 3 and 4 as a pair. A student cannot repeat one summative unit or a single assessment instrument only. A unit or pair of units cannot be repeated until they have been completed. If a student is unable to complete a unit or pair of units and is considering beginning the unit or pair of units again, the school should contact the Quality Assurance Unit.

Repeating students must repeat all learning and assessment requirements. In these cases, the school must ensure the integrity of assessment. For example, a student should not sit for an unseen examination they had already completed or submit a response to an assessment they have previously submitted. For more information, see Section 8.1: Understanding academic integrity.

## **Transferring**

Schools make decisions about registering students at the school and enrolling them in subjects. Schools are to consider that a student transferring between schools should not be disadvantaged by their access to learning and assessment. When schools register a student transferring during the year, they need to consider the student's intended pathway and whether the school can provide the opportunity for that student to complete the teaching, learning and assessment required. Students must complete the teaching, learning and all assessment in order to achieve a

result, i.e. for each Unit 1 or 2 or for the Unit 3 and 4 pair. In Units 1 and 2, schools may use results from assessment completed at the previous school, together with any assessment completed at the new school to make an overall decision about a unit result. (See Section 11.1.1: Determining results: Units 1 and 2 — overview.)

Whether a student transfers within Queensland, from interstate, or from overseas, a result cannot be awarded, and QCE credit cannot be accrued, for partially completed single units (Units 1 or 2) or for a partially completed summative pair of units (Units 3 and 4) in Applied and General subjects. Students and their parents/carers need to be aware of this requirement at the time of registration.

### **Transferring between Queensland schools (or within Queensland)**

Before registering a Queensland transfer student and enrolling them in subjects, the potential new school should discuss subject and course offerings with the student and their parents/carers to ensure that they will have the opportunity to meet the requirements of the QCE (the set pattern including the completed Core requirement). Schools help students to understand these requirements and the opportunities for learning and assessment the school can provide. For more information, see Section 2.1.3: Set pattern of learning and Section 13.2.5: Enrolments and results.

Once the school has registered a student, enrolled them in subjects, and intends to award credit for a unit or pair of units, the school must provide an opportunity for the student to access the learning and all assessment required to demonstrate the unit objectives and syllabus requirements.

To receive results for Units 1 and 2 or an overall subject result or exit result, students must meet all assessment requirements of their subjects and/or courses. Schools must meet QCAA quality assurance timelines — contact the Quality Assurance Unit for more information if required.

Before ceasing the enrolment of a student transferring to a new school, the original school must enter into Student Management any completed units (Unit 1 or 2 or Short Courses), or completed IA (see Section 13.2.5: Enrolments and results). When a student has partially completed the learning and/or assessment for a unit before transfer, the new school should contact the original school as soon as practicable after the transfer occurs to seek information about the learning and assessment already begun or completed (see Section 13.3: Retaining records and student work). The new school then provides the student with the teaching and learning required, and the assessment needed to complete Unit 1, Unit 2, or the Unit 3 and 4 pair. This may require the student to complete the work after the other students in the cohort, to allow time both for the teaching and learning and for assessment.

For some assessments, the student may be able to continue with an assessment instrument begun at the original school and complete the assessment at the new school, e.g. a project in an Applied subject. This will not be possible for some assessments, e.g. they need to complete the endorsed assessment (or a comparable assessment) for a General subject. How schools implement delivery of teaching, learning and assessment depends on the student, time of year and the school context. Schools may need to provide a comparable assessment with different due dates.

### **Transferring from interstate and international schools**

Students registering with a Queensland school at the beginning of the senior phase of learning i.e. the equivalent of Year 11, are not considered to be transfer students, as they are beginning senior studies.

If a student transfers to a Queensland school part-way through a unit, their studies from interstate and overseas cannot be used to provide results towards any overall subject result in a QCAA

subject. Any assessment that a student has completed that equates to a 'semester' or a 'unit' (i.e. 55 hours and completed to a satisfactory standard) can provide credit towards the QCE, but not towards a subject result for the Unit 3 and 4 pair.

For more information about interstate and international transfers, see Section 2.5.2: Interstate and overseas transfers: Non-Queensland studies and Section 13.2.5: Enrolments and results.

## 8.2.2 Appropriate learning experiences and materials

Schools are responsible for developing learning experiences that align with syllabus objectives and provide students with opportunities to develop appropriate assessment responses. When designing learning experiences and assessment opportunities, schools are responsible for ensuring students:

- undertake learning in an environment free from physical, emotional and psychological harm
- engage with age-appropriate topics, performances, activities and resources
- develop assessment responses or create materials that would not offend, humiliate, intimidate or cause distress or harm in the wider community.

To ensure the safety and wellbeing of students, staff and the wider school community, schools should enact proactive and practicable risk-mitigation strategies that comply with appropriate state and national legislative policies. This should involve:

- minors being protected from material or themes likely to cause harm or distress
- protection from offensive material and/or language that is likely to cause outrage or disgust
- safeguarding against depictions that condone, trivialise or incite violence (either real or perceived)
- avoiding the portrayal of individuals or groups in a demeaning or derogatory manner
- avoiding the creation of products that could be perceived or used as a weapon
- encouraging humane and ethical treatment of animals
- using materials, resources and equipment in the intended manner and for their intended purpose.

QCAA assessors will, where necessary, refer student responses containing offensive or objectionable material to the QCAA.

## 8.2.3 Scaffolding

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 and the mode of response required
- using visual frameworks or graphic organisers to plan responses.

## Scaffolding for assessment

When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so that a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response (e.g. identifying what information should be included in each paragraph or section of a response) or interfere with students' ability to independently demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 should focus on 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 their completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument
- providing prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

## 8.2.4 Feedback

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.

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. It helps the student understand where and how they are going, and where they need to go next.<sup>3</sup>

### Features of effective feedback

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.

Effective feedback is:

- ongoing
- individualised
- 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

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<sup>3</sup> Australian Institute for Teaching and School Leadership (AITSL) 2017, *Spotlight: Reframing feedback to improve teaching and learning*, [www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c\\_12](http://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c_12).

- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.

## Feedback opportunities

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task
- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

For more information, see Section 8.1: Understanding academic integrity.

## 8.2.5 Drafting

A draft is a preliminary version of a student's response to a task. A draft can be used both to provide focused feedback on a response and to authenticate student work.

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

Drafts may be created in a variety of formats and modes:

- a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History
- a student presenting a spoken task practises in class and receives feedback on the draft in the mode of the response, e.g. in English a spoken/signed task
- students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

## Providing feedback on the draft response

Teachers provide feedback on one complete or near-complete draft, which must be in the mode required by the syllabus. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.

The feedback may vary depending on the nature of the task and may include suggestions such as:

- considering other aspects of the text, report, performance or activity
- developing the response to show more awareness of the intended audience or purpose
- rearranging the sequence and structure of the response to prioritise the most important points
- further investigating a concept to expand the response
- synthesising the response by editing or removing excess information
- adhering to the required response length by editing and refining the response, checking for relevance or repetition, etc.
- adhering to the referencing style required by the task.

For more information about feedback in the broader context of a teaching, learning and assessment program, and the characteristics of effective feedback, see Section 8.2.4: Feedback.

## 8.2.6 Managing response length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length.

Syllabuses describe assessment techniques and conditions for each assessment technique. Assessment instruments match syllabus requirements by indicating the required length of a response as either:

- a range, e.g. word length (1000–1200 words), page count (9–11 pages), duration (5–8 minutes)
- or
- a maximum, e.g. word length (up to 1000 words), page count (up to 10 pages).

Response length information is provided to:

- ensure equity of conditions for all students
- indicate the scope and scale of the response required
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

### Strategies for managing response length

Schools should develop policies and procedures that include strategies for proactively managing response length before assessment is submitted, as well as strategies for managing the marking of responses that exceed the required length.

Schools consider how they will administer strategies fairly and consistently across all subjects and for all students.

### **Before the assessment is submitted**

When developing and implementing an assessment instrument, schools should consider how to ensure that students are able to demonstrate their knowledge and skill within the required length. Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:

- develop valid assessment instruments of suitable scope and scale
- emphasise the response length mandated by the syllabus
- implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments, for example,
  - provide examples of assessment responses within the required response length, i.e. word length, duration of time or page count
  - explicitly model how to create a draft and edit a response to an assessment in the required mode, i.e. written, spoken, multimodal, performance
  - provide students with feedback at checkpoints and on the draft in the required mode if the response does not match the required length
  - give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions
- provide opportunities for students to practise responding within the required word length in examinations
- ensure a process is enacted for compiling and editing supporting evidence in performance assessments (e.g. in Physical Education) so that it meets the syllabus condition for length
- in performances with more than one student (e.g. in Drama), monitor students' text selections to ensure they meet the syllabus performance time requirements for active engagement for each student.

### **After assessment is submitted**

Schools develop policy and strategies, based on guidelines in this handbook, for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. These strategies should be suitable for the school context, assessment technique and response type.

For written responses with a word or page limit, or responses with a duration (e.g. presentations or recordings), strategies include:

- marking only the evidence in the student response that meets the assessment conditions for response length, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.
- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is
  - produced under exam conditions
  - in an assessment that requires a continuous response, such as a presentation or recording.

A school's assessment policy provides details about how the school will administer strategies fairly and consistently across all subjects and students. In determining the school policy and strategies for managing response length after submission, schools consider:

- which strategies are appropriate for specific techniques and response types
- how to implement the strategy before awarding a result
- how they ensure the assessment is administered to meet syllabus conditions.

Note, however, that when marking student responses, schools cannot:

- change the tool (e.g. ISMG, instrument-specific standards, or reporting standards) being used for making a judgment
- penalise students for submitting an over-length response by arbitrarily reducing their result, e.g. introducing a 2-mark penalty for an over-length response
- increase the upper limit of a length described as a range in the syllabus, e.g. allowing a tolerance of +10%
- increase working time, e.g. allowing students to take an over-length assignment home to redact.

In any case where the complete student response is not used to determine the result, teachers annotate the student response, ISMG or instrument-specific standards to indicate which evidence was used to make a judgment.

### **Samples reviewed for QCAA quality assurance processes**

Samples submitted for quality assurance processes must adhere to the syllabus-specified response length. If a student has submitted an over-length response, the school must make it clear on the sample which strategy was applied, so that confirmers can review only the work that the teacher has marked. Schools can:

- submit only the evidence in the student response used to determine the provisional mark per criterion
- or
- annotate the student response to indicate the evidence used to determine the mark.

### **Determining length of a response**

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or performance responses.

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

**Table: Determining word length and page count of a written response**

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>all words in the text of the response</li> <li>title, headings and subheadings</li> <li>tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>quotations</li> <li>footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>title pages</li> <li>contents pages</li> <li>abstract</li> <li>visual elements associated with the genre*</li> <li>raw or processed data in tables, figures and diagrams</li> <li>numbers, symbols, equations and calculations</li> <li>bibliography / reference list</li> <li>appendixes<sup>†</sup></li> <li>page numbers</li> <li>in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>title pages</li> <li>contents pages</li> <li>abstract</li> <li>bibliography / reference list</li> <li>appendixes<sup>†</sup></li> <li>blank pages</li> </ul>
<p>* For example, by-lines, banners, captions and call-outs used in genre-related written responses.</p> <p><sup>†</sup> Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

**Table: Determining length of a non-written response**

	Response length — duration	Notes
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music</li> <li>Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation</li> </ul>	See 'After assessment is submitted'
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.</li> </ul>	The exclusions for written responses do not apply as they are not relevant to a timed response.

## Responsibilities for managing response length

Schools, teachers and students have specific responsibilities for ensuring that responses to assessment are the required length.

Schools should develop school-based policies and procedures that:

- encourage students to respond to assessment instruments within the required length

- provide students with the knowledge and skills to respond within the required length
- emphasise the use of checkpoints, which include the draft due date, to provide each student with feedback about their response
- include strategies to be implemented when a response exceeds the required length.

Teachers:

- implement their school's policies and procedures
- take reasonable steps to ensure that students can respond to assessment instruments within the required length
- work with students at checkpoints throughout the process, emphasising the conditions of the task including response length
- use proactive strategies to support students to meet the syllabus requirements for the response length
- annotate any student responses submitted on or before the due date that exceed the required length to indicate the strategy used to mark the response.

Students:

- develop a response that meets the conditions of the assessment
- respond to feedback about the length of their response
- document the length of their response accurately in the measurement indicated in the syllabus: either a word length, duration of time, or page count.

### 8.2.7 Gathering evidence of student achievement

Schools are responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all units. Strategies may vary according to the assessment technique. As schools are required to maintain the integrity of assessment, it is not possible to gather evidence for the examination technique before the due date where the student is required to respond under supervised conditions to unseen questions or stimulus materials. There may be adjustments to processes or due dates in situations when a student is eligible for AARA (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

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. work completed in class in response to the instrument, such as a draft, rehearsal notes or photographs of work
- consider the mode of the assessment and how to collect evidence that meets the conditions, e.g. for a spoken instrument, a spoken response rather than a draft of a written speech. A draft rendered by text-to-speech software is not appropriate, as the student's voice is to be recorded
- use checkpoints to indicate the timelines for the development of key components of a student's response and allow for gathering evidence at key junctures, e.g. declared due date for: submission of a research question, a draft in the appropriate mode or submission of a final response for the assessment instrument

- establish school approaches to assessment practices by ensuring 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 or the submission of a response that is not in the mode required by the syllabus.

Evidence collected on or before the due date and teacher observations may be used to authenticate responses as the student's own work.

Schools may use a variety of methods, both direct and indirect, to collect evidence and authenticate student responses. For the purpose of confirmation, direct evidence of the student's response is required. Teacher observations are not sufficient on their own to support a judgment.

## **Due dates**

Schools establish the due dates for all internal assessment, including summative internal assessment. In doing so, they consider a range of factors that suit the school context and the requirements to meet QCAA timelines for quality assurance and reporting activities.

When scheduling assessment, schools must ensure adherence to the syllabus conditions and equitable access for all students, as well as the school context.

When determining due dates, schools may consider the following:

- monitoring of student progress
- ensuring student work is their own
- student access to support, and time to work on the assessment
- students transferring between schools between terms
- school context, e.g. the school calendar (including holidays, and planned school activities such as sports carnivals, performances and excursions), and students released for school-based apprenticeships.

As schools are responsible for setting due dates in response to local circumstances, they can adjust dates to suit their context while meeting QCAA timelines.

Due dates are made clear in advance to teachers, students and parents/carers and then consistently applied.

If a student has principal-reported AARA that require an extension of time, the student is given an adjusted due date. (see Section 6.4.1: Making decisions about AARA, and 6.4.4: Possible AARA).

If a student transfers into a school, the school may need to adjust the due date for assessment to allow the student to complete the learning and have the required time to complete the assessment and meet syllabus conditions (see Section 8.2.1: Engaging in learning and assessment and 9.6.5: Confirmation decision process).

## **Managing school-approved absences**

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with

scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences. If approved, the school should:

- support student access to teaching and learning that will allow students to successfully meet assessment requirements (see Section 8.2.1: Engaging in learning and assessment)
- maintain equitable assessment processes
- meet QCAA quality assurance timelines.

The school assessment policy should outline the application and approval process including the timelines for applications. Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.

Schools should consider planned school activities and refer to communication and calendars from key organisations to identify periods when students may be absent at approved activities and plan for these absences in the school's assessment calendar. If a planned absence affects multiple students within a cohort, then an adjustment to the due date for the entire cohort would be appropriate. In Units 3 and 4, the adjusted due date needs to comply with quality assurance processes (e.g. Confirmation due dates) as published in the [SEP calendar](#).

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

The list of examples is not an exhaustive list and schools should seek advice from the QCAA in unusual circumstances before approving student absences, particularly if absences will have an impact on the completion of assessment.

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations — schools offer a comparable examination before the due date. (For more information about comparable assessment, see Section 7.4: Developing a comparable assessment instrument.) Schools are to implement processes that maintain the integrity of the original assessment for the remaining cohort. The school follows the required processes if a comparable assessment instrument is used for summative internal assessment in Unit 3 or 4 (see Section 9.6.2: Submission).
- for non-examinations — students are required to submit/present the assessment on or before the due date.

If a student is participating in a state or national representative activity during the external examination period, they may submit a variation to venue application (see Section 10.4: External assessment venues).

## 8.2.8 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 independently produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside enough 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 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 should:

- 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 should:

- complete responses during the designated class time to ensure teachers can 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 can:

- support the efforts of teachers and students to authenticate student responses by ensuring that students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 8.2.5: Drafting).

For strategies for managing instances where a response to an assessment instrument cannot be authenticated as the student's own, see Section 11.1.5: Inability to establish authorship.

## 8.3 Administering internal assessment

When administering any internal assessment for any subject in any unit, schools must ensure that:

- the correct instrument and relevant stimulus material are provided to each student
- the response each student submits is their own work
- academic integrity and the integrity of the assessment are maintained
- appropriate conditions are implemented, and match the specified task requirements and syllabus requirements
- principal-reported AARA are implemented appropriately, as approved by the QCAA or as reported to the QCAA by the principal.

For Applied (Essential), General and General (Extension) subjects with endorsed assessment, the endorsed instrument for that year must be the assessment administered to students.

### 8.3.1 Examination technique

When administering any internal assessment that is an examination technique or requires supervised conditions, schools must also ensure:

- the security of the instrument and any related materials prior to administering the assessment
- the assessment is administered under standard supervised assessment conditions
- supervisors are aware of the arrangements for students with QCAA-approved or principal-reported AARA
- supervisors are aware of their role and responsibilities for effective supervision
- the integrity of the technique is maintained, e.g. unseen materials remain unseen until the examination and there is no access to teacher advice, guidance or feedback once the assessment begins.

Decisions about allocation of supervisors are made by schools. Teachers of the subject may supervise assessments and may be required to ensure that the correct materials are provided to students and the appropriate conditions are implemented.

### Common internal assessment (CIA)

Schools select their phase of delivery for the Common internal assessment (CIA) for Essential English and Essential Mathematics in the Student Management application via the QCAA Portal. Principal's delegates have the responsibility to:

- ensure their school has selected its phase of delivery
- administer the CIA in the recommended time frame for the phase selected

- ensure the school follows the specific guidelines set out in the *Common internal assessment: Guidelines for administration*, which will be made available to schools before Phase1. Schools should download the latest version immediately before their chosen phase. For more information about administering the CIA, contact [CIAoperations@qcaa.qld.edu.au](mailto:CIAoperations@qcaa.qld.edu.au).

## 8.4 Developing a school assessment policy

Schools develop and implement policies and procedures that:

- encourage the participation and engagement of students in their learning and assessment
- enable the provision of valid teaching, 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 (Essential), 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 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. It is intended to help schools develop assessment policies. Further information is available via the QCAA Portal Noticeboard — School assessment policy.

