

# The QCE handbook

A guide for learning providers

September 2017



Queensland Curriculum  
& Assessment Authority

*For all Queensland schools*

# Summary of amendments

## September 2017

Section [3.2: Core courses of study](#) updated. The on-the-job work conditions of school-based apprenticeships have changed. A link has been provided to the Department of Education and Training (DET) website for further details.

Section [3.6: Literacy and numeracy requirements](#) updated. Some discontinued training packages have been removed.

Section [4.1: Awarding credit for partially completed studies](#) updated. The on-the-job work conditions of school-based apprenticeships have changed. A link has been provided to the Department of Education and Training (DET) website for further details.

## February 2017

Section [6.3: VET record retention](#) updated. QCAA no longer offers printing service for VET certificates.

## August 2015

The QCE handbook has been reorganised for ease of reference and updated to incorporate the current legislative framework for the QCE, as previously detailed in the *Queensland Certificate of Education: Legislative guidelines*.

## The QCE handbook

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# 1 Introduction

The Queensland Certificate of Education (QCE) is Queensland's school-based senior schooling qualification awarded to eligible young people at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE records achievement of a significant amount of learning, at a set standard and pattern in contributing studies, while meeting literacy and numeracy requirements. Eligibility requirements are explained in detail in Section 3: [Learning options and requirements](#).

The legislative framework for the QCE is defined in the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and the *Education (Queensland Curriculum and Assessment Authority) Regulation 2014* (hereafter 'QCAA Regulation').

## 1.1 About the QCE

A wide range of learning can contribute towards the QCE, including:

- senior school subjects
- vocational education and training (VET)
- workplace learning recognised by the QCAA
- university subjects undertaken while at school.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE.

## 1.2 Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student plan and structure their senior learning around their abilities, interests and ambitions. The SET Plan is a map of what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. Planning should be finalised by the end of Year 10 and is agreed between the student, their parents or carers and the school. The SET Plan should be regularly reviewed by schools, students and parents or carers, and updated as required.

## 1.3 Monitoring progress

When a student is registered with the QCAA, an individual learning account is opened for them. The learning account records:

- all eligible learning undertaken during the senior phase of learning
- where and when learning takes place, and
- results achieved upon completion.

### On the web

- QCAA legislation can be viewed on the QCAA's **Legislation** webpage: [www.qcaa.qld.edu.au/14596.html](http://www.qcaa.qld.edu.au/14596.html).
- Students can use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement (QCIA) through the **Student Connect** website: <https://studentconnect.qcaa.qld.edu.au>.

## 1.4 The Senior Education Profile (SEP)

Students in Queensland are issued with a senior education profile upon completion of Year 12. Included in this profile could be:

- [Senior Statement](#)
- [Queensland Certificate of Education \(QCE\)](#)
- [Statement of Results](#)
- [Queensland Certificate of Individual Achievement.](#)

### 1.4.1 Senior Statement

The Senior Statement is a transcript of the learning account for all students completing Year 12 at a Queensland school. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland. Students who complete Year 12 will receive a Senior Statement in December of that year.

### 1.4.2 Queensland Certificate of Education (QCE)

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards the certificate, as their learning account remains open, regardless of their age. The QCAA will award a QCE in the following July or December, once a person becomes eligible.

Learning accounts are closed after 9 years; however, a person may apply to the QCAA to have their account reopened and all credit continued.

### 1.4.3 Statement of Results

After finishing Year 12, students will automatically receive a Statement of Results if they become eligible for the award of a QCE or undertake a Senior External Examination.

A Statement of Results is a cumulative transcript of their learning account. These are issued in July and December.

Students leaving early (before the Year 12 finishing day), and who are eligible for the award of a QCE, will receive a Statement of Results when the QCE is issued.

Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the quality assurance processes have been completed.

### 1.4.4 Queensland Certificate of Individual Achievement (QCIA)

The QCIA reports the learning achievements of students who are on individualised learning programs. The QCIA adds to the suite of certificates that the QCAA issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

## 2 Registration and the learning account

### 2.1 Registration

#### Who needs to register?

Queensland law requires young people to be earning or learning until they turn 17, or until they achieve a QCE or a vocational qualification at Level III or higher.