**Table: Summary of key considerations for school assessment policies**

Policy areas	Possible content for staff	Possible content for students
<b>Engaging in learning and assessment</b> For more information, see Section 8.2.1: Engaging in learning and assessment.	<ul style="list-style-type: none"> <li>• strategies to inform students about expectations for engaging in learning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• expectations about               <ul style="list-style-type: none"> <li>– engaging in learning and assessment</li> <li>– completing all requirements for achieving a unit and/or subject result, including if changing subjects. This includes completing the required learning outlined in the subject matter of the syllabus and providing responses to all assessment</li> </ul> </li> <li>• single instruments cannot be repeated. If repeating, a student must repeat all learning and assessment for a unit (Unit 1 and Unit 2) or for a pair of units (Units 3 and 4).</li> </ul>

Policy areas	Possible content for staff	Possible content for students
<b>Academic integrity</b> For more information, see Section 8.1: Understanding academic integrity.	<ul style="list-style-type: none"> <li>strategies and/or requirements to <ul style="list-style-type: none"> <li>develop shared understanding of academic integrity academic misconduct</li> <li>plan teaching and learning, assessment design and implementation practices to ensure all student work is their own</li> <li>model academic integrity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>academic integrity and academic misconduct, including, for example <ul style="list-style-type: none"> <li>completing the QCAA academic integrity course</li> <li>understanding what it is to 'submit your own work'</li> </ul> </li> <li>strategies for managing academic misconduct, e.g. only work authenticated as your own work will be used to make a judgment</li> </ul>
<b>Scaffolding</b> For more information, see Section 8.2.3: Scaffolding.	<ul style="list-style-type: none"> <li>scaffolding in assessment that does not lead students to an expected or predetermined answer or response and allows students to independently demonstrate the objectives being assessed</li> </ul>	
<b>Access arrangements and reasonable adjustments (AARA), including illness and misadventure</b> For more information, see Sections 6, 8 and 9.	<ul style="list-style-type: none"> <li>internal processes to consider AARA, including <ul style="list-style-type: none"> <li>roles and responsibilities for making decisions, collecting information and required evidence</li> <li>application process</li> <li>implementing principal-reported and QCAA-approved arrangements for assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>purpose of the policy</li> <li>eligibility</li> <li>evidence required, including that assessment must be completed</li> <li>application processes</li> <li>school requirements</li> </ul>
<b>Due dates</b> See Section 8.2.7: Gathering evidence of student achievement.	<ul style="list-style-type: none"> <li>processes to establish due dates for assessments that <ul style="list-style-type: none"> <li>align with syllabus requirements</li> <li>provide sufficient working time for students to complete the task</li> <li>consider and avoid clashes when there are known school-approved absences for groups or individuals</li> <li>allow for internal quality assurance processes</li> <li>enable timelines for QCAA quality assurance processes to be met</li> <li>are clear to teachers, students and parents/carers</li> <li>are consistently applied</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>when assessment is due</li> <li>the requirement for the school to adhere to QCAA policies about due dates</li> <li>that work cannot be submitted after the due date and that only work completed prior to the due date will be used to make a judgment</li> <li>if students have a school-approved absence, assessment still needs to be completed by the due date</li> </ul>

Policy areas	Possible content for staff	Possible content for students
<b>Authentication strategies</b> For more information, see Section 8.2.8: Authenticating student responses.	<ul style="list-style-type: none"> <li>school strategies, which may include               <ul style="list-style-type: none"> <li>teacher observation and supervision of students completing work</li> <li>requirements for submitting the draft</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>school requirements, which may include               <ul style="list-style-type: none"> <li>requiring work to be completed in class</li> <li>signing a declaration</li> <li>submitting the draft</li> <li>only work that can be authenticated by the school as your own, can be used to make a judgment</li> </ul> </li> </ul>
<b>Checkpoints</b> See Section 8.2.7: Gathering evidence of student achievement.	<ul style="list-style-type: none"> <li>how schools monitor the work of students as part of a developmental process. Note that the draft is a specific type of checkpoint, described separately</li> <li>how teachers may use checkpoints to               <ul style="list-style-type: none"> <li>clarify assessment expectations for students, e.g. task requirements</li> <li>discuss progress towards the task completion</li> <li>help students develop strategies to submit assessment by the due date</li> <li>ensure students are creating assessment in the correct mode</li> <li>gather evidence on or before the due date</li> <li>provide points of intervention, if needed</li> <li>embed authentication strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>meeting school requirements such as checkpoints</li> </ul>
<b>The draft</b> For more information, see Section 8.2.5: Drafting.	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>when and how to submit the draft for assessment</li> <li>the type of feedback students may receive</li> <li>how to respond to feedback on the draft</li> </ul>
<b>Managing response length</b> For more information, see Section 8.2.6: Managing response length.	<ul style="list-style-type: none"> <li>processes for teachers to develop valid assessment</li> <li>strategies for teaching students the skills required</li> <li>providing students with examples, modelling how to edit and respond to the draft feedback</li> <li>develop and use strategies for responses that exceed word length</li> <li>annotating responses to indicate the strategy used for making judgments about responses that exceed the required length</li> </ul>	<ul style="list-style-type: none"> <li>syllabus requirements for length of responses</li> <li>how to respond to feedback about response length</li> <li>techniques for ensuring responses meet requirements for length</li> <li>what strategy the school will use to mark responses that exceed the word length stated in the syllabus, e.g. that written work over that length will not be assessed</li> </ul>

Policy areas	Possible content for staff	Possible content for students
<b>Collecting and storing assessment information</b> See Section 9: Internal assessment — Quality assurance and Section 13.3: Retaining records and student work.	<ul style="list-style-type: none"> <li>internal processes to collect and store assessment information including assessment instruments, student work and results that               <ul style="list-style-type: none"> <li>includes when, where, who and how this is to happen</li> <li>allows the school to meet requirements of the syllabus and quality assurance processes</li> <li>includes maintaining this information for the required length of time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>what students need to produce in response to assessment, i.e. conditions such as length and file types</li> <li>how to submit responses to assessment, e.g. date, time, location</li> <li>processes for submitting assessment</li> </ul>
<b>Internal quality assurance</b>	<ul style="list-style-type: none"> <li>school quality assurance processes that may be conducted within or across learning areas for               <ul style="list-style-type: none"> <li>assessment instruments before being submitted for endorsement and/or being administered with students</li> <li>judgments about student work contributing to reporting and results, e.g. cross-marking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>internal processes that may occur before their results are provided, e.g. cross-marking</li> </ul>
<b>Status of results for summative internal assessment</b>	<ul style="list-style-type: none"> <li>strategies for providing information about results to students and parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>external processes that may occur before results are finalised, e.g.               <ul style="list-style-type: none"> <li>all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process</li> <li>results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes</li> </ul> </li> </ul>
<b>Appropriate materials</b> See Section 8.2.2: Appropriate learning experiences and materials.	<ul style="list-style-type: none"> <li>choosing and monitoring the use of texts and stimulus materials in teaching and learning and the production of work by students</li> <li>schools determine the appropriateness of particular topics, texts, materials and areas of study for their students</li> </ul>	<ul style="list-style-type: none"> <li>considerations of appropriateness when producing materials</li> <li>the requirement to respond to teacher or school feedback about appropriateness of work produced by the student</li> </ul>

## 9 Internal assessment — Quality assurance

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

### 9.1 Quality management system

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

These quality assurance processes support schools to develop and administer assessment instruments and ensure consistency of judgments about student responses. The processes support the continuous 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.
- Quality assurance processes — including feedback and professional conversations — promote continuous improvement, which both helps teachers improve teaching, and informs assessment practices.

**Table: Overview of quality assurance processes for internal assessment**

Subject	Unit 1	Unit 2	Unit 3	Unit 4
Applied	School quality management system		Study plan approval + School quality management system	
Applied (Essential)	School quality management system		Endorsement + Applied quality assurance	
General	School quality management system		Endorsement + Confirmation	
General (Extension)	n/a		Endorsement + Confirmation	
Short course	School quality management system	n/a		

## Schools

The Senior secondary certification agreement completed annually by principals requires schools to develop an effective internal quality management system that enables schools to meet all requirements of the certification agreement and:

- incorporate the principles of quality assurance
- communicate and manage roles and responsibilities
- gather and store evidence as required
- ensure readiness for QCAA quality assurance processes
- report accurate information to the QCAA.

The QCAA provides ongoing support to schools to develop and manage the school quality management system.

## 9.2 Study plan approval

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

Study plans outline student learning and assessment for a four-unit course of study. They are each 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 Syllabuses application via the QCAA Portal.

When implementing an Applied subject, schools must submit a study plan for approval in the first year the course is being implemented, by the date published in the [SEP calendar](#). Any amendments required to an existing course should also be submitted by this date. For emergent circumstances after this date, schools should contact the Quality Assurance Unit at [qau@qcaa.qld.edu.au](mailto:qau@qcaa.qld.edu.au) or phone 3864 0375.

## 9.3 Units 1 and 2

Schools are responsible for maintaining quality management systems that enable the annual review of assessments and judgments from Units 1 and 2 for Applied, Applied (Essential) and General subjects and Short Courses prior to results entry in Student Management.

Following the review of assessments and judgments, schools can use this as part of a continuous improvement process and to reflect on:

- assessment instruments and coverage of the unit objectives for Unit 1 and/or 2
- making judgments and use of the relevant syllabus standards to determine a result.

Further resources to support schools in developing and maintaining a quality management system are available via the QCAA Portal > Noticeboard.

## 9.4 Applied quality assurance (Units 3 and 4)

The QCAA supports schools to quality assure Units 3 and 4 for Applied and Applied (Essential) subjects. Applied subjects are quality assured by a review of assessment instruments, student responses to instruments and teacher judgments.

For Applied subjects, schools may conduct internal reviews as outlined in Table: Applied quality assurance process.

For Applied (Essential) subjects, student samples are reviewed annually in the summative year, generally at the beginning of Semester 2. All schools that offer these subjects and have students enrolled must participate in this process. The QCAA determines the number of samples required in any year, and the sampling pattern.

Timelines for activities related to the meetings are published in the [SEP calendar](#).

**Table: Applied quality assurance processes**

	Applied subjects	Applied (Essential) subjects
	Schools may conduct an annual internal review of Unit 3 assessment.	External review meeting of Unit 3 assessment of the summative year.
<b>Process</b>		
<b>1</b>	School identifies subjects for review.	QCAA notifies schools of sampling pattern and materials required.
<b>2</b>	<p>As part of the process, schools may review the following materials:</p> <ul style="list-style-type: none"> <li>• approved study plan (see Section 9.2)</li> <li>• Unit 3 assessment instruments as identified in the study plan</li> <li>• for each sample required, student responses to Unit 3 assessments, including               <ul style="list-style-type: none"> <li>– marked instrument-specific standards for each response, showing judgments by dimension</li> <li>– student profile with results for each instrument recorded by dimension</li> </ul> </li> </ul>	<p>Schools submit required materials to QCAA:</p> <ul style="list-style-type: none"> <li>• endorsed IA1 (see Section 9.5)</li> <li>• for each sample required, the student responses to Unit 3 assessment including               <ul style="list-style-type: none"> <li>– the response to the CIA</li> <li>– marked instrument-specific standards for each response, showing judgments</li> </ul> </li> </ul>
<b>3</b>	School subject teachers conduct a school-based quality assurance meeting at the school, using the internal review documentation.	School subject teachers and QCAA staff attend Applied QA meeting.
<b>4</b>	<p>The internal quality assurance process should review whether:</p> <ul style="list-style-type: none"> <li>• assessment instruments               <ul style="list-style-type: none"> <li>– match the approved study plan</li> <li>– meet syllabus requirements</li> <li>– allow students to demonstrate the relevant syllabus objectives</li> </ul> </li> <li>• judgments made about student responses to each assessment instrument are accurately matched to the A–E standards by dimension indicated on the instrument-specific standards.</li> </ul>	<p>QCAA provides advice on whether:</p> <ul style="list-style-type: none"> <li>• judgments made about student responses to each assessment instrument are accurately matched to the A–E standards identified on the instrument-specific standards.</li> </ul>
<b>5</b>		QCAA provides advice to schools about the submission.
<b>6</b>	Schools use the feedback from internal quality assurance for continuous improvement as part of their quality management system and to inform judgments at exit.	<p>Schools use the advice for continuous improvement as part of their quality management system.</p> <p>Advice can also be used to inform judgments at exit.</p>

Applied subjects		Applied (Essential) subjects
<b>Intervention, if required</b>		
<b>1</b>		QCAA identifies any schools that need additional support to implement advice provided in the quality assurance process.
<b>2</b>		Schools provide any additional samples or information, as requested.
<b>3</b>		<p>Schools promptly implement any advice provided by the QCAA:</p> <ul style="list-style-type: none"> <li>• to ensure students are given opportunities to meet syllabus requirements by the end of Unit 4 to make exit decisions.</li> </ul>

## 9.5 Endorsement (Units 3 and 4)

Endorsement is an annual quality assurance process based on the validity and accessibility attributes of quality assessment. It is applied to summative internal assessment instruments of:

- Essential English and 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 published 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. These assessments are not part of the endorsement process.

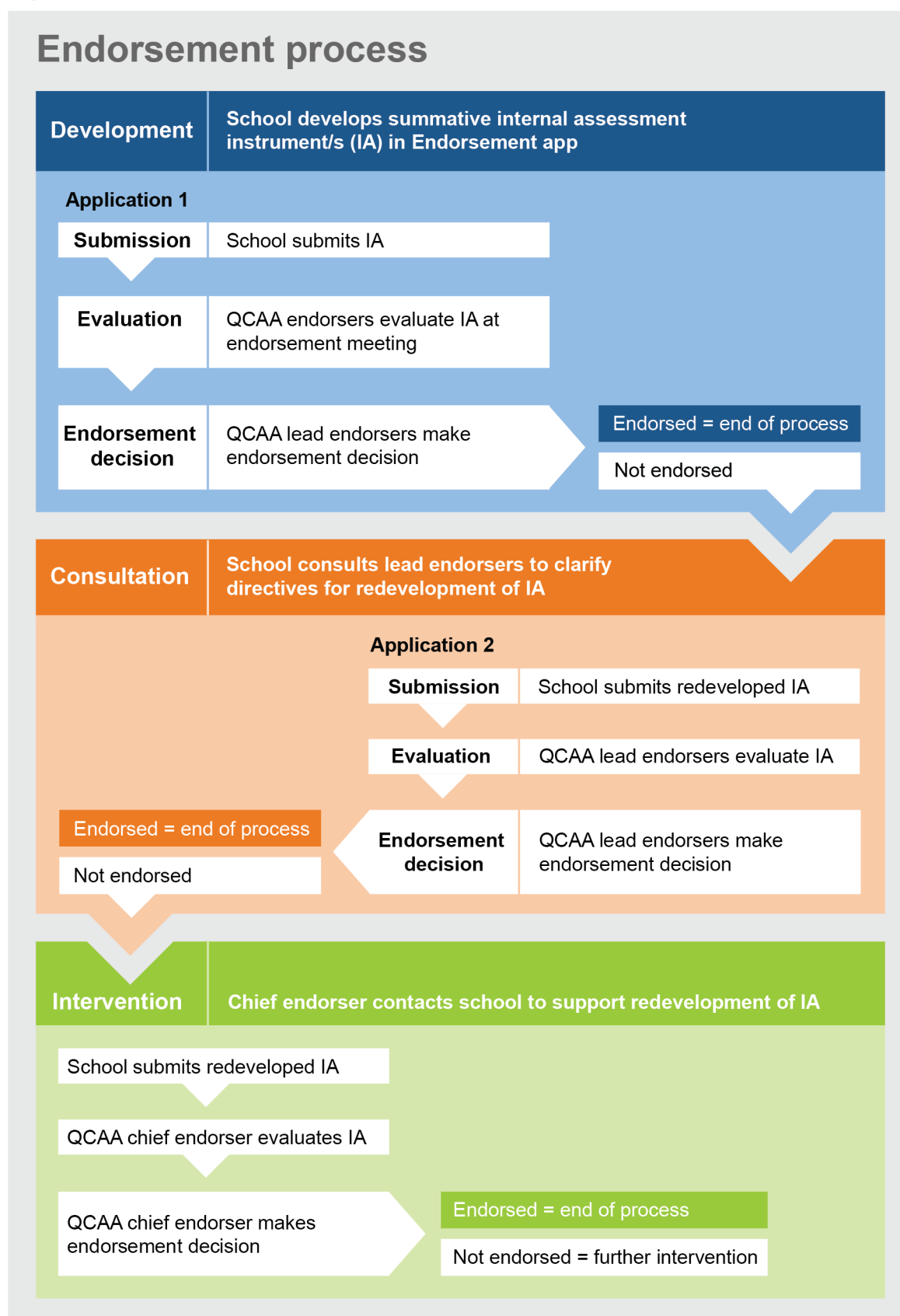
Schools can submit only one version of an assessment instrument for endorsement, to be used with a cohort of students. Schools are responsible for maintaining the integrity and authenticity of the endorsed assessment instrument.

### Overview

Schools apply to the QCAA to have their assessment instruments endorsed for each new cohort of students. All assessment instrument development, submission, review and decisions are conducted through the Endorsement application in the QCAA Portal, following the timelines published in the [SEP calendar](#).

If an instrument is not endorsed in the first application the school takes the required actions and applies for endorsement again.

Figure: Endorsement process overview



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. Chief endorsers sample schools' summative internal assessment instruments and endorsement decisions from Application 1, Application 2 and intervention (if applicable) to provide advice to the QCAA about the effectiveness of the endorsement process. Chief endorsers complete sampling at the end of each endorsement event to provide information that can be used to refine processes or provide information for assessors and schools, in preparation for the next endorsement event.

The chief endorser for each subject contributes to an annual subject report to communicate findings of the endorsement process, which is available to schools to inform future practice. See Section 11.3.4: QCAA reporting to the public.

## Timelines

Endorsement is an annual process that applies to summative internal assessments. Timelines for key communications between the QCAA and schools, and specific dates for endorsement, are published in the [SEP calendar](#) and through the Endorsement application in the QCAA Portal.

The sequence of assessment instruments submitted for endorsement is not the same for all General subjects. Subject offering information entered by the school in the Student Management application determines assessment instrument submission for endorsement. Timelines for specific assessment techniques and stages in the endorsement process are displayed in the dashboard of the Endorsement application.

## Subject offerings and variations to delivery pattern

Schools make decisions about subject offerings and the sequence of delivery of summative internal assessment instruments. Choices about subject offerings or changes to subject offerings, including sequencing of internal assessment, need to be made by the dates published in the [SEP calendar](#) to ensure timelines for endorsement are met.

## Compressed subject offerings

Contact [endorsement@qcaa.qld.edu.au](mailto:endorsement@qcaa.qld.edu.au) for information about the endorsement process for schools with compressed subject offerings.

### 9.5.1 Developing assessments for endorsement

Schools are responsible for developing assessment instruments. The QCAA provides various resources to help schools develop effective assessment instruments that meet the requirements for endorsement. Schools are advised to refer to the following resources prior to developing or refining assessment for each new cohort:

- assessment specifications and conditions information in each syllabus
- sample assessment instruments available via the QCAA Portal
- instrument-specific assessment templates in the Endorsement application
- instrument-specific quality assurance tools for each syllabus, which include evaluation criteria
- instrument-specific advice about changes to assessment instruments each year: *Guidelines for reviewing and developing assessment instruments*, available via the QCAA Portal > Syllabus application > Resources tab
- information about endorsement submission requirements

- annual subject reports that include advice about assessment development based on sampling of the endorsement and confirmation processes from the previous year
- a professional learning program (see the QCE Assessment literacy program webpage at [www.qcaa.qld.edu.au/senior/assessment/quality-assurance/qcaa-assessors/accreditation-or-complete-the-assessment-literacy-courses-in-the-QCAA-Portal](http://www.qcaa.qld.edu.au/senior/assessment/quality-assurance/qcaa-assessors/accreditation-or-complete-the-assessment-literacy-courses-in-the-QCAA-Portal))
- consultation with QCAA subject officers
- a timeline for the submission of instruments for Essential English, Essential Mathematics and all General and General (Extension) syllabuses, in the [SEP calendar](#).

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

- space to include school details (visible only to the school)
- prepopulated conditions
- free-text sections to construct assessment items
- the ISMG for General and General (Extension) syllabuses or instrument-specific standards for Essential English and Essential Mathematics — schools cannot modify the instrument-specific standards.
- space for brief stimulus items, if required. Schools can submit large stimulus items, audio and audiovisual files, or additional supporting materials, such as data or answer schemes, separately via the QCAA Portal.

The endorsement submission information, located in the Syllabus application in the QCAA Portal, provides details about stimulus, marking schemes and indicative response requirements, including acceptable file types and sizes for attachments.

Schools determine which staff have which responsibilities in the endorsement process for each subject and allocate the appropriate Endorsement application roles to these staff in the QCAA Portal:

- Editor role: Editors develop the assessment instruments for the subjects they are allocated.
- Approver role: The approver/s ensure that internal quality assurance processes have been implemented for the assessment instrument/s of the subject/s they are allocated and the assessment instrument/s are ready for submission.
- Submitter role: The submitter, typically the principal's delegate, is responsible for ensuring that the school's assessments meet the endorsement requirements for each IA, for each subject, before submitting the assessment instruments.

All staff with an endorsement role can edit assessment templates. Further information about allocating roles can be found in the Help guides in the Endorsement application.

For endorsement, an assessment instrument is comprised of:

- item/s constructed in the assessment template
- the ISMG or instrument-specific standards provided
- stimulus, if required
- marking scheme, for short/combination response examinations (refer to the Endorsement submission information, which is located with syllabus-support materials in the QCAA Portal).

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 endorser.

## 9.5.2 Application 1

### Submission

Schools develop and submit the summative internal assessment instrument in the template provided in the Endorsement application and upload any supporting materials (e.g. stimulus, data and marking schemes) that are required. The endorsement submitter must submit the assessment instrument on behalf of the school through the Endorsement application on or before the due date published in the [SEP calendar](#).

### Evaluation

Each summative internal assessment instrument submitted by schools is evaluated by a QCAA endorser and a lead endorser in the Endorsement application. The endorser who conducts the initial evaluation does not know which school's assessment instrument they are reviewing. During the evaluation, the name of the school is made known to the lead endorser, as they may need to consult with the school if the assessment instrument is not endorsed.

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.

QCAA assessors for endorsement use the online *Assessment evaluation* form to ensure consistency when reviewing summative internal assessment instruments. This is based on the attributes of quality assessment and assessment practices 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 (access information about Accreditation professional learning, particularly Course 1: 'Attributes of quality assessment', via the Accreditation webpage at [www.qcaa.qld.edu.au/senior/assessment/quality-assurance/qcaa-assessors/accreditation](http://www.qcaa.qld.edu.au/senior/assessment/quality-assurance/qcaa-assessors/accreditation)) 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.

### Endorsement decision

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

Endorsement decisions are published in the Endorsement application on a specified date as per the [SEP calendar](#). Schools are advised to check the status of assessment as early as possible to allow sufficient time for consultation with a lead endorser.

Information provided through the endorsement decision can be viewed by editors, approvers and submitters who have been assigned the subject in the Endorsement application for the school.

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 consultation and Application 2
- directives that must be followed by the school to meet the endorsement criteria that were not met. The directives are written following the communication strategy that can be located on the home page of the Endorsement application
- the name of the lead endorser who evaluated the assessment instrument. Schools can consult with the lead endorser within the set timelines in the Endorsement application, 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.

### 9.5.3 Consultation

Schools are strongly encouraged to consult with the lead endorser who constructed the endorsement decision directives, to ensure that they understand the directives and apply them effectively before submitting Application 2; it is too late afterwards. Schools may refer to *Endorsement consultation: Protocol for lead and chief endorsers* in the Endorsement application.

Schools have one school week from the publication of endorsement decisions to complete consultation. The consultation is initiated by the school using the booking feature in the Endorsement application.

During consultation, schools can seek clarification of directives, and advice and guidance. This may include questions relating to:

- endorsement issues identified in the directive
- knowledge and understanding of
  - the relevant syllabus
  - relevant sections of this handbook
  - relevant QCAA accreditation courses
  - the assessment technique and sample instruments
- actions identified in the directive.

Once the assessment instrument is in the lead endorser's queue it cannot be recalled to make further changes.

Consultation is intended to support schools to achieve endorsement. It is not a negotiation process, and the QCAA will not reverse an endorsement decision following consultation. Consultation is not available for assessment instruments that have been endorsed.

### 9.5.4 Application 2

Application 2 follows the same process as Application 1, but is only undertaken by schools that had an assessment not endorsed in Application 1.

### 9.5.5 Intervention

Intervention is the process for supporting schools whose instruments are not endorsed after the second application. The QCAA does not provide schools with summative internal assessment instruments.