Young Queenslanders are registered for the QCE during Year 10 or in the 12 months before they turn 16, whichever comes first. Young people from other states or overseas can be registered after completing Year 10 or turning 16 years of age. Generally, schools register young people in Year 10.

#### 2.1.2 Who registers young people and how?

Young people are registered by their main learning provider — state or non-state schools, registered training organisations (e.g. Technical and Further Education — TAFE) and other approved organisations.

The Director-General, Department of Education and Training (DET), can open accounts for students registered for home schooling and in certain other situations.

Registration is complete once an Intended Learning Option (ILO) has been selected and entered into the learning account. Main learning providers can set a default ILO to simplify data entry. Students can have multiple ILOs.

#### On the web

To register young people, main learning providers use the Senior Learning Information Management System (SLIMS): <https://slims.qcaa.qld.edu.au>.

#### 2.1.3 What happens after registration?

Upon registration, an individual web-based learning account is opened for each student, and they are assigned a learner unique identifier (LUI) and password that enables them to access their account. The initial password assigned is their day and month of birth (ddmm format).

As results are banked by learning providers into a learning account, a young person can monitor their progress towards a QCE, Certificate qualifications, QCIA or other ILO.

#### On the web

Young people can access their learning accounts and view stored information through the **Student Connect** website: <https://studentconnect.qcaa.qld.edu.au>.

## 2.2 The learning account

When a learning provider registers a student, the QCAA opens an individual learning account and assigns access details (LUI and password). As students enrol in courses and achieve results, their learning account grows, just like a bank account.

### 2.2.1 How are course enrolments and results banked?

Each student is assigned one learning account and one LUI for banking credits from all their learning providers. Using the student's LUI and an appropriate interface, learning providers upload information about student achievement to the QCAA.

Results must be recorded and credits banked from 1 January in the year the account is opened. For Queensland students, this means that learning reported from the beginning of Year 10 onwards can contribute towards a QCE. Learning completed by a student and reported prior to 1 January in their Year 10 year cannot contribute towards a QCE.

The learning account records enrolments and results of any completed studies in the different types of learning, regardless of whether the required standard is reached for gaining credit towards the QCE.

### 2.2.2 When a student leaves a learning provider

When a student leaves a learning provider, ceasing enrolment in Authority or Authority-registered subjects, the learning provider must give provisional results for the completed semesters of work and enter these results using the Student Data Capture System (SDCS). If the student does not continue studies in that subject, this result becomes the exit result after the appropriate quality assurance procedures have taken place.

If the student continues studies in a subject with a different learning provider, the final exit result will supersede the previous provisional result.

### 2.2.3 Award of a QCE

To be eligible for a QCE, a young person must complete 20 credits in the required pattern and at least one credit must be from Core studies completed while enrolled at a school.

If a young person has not completed certification requirements by the end of Year 12, their learning account will remain open and they may continue to work toward their QCE. Once they have 20 credits in the required pattern, and have met the literacy and numeracy requirements, the QCE will be awarded in the following July or December.

Credits can accumulate for up to 9 years. Learning accounts are automatically closed after a person is either awarded a QCE or 9 years has passed; however, a person may apply to the QCAA to have their account reopened and credits continued. The person may then continue accumulating credit for a further 9 years.

**Note:** A young person is not eligible for a QCE if they have previously been awarded a QCE, a Senior Certificate or equivalent interstate or overseas qualification. Students repeating Year 12 will be issued with a Senior Statement.



## 2.2.4 Students undertaking Senior External Examinations

Upon receipt of an application to sit an external examination, the Senior External Examination Unit will check whether the candidate has a learning account, and if so obtain their details and LUI. If the candidate does not have a learning account, a representative of the Senior External Examination Unit will register the candidate and a learning account will be opened for them.

Year 12 students will have their external examination results recorded on their Senior Statement.

Candidates not enrolled in a school will automatically receive a Statement of Results showing their external examination results.

## 2.2.5 Where does a learning account lead?

A learning account stores information about the different types of learning that a student may undertake. The account records enrolments and results in contributing studies that may lead towards a:

- QCE
- Senior Statement
- Statement of Results
- Vocational Education and Training (VET) certificate
- QCIA
- Tertiary Entrance Statement, showing an eligible student's Overall Position (OP) and Field Positions (FPs).