#### Level 1 intervention: Individual assessment instrument

If, after two applications, a school cannot achieve endorsement of a summative internal assessment instrument, the QCAA escalates the assessment instrument to the chief endorser for intervention. The process is as follows.

- A lead endorser completes the assessment evaluation to identify that at least one assessment practice is not demonstrated and that therefore the assessment instrument is not endorsed. At this stage, the instrument is locked and cannot be edited by the school until the start of the intervention process. Intervention does not begin until all Application 2 decisions have been published; see the timelines for completion of Application 2, published in the [SEP calendar](#).
- An intervention officer may be appointed to assist the chief endorser where there is a large quantity of assessment instruments at intervention.
- The chief endorser or intervention officer is given access to the assessment instrument at Applications 1 and 2, to enable consultation with the school. The chief endorser unlocks the assessment instrument to enable the school to make the required changes and initiates a consultation request with the school.
- Consultation with the chief endorser or intervention officer is required before the school makes and submits the identified changes to the assessment instrument.
- The school resubmits the summative internal assessment instrument via the Endorsement application once the required changes have been made and internal quality assurance processes have been applied.
- The chief endorser or intervention officer evaluates the assessment instrument and completes the endorsement decision. Once the school receives notification the instrument is endorsed it can be administered with students.
- If the instrument still cannot be endorsed the chief endorser or intervention officer conducts further intervention with the school before completing the endorsement decision. The school recalls the instrument, consults with the chief endorser, ensures the required changes are made and then resubmits the instrument for the chief to complete the process again.

#### 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 chief endorser/s and other staff of the QCAA to address systemic assessment issues.

### **9.5.6 Amending an endorsed assessment instrument (whole cohort)**

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

After endorsement, a school may request an amendment to an endorsed summative internal assessment instrument before it 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, or correction of school-identified errors.

An amendment is not an adjustment for AARA; nor is it used to cater for students who were absent at the time of assessment. For endorsement procedures for AARA, and illness and misadventure, see Section 9.5.7: Endorsement requirements for illness and misadventure (individual students).

To apply to amend an endorsed assessment instrument, schools open the endorsed assessment instrument's template from the Endorsement application and select the option to modify the assessment. Schools then:

- select the reason for the amendment
- develop, approve and submit the proposed amended assessment instrument
- upload any relevant materials, e.g. marking schemes or stimulus.

The amended assessment instrument is submitted to a QCAA lead endorser who evaluates the amended instrument and communicates the endorsement decision via the QCAA Portal.

As an amendment must be completed within a two-week period, schools can only submit one amendment application for each assessment instrument. If an amended assessment instrument cannot be endorsed, the school is required to administer the summative internal assessment instrument that was endorsed.

A school that requires an amendment due to an emergent situation should contact the Quality Assurance Unit to discuss possible actions and timelines.

### **Comparable assessments**

A comparable assessment instrument, which may be required in some circumstances, is different from an amendment. An amendment is used where an assessment instrument needs to be adjusted for an entire cohort of students. A comparable assessment instrument is used to maintain the integrity of an assessment instrument for an individual student or small groups of students within a cohort due to illness, misadventure or school-approved absence for an examination.

For more information on when and how to develop a comparable assessment for an endorsed assessment instrument see Section 7.4: Developing a comparable assessment instrument.

### **9.5.7 Endorsement requirements for illness and misadventure (individual students)**

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 and reasonable adjustments (AARA), including illness and misadventure). 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.

### **Comparable assessments**

If a school determines that the integrity of the endorsed assessment instrument is compromised for one or more students affected by illness or misadventure, they should seek advice about the most suitable course of action by emailing the QCAA at [endorsement@qcaa.qld.edu.au](mailto:endorsement@qcaa.qld.edu.au). This might include developing a comparable assessment in consultation with the QCAA. A comparable assessment is not suitable for use with the whole cohort. For more information on when and how to develop a comparable assessment for an endorsed assessment instrument, see Section 7.4: Developing a comparable assessment instrument.

## **9.6 Confirmation (Units 3 and 4)**

Confirmation is an annual quality assurance process for General and General (Extension) subjects based on the reliability attribute of quality assessment.

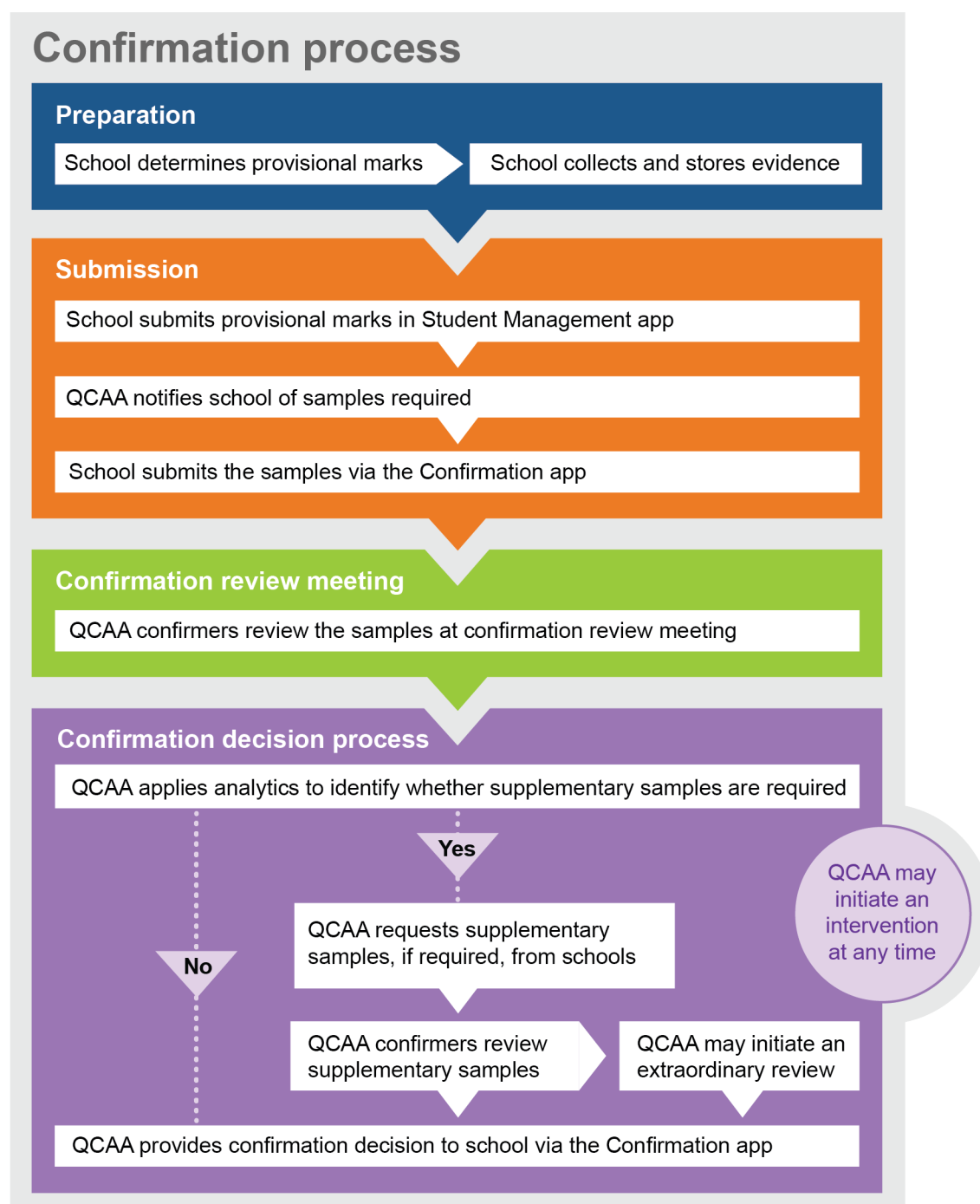
Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments, to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.

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 11.3.1: QCAA reporting to schools).

### **Overview**

Confirmers review a selected sample of student responses to check that the application of the ISMG is accurate and consistent. All confirmation activities take place in the Confirmation application in the QCAA Portal and follow the timelines published in the [SEP calendar](#). The QCAA makes the final decision about student results.

Figure: Confirmation process overview



The QCAA is responsible for managing the confirmation process, notifying schools of confirmation decisions, and training confirmers to understand the principles of confirmation and the characteristics of effective assessors.

The chief confirmer for each subject contributes to an annual subject report, which will be available to schools, to inform future practice.

## Timelines

Confirmation is an annual process. Timelines for key communications between the QCAA and schools, and specific dates for confirmation, are published in the [SEP calendar](#) and through the Confirmation application in the QCAA Portal.

Schools enter their student enrolment data, including the order in which they will implement their assessment, in the Student Management application, by the dates published in the [SEP calendar](#). The principal must approve any variation to sequence, beginning date, or completion date.

### 9.6.1 Preparing 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 ISMGs 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
- online assessment literacy courses
- consultation with QCAA subject officers
- timelines for confirmation activities, published in the [SEP calendar](#)
- subject report.

### Determining provisional marks

The confirmation process begins with the provisional criterion marks awarded by the school for each summative internal assessment.

Schools are responsible for administering and marking three endorsed summative internal assessment instruments to students of General and General (Extension) subjects. Assessment objectives are drawn from the unit objectives of the syllabus, contextualised, and grouped into criteria, or a single criterion. This grouping depends on the subject, the subject matter and skills to be assessed, and the technique through which students will demonstrate what they know and can do.

The syllabus describes the assessment objectives for each criterion at different levels of performance, to assist teachers in making decisions about the qualities of student work in response to the assessment. In some criteria, teachers determine the appropriate performance level through observation of the skills and cognitions demonstrated in the student work.

Teachers make judgments about the evidence in student responses, using the ISMG to indicate the alignment of student work with performance level descriptors and determine a mark for each criterion according to the maximum number of marks specified in the syllabus. Where a performance level has a two-mark range, the teacher uses the best-fit approach defined in each syllabus to determine the mark.

Teachers implement internal quality assurance processes to ensure accuracy of the provisional criterion marks. Where there are multiple classes for a subject cohort, and more than one teacher assessing students, it is important for teachers to work together to quality assure the accuracy of provisional criterion marks.

Schools may provide students with provisional criterion marks for summative internal assessment instruments, before confirmation. However, students and parents/carers should be made aware that results are not final, and are subject to change until confirmation processes are concluded.

### **Results entry**

To receive a subject result, a response for every summative internal assessment is required. Once the assessment response has been submitted, it is marked by the school, and provisional criterion marks are reported to the QCAA (see Section 9.6.7: Confirmation requirements for illness and misadventure and Section 13.2.5: Enrolments and results).

### **Percentage cut-offs**

For examination assessments with percentage cut-offs in the ISMG, teachers use a school-devised marking scheme to allocate marks to questions and mark student work. The teacher then determines the student's achievement percentage, identifies this on the ISMG and awards a mark. Schools report the provisional mark from the ISMG to the QCAA, not the mark achieved on the student response using the school's marking scheme.

### **Using zero as a result**

ISMGS for different subjects have different criteria and mark ranges. All ISMGs have zero (0) as the lowest possible mark. To be awarded a zero for a criterion, the student must have produced some evidence of a response in the mode of the assessment instrument, but there is no alignment of this evidence to any of the higher performance level descriptors. The evidence must be authenticated as the student's own. A zero cannot be awarded where there is no evidence of a response to the assessment, or if the response is wholly plagiarised.

### **Using not yet administered (NYA) as a result**

NYA (Not Yet Administered) may be used by schools when recording internal assessment (IA) results for General and General (Extension) subjects. NYA should be recorded for individual students when in an emergent situation, schools have not administered or finalised results for an IA by the date the IA provisional results are required in Student Management. Situations where NYA might be required are mainly those where individual students have an extension of time to complete an IA due to principal-approved access arrangements and reasonable adjustments (AARA). This includes assessment techniques (e.g. assessment with a separate performance component) for which the student is unable to complete the entire response at that time, as provisional marks are not available for all criteria, for reporting to the QCAA. When NYA is recorded, the school acknowledges that the IA will be administered to the student and completed during the student's completion year for that subject and the school is responsible for ensuring the provisional marks are provided to the QCAA. The response must be completed during the student's completion year for the subject. The QCAA may require the school to provide further evidence.

### **Using not rated (NR) as a result**

For examination techniques, the student must attend the examination at the time and date set by the school and produce a response in the set timeframe to be awarded a provisional mark, unless the student has principal-reported or QCAA-approved AARA or a school-approved absence. Students with a school-approved absence must be given the opportunity to complete the assessment (or a comparable assessment) on or before the due date, as specified by the school. If a student does not have an AARA and does not provide a response by the due date, a result of not rated (NR) is awarded. A student who makes no attempt to provide answers in the examination is awarded an NR.

For all other assessment types please refer to Section 11.1.4: Non-submission of a student response.

### **Using did not administer (DNA) as a result**

DNA (Did Not Administer) can be used by schools when recording internal assessment (IA) results for General, General (Extension), Applied and Applied (Essential) subjects. DNA should be recorded in Student Management for individual students when the school did not administer an assessment. Situations where DNA might be required are mainly those where individual students have transferred registration to another main learning provider and the assessment was not completed at the school, e.g. where an assessment was not administered to an intrastate transfer student as they transferred registration to a new main learning provider. When DNA is recorded for the IA in Student Management, the school acknowledges that the IA will not be administered to the student at their school.

### **Using developmental student work to award a mark**

For non-examination techniques, developmental work (i.e. a draft response or assessment work-in-progress) would be appropriate evidence to use to award a provisional mark if a response is not provided on or before the due date.

For performance assessments, or projects that include a performance element, a draft version is the assessment work-in-progress demonstrated by the student. Therefore, a draft or checkpoint version is evidence of a performance, demonstrated by the student in the assessment preparation phase. Evidence used to make a judgment must be able to be provided to the QCAA to support confirmation processes (see Section 8.2.7: Gathering evidence of student achievement).

If there is no evidence of the student's developmental work toward a response in the same mode as the required response, a result of NR is awarded (see Section 11.1.4: Non-submission of a student response).

### **Marking ISMGs**

Marked ISMGs need to clearly indicate the characteristics evident in the student response and the mark awarded for each criterion. Teachers may highlight, tick, underline or in some other way identify the characteristics evident for each criterion, and indicate the mark awarded. Whatever method is chosen must be visible when reviewed by confirmers.

For instruments that use ISMGs with percentages for performance-level cut-offs, the student response needs to be annotated to clearly indicate how the student was marked against the marking scheme.

### **Teacher feedback on student responses**

Schools make decisions about teacher feedback and/or comments on student work. Any feedback or comments written on student work should be for the purpose of the learning and future improvement of the student. Teacher comment or feedback, if present on samples of student work at confirmation, may be read by the confirmer as part of the review. The school is not required to de-identify responses by removing teacher comments or other context-specific references by teachers or students within the response. However, the school must ensure that any feedback or comments written by the teacher on the response are clearly discernible from the student's response.

## Transfer students

In some circumstances, a student who has transferred intrastate or interstate to a Queensland school cannot produce evidence of a response to a summative internal assessment instrument within the timelines published in the [SEP calendar](#) for confirmation.

Schools make all reasonable attempts to support such a student to complete the teaching, learning and assessment before the confirmation deadlines.

If no evidence is available for one or more criterion by the set date for confirmation, an NYA should be reported in Student Management.

Once the student/s results are available, the school follows the procedure for replacing an NYA result (see Section 13.2.5: Enrolments and results).

## Collecting and storing evidence

Teachers ensure that they gather and store evidence of each student's response to each assessment instrument. Indirect evidence, such as teacher observations alone, or a written script for a live multi-modal or spoken assessment, is not sufficient to confirm results for a student in General and General (Extension) subjects.

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 requirements for submitting samples for confirmation.

To prepare for confirmation, schools must be proactive in outlining their strategies for teachers, students and parents/carers in the school's assessment policy. Schools should collect and store responses used to make judgments and award provisional criterion marks for each student for each summative internal assessment instrument.

For each summative internal assessment instrument administered, schools submit electronic samples of specific student responses identified by the QCAA, via the QCAA Portal.

To support the upload of student submissions to the QCAA Portal, schools should:

- use the assessment instrument from the Endorsement application
- use white paper of scannable quality for all assessment papers, including response booklets
- indicate judgments legibly on ISMGs, e.g. highlight characteristics in performance levels that align with the evidence in a student response, then determine a result for that criterion
- refer to the latest version of the subject confirmation submission information via the QCAA Portal
- ensure scanned responses and documents are complete, with all parts of the response visible and able to be read, i.e. all pages of the student response have been scanned
- plan documentation proactively, e.g. to film spoken and performance assessment evidence, consider the device on which the response is filmed, the file type, compression of the file to a suitable size, file management, including name conventions, and protocols for recording teacher feedback
- ensure any feedback or comments written by the teacher on the response are clearly discernible from the student's response.

## 9.6.2 Submission

### Submitting provisional marks in Student Management

The QCAA publishes timelines for submission of provisional marks in the [SEP calendar](#). The principal or principal's delegate is responsible for accurate submission of provisional criterion marks. Schools enter provisional criterion marks for each student, from the marked ISMGs, and enact their quality assurance processes (see Section 9.1: Quality management system). The provisional mark for each criterion must match the mark indicated in the ISMG. Schools must indicate whether a student has completed a comparable assessment in Student Management.

If a school identifies a clerical error in provisional marks, the principal or principal's delegate explains the error in writing to the QCAA Certification Unit at [certification@qcaa.qld.edu.au](mailto:certification@qcaa.qld.edu.au). (See Section 13.3.3: Managing data.)

### Identifying samples for review

The QCAA uses provisional criterion 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 events.

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. The QCAA's decision about sample numbers is based on multiple factors, including the distribution of achievement for each criterion, and the subject cohort at previous confirmation events.

**Table: Minimum number of samples for implementation**

Cohort size	Number of students	Minimum number of samples required
Extra small	5 or fewer	All students
Small	6–30	5
Intermediate	31–99	8
Large	100–199	10
Extra large	200+	12

After determining the sample size for each subject and each internal assessment, the sample students are identified. Any individual student may be sampled multiple times in one or more subjects, or not at all during the confirmation process.

Any individual student who has provisional criterion marks submitted, including those with principal-reported or QCAA-approved AARA for an assessment, are included in the cohort when the QCAA identifies samples for review at confirmation. See Section 9.6.1: Preparing for confirmation.

For each internal assessment, the first student is chosen from the highest achieving students in the cohort, but is not necessarily the individual with the highest overall score. The selection of each of the subsequent sampled students will reflect the distribution of previously sampled students to minimise overlap with previously sampled scores in each criterion. This also ensures that the sample pattern reflects the overall distribution of students.

The QCAA notifies each school, via the QCAA Portal, which samples are required for confirmation, identified by student name and learner unique identifier (LUI). After the school has submitted the required samples, they will be identified by LUI only.

### 9.6.3 Submitting samples via the Confirmation application

Schools submit the samples required to the QCAA by the due date, via the Confirmation application in the QCAA Portal. These samples must have been marked by the teacher, and quality assured using the school's internal quality assurance process.

Sample files must include the student response to the summative internal assessment instrument. The principal, or principal's delegate, is responsible for ensuring the accuracy and completeness of the required samples before submitting them via the QCAA Portal. Schools should contact the QCAA as soon as possible to seek advice if they have identified issue that may affect the whole cohort.

Schools should use the *Confirmation submission information* to ensure the required materials are provided, including:

- the marked ISMG, indicating which performance level descriptors and provisional criterion marks were allocated
- the student response (including any relevant notes about managing response length according to school policy).

Schools do not submit students' drafts, except if a draft was used to award a provisional mark. Schools do not submit explanatory letters or any other type of documentation in place of the marked ISMG and/or student response.

#### Variation to confirmation submission

Variations to the samples required by the QCAA are only permitted if the student work — or a significant part of the student work — for a nominated sample has been lost, destroyed or is incomplete for another reason. In these cases, a school may apply for a *Variation to confirmation submission*. A variation is usually not required if the school has used evidence collected on or before the due date, such as a draft.

The QCAA reviews the school's application for a variation 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.

The QCAA monitors applications for *Variation to confirmation submission* for a school or subject and intervenes if necessary. Schools should contact the QCAA as soon as possible to seek advice if they have identified an issue that may affect the whole cohort.

#### Comparable assessment instruments at confirmation

If a comparable assessment instrument has been administered to one or more of the sample students, this must be indicated in Student Management when provisional marks are entered. If the assessment for one or more sample students was not developed in the Endorsement application, the school will need to submit the comparable assessment instrument (as a PDF) via

the Confirmation application. The QCAA recommends that schools use the Endorsement application to develop any comparable assessment that is administered with students.

### **Alternative submission strategy**

An alternative strategy for submission of files is provided to schools that have not been able to submit files via the QCAA Portal. This 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 requesting the alternative submission strategy, an encrypted USB if required. The QCAA is not responsible for editing or compressing large audio-visual files on behalf of a school. A school that provides files that exceed the specified file limits in the *Confirmation submission information* may be required to remove, compress and re-upload files.

### **9.6.4 Confirmation review meeting**

The QCAA defines the process for reviewing samples of student work for confirmation and is responsible for training confirmers to complete reviews using the Confirmation application, which supports the workflow required.

Confirmers, lead confirmers and chief confirmers review student responses submitted by schools at confirmation review meetings. Confirmers check whether schools have accurately and consistently applied the ISMG, and communicate their decisions to the lead confirmer using the Confirmation application in the QCAA Portal.

Confirmers review samples and use the ISMG within the Confirmation application to make decisions about the accuracy and consistency of school judgments.

Lead confirmers monitor, manage and quality assure the work of the confirmers, review student responses as required, and prepare interim marks to communicate to the QCAA, using the Confirmation application in the QCAA Portal. Lead confirmers manage a small group of confirmers, and oversee all review decisions made by their confirmer group. The number of confirmers within a confirmer group depends on the total number of students and confirmers for a subject.

Each school's subject submission is allocated to two confirmers and a lead confirmer. If this cannot be accommodated in small candidature subjects, the QCAA determines how at least one independent review and a check of this review will occur. Samples within a submission are divided amongst confirmers so that all samples are independently reviewed at least once, and some are allocated to two confirmers and independently reviewed twice.

A review begins with the confirmer developing an understanding of the context and task requirements of the endorsed assessment instrument. The context-specific nature of internal assessment means the confirmer must engage with the context and task sections of the instrument to understand the school's approach. Next the confirmer views the school judgments, looking at the provisional criterion marks, as well as the marked ISMG. With this understanding of the school judgments, the confirmer looks at each student work sample and scans it for evidence of characteristics aligned with the school's judgments.

The confirmer considers each mark for each criterion of each sample they are allocated. If the evidence supports the school judgments, the confirmer records this in the Confirmation application. If the evidence does not support the school judgments, the confirmer identifies the descriptors on the ISMG that better match the student work and records the alternative mark.

The lead confirmer is responsible for the reviews for every sample in each submission allocated to their confirmer group. They must make decisions about marks using the confirmer review information, and complete independent reviews when required.

The lead confirmer starts with the information provided by the confirmer/s for the samples. If two confirmers supported the school's criterion marks for a sample, the lead confirmer will support the school's provisional criterion marks. If there are differences in the review information provided by two confirmers, the lead confirmer may conduct an independent review. The lead confirmer then looks at the review information provided for all other samples and makes decisions about criterion marks. It is the lead confirmer's responsibility to make final decisions for all samples and all criterion marks for every submission in the confirmer group. The QCAA uses this information to determine confirmed results.

Lead confirmers are supported in their work by the chief confirmer and QCAA officers.

### **Quality control**

The work of confirmers within review activities is monitored by the chief confirmer, lead confirmer and QCAA officers. All confirmer review data is considered by the lead confirmer before being finalised by the QCAA.

Chief confirmers sample schools' submissions of student responses from across the state and analyse the work of confirmers and lead confirmers. They monitor and manage lead confirmers and assist them to complete reviews, if required. They resolve escalated samples and liaise with QCAA officers as needed.

The QCAA reviews information provided by confirmers and implements calibration activities, or intervenes in the confirmer's work, as required. This information may also feed forward for continuous improvement of assessor training.

If the QCAA decides that a confirmer or lead confirmer's decisions are inaccurate, the decisions of that confirmer or lead confirmer are reviewed by a subject expert, which may include the chief confirmer, principal education officers or Learning Area Managers. The QCAA also decides whether the confirmer or lead confirmer is able to continue work as an assessor.

## **9.6.5 Confirmation decision process**

Schools are notified of the confirmation decision for each subject for their school as soon as the decision has been finalised. See Figure: Confirmation process overview in Section 9.6: Confirmation.

### **QCAA analytics**

The QCAA uses the lead confirmers' criterion mark decisions for each sample to finalise the review, whether they match the school provisional criterion marks, or differ from them.

The QCAA officers, supported by a rules-based algorithm, determine whether a pattern of marking exists. If necessary, the pattern is used to adjust criteria marks for every student in the subject cohort (both sample and non-sample students). Algorithmic outputs are considered by QCAA subject matter experts, which may include the principal education officers and/or learning area managers before being finalised.

If the provisional marks are supported or a pattern is identified, no further samples are required. If no pattern can be identified, supplementary samples are required from the school for review.

### **Intervention**

During confirmation, the QCAA may determine that an intervention is required for a subject cohort at a school. In this situation, schools are required to re-mark an aspect of, or the whole of, a

student response/s to assessment for the subject cohort. Situations that could give rise to an intervention include:

- errors in the application of a marking scheme for percentage cut-off examinations for one or more samples
- significant authentication issues across samples
- multiple responses across samples that exceed syllabus conditions for length and where the school has not annotated the responses to show how the school's assessment policy has been applied
- divergent application of the ISMG across samples, impeding the determination of a cohort pattern.

Schools will be notified of an intervention in writing by the QCAA. With the advice of the QCAA subject officers, the school will remark the assessment responses of the entire cohort, marking an ISMG and the student responses as appropriate. The school will submit updated provisional marks to the QCAA Certification Unit and may have new samples for confirmation identified. The school will be notified of samples via the Confirmation application. The confirmation review process will then resume with the upload of annotated responses and ISMG for the identified samples, and this may delay the release of the confirmed decision.

## Supplementary samples

The QCAA initiates the supplementary sample process when further information is required about the school's application of the ISMG to finalise a confirmation decision.

The QCAA selects which samples are required. The number may differ from the original sample (see *Identifying samples for review: Table 1: Minimum number of samples for implementation*).

Where the QCAA determines that supplementary samples are required to finalise a confirmation decision:

- The QCAA notifies schools via the Confirmation application that additional samples are required, and must be submitted by the dates published in the [SEP calendar](#).
- Schools submit the samples via the Confirmation application using the same process as for the initial samples.
- Samples are allocated to the same confirmer group as the initial samples, where possible.

Confirmers and lead confirmers review the additional student responses independently.

Supplementary samples are reviewed by a single confirmer; otherwise the review process is the same as for the initial sample. Confirmers cannot access or amend the previously reviewed samples (see Section 9.6.6: Review of a confirmed result).

The lead confirmer must make final decisions for all samples and all criterion marks for every supplementary sample. The QCAA uses this information to determine confirmed results.

Schools that have supplementary samples may receive their confirmation decision at a date later than that published in the [SEP calendar](#).

## Extraordinary review

If, after the review of supplementary samples, a decision about a whole cohort cannot be made, the QCAA initiates an extraordinary review, in which more samples are reviewed.

The QCAA determines which further samples are required — potentially *all* of the remaining student responses from a subject cohort — and requests them from the school, via the Confirmation application.

Schools submit the required samples via the Confirmation application, by the date specified.

Samples are reviewed by a confirmer and a lead confirmer. The decision about the review is made by the QCAA on a school or subject basis. If possible, the samples are reviewed by the same confirmer group as the initial and supplementary samples. If these confirmer/s are not available, the QCAA identifies other available confirmer/s to complete the reviews.

The QCAA determines the confirmed results for each student in the cohort.

Schools that have an extraordinary review will receive their confirmation decision at a date later than that published in the [SEP calendar](#).

## Confirmation decision panel

The QCAA convenes an internal panel of subject matter, quality assurance and technical experts who meet before the release of confirmation decisions, to review, analyse and approve outcomes.

## The confirmation decision

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.

The confirmation decision provides schools with the following:

- confirmed results for all students in the subject cohort
- summary of the decisions across criteria for the subject cohort
- submission summary comments pertaining to academic integrity issues or file quality, to improve future school assessment practice, as relevant.

The principal and principal's delegate are notified of the confirmation decision via the QCAA Portal.

Once a confirmation event is finalised, schools are notified of the confirmation decision for the summative assessment/s submitted for review in that confirmation event. If schools are implementing a flexible delivery, such as a compressed curriculum, the confirmation decision may be released at a different time.

Schools use the confirmed marks by criterion for the subject cohort and the syllabus ISMG to understand any movements from the school's provisional marks.

The QCAA provides school support for the confirmation decision where the school may seek feedback to clarify how the ISMG should be applied where there has been cohort movement identified through the confirmation process.

The QCAA releases confirmed results for each student via the Student Portal. This occurs after the completion of any school review process, and by the date published in the [SEP calendar](#) (see Section 11.3.2: QCAA reporting to students).

### 9.6.6 Review of a confirmed result

The QCAA communicates confirmed results to schools via the QCAA Portal in the confirmation decision. Student samples are reviewed by confirmers, lead confirmers and QCAA officers prior to the release of the confirmation decision.

Schools may request a review where a student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception to the cohort pattern.

Review requests may only be made for a sampled or non-sampled student in the manner specified by the QCAA. Before submitting a request for a review of a confirmed result, schools:

- use the ISMG and the match to the student work at the confirmed result to understand the reason for the movement in student marks
- access QCAA subject-specific support resources to clarify expectations for the adjusted criteria
- identify why the individual student's result is an anomaly or exception to the cohort pattern
  - a confirmed result may be an anomaly where the cohort pattern was determined using incorrect or incomplete evidence
  - the evidence in a student response may demonstrate an exception to the cohort pattern where the reason for the mark movements identified from the review of sample responses does not apply to that student, e.g. non-sample student may have demonstrated all elements of the characteristic
- advise the student and their parent/carers of the potential outcome of a requested review, including that the final confirmed result may be lower
- contact the QCAA subject Principal Education Officer for clarification about the school's application of the ISMG and the cohort pattern movement.

Requests for a review of a confirmed result must be submitted by the principal's delegate through the Confirmation application as specified by the QCAA (typically five days following the release of the confirmation decision). A student or parent/carers cannot directly request a review, see Section 11.5: Applying for verification of information.

Once the request meets the QCAA's requirements for reviewing a confirmation decision, the review is undertaken by a single lead confirmer or chief confirmer and checked by a QCAA officer. The outcome of a review may be a change to the student's mark (higher or lower than the confirmed result), or that the confirmed mark stands.

As the review of a confirmed result is about an individual student, the outcome of a review will not impact the cohort pattern determined through the confirmation process.

The review process is not provided for schools to request a review for all students in the cohort. Nor is it an opportunity for a school to request that a cohort pattern is reinterrogated by the QCAA.

When the review process is complete, the QCAA will notify the school of the outcome and, where relevant, reissue a confirmation decision. The confirmation process does not include an opportunity for further review.

The QCAA releases confirmed results for each student via the Student Portal (see Section 11.3.2: QCAA reporting to students).

### 9.6.7 Confirmation 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 and reasonable adjustments (AARA), including illness and misadventure).

All students are required to provide evidence that they can demonstrate the assessment objectives for the summative internal assessment instrument. Schools make decisions about AARA to minimise barriers for a student in accessing summative internal assessment instruments, and make judgments about the students' work using the ISMG for the particular assessment from the syllabus. Schools cannot amend ISMGs, and must provide provisional criterion marks for all students within the timelines published in the [SEP calendar](#), or follow the process for using Not Yet Administered (NYA) as a result (see Section 13.2.5: Enrolments and results).

### **Individual students with AARA — incomplete or no evidence available within the timeline**

In some circumstances, principal-reported AARA may mean that a student cannot respond to a summative internal assessment instrument within the timelines published in the [SEP calendar](#) for confirmation.

If the response is not available by the due date for reporting provisional results for confirmation, a Not Yet Administered (NYA) should be reported in Student Management. Once the result is available, schools follow the process for replacing an NYA result in Student Management (see Section 13.4.2: Enrolments and results).

### **Confirmation and emergent circumstances**

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 (AARA), including illness and misadventure).

#### **Cohorts of students — no provisional marks**

Schools may experience emergent circumstances that mean they are unable to submit provisional criterion 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 criterion marks, students should be given an opportunity to attempt the summative internal assessment. If this is not possible, the school should contact the Quality Assurance Unit at [confirmation@qcaa.qld.edu.au](mailto:confirmation@qcaa.qld.edu.au).

#### **Cohorts of students — only provisional marks available**

Schools may experience emergent circumstances that mean 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 should contact the Quality Assurance Unit at [confirmation@qcaa.qld.edu.au](mailto:confirmation@qcaa.qld.edu.au).

# 10 External assessment

External assessment is the final assessment in General and General (Extension) subjects, and the only assessment in General (Senior External Examination) subjects.

It is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- summative, and contributes to the overall subject result
- developed and marked by the QCAA according to a commonly applied marking scheme except for General (Senior External Examination) subjects with syllabuses borrowed from another jurisdiction, which have external assessment set and marked by that jurisdiction
- not used in Applied subjects.

The subject matter and conditions for external assessment are determined by the QCAA using the relevant syllabus. Syllabuses detail the contribution of external assessment to the subject result. Syllabuses are accessible via the QCAA Portal and website.

Students' results for General and General (Extension) subjects are based on their achievement in three internal assessments and one external assessment. External assessment is not privileged over summative internal assessment. It is a mechanism for adding evidence that is different, yet equally valuable, to determine a student's overall achievement.

Schools are required to follow the processes for external assessment outlined in this handbook and in the annual *Directions for administration: External assessment* (DFA). (See Section 10.1: External assessment roles and responsibilities.)

Syllabuses identify the specifications for each external assessment, and can be accessed via the QCAA Portal. Schools and teachers use syllabuses to plan teaching and learning that provides students with opportunities to acquire the necessary knowledge and skills to respond to external assessment instruments. Students use syllabuses to ensure they understand the required subject matter for an external assessment.

## 10.1 External assessment roles and responsibilities

School staff, students and parents/carers, as well as the QCAA, have specific responsibilities for external assessment processes.

Information for students and parents/carers can be found at [www.qcaa.qld.edu.au/senior/assessment/external-assessment/administration](http://www.qcaa.qld.edu.au/senior/assessment/external-assessment/administration).

This information includes:

- *Directions for students: External assessment* — directions students must follow when sitting external assessment
- *Equipment list: External assessment* — information about approved equipment for all assessment, QCAA-approved calculators, student devices, subject-specific equipment, and prohibited materials.

Adult students registered for a Senior External Examination are responsible for following information provided by the QCAA on the QCAA website at [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

The following table outlines the roles and responsibilities of schools.

**Table: External assessment roles and responsibilities**

Schools	QCAA
<b>Principals:</b>	<b>The QCAA:</b>
<ul style="list-style-type: none"> <li>manage the school's overall responsibilities for external assessment processes</li> <li>ensure students are receiving adequate hours of learning/tuition for General (Senior External Examination) subjects</li> <li><i>may</i> delegate external assessment responsibilities to an external assessment coordinator/s (EA coordinator)</li> <li><i>must</i> appoint an additional assistant EA coordinator/s</li> <li>manage the security, storage and movement of assessment materials.</li> </ul>	<ul style="list-style-type: none"> <li>develops external assessments and marks student responses to the external assessments</li> <li>provides timelines, guidance, support and resources to help schools prepare for and conduct external assessment               <ul style="list-style-type: none"> <li>communicates timelines for external assessment in the Senior Education Profile (SEP) calendar</li> <li>creates, publishes and communicates the <i>External assessment timetable</i></li> <li>publishes and communicates the DFA and <i>Directions for students: External assessment</i> each year</li> <li>communicates with schools about procedures for the delivery and collection of external assessment materials</li> <li>reschedules external assessments for students with a timetable clash</li> <li>provides training for external assessment writers and external assessment markers</li> <li>appoints external assessment invigilators and external assessment observers.</li> </ul> </li> </ul>
<b>EA coordinators:</b>	<b>QCAA invigilators:</b>
<ul style="list-style-type: none"> <li>maintain the security and integrity of assessment materials according to QCAA requirements</li> <li>adhere to and manage external assessment processes outlined in the DFA</li> <li>ensure the assessment venue meets QCAA requirements</li> <li>receive and disseminate communications from the QCAA and communicate with the QCAA as required</li> <li>are aware of, and prepare for, QCAA-approved and principal-reported access arrangements and reasonable adjustments (AARA) for any students sitting an assessment at their school</li> <li>register and collect fees for students wishing to sit the Senior External Examination</li> <li>ensure the assistant EA coordinator is able to assume the role if necessary</li> <li>provide school staff, students and parents/carers with the following documents               <ul style="list-style-type: none"> <li><i>External assessment timetable</i></li> <li><i>Directions for students: External assessment</i></li> <li><i>External assessment equipment list</i></li> </ul> </li> <li>provide school staff with the DFA</li> <li>implement QCAA arrangements for rescheduled assessments if there is a timetable clash</li> <li>allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)</li> <li>manage disruptions and incidents of suspected academic misconduct</li> <li>complete the <i>Incident record</i> in the attendance section of the External Assessment application</li> <li>communicate with any alternative learning providers if students are not sitting the external assessment at their own MLP.</li> </ul>	<ul style="list-style-type: none"> <li>attend allocated assessment sessions at assessment venues</li> <li>verify that the shrink-wrapped materials for an assessment have not been tampered with, damaged or opened before distribution onto students' desks</li> <li>observe the administration of assessments, including the collection, counting and packing of materials at the end of assessments</li> <li>report their observations to the QCAA after each assessment session by completing an online invigilator report.</li> </ul>
	<b>QCAA observers:</b>
	<ul style="list-style-type: none"> <li>attend their nominated school and external assessment session</li> <li>observe the administration of assessments</li> <li>quality assure processes and procedures for external assessment, in line with the DFA</li> </ul>

Schools	QCAA
<b>School staff:</b> <ul style="list-style-type: none"> <li>• adhere to external assessment processes in the DFA</li> <li>• supervise external assessment as required (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)</li> <li>• complete records as required</li> <li>• report incidents of suspected academic misconduct.</li> </ul>	<ul style="list-style-type: none"> <li>• report to the QCAA on quality assurance and process improvements.</li> </ul>
<b>Students:</b> <ul style="list-style-type: none"> <li>• read and adhere to the information provided by schools, including the               <ul style="list-style-type: none"> <li>– <i>External assessment timetable</i></li> <li>– <i>Directions for students: External assessment</i></li> <li>– <i>External assessment equipment list</i></li> </ul> </li> <li>• attend external assessment in which they are enrolled</li> <li>• attend the oral component for SEE Languages subjects (administered online).</li> </ul>	
<b>Parents/carers:</b> <ul style="list-style-type: none"> <li>• read the <i>External assessment timetable</i> and <i>Directions for students: External assessment</i> on the QCAA website</li> <li>• complete applications and provide documentation for AARA, if required</li> <li>• support students to participate in the external assessment in which they are enrolled.</li> </ul>	

## 10.2 Developing and marking external assessment

The QCAA develops and marks external assessment for General subjects, General (Extension) subjects, and General (Senior External Examination) subjects except where the General (Senior External Examination) subject has a syllabus borrowed from another jurisdiction. (In that case, the assessment is developed, marked and quality assured by the other jurisdiction.)

Each QCAA-developed external assessment is developed by a team of subject matter experts, including teachers and academics. External assessment writers and markers complete specialist training before they start their roles (see Section 12.5: QCAA assessors).

Writers consult syllabuses for the subject matter, assessment techniques and conditions of the external assessment. They work with peers to develop valid and accessible external assessments and associated materials.

Student responses to external assessments are marked online using the external assessment marking guides provided by the QCAA. The marking operation includes rigorous quality assurance processes. QCAA officers support chief and lead markers in these processes. Chief markers lead and manage a team of lead markers, develop training materials for markers, mark responses and take on other activities as required during the external assessment marking operation. Lead markers support the marking operation through a range of activities, including developing training materials, training external assessment markers and marking responses. For more information, see Section 12.5: QCAA assessors.

Students may apply to the QCAA to have their external assessment or Senior External Examination scripts marked again (reassessed) if they believe there has been a marking error. For more information, see Section 11.5: Applying for verification of information, and the QCAA website at [www.qcaa.qld.edu.au/senior/assessment/results/checking-results](http://www.qcaa.qld.edu.au/senior/assessment/results/checking-results).

## 10.3 Scheduling external assessment

External assessment occurs in Term 4 on dates determined by the QCAA. The dates are made available through the *External assessment timetable* on the QCAA website mid-year.

The QCAA uses finalised enrolment in subjects to minimise:

- the number of external assessments that a student completes in one school day
- the number of timetable clashes for students.

The EA coordinator is responsible for communicating the *External assessment timetable* to students. Students who do not have an MLP are responsible for accessing the *External assessment timetable* on the QCAA website.

### 10.3.1 Timetable clashes

If a student has a timetable clash — that is, more than one assessment timetabled in the same session — the QCAA will resolve the clash.

The QCAA will notify schools of any timetable clashes via the QCAA Portal.

The QCAA will use current enrolment data to identify students with assessments timetabled for the same session and reschedule relevant assessment/s to another session, usually on the same day. Venues must administer rescheduled assessments as determined by the QCAA. It is the responsibility of schools to tell students how any timetable clashes have been resolved except in the case of adult students, who will be contacted directly by the QCAA.

#### **Assessment rescheduled to morning/afternoon session on the same day**

The EA coordinator must ensure that students sitting a rescheduled assessment on the same day as the scheduled assessment do not have any contact with students sitting the assessment at the scheduled time.

#### **Assessment rescheduled to a different day**

Students must sign an agreement that they will not engage in academic misconduct. The document will be provided when the timetable clash is resolved. The EA coordinator must upload the signed agreement to the External Assessment application.

The QCAA may undertake additional authenticity checks of the work of students whose assessments have been rescheduled.

In some cases, where approved rest breaks and extra time have not allowed a student a reasonable amount of time between assessments on the same day, the QCAA will advise the school and student of any adjustments to that student's assessment timetable.

### 10.3.2 Timetable hours

The QCAA acknowledges that external assessment times may differ from some schools' timetabled hours.

External assessment cannot be started or finish outside of the school start time window, except as approved for AARA (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

Scheduled start times are communicated in the DFA. Schools may start the assessment within the session window, which begins 15 minutes before the scheduled start time and ends 15 minutes after the scheduled start time. The school start time is the time the school actually begins the assessment.

**Table: Starting times for external assessment sessions**

Session	Scheduled start time	Session start time window	School start time
Morning	9:00 am	8:45 am – 9:15 am	Actual start time
Afternoon	12:30 pm	12:15 pm – 12:45 pm	Actual start time

Some students who are enrolled at international schools or who have approved variation to venue arrangements will sit their external assessments in different time zones. In these instances, an adjusted local start time will be determined by the QCAA.

Where timetable clashes or additional time requirements are approved, the QCAA may schedule an assessment with an earlier start or later finish. Changes may be approved by the QCAA in consultation with the school, students and parents/carers, if necessary.