## 2.2.6 Provisional Statements

In August and October of each year, schools are provided with a Provisional Statement for each Year 12 student. These statements allow students to check the accuracy of enrolments, their achievements for completed courses, and personal information such as their address and the spelling of names.

Students should check their Provisional Statement carefully. The information appearing on it is the basis of their Senior Statement. Incorrect information may appear on their Senior Statement if it is not corrected at this stage.

Students should contact the relevant learning provider regarding any incorrect or missing enrolments and results.

Schools should correct any of the students' personal details in SDCS as required.

Provisional Statements are also provided to schools for Year 11 students in October.

### On the web

- The QCAA's **Overall Positions (OPs)** webpage explains how eligibility for OPs and FPs is determined: [www.qcaa.qld.edu.au/630.html](http://www.qcaa.qld.edu.au/630.html).
- See the QCAA's **SDCS — Student Data Capture System** webpage for further information about, and the latest software for the system: [www.qcaa.qld.edu.au/647.html](http://www.qcaa.qld.edu.au/647.html).
- The *Form Q3: Application for credit transfer and relaxation of the completed Core requirement — Overseas students* referred to in this section is available from the QCAA's **Queensland Certificate of Education (QCE) forms** webpage: <https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/forms>.

## 2.2.7 Eligibility reports

The QCAA provides Eligibility reports to schools:

- at the same time as the Provisional Statements for Year 12 students
- in October for Year 11 students.

Eligibility reports indicate whether a student will be eligible for a Senior Statement, Tertiary Entrance Statement, QCIA and/or QCE if they continue in their current pattern of enrolment (and provided they complete it at the set standard).

Schools can use these reports to check student eligibility and take remedial action, such as:

- enrolling students in a short course to meet literacy or numeracy requirements
- identifying semesters at a 'notional Sound' that would satisfy literacy and numeracy requirements.

Students who have been granted relaxations (e.g. the relaxation of the requirement for 12 credits from completed Core) will still appear as ineligible for the QCE on the Eligibility report. Any relaxations of requirements, including conceded semesters, are applied by a QCAA officer after final QCE calculations.

## 2.2.8 Queensland students intending to study overseas

There are important considerations for students who wish to complete part of their senior schooling overseas or enrol at an overseas university after finishing their schooling in Queensland.

## 2.2.9 Students intending to interrupt their Queensland schooling to study overseas

Students considering an exchange during the senior secondary years should be aware that their eligibility for a QCE or OP may be compromised if they interrupt their studies in Queensland to study overseas.

Students should endeavour to continue with the same subjects or subjects as closely related as possible to their subject choice in Queensland, at a comparable level of difficulty, to ensure they meet the completed Core requirements for a QCE. A student intending to study overseas should plan their subject choices in Queensland and overseas carefully, and then continue the original subjects when they return.

A student returning to Queensland should submit the [Form Q3: Application for credit transfer and relaxation of the completed Core requirement — Overseas students](#) to be considered to meet the completed Core requirement for a QCE.

**Note:** Credit can only be considered for successful completion of courses of study for the equivalent of whole semesters.

## 2.2.10 Students intending to study overseas after completing senior studies in Queensland

Since the QCE is Queensland's senior schooling qualification, it may be required along with a Tertiary Entrance Statement when a student wishes to enrol at many overseas universities, or seeks a scholarship to study overseas. Students are advised to contact the particular university early to clarify entry requirements.

## 2.2.11 Death of a student

Learning providers must notify the QCAA upon the death of a student.

# 3 Learning options and requirements

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in four categories, which are explored further in sections 3.2 to 3.5:

- [Core courses of study](#)
- [Preparatory courses of study](#)
- [Enrichment courses of study](#)
- [Advanced courses of study](#).

The QCAA's criteria for each category of contributing studies are included in [Appendix 1: Criteria for contributing studies](#).

Different types and amounts of learning attract different amounts of credit towards the QCE. Section 3.1 details eligibility requirements. Credit is assigned when a minimum standard of achievement has been reached. The QCAA's criteria for deciding credit value of contributing studies are detailed in [Appendix 2: Criteria for determining credit value](#).