### 10.3.3 Misreading the timetable

Students who miss all or part of an assessment because they have misread the *External assessment timetable* should contact the EA coordinator as soon as possible. The EA coordinator must contact the QCAA for advice when this occurs. The EA coordinator follows the procedures for students who attend late (see Section 10.6: Administering external assessments and the DFA for details).

Misreading the *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), including illness and misadventure).

## 10.4 External assessment venues

Schools are the external assessment venues for:

- students enrolled in subjects offered by the school as the MLP, even if they 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.

Students who are approved to sit their external assessment at a venue other than their MLP will be required to show photo identification to the venue supervisor. For more information about learning providers and MLPs, see Section 13.2.2: Learning providers' responsibilities and Section 6.3: Roles and responsibilities for AARA.

### 10.4.1 Variations to venue

Students are generally expected to sit external assessments at their MLP. The QCAA recognises that in certain circumstances it is appropriate for a student to sit an external assessment at an alternative venue. Examples may include circumstances where:

- an eligible student is unable to sit the assessment at their MLP
- the student's MLP
  - is not suitable as an external assessment venue, e.g. due to natural disaster or excessive noise
  - is a distance education provider (**Note:** Students who are studying a subject/s through distance education, but the school of distance education is not their MLP, will sit their assessment at their MLP.)
  - has students located across multiple campuses.

In these circumstances, schools and/or students should apply to the QCAA for a variation to venue.

#### Applications

If a student or cohort is unable to sit the external assessment at their MLP, the school should apply for a variation to venue to request an alternative venue. Applications are completed on the relevant online form (for either schools or students) on the QCAA website, at [www.qcaa.qld.edu.au/senior/assessment/external-assessment/variation-to-venue](http://www.qcaa.qld.edu.au/senior/assessment/external-assessment/variation-to-venue).

All student applications must be endorsed by the principal.

Student applications may also require supporting documentation, such as:

- a copy of official correspondence advising that the student has been selected to represent their country or state for an official duty, including relevant departure and return dates
- evidence from the student's parent/carer or employer verifying the need for the student to be outside Queensland during the assessment period
- a medical certificate/other medical documentation.

Applications must be made in the year in which the student will be sitting the external assessment, and must be received by the QCAA after the *External assessment timetable* is published, and no later than the dates for a variation to venue application published in the [SEP calendar](#).

Before a variation to venue application can be approved, the QCAA must be satisfied that the supervisor and venue are suitable. Each case will be assessed on its own merits.

#### Costs

Costs will be payable by the school, student or parent/caregiver in the following circumstances:

- **School variations** — If a school requires a venue variation, the school must pay the room hire and storage costs for the alternative venue.
- **Individual student variations** — If the student's application is approved, the QCAA will invoice the student for administration costs if required. If there is a venue fee, the student or parent/caregiver will be responsible for these costs. For more information, see the QCAA website, at [www.qcaa.qld.edu.au/senior/assessment/external-assessment/variation-to-venue](http://www.qcaa.qld.edu.au/senior/assessment/external-assessment/variation-to-venue).

## Eligibility requirements

### Student eligibility

To be eligible to apply for a variation to venue, a student must be:

- enrolled at an approved Queensland education institution
- unable to sit the assessment at their MLP for reasons beyond their control.

A variation to venue may be approved if the student:

- is geographically isolated
- is representing Australia or their state in an official capacity at a sporting, academic or cultural event
- is currently residing outside of Queensland
- has an illness or injury that prevents them from attending their MLP
- has another valid reason for requesting an alternative venue.

**Note:** Events such as family holidays, birthdays and weddings are **not** considered valid reasons.

### Venue eligibility

Examples of suitable venues include educational institutions and government organisations.

To be eligible, the proposed venue must be able to:

- provide a secure, quiet space where the student is able to complete the assessment/s
- agree in writing to all QCAA assessment requirements
- allow access to QCAA-authorized persons to administer or quality assure the assessment processes as required
- confirm security arrangements for materials, as outlined on *External assessment variation to venue: Information for schools* factsheet on the QCAA website and in the application form.

### Supervisor eligibility

Before agreeing to be nominated, a proposed supervisor should be fully aware of the role and responsibilities of the supervisor position. To be eligible, the proposed supervisor must:

- not be a family member or relative (including by marriage), family friend, colleague of a family member, or tutor of the student
- not have a conflict of interest
- be able to communicate in English
- meet the criteria listed in the *External assessment variation to venue: Information for schools* factsheet on the QCAA website and in the application form.

The QCAA will contact the proposed supervisor directly to confirm their eligibility for the position.

## Senior External Examination venues

It is the role of Queensland schools and teaching centres to host the Senior External Examination for their own students who are enrolled for tuition. These examinations are hosted using their own venue's rooms without cost to the QCAA.

Adult students who nominate to study independently, or with a personal tutor, will need to sit their Senior External Examination/s at an available examination venue.

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

## 10.5 Preparing for external assessments

Schools are responsible for communicating the *Directions for students: External assessment* to students. They are provided by the QCAA in Semester 1.

### 10.5.1 Academic integrity in external assessments

The QCAA publishes directions and procedures in the QCAA Portal each year to help schools prepare for external assessment. The DFA allows schools to administer the assessments using a consistent approach across the state and ensuring student responses are their own. For information about academic integrity, see Section 8.1: Understanding academic integrity.

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way. The following table sets out specific responsibilities of schools, EA coordinators, teachers and students.

**Table: Academic integrity responsibilities**

Academic integrity in external assessments: Responsibilities	
<b>Schools</b>	<ul style="list-style-type: none"> <li>communicate directions and procedures for external assessment to their school community, including teachers, students and parents/carers</li> <li>maintain the security of external assessment materials</li> <li>provide supervision and conditions that comply with the external assessment schedule and procedures</li> </ul>
<b>EA coordinators</b>	<ul style="list-style-type: none"> <li>ensure that all external assessment directions and procedures are shared with, and adhered to by, teachers and students</li> <li>manage the supervision of external assessment</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>comply with directions and procedures when supervising the external assessment</li> <li>tell students that the EA coordinator will be advised of any incident of suspected academic misconduct</li> <li>report incidents of suspected academic misconduct to the EA coordinator</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>read and comply with the directions and information provided by the school and the QCAA</li> <li>understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 8.1: Understanding academic integrity)</li> <li>understand that breaching any of the external assessment directions and procedures is a form of academic misconduct</li> </ul>

### 10.5.2 Preparing for an external assessment session

The following table sets out information about the main responsibilities in preparing for an external assessment session.

**Table: Main responsibilities of preparing for external assessment**

Main responsibilities in preparing for the external assessment session	Policy and procedures
<b>Assessment materials — delivery</b>	If assessment materials are not delivered to the school by the due date (communicated to schools via the QCAA Portal), the EA coordinator must contact the QCAA.
<b>Assessment materials — movement and storage</b>	Collection and security of external assessment materials are the responsibility of the principal. Security breaches must be reported to the QCAA immediately.
<b>Allocation of supervisors</b>	Senior secondary teachers are ineligible to supervise an external assessment for any subject they are teaching that year. The EA coordinator allocates suitable staff to supervise at a 1:25 supervision ratio (not including QCAA-appointed invigilators/observers; see Section 10.1: External assessment roles and responsibilities).
<b>AARA</b>	The EA coordinator gathers information about principal-reported and QCAA-approved AARA to ensure that students are provided with the required AARA, such as appropriate materials, supervision, rooms and equipment.
<b>Technology</b>	Guidelines for the use of technology will be provided for each external assessment. There are exceptions for approved AARA (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

## 10.6 Administering external assessments

The following table sets out information about the main responsibilities in administering an external assessment on the day of the session. More detailed information about administrative arrangements for the external assessments is communicated to schools via the QCAA Portal and in the DFA. In this handbook, candidates for the Senior External Examination are referred to as students.

**Table: Main responsibilities in administering external assessment on the day of the session**

Main responsibilities in administering the external assessment	Policy and procedures
<b>Directions for students</b>	Schools are responsible for reminding students of the <i>Directions for students: External assessment</i> .
<b>Student entry to assessment room</b>	Students are admitted into the assessment room and seated, allowing sufficient time for supervising staff to communicate the administrative requirements of the assessment. Once inside the room, students are not permitted to speak to anyone other than the external assessment supervisor.

Main responsibilities in administering the external assessment	Policy and procedures
<b>Student equipment</b>	All approved equipment brought into an assessment room by a student must be in a clear container. Unless otherwise stated, the QCAA does not permit students to bring electronic devices, transmitting or receiving devices, or papers into assessment rooms. Students cannot borrow equipment from other students during an external assessment.
<b>Student not on attendance roll</b>	Any student whose name does not appear on the assessment's attendance roll will not be admitted unless there are extenuating circumstances, and their admittance is authorised by the QCAA.
<b>Student lateness</b>	<p>The EA coordinator must enter the details of late students in the Incident section of the External Assessment application on the day of the assessment or by 9:00 am the following day.</p> <p>Students who arrive <b>within 40 minutes of the scheduled start time</b> (before 9:40 am for a morning session and before 1:10 pm for an afternoon session) are admitted to the assessment room and given the full amount of working time as prescribed by the assessment conditions if possible. If students arrive after the end of perusal/planning time, do not provide perusal time or planning time.</p> <p>Students who arrive <b>more than 40 minutes after the scheduled start time</b> must obtain permission from the EA coordinator or the principal to be admitted to the assessment. In general, students should be allowed entry (and accommodated in a separate room if possible). Students will be given the full amount of working time as prescribed by the assessment conditions without perusal time or planning time.</p> <p>Before these students start the assessment, they must be advised that the QCAA will review the circumstances of their case and may decide to not award a result.</p> <p>After the assessment, students who were more than 40 minutes late sign a statement which is uploaded to the Incident section of the application. Depending on the circumstances, an <i>Illness and misadventure application</i> may also need to be completed.</p>
<b>Student illness</b>	If a student leaves the room due to illness, the school records record the time they leave and return and adds the lost time to the end of the assessment (if possible). If the student does not return to the room, their assessment materials are collected at the end of the assessment and information included in the <i>Incident record</i> . Schools complete an <i>Illness and misadventure application</i> in either case. See Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure, for more information.
<b>Student absence</b>	For information about student absence for external assessment, see Section 6.5: Illness and misadventure.
<b>Invigilation</b>	QCAA-appointed invigilators are independent observers of external assessment. Generally, the QCAA appoints an invigilator for each external assessment session. The invigilator monitors the session and then submits an <i>External assessment invigilator report</i> to the QCAA.

Main responsibilities in administering the external assessment	Policy and procedures
<b>Observation</b>	QCAA-appointed observers provide an independent quality assurance report to the QCAA on a random sample of schools. An observer may attend any school or assessment session. They will arrive (wearing identification) before the start of an assessment session, and will provide a letter of introduction. Schools may also request an external assessment observer.
<b>Managing disruptions and other incidents</b>	<p>The EA coordinator or senior supervisor must manage disruptions and incidents appropriately to ensure the safety of students and maintain the integrity of the assessments.</p> <p><b>Incident affecting student performance</b></p> <p>If any student claims that their performance was affected by an incident, or if a group of students or the entire cohort is affected by an incident during the assessment, this is reported to the EA coordinator. The EA coordinator follows the procedures in the DFA and should explain the <i>Illness and misadventure application</i> process to the affected students, notify the principal, complete an <i>Incident record</i> and submit an <i>Illness and misadventure application</i>.</p> <p><b>Emergency evacuation</b></p> <p>If evacuation is required during an external assessment session, the school's usual workplace health and safety procedures apply. The EA coordinator must contact the QCAA for procedural advice as soon as practicable after the evacuation. The school is required to submit an <i>Illness and misadventure application</i> if they believe a student's results have been impacted.</p>
<b>Incident of suspected academic misconduct — before entry</b>	A student who does not comply with assessment directions and procedures before entering the assessment venue should be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room at the venue. See Section 8.1.2: Understanding academic misconduct.
<b>Incident of suspected academic misconduct — during assessment</b>	External assessment supervisors manage incidents of suspected academic misconduct. Students are permitted to complete the assessment following these incidents. For the different types of academic misconduct, see Section 8.1.2: Understanding academic misconduct. Also see Section 10.6.1: Alleged academic misconduct by students. Refer to the DFA for further procedural information.

### 10.6.1 Alleged academic misconduct by students

Academic misconduct may be detected at a venue or through the QCAA's checking processes. If it is detected at the assessment venue, the EA coordinator is to:

- permit the student to complete the assessment
- remove the student from the assessment room if they are distracting or disrupting others
- tell the student after the assessment that a report about the incident must be completed and submitted to the QCAA and a penalty may be imposed
- tell the QCAA of the incident of suspected academic misconduct by completing the *Incident record* in the 'Incident' section of the External Assessment application, which may include
  - a written statement from the EA coordinator

- witness statements (optional)
- a description of any relevant circumstances leading up to the incident
- give the student the opportunity to provide a written statement to the QCAA concerning the alleged breach after the assessment and upload the written or confiscated notes provided by the student with the *Incident record*.

The QCAA investigates cases of alleged academic misconduct, and may refuse to issue the results of one or more students. If the QCAA considers that a student committed some form of misconduct, it issues them with a show cause notice stating the reasons for refusal to issue a result and giving the student an opportunity to make their case. After considering the student's response, the QCAA will make its decision and advise them accordingly. If the QCAA decides not to issue a result, the student will be able to seek an internal review of the decision. If the student is dissatisfied with the outcome of the internal review, they may apply to the Queensland Civil and Administrative Tribunal for an external review.

For more information, see the DFA section on misconduct.

### 10.6.2 Non-compliance by school staff

School staff and students must follow the DFA. Non-compliance by school staff will be investigated, and could result in the QCAA refusing to issue the results of one or more students. Examples of non-compliance by school staff may include:

- rescheduling an external assessment without authorisation from the QCAA
- failing to keep external assessment materials secure prior to the scheduled assessment time
- opening external assessment packages before the time appointed by the QCAA
- accessing external assessment materials or assessment rooms prepared for assessment without authorisation from the school or 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 AARA.

# 11 Determining and reporting results

Under the terms of agreement of the Senior secondary certification agreement, the QCAA and schools work together to report information about student achievement so that each student may be issued with an SEP. Schools report to students, parents/carers and the QCAA. The QCAA reports to students, schools, [QTAC](#) and the public.

Schools use information in syllabuses, this handbook and their school assessment policy when making decisions about student achievement and determining student results to report to the QCAA.

QCAA syllabuses contain standards which are used by schools and the QCAA 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 syllabus standards.

Standards in QCAA syllabuses:

- are specific to each syllabus
- describe typical performance at five levels (A–E)
- describe in the ‘C’ standard the typical achievement of the syllabus objectives.

## 11.1 Determining results

To determine results, schools make judgments about student achievement using the evidence in student work matched to the syllabus standards, reporting standards or ISMG for the relevant syllabus. They make judgments and determine results at the required junctures for reporting to the QCAA and for the required QCAA quality assurance processes. They also make judgments for reporting to students and parents/carers as appropriate.

To do this, teachers develop an understanding of the standards in the syllabus by referring to the syllabus information, syllabus glossary and syllabus resources on the syllabus webpage and in the QCAA Portal. They engage in internal quality assurance processes and professional conversations about the match of student work to syllabus standards as part of making judgments about student achievement.

The following information refers to the standard delivery pattern. Schools offering alternative sequences refer to ‘Table: Pattern of units to deliver at the start of each alternative sequence subject offering’ (see Section 4.2.2: Flexible delivery) for information about the first two units completed, which may be Alternative sequence Units 1 and 2 or Alternative sequence Units 3 and 4, depending on the cycle.

### 11.1.1 Determining results: Units 1 and 2 — overview

Schools report student results for Unit 1 and Unit 2 in all subjects to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR). For more information, see Section 11.2.2: School reporting to the QCAA.

Before reporting to the QCAA for each unit, schools make judgments about student achievement, by matching the evidence in the student responses with the syllabus standards.

Evidence used to determine each student’s result is:

- authenticated as the student’s own work
- completed on or before the due date

- drawn from responses to the assessment designed for reporting to the QCAA.

The assessment program should:

- include at least two but no more than four assessments for Units 1 and 2 of the subject, with at least one assessment completed for each unit
- for Applied subjects, match the approved study plan
- use assessment techniques relevant to each syllabus
- support students in becoming familiar with assessment techniques that will be used in Unit 3 and 4 assessment instruments to meet syllabus requirements for the assessment of the objectives.

**Table: Determining and reporting results to the QCAA for Units 1 and 2**

Result	Description
S: satisfactory	<p>A school determines satisfactory completion of a unit when:</p> <ul style="list-style-type: none"> <li>• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and</li> <li>• evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on balance, achievement of the syllabus standards at a C standard or better.</li> </ul>
U: unsatisfactory	<p>A school determines unsatisfactory completion of a unit when:</p> <ul style="list-style-type: none"> <li>• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and</li> <li>• evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on balance, achievement of the syllabus standards at a D or E standard.</li> </ul>
NR: not rated	<p>A school determines not rated for a unit when:</p> <ul style="list-style-type: none"> <li>• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and</li> <li>• there is insufficient evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) to be rated as U or S.</li> </ul>

## Determining results: Units 1 and 2 — Applied subjects

Schools make judgments on individual instruments using an instrument-specific standards matrix developed by the school. They develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimensions and objectives being assessed. They delete those objectives not being assessed (see the standards matrix in each syllabus).

The unit assessment program comprises the assessment instrument/s identified in the school's approved study plan that allow students to demonstrate all dimensions and assess all objectives twice across Units 1 and 2. However, Unit 1 and Unit 2 judgments are made separately and reported individually based on the learning and assessment identified for the unit in the approved study plan.

The unit judgment of A–E is made in two parts using the syllabus standards.

First, schools determine the standard for each dimension as follows:

- If a school has chosen one instrument to assess all required objectives, teachers match the evidence in student work to the standards matrix.

- If a school has chosen two instruments to assess all required objectives, teachers make an on-balance judgment using all evidence from both responses. They match the qualities across both responses to the descriptors in the standards. It is not necessary for the responses to be matched to every descriptor for a particular standard in each dimension. Results by dimension for individual instruments are not added or averaged as each instrument may assess different dimensions and objectives. The result for one of the instruments alone is not used to determine the result.

Second, schools apply the minimum combination of standards in the syllabus to make a decision about the unit result of A–E. For example, to be awarded a C, there must be at least a Standard C in any two dimensions and no less than a Standard D in the remaining dimension (see the relevant Applied syllabus: Determining an exit result).

### **Determining results: Units 1 and 2 — Applied (Essential) subjects**

Schools make judgments on individual instruments using a method determined by the school. They may either use the reporting standards or create instrument-specific standards.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives.

The unit judgment of A–E is made using the reporting standards as follows:

- If a school has chosen one instrument to assess all unit objectives, teachers make a judgment on the response to the instrument using the reporting standards.
- If a school has chosen two instruments to assess all unit objectives, teachers make an on-balance judgment about the pattern of evidence using both responses. The qualities in the student work across both instruments are matched to the reporting standards. Results for individual instruments are not added or averaged, as each instrument may have required students to demonstrate different objectives or aspects of an objective. The result for one of the instruments alone is not used to determine the result.

### **Determining results: Units 1 and 2 — General subjects**

Schools make judgments on individual instruments using a method determined by the school. They may use the reporting standards or develop an ISMG. Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using the reporting standards as follows:

- If a school has chosen one instrument to assess all unit objectives, teachers make a judgment on the response to the instrument using the reporting standards.
- If a school has chosen two instruments to assess all unit objectives, teachers make an on-balance judgment using both responses. The qualities in the student work across both instruments are matched to the reporting standards. Results for individual instruments are not added or averaged as each instrument may have required students to demonstrate different objectives or aspects of an objective. The result for one of the instruments alone is not used to determine the result.
- For subjects that have 50% external assessment in Units 3 and 4, schools may decide to replicate this technique at the end of Unit 2. If a school has chosen to assess an objective from Unit 1 in an examination assessment at the end of Unit 2, teachers do not finalise the decision about the Unit 1 result or enter a result into the Student Management application until the assessment program for the unit is complete. In this case, the school is not updating the

Unit 1 result; they are making an on-balance decision after completing the assessment program designed to assess all objectives of the unit. If all objectives are assessed in Unit 1, the result can be determined and no further opportunities to demonstrate the objectives are provided to the students.

### **11.1.2 Determining results: Units 3 and 4 — overview**

Students need to respond to all instruments in all subjects to receive a final subject result (see Section 8.2.1: Engaging in learning and assessment). All evidence used to determine each student's results is authenticated as their own work and completed on or before the due date.

When students leave a subject or school without completing an internal assessment, the school should record Did Not Administer (DNA) as the result value in Student Management.

#### **Determining results: Units 3 and 4 — Applied subjects**

An exit folio is a collection of evidence of student responses to all assessment instruments in the assessment program. The assessment program is defined in the school's approved study plan and includes the four instruments designed to allow the students to demonstrate the objectives twice across Units 3 and 4. Schools make judgments on the exit folio using the syllabus standards and report the results by dimension to the QCAA in the Student Management application as internal assessment (IA) 1–4 corresponding to the four instruments on the study plan (see Section 11.2.2: School reporting to the QCAA).

Schools make judgments:

- about the responses to each instrument
  - as a result A–E by dimension
  - by matching the qualities in the student response to an instrument-specific standards matrix
- at exit
  - to determine the standard by dimension
  - by making an on-balance judgment about evidence from all responses matched to the exit standards descriptor for each dimension. The process for making an on-balance judgment is the same as for Units 1 and 2, with the qualities across all responses for Units 3 and 4 being matched to the exit standards to determine the standard for each dimension. Responses to more recent assessment are not prioritised over responses to assessment completed earlier in the year. The QCAA determines the exit result in the Student Management application using the minimum combination of standards in the syllabus.
  - For more information about making judgments, see the relevant Applied syllabus: Determining an exit result.

#### **Determining results: Units 3 and 4 — Applied (Essential) subjects**

Schools make an on-balance judgment using evidence in each exit folio, matched to the reporting standards. The folio includes responses to the three school-developed assessment instruments and the common internal assessment (CIA) instrument, which provide evidence of achievement in relation to all objectives of the syllabus and standards. Schools report the results to the QCAA in the Student Management application (see Section 11.2: School reporting responsibilities).

Schools make judgments:

- about the responses to each internal assessment instrument — expressed as an A–E by criterion — using the instrument-specific standards or the QCAA-supplied marking guide for IA2, the common internal assessment (CIA)

- at exit — an A–E exit result.

For more information about making judgments, see the relevant Applied (Essential) syllabus: Exiting a course of study.

## **Determining results: Units 3 and 4 — General subjects**

Schools make judgments about the evidence in students' responses using the ISMG to indicate the alignment of student work with performance level descriptors. They award a mark for each criterion assessed by the assessment instrument.

For more information about making judgments, see the relevant General syllabus: Summative assessments — Units 3 and 4.

### **11.1.3 Determining results: Short Courses**

Students need to respond to all instruments to receive a final subject result (see Section 8.2.1: Engaging in learning and assessment). All evidence used to determine each student's results is authenticated as their own work and completed on or before the due date.

Schools make an on-balance judgment using evidence in each exit folio, matched to the reporting standards. The folio includes responses to the two school-developed assessment instruments, which provide evidence of achievement in relation to the objectives of the syllabus and standards matched to the instrument-specific standards. Schools report the results to the QCAA in the Student Management application (see Section 11.2: School reporting responsibilities).

Schools make judgments:

- about the responses to each internal assessment instrument — expressed as an A–E by criterion using the instrument-specific standards in the syllabus
- at exit — an A–E exit result by making an on-balance judgment about how the responses to both assessments match to the reporting standards.

For more information about making judgments, see the relevant Short Course syllabus: Exiting a course of study.

### **11.1.4 Non-submission of a student response**

When a student does not submit a final response to an assessment instrument (other than for an examination) on or before the due date set by the school, a result should be awarded using evidence:

- from the preparation of the response to the assessment instrument gathered during the assessment preparation period
- available on or before the due date
- that is in the same mode as the required response.

If a student does not attend an examination on the due date, they:

- will receive a not rated (NR) for the instrument and will not receive a subject result
- are not to sit the examination or a comparable examination after the due date.

If a student is eligible for AARA and an extension of time is approved by the principal, this becomes the revised due date for this student. They may sit a comparable examination or complete other assessment on or before the new due date. See Section 9.6: Confirmation (Units 3 and 4) and Section 9.6.7: Confirmation requirements for illness and misadventure for more information about confirmation timelines and the Student Management application.

If a student has transferred, for example from interstate or overseas, timelines for teaching, learning and assessment may be revised for this student and they may not be able to produce a response by the due date. The school sets a new due date for completion of the assessment. See Section 9.6: Confirmation (Units 3 and 4) and Section 9.6.1: Preparing for confirmation for more information about confirmation timelines and the Student Management application.

Students with a school-approved absence may have completed a comparable assessment before the due date.

It is not appropriate to award a lower result, mark or standard as a penalty for non-submission. Any evidence collected on or before the due date should be matched to the relevant syllabus marking guides or standards.

Where there is no evidence collected by the school in response to the planned assessment instrument, a not rated (NR) is awarded for the response to the instrument. In this case, the student will not receive a result for the subject (Units 3 and 4) or Units 1 and 2 because:

- for Applied, Applied (Essential) subjects and Short Courses, an E cannot be awarded when there is no evidence for that grade
- for General and General (Extension) subjects in Units 3 and 4, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence for that mark, e.g. the student writing their name on an examination is not a response to the assessment.

For more information, see Section 8.2.7: Gathering evidence of student achievement.

### **11.1.5 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 ISMG, instrument-specific standards or syllabus standards.

Schools may use a range of strategies to establish authorship, as appropriate to the assessment technique. These may include strategies identified on the assessment instrument, such as plagiarism software, teacher observation of work in class, checkpoints and drafts or other strategies that may be identified in the school's assessment policy.

If a response cannot be authenticated as the student's own, it 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, if appropriate
- 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. If none of the work submitted can be established by the school as the student's own work, then a not rated (NR) may be awarded. This will mean the student will not be awarded a unit or subject result. Students are not to complete the assessment again.

For more information, see Section 8.2.8: Authenticating student responses.

### 11.1.6 AARA

Where schools have used AARA, judgments made about student responses are still made in the same way, for all students. The relevant syllabus standards, instrument-specific standards or ISMGs are used to make a judgment and are not modified (see Section 6.1: Principles).

Where provisional marks for internal assessments in General subjects cannot be submitted because a student has been granted an extension of time due to principal-approved AARA, Not Yet Administered (NYA) should be recorded as the result value for the assessment in Student Management. See Section 13.2.5: Enrolments and results for information about replacing NYA.

## 11.2 School reporting responsibilities

### 11.2.1 School reporting to students and parents/carers

Schools and/or employing authorities determine their own procedures, timing and content for reporting achievement 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
- ensure that information reported to students and parents/carers is consistent with information reported to the QCAA
- in any reporting on achievement in Units 3 and 4 (for all subjects), clarify that results awarded by the school for internal assessment are provisional and results are not finalised until QCAA quality assurance processes are completed (see Section 9: Internal assessment — Quality assurance).

### 11.2.2 School reporting to the QCAA

Schools report accurate information to the QCAA as required by the dates published in the [SEP calendar](#) using the Student Management application in the QCAA Portal. For more information about using the application, see Section 13: Administration.

For some required information, such as results, schools will be unable to enter or amend data after the due date.

Prior to students exiting school that year, learning providers and students must check that the information in the Student Management application that will be used to create SEPs is correct and entered by the due date. The Student Management application contains several reports to facilitate this checking. Further information is provided in the QCAA memo 'Data checking procedures for students exiting school', which is released in November each year. Schools may implement a range of internal procedures as part of their quality management systems to check for accuracy of reported information.

### Units 1 and 2

Schools report to the QCAA results for students who complete Units 1 and/or 2 for all Applied, Applied (Essential) and General subjects as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR). For more information, see Section 11.1.1: Determining results: Units 1 and 2 — overview.

If a student studying the International Baccalaureate (IB) discontinues IB studies at a school or leaves a school after completing the first one or two semesters of study, the school determines a result of S or U and records the result for the unit/s completed.

## Units 3 and 4

### Applied subjects

Schools report to the QCAA results for students enrolled in Units 3 and 4 of an Applied subject by the dates published in the [SEP calendar](#). For each student, they report:

- by instrument, a Standard A–E for each dimension
  - NA is entered for a dimension not assessed in an instrument
  - NR can be entered for an instrument but **not** for a dimension.
- at exit, the Standard A–E for each dimension
  - if there is an NR for one instrument, the school cannot enter a standard for each dimension and the student will not receive a subject result.

The A–E exit result for the pair of units is determined by the QCAA in the Student Management application using the minimum combination of standards in the syllabus.

Further information about assessment in Units 3 and 4 is provided in each Applied syllabus (see the relevant Applied syllabus: Exiting a course of study).

For more information, see Section 11.1: Determining results, Section 11.1.2: Determining results: Units 3 and 4 — overview, and Section 9.4: Applied quality assurance (Units 3 and 4).

### Applied (Essential) subjects

Schools report to the QCAA results for students who complete Units 3 and 4 of an Applied (Essential) subject by the dates indicated in the [SEP calendar](#). For each student, they report:

- by instrument, the instrument results as A–E
- at exit, the on-balance A–E exit result
  - if there is an NR for one instrument, the school cannot enter a result. The student will not receive a subject result.
  - Further information about assessment and reporting in Units 3 and 4 is provided in each Applied (Essential) syllabus.

### General and General (Extension) subjects

Schools report provisional marks by criterion to the QCAA for each summative internal assessment for General and General (Extension) subjects by the dates published in the [SEP calendar](#).

If a student has completed a comparable assessment, this is indicated in the Student Management application.

Further information about assessment and reporting in Units 3 and 4 is provided in each General or General (Extension) syllabus in Section 11.1.2: Determining results: Units 3 and 4 — overview and Section 9.6: Confirmation (Units 3 and 4).

## Short Courses

Schools report to the QCAA final subject results for students who complete a Short Course as an A–E exit result or an NR in the case of an NR for one or both instruments. Further information about assessment is provided in each Short Course. For more information about quality assurance processes for Short Courses, see Section 9.3: QCAA review (Units 1 and 2).

## VET

Learning providers are responsible for entering 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.

# 11.3 QCAA reporting responsibilities

## 11.3.1 QCAA reporting to schools

The QCAA provides individual schools with rich data to support teaching, learning and assessment, and to enable them to share information about their students' achievements and the school's role in supporting them.

The QCAA notifies schools of final results at the time of certification. Schools can access information about final results via the QCAA Portal in the Student Management application and the Analytical Dashboard application.

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 Senior Statement or Statement of Results.

### QCAA reporting on Units 1 and 2

When a student completes Unit 1 and/or Unit 2 of a General, Applied or Applied (Essential) subject, the school reports the results to the QCAA (see Section 11.2: School reporting responsibilities).

The QCAA records in the student's learning account these results as satisfactory (S), unsatisfactory (U) or, where applicable, not rated (NR).

### QCAA reporting on Units 3 and 4

When a student completes Units 3 and 4, the QCAA records in the student's learning account show the final subject results as follows:

- Applied and Applied (Essential) subjects — the exit result (A–E)
- Senior External Examination — a mark out of 100 and an exit result (A–E)
- Short Courses — an exit result (A–E)
- General and General (Extension) subjects
  - the confirmed internal assessment results after each confirmation event
  - at certification, the student's
    - external assessment result
    - final subject result both as a mark between 0 and 100 and as a standard (A–E).

In General and General (Extension) subjects, the final subject result is constructed by adding the individual results in the internal and external assessments. 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–E reporting standards in the syllabuses. The final subject result and reporting standard are then reported to students.

## **QCAA reporting on VET**

RTOs are responsible for issuing VET Certificates and Statements of Attainment. Statements of Results record information about VET qualifications that contribute credit to the QCE.

### **11.3.2 QCAA reporting to students**

#### **SEP**

The QCAA issues students in Queensland with an [SEP](#) upon completion of senior secondary schooling. This profile may include a:

- Senior Statement or Statement of Results
- QCE
- QCIA.

The SEP is issued electronically in students' learning accounts, which are available to students in the Student Portal via the myQCE website. These electronic versions of the documents are official and can be downloaded electronically or printed. Printed copies are available on request via the Student Portal.

Students' results are also recorded in their learning accounts. The confirmed results for General subjects are released in the learning account after the completion of any school review process, and by the date published in the [SEP calendar](#). (See Section 9.6: Confirmation (Units 3 and 4) and Section 13.2.4: Students and registration.)

#### **Senior Statement**

The QCAA issues a Senior Statement to students who finish senior secondary education. 'Finishing' senior secondary education is defined as 'attending school in the Year 12 year of schooling up to and including the finishing day for the year'. Attendance requirements are determined through policies set by the school or school system. The finishing day for Year 12 students is published in the [SEP calendar](#) and the 'Finishing dates for Year 12' webpage at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/finishing-dates-year-12](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/finishing-dates-year-12)).

The Senior Statement is a cumulative record of achievement for all units undertaken in which a result was obtained and contributed to a QCE.

#### **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 or transcript of achievement for all units undertaken in which a result was obtained and contributed to a QCE.

A new Statement of Results is issued to students in the year 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.

## Replacement certificates

The QCAA provides certified copies of certificates, statements 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 replacement copies of certificates](#) are available on the QCAA website.

Students with a learning account may email the QCAA at any time to request a Statement of Results. There is no charge for this service.

### 11.3.3 QCAA reporting to QTAC

The QCAA has a service agreement with [QTAC](#). Under this agreement, the QCAA is responsible for providing information to QTAC so that it may complete Australian Tertiary Admission Rank (ATAR) calculations.

### 11.3.4 QCAA reporting to the public

The QCAA publishes qualitative and quantitative reports on assessments and assessment outcomes. Individual students' results are not reported and should not be able to be inferred from any data that is released publicly.

## Subject report: General subjects

The annual subject report is an analysis of the previous year's full summative internal assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The subject report provides an overview of key outcomes of one full teaching, learning and assessment cycle for each subject, including information about the:

- application of the syllabus objectives through the design and marking of internal and external assessments
- patterns of student achievement in each subject for the assessment cycle.

The subject report also provides advice to schools to assist with processes of continuous improvement, including:

- identification of effective practices for the design and marking of valid, accessible and reliable assessment
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

## Certification summary reports

An overall summary report of student achievements includes the sections:

- subjects — summaries of the achievements for students in every QCAA-developed subject
- certification — summaries of the various achievements that contributed to the certification of students.

## 11.4 Subject result ratification and anomalies

In Units 3 and 4 of General and General (Extension) subjects, students complete internal and external assessment to achieve a final subject result. There may be differences in how students perform on each assessment.

The Ratification Committee, a sub-committee of the QCAA Board, reviews and endorses the processes for calculating subject results, the ratification process and provides advice about exceptional circumstances that might affect calculation of results.

As part of the ratification process, the QCAA considers large, unexpected variations for subject groups and investigates these in the following year. The focus of ratification is not reviewing individual results and variations in results on each assessment — the quality assurance processes for confirmation and external assessment marking are responsible for ensuring these are correct. Ratification instead examines any large differences between internal and external assessments for subject cohorts and recommends ways for the QCAA to help the school/s redress the mismatch in the future.

### 11.4.1 Identifying anomalies in General and General (Extension) subject results

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 results, and where the internal group results are much lower than the external results. 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.

### 11.4.2 Investigating and resolving anomalies

The QCAA identifies schools with anomalies (unexpected results in a subject or assessments in a subject), and contacts the school to establish possible reasons for the anomalies. This informs future school practice as part of the school's quality management system (see Section 9.1: Quality management system). To ensure continued public confidence in the system, schools with significant anomalies 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.

## 11.5 Applying for verification of information

Students may apply for verification of the internal assessment results, VET and other information contained in their SEP.

To request verification of information, students will need to complete and submit a an online form available inside their Student Portal account, with the application fee, to the QCAA by the date published in the [SEP calendar](#).

To verify a student's results, the QCAA asks schools/learning providers to check they have provided the correct information to be used to calculate the student's subject results and/or record on their statement.

This process is **not** an opportunity to request an additional review or reassessment of any of the three internal assessments that contributed to the final subject result for a General or General

(Extension) subject or any other results, including VET results. The QCAA will check its records and contact the student's school or learning provider to confirm that the correct information was used to calculate the final subject result.

The QCAA will advise the student of the outcome of the reassessment via email within 28 days of receiving the application. If there is any change to a student's results, the QCAA will reissue their Senior Statement or Statement of Results, refund the application fee, and inform QTAC of the change. However, the QCAA may not finish its enquiries until after schools resume at the end of January in the following year.

Under the *Judicial Review Act 1991* (Qld), a student dissatisfied with the decision on their application can apply to the Supreme Court for a statutory review order.

Information about verification and review processes is available on the QCAA website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/results/checking-results](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/results/checking-results).

### 11.5.1 Reassessment of external assessment result

Students may apply to the QCAA to have their [external assessment](#) or [Senior External Examination](#) scripts marked again (reassessed) if they believe there has been a marking error. To apply for reassessment, students must submit the online reassessment form available inside their Student Portal account with the application fee, to the QCAA by the date published in the [SEP calendar](#).

Reassessment may decrease, confirm or increase the result the QCAA originally awarded.

The QCAA will advise the student of the outcome of the reassessment within 28 days of receiving the application via email. If the QCAA changes the result awarded, it will:

- issue the student a new Senior Statement or Statement of Results
- inform QTAC of the amended result
- refund the reassessment fee.

If the QCAA decides to decrease the original result, the student may apply to the QCAA chief executive officer for an internal review under section 79 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (the QCAA Act). The application must be in writing, address the grounds of the application, including any new evidence, and be made within 14 days from when the decision was received.

Upon receiving the application, QCAA will appoint an internal review officer who will consider all the information relating to the decision, including the reasons for the decision and the information on which it was based. This officer will be different from the one who considered your original application.

The QCAA will consider the internal review officer's recommendation and either confirm the original decision, amend the decision or make a new decision, and will notify students of the outcome. If students are dissatisfied with the internal review decision, they may apply under section 82 of the QCAA Act for an external review by the [Queensland Civil and Administrative Tribunal](#).

## 12 Roles and responsibilities

As outlined in Section 1: Senior schooling in Queensland, schools work in close partnership with the 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 implementing the QCE and QCIA.

### 12.1 Principal

Each year, principals agree to comply with the rules and procedures of the QCE system for their students to become eligible to receive a SEP. They do this by completing the Senior schooling certification agreement, following the instructions in the memo.

When a school is registering as an RTO, the principal — known as the CEO — is legally responsible and accountable for all of its operations and signs a statutory declaration to that effect. (See Section 5.4: VET roles and responsibilities, and see the VET application in the QCAA Portal for the certification agreement.)

While the principal may delegate some responsibilities to the principal's delegate, external assessment (EA) coordinator and RTO governance, the principal must personally:

- accept (via the Student Management application), and ensure that the school complies with, the requirements of the Senior secondary certification agreement
- authorise the application for the Access Management Organisation Administrator role in the QCAA Portal
- approve applications from interested staff for QCAA assessor roles
- approve any subject offerings that are not a four-unit course delivered in the standard pattern, including Short Courses, General (Extension) subjects, flexible delivery offerings including compressed studies and alternative sequence and changing the sequence of assessment
- approve a change to the intended learning outcome from QCE to QCIA for a Year 12 student.

#### 12.1.1 Communications

The QCAA provides schools with information that allows them to monitor their progress in fulfilling the terms of the Senior secondary certification agreement. Principals need to ensure their schools have efficient procedures for forwarding QCAA communications, and other information, to relevant staff in a timely manner. The QCAA communicates with schools through a variety of channels, including the QCAA website, QCAA Portal, emails, webinars and meetings.

QCAA publications on the QCAA website and QCAA Portal include memos, newsletters, papers, reports, notices, help guides, and curriculum and assessment resources. Memos are a key source of information about school responsibilities, key dates, and other critical information about curriculum, assessment and certification issues, so principals should encourage their staff to subscribe to QCAA memos at [www.qcaa.qld.edu.au/secure\\_site/memos/jsp/memoSubscriptionAdmin.jsp](http://www.qcaa.qld.edu.au/secure_site/memos/jsp/memoSubscriptionAdmin.jsp).

When defined roles are delegated, principals are responsible for ensuring that delegates are aware of their responsibilities, and provided with all the information they need in these roles. Principals are also responsible for providing accurate data and results, at times and in ways specified by the QCAA. The key dates are published in the [SEP calendar](#).

### 12.1.2 New schools

A new school is a school that is, for the first time, planning to have students with the QCE or QCIA as a learning outcome. Before the principal of a new school registers students, creates subject offerings, or enrolls students in subjects, they contact the QCAA to ensure they are prepared to meet the requirements of the Senior secondary certification agreement. The QCAA provides the principal with support and administrative information, such as:

- an overview of QCAA processes and requirements, including relevant links and induction materials
- access to the QCAA Portal, including the Student Management application in the QCAA Portal
- access to QCAA communications.

The principal then works in partnership with the QCAA to implement policies and procedures in the early years of implementation.

### 12.1.3 Delegation of responsibilities

Each year, the principal nominates a second 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, and updates these details as required.

The QCAA communicates with the principal and principal's delegate about QCAA policy and procedures. Principals or principal's delegates must be available to respond to QCAA communications about exiting senior secondary students until the date published in the [SEP calendar](#).

The principal may delegate some duties of external assessment to one or more external assessment (EA) coordinators (see Section 10.1: External assessment roles and responsibilities). The principal maintains responsibility for external assessment. The EA coordinator and principal's delegate may be the same person.

If delegating their governance responsibilities as the CEO of an RTO to an RTO manager, principals/CEOs ensure that staff are fully aware of their RTO-related roles and responsibilities. (See Section 5.4: VET 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
  - developing and overseeing the school's quality management system, including quality assurance processes within the school
  - meeting the requirements of the Senior secondary certification agreement
  - the total assessment program in 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
  - performing the role of the QCIA leader or delegating this role to an appropriate staff member

- 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 consistency, the principal's delegate
  - informs subject leaders and teachers of their responsibilities as outlined in the relevant syllabuses and 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
- uses information from quality assurance processes to inform and improve teaching, learning and assessment practices
- informs the QCIA leader (if the role is delegated) and coordinator, and subject leaders and teachers, of their responsibilities regarding the QCIA — see Section 3: Queensland Certificate of Individual Achievement (QCIA).

## 12.3 Subject leaders

In each school, subject leaders (e.g. subject teachers, subject coordinators, heads of department) typically:

- prepare and oversee the implementation of programs of study, assessment and requirements of the QCAA
- ensure standards are applied consistently in all subjects and Short Courses
  - for example, by organising and overseeing internal subject quality assurance processes to compare assessments and the applications of standards between different teachers of the same subject
- prepare required materials and information for QCAA processes, including endorsement, confirmation, QCAA reviews and quality assurance processes
- use information from quality assurance processes to inform and improve teaching, learning and assessment practices as part of the school's quality management system
- maintain records and evidence as required by the QCAA and the school.

## 12.4 Teachers

For each subject, teachers typically:

- develop and deliver learning experiences and assessment opportunities for students, using the relevant syllabuses or learning program offered by the school
- assess student work and determine results, using relevant syllabus standards or ISMGs
- use information from quality assurance processes to inform and improve teaching, learning and assessment as part of the school's quality management system
- maintain records and evidence as required by the QCAA and the school.