Many young people participate in courses of study outside of those offered by their main learning provider. Courses that are recognised by the QCAA can contribute towards the awarding of a QCE. Section 3.7: [Recognised studies](#) describes these options.

## 3.1 Eligibility for a QCE

To be awarded a QCE, a student needs to demonstrate a significant *amount of learning*, at a *set standard* and in a *set pattern*, while meeting literacy and numeracy requirements. These requirements are measured in terms of *credits*. Credits are banked when the set standard has been met.

To be eligible for the QCE, a student must have at least **20 credits** in a set pattern:

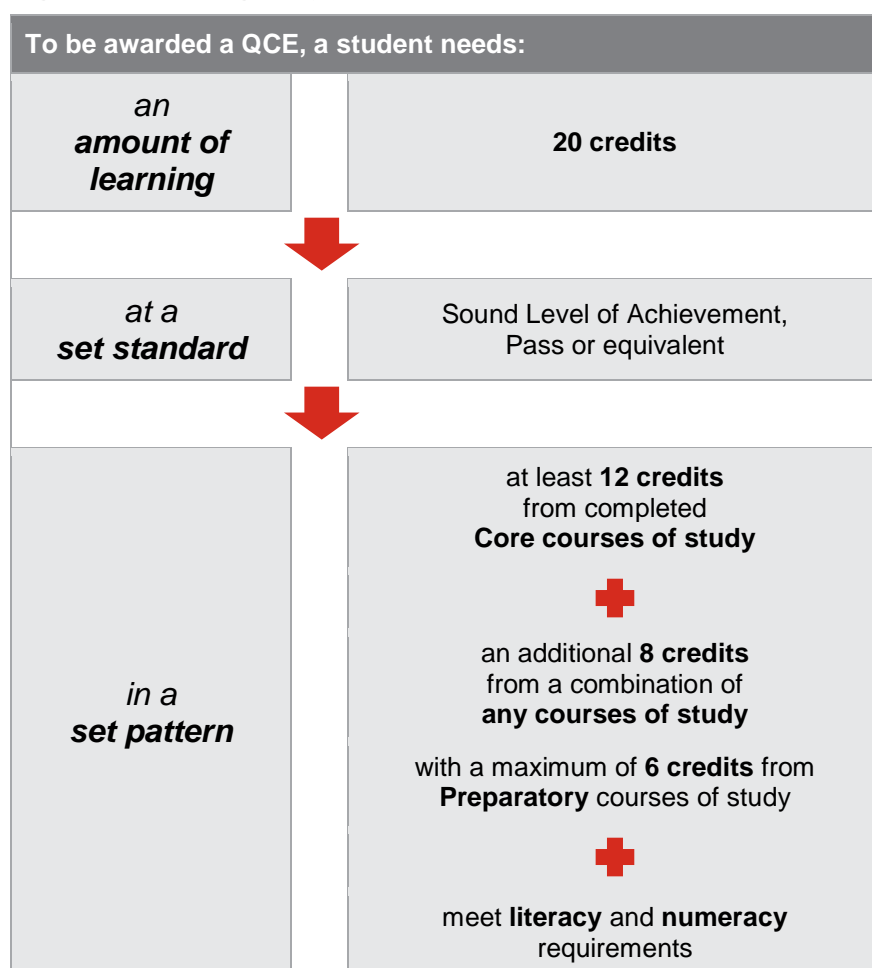
- At least **12 credits** from completed Core courses of study (partial completion of a Core course may contribute some credit).
- At least **1 credit** from Core studies completed while enrolled at a school.
- An additional **8 credits** from a combination of Core, Preparatory, Enrichment or Advanced courses, but no more than **6 credits** from Preparatory studies.
- Meet literacy and numeracy requirements (outlined in Section 3.6).

### 3.1.1 QCE eligibility after leaving school

If a student hasn't achieved enough credit to qualify for a QCE by the end of Year 12, they can add to their learning account for up to seven years after leaving school.

Once they achieve 20 credits and have completed the QCE requirements, the QCAA will award their QCE in the following July or December.

Figure 1: QCE eligibility



## 3.2 Core courses of study

Core courses of study are the types of courses usually undertaken by young people during the senior phase of secondary education.

At least **12 credits** are needed. At least **one credit** must come from Core studies while enrolled at a school. The following table summarises Core course options.