## 12.5 QCAA assessors

As part of the Senior secondary certification agreement, schools encourage suitably skilled staff to apply for QCAA assessor roles as endorsers, confirmers, subject matter experts and/or external assessment markers. QCAA assessors implement the relevant quality assurance processes for summative assessment.

The QCAA employs assessors for:

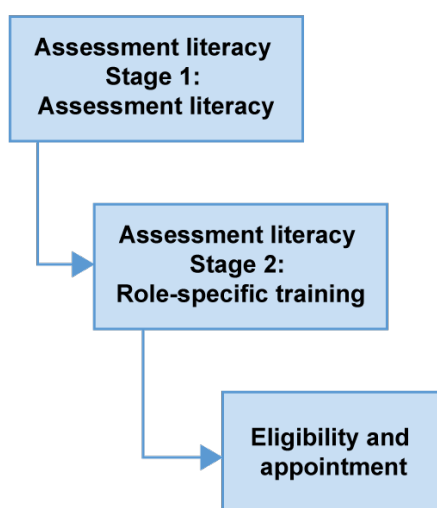
- endorsement
- confirmation
- external assessment writing and scrutiny
- external assessment marking.

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 syllabus
- subject knowledge and pedagogy
- assessment item construction and assessment instrument development practices
- assessment instrument evaluative process and procedures
- how to apply marking guides or standards to student responses
- how to communicate about assessment.

For more information about the attributes of quality assessment, see Section 7: 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.

**Figure: Process for becoming a QCAA assessor**



### 12.5.1 Assessment literacy in the QCE system

Assessment literacy in the QCE system is a two-stage program of professional online learning for teachers and those who wish to undertake a quality assurance role with the QCAA.

QCAA assessors must complete professional learning relevant to the quality assurance role they wish to undertake: endorser, confirmer, external assessment writer and/or external assessment marker. The program supports the quality assurance processes for summative internal and external assessment in senior secondary schooling.

All teachers are encouraged to undertake the Stage 1 online modules available via the QCAA Portal. These include Module 1: Attributes of quality assessment, Module 2: Developing valid and accessible assessment and Module 3: Making reliable judgments.

Those who have successfully completed the relevant Stage 1 online modules and want to seek appointment to any of the QCAA assessor roles must complete the Stage 2 online modules for the specific role/s they are seeking. All teachers may access these modules to develop their understanding about the processes. Information about these modules is available on the QCAA website and in the QCAA Portal.

On successful completion of the appropriate Stage 2 online modules, eligible applicants may apply to the QCAA 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
- a marker, lead marker or chief marker.

The following table summarises the modules that must be completed before applying for an assessor role.

**Table: Professional learning requirements for QCAA assessors**

	Endorsers	Confirmers	External assessment subject matter experts	External assessment markers
<b>Stage 1: Assessment literacy</b>				
Module 1: Attributes of quality assessment	✓	✓	✓	✓
Module 2: Developing valid and accessible assessment	✓		✓	
Module 3: Making reliable judgments		✓		✓
<b>Stage 2: Role-specific training</b>				
Module 4: Endorsement	✓			
Module 5: Confirmation		✓		
Module 6: External assessment writing			✓	
Module 7: External assessment marking				✓

## 12.5.2 Eligibility and appointment

Once the relevant online modules have been completed, eligible applicants may apply for one or more assessor roles. If appointed, assessors are required to maintain eligibility and meet the QCAA requirements for continuing appointment. The Assessor Jobs application in the QCAA Portal allows school users to apply for current QCAA vacancies. The home page lists all available roles and their requirements along with any current vacancies.

### Eligibility

To be eligible for appointment to a QCAA assessor role, applicants must:

- complete the relevant online modules, as listed in the table in Section 12.5.1: Assessment literacy in the QCE system
- have the relevant subject matter and assessment experience and meet the expertise requirements for the roles and responsibilities outlined in the position description
- have the principal's support, as required
- commit to participation in events, as required.

### Application and appointment

The application and appointment process for QCAA assessor roles involves the following processes.

Applicants:

- submit their applications via the Assessor Jobs application in the QCAA Portal to demonstrate eligibility
- complete training when required
- accept offers of appointment or notional appointment as appropriate.

Positions of additional responsibility, such as lead and chief assessors, require further role-specific training.

Chief assessors may be required to participate in an interview process.

The QCAA:

- short-lists applications based on requirements of the role
- seeks principal authorisation as required
- sends offers of appointment or notional appointment, as appropriate
- notifies applicants of the requirement to complete training
- formally appoint applicants who have accepted offers of appointment.

### Maintaining appointment

To maintain continuing appointment, assessors must:

- be an active participant at the events, and other activities to support the workflow, as required
- engage in ongoing training as required
- maintain professional skills and standards
- maintain confidentiality
- ensure they are available for the tasks of the role

- continue to fulfil the eligibility requirements for the role, as outlined in the position description.

Assessors remain subject to review based on their continuing ability to demonstrate satisfactory capability and capacity to perform the tasks of the role. They are also subject to continuing principal approval, as required.

For more information, see the QCAA website at [www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors](http://www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors) and view the position description via the Assessor Jobs application in the QCAA Portal.

## 13 Administration

For information about specific processes, contact the relevant unit using the contact details at [www.qcaa.qld.edu.au/about/contact](http://www.qcaa.qld.edu.au/about/contact).

The Senior Education Profile (SEP) calendar provides key dates related to issuing the documents that make up the SEP — the Senior Statement and Statement of Results, the QCE and the QCIA.

The SEP calendar also includes due dates for quality assurance processes; administration dates for external assessment; and dates for data submission by all learning providers. It is available on the Queensland Curriculum and Assessment Authority (QCAA) website at [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar).

The QCAA Portal provides a single secure point of access to the QCAA's data collections and ICT applications that support schools and other learning providers to implement the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA).

### Technical help

QCAA Portal 'quick step' user guides can be accessed via the Help link in the header of the login page ([www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page](http://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page)). These guide users step by step through registration and login. Once logged in, users have access to a comprehensive set of quick steps, which cover all functions for the QCAA Portal applications.

For further support with using the QCAA Portal, or to report a problem, email [ClientServices@qcaa.qld.edu.au](mailto:ClientServices@qcaa.qld.edu.au) or phone 3864 0278.

For support with QCAA Portal applications see Section 13.1.2: Using the QCAA Portal.

## 13.1 The QCAA Portal

### 13.1.1 Access and roles in the QCAA Portal

Access requires a desktop or laptop computer with a supported browser; the QCAA Portal is not supported on mobile devices, including tablets. For information on supported browsers, see the QCAA Portal login page: [www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page](http://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page).

Access to the QCAA Portal is available to staff at Queensland schools, learning providers and other education organisations. Individuals from schooling sectors and universities who are not learning providers of QCE-recognised studies may apply to the QCAA at [ClientServices@qcaa.qld.edu.au](mailto:ClientServices@qcaa.qld.edu.au) for access to the QCAA Portal for a limited range of functions.

To obtain access to the QCAA Portal, users must register: proving their identity, and showing that they meet certain criteria. All users must agree to accept the QCAA Portal terms of use to be granted access.

Registered 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. Each user is granted only the access that is relevant to their position in their organisation.

Similarly, within each software application, user roles control what each person is able to see and do. These roles are assigned based on each individual's responsibilities. A list of roles that may be assigned is available at [www.qcaa.qld.edu.au/portal/home/rest/allowable-roles/get-orgadmin-application-roles/pdf](http://www.qcaa.qld.edu.au/portal/home/rest/allowable-roles/get-orgadmin-application-roles/pdf).

Students, parents and members of the public are not able to access the QCAA Portal. They can access relevant information on the QCAA website and students can access information on the myQCE website.

## Learning providers and users

The following learning providers may register for access to the QCAA Portal for administration and teaching staff:

- Schools that are
  - offering QCAA subjects and/or the International Baccalaureate (IB)
  - registered training organisations (RTOs)
  - recognised study providers (RSPs)
- Non-school providers
  - non-school RTOs
  - other contributing studies (OCS) providers
    - RSPs
    - higher education providers (HEPs).

Learning providers and users can register for an account via the home page of the QCAA Portal. Administration and teaching staff from Queensland schools, recognised schools and RTOs register for their learning provider. The QCAA creates a QCAA Portal account for administration and teaching staff from OCS providers.

## Access Management

Access to the QCAA Portal, and assignment of appropriate user roles for the relevant applications, is managed through a designated Access Management role for some types of learning providers, and through the QCAA for others.

- Schools are managed by the Access Management Organisation Administrator.
- Non-school RTOs are managed by the QCAA.
- Other contributing studies providers are managed by the QCAA — RSPs and HEPs email [recognition@qcaa.qld.edu.au](mailto:recognition@qcaa.qld.edu.au).

## Schools

New schools will need to have an Access Management Organisation Administrator before any staff can self-register for a QCAA Portal account. It is recommended that each school has at least two Access Management Organisation Administrators (numbers are not limited). The principal, or any person/s nominated by the principal, may request access as the Access Management Organisation administrator. This role will permit them to manage user accounts for school staff.

Only the QCAA can assign the role of Access Management Organisation Administrator. Schools submit the [Access Management — Organisation Administrator request form](#), which must be authorised by the principal. School staff then need to contact their school's Access Management Organisation Administrator if they require additional roles in the QCAA Portal.

The 'Confirmed principal' position is used for principal approval in the specific applications and this user will also receive any email notifications at that level. Additional roles are required by the 'Confirmed principal' if they are required to manage data in the different applications. It is the

Access Management Organisation Administrator role that can confirm the principal and update their information as required.





### 13.1.2 Using the QCAA Portal

The QCAA Portal facilitates activities for senior secondary schooling through software applications. The applications are used to access information and complete a range of functions required by learning providers. They are grouped into *General applications* and *My applications*. *General applications* are available to all QCAA Portal users. *My applications* are made available to assigned users by the Access Management Organisation Administrators as required. The Help tab on the applications page provides details of their functions.

Applications and their information are frequently updated, and school users need to log in to the QCAA Portal to access current information.

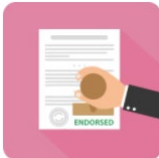





In the tables below, 'users' refers to an individual's role in their organisation or the QCAA (e.g. principal's delegate) while 'role' refers to the QCAA Portal or applications' roles, which have specific names.


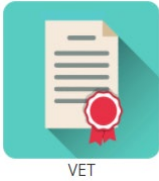
**Table: General applications**

Application	Function	Users	Contact for help
<b>Assessor Jobs</b>  Assessor Jobs	Management of assessors' applications, appointments and payments	QCAA Portal and Assessor Jobs External users	Business Operations Unit <a href="mailto:confirmation_assessors@qcaa.qld.edu.au">confirmation_assessors@qcaa.qld.edu.au</a> <a href="mailto:endorsement_assessors@qcaa.qld.edu.au">endorsement_assessors@qcaa.qld.edu.au</a>
<b>My Details</b>  My Details	Viewing and updating details (including personal, contact and bank details)	Teaching and administration staff in Queensland schools and RTOs	Client Services <a href="mailto:client.services@qcaa.qld.edu.au">client.services@qcaa.qld.edu.au</a>
<b>Noticeboard</b>  Noticeboard	News, information and resources for senior leaders and staff. Access to some information is specific to the school role, e.g. senior leaders	All QCAA Portal users	
<b>Travel Bookings and Claims</b>  Travel Bookings and Claims	Booking of travel requests and submission of claims for QCAA-funded travel	QCAA casual staff, including assessors	Procurement Unit <a href="mailto:travel@qcaa.qld.edu.au">travel@qcaa.qld.edu.au</a> <a href="mailto:finance@qcaa.qld.edu.au">finance@qcaa.qld.edu.au</a>

**Table: My applications**

Application	Function	Users & Roles	Contact for help
<b>AARA</b>  AARA	AARA applications and outcomes	<b>Roles</b> <ul style="list-style-type: none"> <li>• AARA Editors</li> <li>• AARA Submitters</li> </ul>	AARA Unit <a href="mailto:aara@qcaa.qld.edu.au">aara@qcaa.qld.edu.au</a>
<b>Assessment Literacy</b>  Assessment Literacy	Online professional development courses to support assessment practices of Queensland teachers in: <ul style="list-style-type: none"> <li>• assessment writing</li> <li>• endorsement</li> <li>• confirmation</li> <li>• marking and making judgments.</li> </ul>	<b>Users</b> <ul style="list-style-type: none"> <li>• All QCAA Portal users including teachers wanting to apply for an assessor role</li> </ul>	Professional Learning Programs Unit <a href="mailto:professionallearning@qcaa.qld.edu.au">professionallearning@qcaa.qld.edu.au</a>
<b>Access Management</b>  Access Management	Assigning access and roles in the QCAA Portal	<b>Users &amp; Roles</b> <ul style="list-style-type: none"> <li>• Access Management Organisation Administrators</li> </ul>	Client Services Unit <a href="mailto:ClientServices@qcaa.qld.edu.au">ClientServices@qcaa.qld.edu.au</a>
<b>Analytical Dashboard</b>  Analytical Dashboard	Provides school-specific data for General, General (Extension), Applied, and Applied (Essential) subjects and Short Courses in a format that allows schools to conduct their own analysis of student achievement data.	<b>Roles</b> <ul style="list-style-type: none"> <li>• Analytical Dashboard Subject Administrator</li> <li>• Analytical Dashboard Subject Viewer</li> </ul>	Performance Information and Monitoring Unit <a href="mailto:analysis.reporting@qcaa.qld.edu.au">analysis.reporting@qcaa.qld.edu.au</a>
<b>Confirmation</b>  Confirmation	Confirmation processes, including uploading and submitting samples (General)	<b>Roles</b> <ul style="list-style-type: none"> <li>• QCAA Confirmers, including Leads and Chiefs</li> <li>• School Confirmation <ul style="list-style-type: none"> <li>– Approver</li> <li>– Uploader</li> <li>– Submitter</li> </ul> </li> </ul>	Quality Assurance Unit <a href="mailto:confirmation@qcaa.qld.edu.au">confirmation@qcaa.qld.edu.au</a>

Application	Function	Users & Roles	Contact for help
<b>Endorsement</b>  Endorsement	Endorsement processes, including uploading and submitting assessment (General and Applied (Essential))	<b>Roles</b> <ul style="list-style-type: none"> <li>School Endorsement <ul style="list-style-type: none"> <li>Editor</li> <li>Approver</li> <li>Submitter</li> </ul> </li> <li>QCAA Confirmers</li> </ul>	Quality Assurance Unit <a href="mailto:endorsement@qcaa.qld.edu.au">endorsement@qcaa.qld.edu.au</a>
<b>External Assessment</b>  External Assessment	Information and communication about senior external assessments between the QCAA and schools	<b>Roles</b> <ul style="list-style-type: none"> <li>EA Coordinator</li> <li>Assistant EA Coordinator</li> </ul>	External Assessment Branch <a href="mailto:ExternalAssessment@qcaa.qld.edu.au">ExternalAssessment@qcaa.qld.edu.au</a>
<b>fileShare</b>  fileShare	Secure sharing of school-specific reports, files and information	<b>Users</b> <ul style="list-style-type: none"> <li>Teachers</li> </ul> <b>Roles</b> <ul style="list-style-type: none"> <li>fileShare <ul style="list-style-type: none"> <li>Administrator</li> <li>Viewer</li> </ul> </li> </ul>	External Assessment Branch <a href="mailto:ExternalAssessment@qcaa.qld.edu.au">ExternalAssessment@qcaa.qld.edu.au</a>
<b>Learning Hub</b>  Learning Hub	Online learning courses to support teachers and school leaders	<b>Users</b> <ul style="list-style-type: none"> <li>All QCAA Portal users</li> </ul>	Professional Learning Programs Unit <a href="mailto:professionallearning@qcaa.qld.edu.au">professionallearning@qcaa.qld.edu.au</a>
<b>Student Management</b>  Student Management	Management of student learning accounts: <ul style="list-style-type: none"> <li>entry and export of data</li> <li>selection, customisation and download of data in reports</li> </ul>	<b>Roles</b> <ul style="list-style-type: none"> <li>Student Management Administrator</li> <li>Confirmed Principal</li> <li>Read Only</li> </ul>	Certification Unit <a href="mailto:certification@qcaa.qld.edu.au">certification@qcaa.qld.edu.au</a>
<b>Study Plans</b>  Study Plans	Creation, editing and submission of study plans for approval (Applied subjects). Recording of approval status.	<b>Roles</b> <ul style="list-style-type: none"> <li>Study Plan <ul style="list-style-type: none"> <li>Viewer</li> <li>Editor</li> <li>Submitter</li> </ul> </li> </ul>	Quality Assurance Unit <a href="mailto:studyplans@qcaa.qld.edu.au">studyplans@qcaa.qld.edu.au</a>

Application	Function	Users & Roles	Contact for help
<b>Syllabuses</b> 	Access to syllabuses and syllabus resources	<b>Users</b> <ul style="list-style-type: none"> <li>All QCAA Portal users</li> </ul>	Senior Curriculum Unit <a href="mailto:Senior.Curriculum@qcaa.qld.edu.au">Senior.Curriculum@qcaa.qld.edu.au</a>
<b>VET</b> 	Management of registration and RTO activities. Ask a VET question.	<b>Users</b> <ul style="list-style-type: none"> <li>School RTO               <ul style="list-style-type: none"> <li>– users</li> <li>– managers</li> <li>– CEOs</li> </ul> </li> </ul>	VET Unit <a href="mailto:vet@qcaa.qld.edu.au">vet@qcaa.qld.edu.au</a>

## Communication and the QCAA Portal

Communication via the QCAA Portal is customised according to the role assigned.

The QCAA Portal has built-in workflows for ICT applications. Communications, including email notifications, are sent to the appropriate audiences, according to the roles assigned. 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.

All staff with access to the QCAA Portal can access the Noticeboard application. Some notices are limited according to the assigned role.

Student Management is an online application accessed via the QCAA Portal that enables the management of student learning accounts. It enables the registration of learning accounts to an organisation, and recording of enrolled qualifications and results for the subjects, qualification and associated competencies.

The Help link in the application provides resources to support schools in assigning roles and accessing the Student Management application.

## 13.2 Student Management application

### 13.2.1 Access and roles

Access to the Student Management application is managed by:

- Access Management Organisation Administrators (for schools)
- the QCAA (for non-school RTOs and other contributing study providers).

To gain access to the Student Management application in the QCAA Portal the Access Management Organisation Administrator assigns the role of Student Management Administrator to the appropriate person/s in the school.

The Student Management Administrator/s manages their school's data.

In the Student Management application, the Confirmed Principal is required to approve subject offerings, including flexible delivery options that require the principal's consideration and approval (see Section 4.2.2: Flexible delivery). To perform any other role or function in the Student Management application they need to be granted the Student Management Administrator role.

The role of Student Management Read Only allows assigned staff at the MLP to read all information, but not change it.

### **13.2.2 Learning providers' responsibilities**

Learning providers have specific responsibilities for managing student learning accounts and the data that is entered into or reported from these accounts. They are responsible for maintaining accurate and current information, and ensuring the privacy and confidentiality of students' personal and academic details in the Student Management application.

Schools have responsibilities related to the issue of SEP to students, as outlined in the Senior secondary certification agreement and in this handbook. Schools can:

- open learning accounts to generate learner unique identifiers (LUIs)
- create subject offerings (including IB)
- be a student's main learning provider (MLP).

Other learning providers record information as required. Some functions of the Student Management application can only be accessed by schools or the MLP.

#### **Main learning provider**

The MLP manages the learning account for registered students. This responsibility is derived from the pastoral care obligation schools have to their learners and is associated with the compulsory learning participation requirement.

If a student has a current school registration, they must have an MLP. The MLP must:

- be a school
- be the student's only MLP at any one time
- be declared, on the student's school registration, as the student's MLP
- maintain student learning accounts.

The MLP can:

- view all information in a learning account, including registrations, enrolments and results
- edit all student information (personal, demographic and contact information)
- edit information about a student's registration and enrolments, including their intended learning outcome (ILO)
- enter and access QCIA information
- access external assessment results for students
- view projected eligibility for a QCE or QCIA
- use the QCE eligibility tool.

#### **Other learning providers**

Schools and other organisations that are not an individual student's MLP can:

- register and enrol students
- close enrolments and registrations
- record results as they become available

- view, but not add or alter, information about students registered to their organisation, including
  - registration history
  - MLP status and contact details
  - ILO.

## **RTOs**

In addition to their learning provider or MLP responsibilities, schools that are RTOs can create templates for vocational education and training (VET) qualifications.

### **13.2.3 Managing data**

Learning providers are responsible for maintaining currency of their information and for adhering to procedures and due dates. Due dates for submission of student data are communicated to schools and learning providers at the beginning of each academic year via the SEP calendar. The learning provider manages enrolments and records results for studies completed at their organisation through the QCAA Portal. No learning provider is able to change information that has been recorded by another learning provider.

The QCAA is only able to change information in the Student Management application in specific circumstances.

#### **Submitting data**

Data may be submitted by the student's learning provider/s as well as sources such as the Department of Employment, Small Business and Training (DESBT) and DoE. Data may be submitted using multiple methods, depending on the nature and source of the data:

- data file upload or import
- direct manual input into the Student Management application
- Department of Education (DoE) webservice, if a school has an information management system that has the capability to connect to web services.

Data is exported from the Student Management application to the Queensland Tertiary Admissions Centre (QTAC) and student learning accounts (see Section 11.3: QCAA reporting responsibilities).

If unforeseen circumstances prevent a school or learning provider from submitting enrolments or results data by the dates published in the SEP calendar, the principal or principal's delegate must contact the Certification Unit immediately. Unless there are exceptional circumstances, an extension cannot be granted for submission of results data for summative internal assessment.

For more information about importing files, see the quick steps available via the Help tab on the QCAA Portal home page or in the Student Management application.

#### **Ensuring accuracy of student information**

Learning providers must ensure the accuracy of students' personal, enrolment and results information. Schools are required to implement specific processes as part of the school quality management system, to ensure the accuracy of data before submitting it, including internal summative assessment results and samples for confirmation.

If a school finds that an error has occurred in their data entry after a specified closing date, the principal or principal's delegate emails the QCAA at [certification@qcaa.qld.edu.au](mailto:certification@qcaa.qld.edu.au) to:

- explain the error
- identify each student involved with their full name and LUI
- list the incorrect and correct student data for each student identified
- attach evidence or materials requested in electronic files as appropriate.

A QCAA officer will liaise with the principal or principal's delegate to amend student data as appropriate.

If the school needs to change a student's ILO to QCIA, the principal must apply to the Manager, Quality Assurance Unit by emailing [qau@qcaa.qld.edu.au](mailto:qau@qcaa.qld.edu.au) (see Section 3.2.1: Registering students for a QCIA pathway and Section 12.1: Principal).

### 13.2.4 Students and registration

These functions are described together, although they are presented as separate function tabs in the Student Management application, since student learning accounts can be opened and searched from either tab in different ways.

#### Learning accounts

Learning accounts are generally opened by schools in the Student Management application. The learning account is opened in the 12 months before a student turns 16 or in the 12 months before they complete Year 10 or after this time in the case of an interstate or overseas transfer student. The opening of the learning account generates a LUI and registers the student with that learning provider. The LUI is a 10-digit number linked to the learning account where registrations, enrolments and results are reported.

Registrations, enrolments and results can only be recorded and QCE credit accrued when a student's learning account is open.

The Director-General, DoE can open accounts for students registered with the Home Education Unit and in certain other situations.

Students should only have one learning account. Before registering a student, the learning provider conducts a search to check if they have an existing learning account to avoid creating a duplicate. If a possible duplicate learning account is identified, the learning provider requests a duplicate learning account review in the Student Management application. The QCAA will notify the learning provider of the outcome via the application homepage.

Learning accounts remain open for nine years or until a QCE is issued. A person may apply to the QCAA to have the account reopened.

Students log in to the Student Portal via myQCE to access their learning account, which contains information about their ILO, registration, enrolments, results, QCIA eligibility or projected QCE eligibility. They can monitor their progress towards their ILO. Students contact their school with questions related to their learning account.

#### Registration

[Students can have registration with more than one learning provider at the same time.](#) To register a student's learning account with a new learning provider, the learning provider uses the Student Management application to submit the required information. Learning providers may use the

methods outlined in Section 13.3.3: Managing data. They will be required to include mandatory fields, including student details, registration date, ILO and exit year.

Learning providers can view all registrations for the learning account but can only edit their own registration details.

Schools will have the option to nominate as, or cease to be, a student's MLP. As the MLP, they will be able to view all registrations for the student.

### **Ceasing registration**

When a student leaves a learning provider, the learning provider must enter the student's results in the Student Management application **before** entering a cease date to end the student's registration.

For QCAA subjects, the school enters results for completed units (Unit 1 or Unit 2), completed Short Courses and for all subjects, the results for completed summative internal assessments. They remove enrolment from any unit where there is no assessment result recorded. If one assessment in a unit is not completed before ceasing registration, they enter did not administer (DNA). Not rated (NR) is entered if assessment was administered and there was no evidence of a response to the assessment. For further information see Section 9.6.1: Preparing for confirmation and Section 11.1: Determining results.

For VET qualifications, the learning provider enters results for units of competencies.

For students leaving a Queensland school after completing Semester 1 or 2 of the International Baccalaureate Diploma Programme (IBDP), the school makes a judgment of Satisfactory (S), Unsatisfactory (U) or NR and enters a result for Unit 1 and/or 2 (see Section 2.2.1: Core courses of study).

If the student does not continue studies in a subject or course, results for any completed Units 1 and/or 2 results or VET competencies will be used to determine QCE credit.

### **Death of a student**

In the event of the death of a student, the MLP records all information required to cease the enrolment of a student, including any completed studies. They then edit the student's personal details, which ceases the registration. Contact the Manager, Certification Unit for further advice by emailing [certification@qcaa.qld.edu.au](mailto:certification@qcaa.qld.edu.au).

## **13.2.5 Enrolments and results**

### **Subject offerings**

Each year schools create in the Student Management application, a subject offering for every QCAA subject or Short Course, IB subject and VET (school RTOs) to be offered to a cohort of students. Schools select a start year and a completion year and for Applied (Essential) subjects, the phase for completion of the common internal assessment (CIA).

The principal's approval is required by the date published in the SEP calendar when selecting any enrolment option that is a variation to the standard pattern of delivery in:

- sequence of assessment or
- start date or
- completion date (see Section 4.2: Delivery approaches to curriculum).

Any changes to subject offerings, including changes to the sequence of assessment after the due date, must be completed by the QCAA.

To request changes, email the Manager, Quality Assurance Unit at [qau@qcaa.qld.edu.au](mailto:qau@qcaa.qld.edu.au).

### Ceasing subject offerings

Schools may decide to cease offering a subject. If there are no student results recorded for any unit, the school can delete the subject in the Student Management application for that cohort. If there are recorded results for Unit 1 or 2 and the school wishes to discontinue offering the subject, they need to edit the enrolment to remove students from that subject offering.

If a school deletes a subject offering, any assessment they have developed for endorsement in the Endorsement application will also be deleted. Schools are encouraged to contact the QCAA before ceasing subject offerings for Unit 3 and 4.

### Enrolling students

Schools use the Student Management application to enrol students in subject offerings and, where applicable, IB offerings (for approved Queensland IB schools) and VET qualifications (if offered) by the dates listed in the SEP calendar. This includes enrolment in General (Extension) subjects and any variation to the sequence of internal assessments.

Schools select the students' type of enrolment, subject offering and exit year, following the prompts or the quick step for subject enrolments, located in the 'Help' section of the application.

Schools can edit subject enrolments for students enrolled in a subject at their school. While the MLP can see subject enrolments at other organisations, they cannot edit them. If the school is an RTO or the MLP, they will see all VET enrolments recorded at all organisations for the learning account. RTOs can only edit their own data.

### Individual variations

There are a number of situations where there will be a variation to standard enrolment in a subject. The following are examples of situations that may require the school to seek advice from the Quality Assurance Unit at [qau@qcaa.qld.edu.au](mailto:qau@qcaa.qld.edu.au) or [QCEforschools@qcaa.qld.edu.au](mailto:QCEforschools@qcaa.qld.edu.au) or the Certification Unit at [certification@qcaa.qld.edu.au](mailto:certification@qcaa.qld.edu.au).

- **Flexible delivery** — If enrolling an individual student in a flexible delivery option such as variable progression rate (VPR), the school selects the appropriate start year and completion year for each subject offering. For example, for a student completing senior schooling over three years (VPR), the school selects the appropriate start year and completion year for each subject, ensuring that Units 3 and 4 are completed as a pair with the same completion year. The student may complete some subject offerings from the same start year and completion year and the remaining subjects in a subject offering with a different start year and completion year. The completion year may be before the student's exit year.
- **Repeating** — If enrolling a student to repeat Unit 1, Unit 2 or the Unit 3 and 4 pair, the school may need to select a subject offering with a different start year and completion year for the units to be repeated.

### Interrupting studies

There may be circumstances when some students have an interruption to their senior schooling studies. They may have personal circumstances or wish to engage in studies overseas.

In any circumstance, students need to meet the usual requirements. If a student interrupts studies to complete some studies overseas, they can apply to have those studies contribute to a QCE in the same way as an overseas transfer student. No matter what the reason for the interruption to studies, for General, General (Extension), Applied and Applied (Essential) subjects, a subject result will only be awarded for completion of all Unit 3 and 4 learning and assessment

requirements completed as a pair in a single year. Therefore, students wishing to complete the Unit 3 and 4 pair for a subject must be enrolled in a subject offering for a cohort, for example Unit 3 and 4 English 2021 – 2022. They are not able to split the pair of units over two cohorts, for example Unit 3 English 2020 – 2021 and Unit 4 English 2021 – 2022.

### **Ceasing enrolment and changing subjects**

Students may discontinue studies in a subject at a school, change subjects, or transfer to another school that may or may not offer the same subject. Schools are responsible for accurately entering the required information about these changes in a timely manner in the Student Management application.

If a student discontinues studies in a subject, the school enters the results for any completed units and assessment as required and removes the enrolment from any units the student will not complete. For Units 3 and 4, the school enters a DNA for any assessment the student will not complete.

If a student does not continue studies in a subject and has partially completed the Unit 3 and 4 pair in an Applied, Applied (Essential), General or General (Extension) subject (including some assessment that may be recorded in the Student Management application), they will not receive a final subject result and therefore they will receive no QCE credit for the Unit 3 and 4 pair. If the student continues studies at another learning provider, the new learning provider follows the procedures for transfer students in Section 13.4.2: Enrolments and results.

Changing subjects and VET enrolments — any changes may affect QCE eligibility and will prompt a message in the Student Management application. For further information about changing subjects, see Section 8.2.1: Engaging in learning and assessment. Before allowing students to change subjects, schools consider the impact on completing requirements for the original subject, achieving a result for the new subject and completed Core requirements for a QCE. The school enters results for Unit 1 or Unit 2 if completed.

For further information about completing course and assessment requirements for QCE credit, see Section 8.2.1: Engaging in learning and assessment or contact the Quality Assurance Unit at [qau@qcaa.qld.edu.au](mailto:qau@qcaa.qld.edu.au).

### **Transfer students**

A transfer student is a student who has commenced senior secondary schooling and changes learning providers. Students may transfer between Queensland schools or from interstate or overseas schools. The enrolment offerings chosen should be considered in relation to the students intended learning option (ILO). For further information about transfer students see Section 2.5: Transfer students, Section 8.2.1: Engaging in learning and assessment and Section 11.2: School reporting responsibilities.

### **Intrastate transfers**

A student who transfers from a learning provider within Queensland will already have a learning account. The account will include results, which have been recorded in the Student Management application by the student's original school or other learning providers, for any completed units of study for Unit 1 or 2, completed summative internal assessments, or completed VET competencies. This information should have been recorded by the original school before ceasing the registration of the student.

If the student has QCIA as their ILO, see Section 3.2.2: Curriculum plans or email [qcia@qcaa.qld.edu](mailto:qcia@qcaa.qld.edu) for advice.

For QCAA subjects, the original school:

- does the following **before** ceasing the student's registration
  - enters the student's results for completed units and assessment as required
  - removes the student's enrolment from any units they will not complete at the original school
  - enters a DNA for any assessment for Units 3 and 4 that the student will not complete at the original school
- may be required to submit student work as a sample for confirmation if the provisional results for the student were recorded in the Student Management application prior to ceasing enrolment in the subject and the student transferring to another school
- retains student work as required by Section 13.5: Retaining records and student work and provides it if requested by the student or the new school.

The new school:

- discusses the student's pathway, ILO and prior learning and contacts the original school if needed
- considers this information and the school's subject offerings before choosing to enrol the student in subjects
- uses the student's existing LUI to register, enrol and report results in the Student Management application
- requests student work from the original school if required to make a judgment when the student finishes Unit 1 or 2 or, for Applied subjects, Units 3 and 4.

If a student is unable to continue a subject at the new school, the original school may, in certain circumstances, continue their enrolment in that subject as a learning provider even if the student has a new MLP. For example, when a student studying a General subject as an alternative sequence transfers to a new school during the second pair of units (the summative units) and the new school does not offer the alternative sequence, the new school will not be able to enrol the student in the alternative sequence of the parent General subject, as a school cannot offer both the parent General subject and the alternative sequence. If the student wishes to complete the subject, the new school may need to arrange another learning provider by approaching the student's original school or another school that offers the alternative sequence.

For information about QCE eligibility and meeting completed Core requirements, see Section 2.1: Eligibility for a QCE or email [qceforschools@qcaa.qld.edu.au](mailto:qceforschools@qcaa.qld.edu.au). For more information about transfer students, see Section 8.2.1: Engaging in learning and assessment.

### Interstate and international transfer students

All students in Queensland schools need to be registered and have a learning account opened. With advice from the new school, a transfer student should choose subjects closely aligned to previous studies.

Students who transfer to a Queensland school and begin studies during the senior phase of learning may apply to the QCAA to obtain credit for their previously completed or partially completed studies. The QCAA makes decisions on a case-by-case basis about granting relaxation of the completed Core requirement or credit for previous studies to applicants. For more information, email the Certification Unit at [certification@qcaa.qld.edu.au](mailto:certification@qcaa.qld.edu.au).

If the student has been on a similar pathway as QCIA and is eligible to have QCIA as their ILO, see Section 3.2.2: Curriculum plans and email [qcia@qcaa.qld.edu.au](mailto:qcia@qcaa.qld.edu.au) for advice.

Students who transfer to a Queensland school in their final year of senior schooling may not be eligible for a QCE, depending on the timing of the transfer.

### Entering results

Student Management Administrators give access to appropriate staff to record student results. Data can be entered for individual students or for multiple students by downloading Import files, as outlined in Section 13.3.3: Managing data. The quick steps in the 'Help' tab in the Student Management application provide instructions for entering results and importing files.

The principal's delegate and the Student Management Administrators are responsible for ensuring all results are entered by the due dates published in the SEP calendar and are checked for accuracy.

### Replacing a Not Yet Administered (NYA) result

Once results have been recorded in Student Management, schools are unable to make changes themselves after the due date. However, they are required to provide results for students who have a Not Yet Administered (NYA) reported because they had principal-reported AARA or the student transferred and needed additional time to complete the required learning and assessment.

Once students have submitted the response, teachers:

- make judgments about the response using the relevant ISMG or standards
- take into account relevant information such as the confirmation decision provided to the school by the QCAA or advice for Applied QA.

The principal or principal's delegate then emails [certification@qcaa.qld.edu](mailto:certification@qcaa.qld.edu) with a request to replace the NYA with the student's results in Student Management. They provide:

- the students LUI, name and subject
- a reason for the request
- the results

The school may then be requested to provide materials such as the marked ISMG/standards matrix, student response and/or assessment instrument.

For further information about results see Section 11.2.2: School reporting to the QCAA, Section 11.1: Determining results and Section 9.6.1: Preparing for confirmation.

### Enrolling students in General (Senior External Examination) subjects

Before a student is enrolled in a General (Senior External Examination) subject, they must meet eligibility requirements and complete the registration process. There are different requirements for the different student learners — those in Year 12 at a school, and adult students sixteen and under or seventeen and over.

**Table: Eligibility for the Senior External Examination (SEE)**

Students residing in Queensland		Maximum number of SEE subjects
<b>School students</b>	Students in their final year of schooling if they are unable to study a subject offered by their MLP, typically because: <ul style="list-style-type: none"> <li>the subject is not offered by their MLP</li> <li>there is a timetable clash.</li> </ul>	2
<b>Adult students</b>	Students 16 years of age and younger (at the end of the examination year) who: <ul style="list-style-type: none"> <li>are not enrolled in senior secondary schooling</li> <li>have not completed Year 12 or hold a QCE or Senior Statement.</li> </ul> These students must apply to establish their eligibility.	3
	Students 17 years of age or older (at the end of the examination year) who are not enrolled in a Queensland secondary school.	Unlimited

### Enrolment process: School students

Schools must register all students who wish to enrol in a General (SEE) subject before the closing date of 30 April, using the online [Senior External Examination eligibility application form](#) available on the QCAA website. Registrations received after 30 April will not be accepted unless there is an unforeseen situation that is beyond the student's control which stopped them from registering by the closing date.

All requests for a late SEE registration for Year 12 students are from the Principal and/or Principal's delegate and reasons for the request are to be explained. Late applications may be granted if there is sufficient time to for relevant units across the QCAA to meet timelines for External Assessment and Examinations. Late registrations will incur a late fee.

Once registration is approved, the QCAA enrolls students in the General (SEE) subject in the Student Management application. As the MLP, a school can view the enrolment in the Student Management application. The QCAA contacts schools via email to confirm student enrolment shortly after the closing date for online registrations. During Term 3, each school will receive a list that confirms Year 12 students and their enrolled SEE subjects.

A fee is payable for each General (SEE) subject a student is enrolled in. The fee is collected by the school and paid to the QCAA on invoice. The QCAA cancels enrolments if payment is not received by the due date.

Students will be able to see their SEE enrolment in their learning account via the Student Portal on the myQCE website after registrations have been processed.

Schools notify the QCAA by emailing [SEERegistration@qcaa.qld.edu.au](mailto:SEERegistration@qcaa.qld.edu.au) if there are any changes to SEE registrations, such as when a student is no longer enrolled at the school or withdraws from the SEE. Refunds for SEE subjects are only available until 30 July.

### Enrolment process: Adult students

Adult students aged 16 years or younger must apply to establish their eligibility before registering for a SEE by completing the online [Senior External Examination eligibility application form](#) available on the QCAA website. The QCAA considers the eligibility application and either approves or refuses the application. An application is approved when exceptional circumstances exist that prevent the student from enrolling at a Queensland secondary school. The QCAA must notify the student of the decision as soon as practicable, usually by email.

All eligible adult students complete an [online form](#) to register for a SEE by the closing date for registration, 30 June. They are required to pay a fee for each SEE subject as they register (that is, within seven days). Late registrations will only be accepted in exceptional and unavoidable circumstances and will incur a higher fee for each SEE subject.

An adult student may withdraw their examination registration/s at any time. The QCAA will refund the fees paid, less an administration fee if the withdrawal is made by 31 July of the examination year. Fees will not be refunded for withdrawals made after this date.

A student may apply for a refund on medical grounds up to one month after the examination date. The application must be supported by a medical certificate. For information about making an application, email the QCAA at [EAoperations@qcaa.qld.edu.au](mailto:EAoperations@qcaa.qld.edu.au).

Once registration is approved, the QCAA enrolls the adult student in the General (SEE) subject in the Student Management application. Adult students will be sent a confirmation notice that shows their LUI, registered SEE subjects and nominated teaching centre/examination venue. Adult students can view their SEE enrolment in their learning account via the Student Portal on the myQCE website after registrations have been processed.

### Teaching centres

Teaching centres are the main learning provider (MLP) for adult students undertaking tuition for senior external examinations (SEEs) and will manage the learning account for registered students.

The MLP may:

- view all information in a learning account including registrations, enrolments, and results
- edit all student information (personal, demographic, contact information)

Teaching centres will be responsible for registering adult students in Student Management and submitting the application for access arrangements and reasonable adjustments (AARA) on behalf of the adult student. Teaching centres should encourage students to complete the eligibility requirements, if 16 years or younger in the examination year; remind all students to register via the online registration form by 30 June of the examination year.

Teaching centres must be either a senior secondary state high school or be accredited with the Non-State Schools Accreditation Board.

## 13.2.6 Certification

The Student Management application is used to manage and store information including student details, enrolments and results. This information is used to create Senior Education Profiles (SEPs) which may contain one or more of the following:

- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- Senior Statement

Schools can:

- view projected QCE eligibility noting:
  - QCE credit is treated as projected until banked to the student's learning account once results are finalised and, where required, confirmed by the QCAA.
  - eligibility calculations are based on completion of the enrolled courses of study to the set standard, as defined in Section 2: Queensland Certificate of Education (QCE)

- requirements for learning to the set amount, in the set pattern and for literacy and numeracy requirements are available
- view projected QCIA eligibility noting:
  - eligibility is projected based on student enrolments in QCE Core category courses of study and eligibility requirements as described in Section 3.1 Eligibility for a QCIA
  - eligibility is treated as projected until the student completes senior learning
- estimate QCE eligibility:
  - view students' learning and model enrolment scenarios to calculate how their enrolments are projected to meet the standards for QCE eligibility
  - build enrolment scenarios from an empty template
  - eligibility calculations are based on completion of the enrolled courses of study to the set standard, to the set amount, in the set pattern meeting literacy and numeracy requirements and is not a guarantee of a student's QCE eligibility, as QCE credit is applied to the learning account once results are finalised and, where required, confirmed by QCAA
  - Students who obtain their International Baccalaureate Diploma will also obtain their QCE.

### 13.2.7 Reports

Schools are able to use Student Management to produce reports throughout the year and at exit. They can download reports in different formats such as CSV and PDF. Reporting options in the Student Management application are updated when they become available.

At exit, schools use the reports to carefully check that all enrolments and results reported for students exiting in a year are correct by the due dates in the SEP calendar and in the memo *Data checking procedures for students exiting school*, released annually in November. As part of the school quality management processes, principal's delegates provide the relevant reports to teachers to check the accuracy of results and information.

### 13.2.8 Admin

Schools use the Admin tab of the Student Management application to:

- send requests to QCAA
- view subject offerings
- access reference information
  - file import history
  - duplication of learning
  - search learning providers.

## 13.3 Retaining records and student work

### Internal assessment

Schools must retain student work used in determining results for internal assessment for QCE or for QCIA learning 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 students' responses to internal assessment or return these to students. Schools must also adhere to relevant school, sector or government requirements for document retention.

When a student transfers between schools in Queensland, the original school must retain their responses for the time required. This may be until the student requests that their responses be sent to the new school, until the new school requests the student's responses, or until the end of Term 1 of the year following a student's exit from the school.

The student or new school should make the request for responses as soon as practicable after the transfer occurs.

For more information, see Section 3.2.3: Gathering evidence of learning, Section 8.2.1: Engaging in learning and assessment and Section 13.2.5: Enrolments and results.

## **VET records**

The [Standards for Registered Training Organisations \(RTOs\)](#), Schedule 5 requires RTOs 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
- reports in the Student Management application.