**Table 1: Studies in the Core category**

Core courses	Set standard	Credits <sup>1</sup>
At least <b>12 credits</b> are needed, with at least <b>1 credit</b> earned while enrolled at a school		
Authority subjects or Authority-registered subjects	At least a Sound Level of Achievement awarded at exit	per subject.....4
Subject assessed by a Senior External Examination	At least a Sound Level of Achievement	per subject.....4
VET qualifications — Certificate II, III or IV (including school-based traineeships)	<ul style="list-style-type: none"> <li>• Certificate II completed</li> <li>• Certificate III or IV completed</li> </ul>	.....4 ..... 5, 6, 7 or 8
School-based apprenticeships (Students <i>cannot</i> complete the associated Certificate while at school, but may continue after exit and earn remaining credits)	<ul style="list-style-type: none"> <li>• Certificate competencies completed<sup>2</sup></li> <li>• Satisfactory participation in on-the-job component (50 days<sup>3</sup> in each 12-month period)</li> </ul>	.....up to 2 .....4
Recognised non-Queensland studies	At least a Pass grade for each subject	per semester .....up to 6 (max. 3 semesters count)
Recognised studies categorised as Core learning, which may include: <ul style="list-style-type: none"> <li>• Specified International learning programs, including International Baccalaureate studies</li> <li>• Specified TAFE Queensland Brisbane / TAFE Open Learning — Unilearn studies</li> </ul>	Agreed standard  At least a Pass grade for each subject  At least a Pass grade for each subject	as recognised by QCAA  for each completed course .....4  for each completed course .....4

### On the web

- See QCAA's **QCE recognised studies** webpage for an up-to date list of recognised studies: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).
- See QCAA's **Credit value for non-Queensland studies** webpage for an up-to date list of non-Queensland studies: [www.qcaa.qld.edu.au/36868.html](http://www.qcaa.qld.edu.au/36868.html).
- Credits assigned to VET Certificates can be checked through the QCE planner on the home page of the **Student Connect** website: <https://studentconnect.qcaa.qld.edu.au>.
- **See QCAA's Senior External Examination webpage for information and eligibility guidelines for Senior External Examination candidates:** [www.qcaa.qld.edu.au/588.html](http://www.qcaa.qld.edu.au/588.html).

<sup>1</sup> Credits allocated for partially completed studies are detailed in Section 4.1.

<sup>2</sup> The limits to training allowable in a school-based apprenticeship can be found in the document [Guide to school-based apprenticeships and training](#).

<sup>3</sup> Electrotechnology Industry requires 80 days per calendar year.

### 3.3 Preparatory courses of study

Preparatory courses of study are stepping stones to further education and training.

They can contribute a maximum of **6 credits** towards a QCE. The table below summarises Preparatory course options.

**Table 2: Studies in the Preparatory category**

Course	Set standard	Credits <sup>4</sup>
A maximum of <b>6 credits</b> can contribute		
VET Certificate I qualifications	Certificate I completed	for each qualification of : <ul style="list-style-type: none"> <li>• 199 nominal hours or less .....2</li> <li>• 200 nominal hours or more.....3 (max. of 2 qualifications can count)</li> </ul>
Employment skills development programs approved under the <b>Vocational Education, Training and Employment Act 2000</b>	Course completed and requirements met	.....2 (max. of 1 program can count)
<b>Literacy: A short course senior syllabus 2010</b> <b>Numeracy: A short course senior syllabus 2010</b>	At least a Sound Level of Achievement	per course.....1
Recognised studies categorised as Preparatory learning, which may include: <ul style="list-style-type: none"> <li>• Re-engagement programs</li> </ul>	Agreed standard  Course completed and requirements met	as recognised by QCAA  .....2 (max. of 1 program can count)

#### 3.3.1 Quality assurance requirements for short courses

Schools offering short courses are required to undertake the following quality assurance processes:

- complete a study plan — the school is required to write a study plan before the implementation of the program. It is not necessary to submit the plan to QCAA, but it must be available for internal and external reviews
- retain one sample student folio from each short course for each cohort to which it is offered, for internal and external reviews
- annotate the sample student folios to identify how the evidence in the responses demonstrates the qualities of Sound Achievement in that particular short course.

##### On the web

- See QCAA's **QCE recognised studies** webpage for an up-to date list of recognised studies: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).
- The QCAA's handbook *Quality assurance of Authority-registered subjects and short courses* outlines the quality assurance processes that schools offering short courses are required to undertake.  
It is available from the QCAA's **Moderation handbooks** webpage: [www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html).

<sup>4</sup> Credits allocated for partially completed studies are detailed in Section 4.1.

## 3.4 Enrichment courses of study

Enrichment courses of study are generally, although not exclusively, offered by organisations other than those offering Core or Preparatory courses of study.

In addition to VET qualification certificates, the QCAA recognises some accredited non-qualification VET courses, provided they meet specific conditions.

A maximum of **8 credits** from Enrichment courses can contribute towards the QCE. The following table summarises Enrichment course options.

**Table 3: Studies in the Enrichment category**

Course	Set standard	Credits <sup>5</sup>
A maximum of <b>8 credits</b> can contribute		
Authority extension subjects <sup>6</sup>	At least a Sound Level of Achievement	per subject .....2
<i>Career Development: A short course senior syllabus 2010</i>	At least a Sound Level of Achievement	.....1
Recognised studies categorised as Enrichment learning, which may include:	Agreed standard	as recognised by QCAA
• Specified awards and certificates	Agreed standard	as recognised by QCAA
• Learning projects <sup>7</sup> : Workplace, Community, Self-directed	Satisfactory	.....1
• Specified school-based courses (non-QCAA)	Pass grade as defined by the recognised course	as recognised by QCAA
• Specified structured workplace and community learning programs	Agreed standard	as recognised by QCAA

### On the web

- See QCAA's **QCE recognised studies** webpage for an up-to date list of recognised studies: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).
- Credits assigned to VET Certificates can be checked through the QCE planner on the home page of the **Student Connect** website: <https://studentconnect.qcaa.qld.edu.au>.

<sup>5</sup> Credits allocated for partially completed studies are detailed in Section 4.1.

<sup>6</sup> Current subjects available are English Extension 2011, French Extension 2009, German Extension 2009, Indonesian Extension 2009 and Music Extension 2008

<sup>7</sup> See Section 3.8 for information on learning projects

## 3.5 Advanced courses of study

Advanced courses of study go beyond the scope and depth of what is considered senior schooling. They must be undertaken while the student is enrolled at a school to contribute towards the award of a QCE.

A maximum of **8 credits** from Advanced courses can contribute towards the QCE. The following table summarises Advanced course options.

**Table 4: Studies in the Advanced category**

Course	Set standard	Credits <sup>8</sup>
A maximum of <b>8 credits</b> can contribute		
One- or two-semester university subjects completed by a young person as part of a school program	Pass grade	one-semester subject.....2 two-semester subject .....4
VET Diplomas or Advanced Diploma courses undertaken by a person while enrolled at a school	Competencies demonstrated	.....up to 8 (1 per competency)
Recognised studies categorised as Advanced learning, including specified studies in categories: <ul style="list-style-type: none"> <li>• awards and certificates</li> <li>• international learning programs</li> <li>• structured workplace and community learning programs</li> <li>• school-based courses (non-QCAA)</li> </ul>	Agreed standard	as recognised by QCAA

These courses are generally separate subjects to Authority and Authority-registered subjects.

### 3.5.1 University subjects and VET courses

A university subject taken in conjunction with an Authority or Authority-registered subject for credit towards a QCE should involve additional assessment and significant additional learning to the 55 hours per semester timetabled for QCAA subjects. To gain credit for one- or two-semester university subjects, diplomas or advanced diploma courses in VET, the student must undertake these courses as part of a school program in partnership with a tertiary education institution.

University subjects, higher education institution subjects and diploma or advanced diploma competencies relate to the meanings of these terms under the Australian Qualifications Framework (AQF).

### 3.5.2 Recognised studies in the Advanced category

Since the introduction of the QCE, a number of recognised studies have attained recognition as Advanced studies, as they go beyond what would normally be considered the senior phase of learning, e.g. Grade 8, Associate Diploma or Licentiate Diploma in Music. These recognised studies do not need to be part of a school program to attract credit towards a QCE.

#### On the web

- See QCAA's **QCE recognised studies** webpage for an up-to date list of recognised studies: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).
- Read more on the **Australian Qualifications Framework (AQF)** website: [www.aqf.edu.au](http://www.aqf.edu.au).

<sup>8</sup> Credits allocated for partially completed studies are detailed in Section 4.1.



## 3.6 Literacy and numeracy requirements

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy.

The table below lists options for meeting those requirements.

**Table 5: Options for meeting QCE literacy and numeracy requirements**

Literacy	Numeracy
Students can meet QCE literacy requirements by satisfying any one of these options:	Students can meet QCE numeracy requirements by satisfying any one of these options:
<p>At least a Sound Level of Achievement in one semester of one of these subjects<sup>9</sup>:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• English Extension</li> <li>• English Communication</li> <li>• English for ESL Learners.</li> </ul> <p>A student may exit the subject:</p> <ul style="list-style-type: none"> <li>• after 1, 2, 3 or 4 semesters with at least a Sound Level of Achievement</li> <li>• with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester (see Section 4.4)</li> </ul>	<p>At least a Sound Level of Achievement in one semester of one of these subjects<sup>9</sup>:</p> <ul style="list-style-type: none"> <li>• Mathematics A</li> <li>• Mathematics B</li> <li>• Mathematics C</li> <li>• Prevocational Mathematics.</li> </ul> <p>A student may exit the subject:</p> <ul style="list-style-type: none"> <li>• after 1, 2, 3 or 4 semesters with at least a Sound Level of Achievement</li> <li>• with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester (see Section 4.4)</li> </ul>
At least a Sound Level of Achievement in English assessed by a Senior External Examination	At least a Sound Level of Achievement in Mathematics A or Mathematics B assessed by a Senior External Examination
At least a Sound Level of Achievement in the short course in literacy developed by the QCAA	At least a Sound Level of Achievement in the short course in numeracy developed by the QCAA
Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
At least a Pass grade in a literacy course recognised by the QCAA <sup>10</sup>	At least a Pass grade in a numeracy course recognised by the QCAA <sup>10</sup>
At least a C on the Queensland Core Skills Test	At least a C on the Queensland Core Skills Test
<p>At least a 4 for an International Baccalaureate (IB) examination in Language A English Language and Literature (SL or HL) or Language A English Literature (SL or HL)</p> <p>A student may exit the subject with a 3, having achieved a grade of 4 or higher for the internal assessment component (see Section 4.4)</p>	<p>At least a 4 for an International Baccalaureate (IB) examination in Mathematics (SL or HL) or Mathematical Studies (SL)</p> <p>A student may exit the subject with a 3, having achieved a grade of 4 or higher for the internal assessment component (see Section 4.4)</p>

## 3.7 Recognised studies

The QCAA recognises courses of study that may contribute to a QCE. When a course of study is recognised, it can be classified as Preparatory, Core, Enrichment or Advanced categories of

<sup>9</sup> The subjects Functional English and Functional Mathematics do *not* meet literacy and numeracy requirements.

<sup>10</sup> See QCAA's QCE recognised studies webpage for an up-to date list of the recognised studies that contribute towards the literacy or numeracy requirement: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).

learning, and can contribute a range of credits to the QCE. Courses that may be recognised include:

- international learning programs
- awards and certificates
- non-QCAA school-based courses
- courses developed by other organisations and schools
- structured workplace and community learning.

### 3.7.1 Criteria for recognised studies

Owners of courses of study (or their authorised agents) may apply for their courses to be recognised by the QCAA. Courses submitted for recognition must meet QCAA criteria and standards. They should generally:

- describe learning opportunities that in the opinion of the QCAA are of senior secondary standard and enhance further learning, employment or community engagement
- include details about:
  - what learning experiences the learner will undertake
  - what evidence of achievement is required
  - the processes and principles used to make reasonable, accountable and transparent decisions about achievement
  - the time component for completion of the course
- comply with legislative requirements.

[Appendix 3: Criteria for recognition of studies](#) describes the criteria developed by the QCAA to decide whether studies are recognised.

### 3.7.2 List of QCE recognised studies

The QCAA's [List of QCE recognised studies](#) gives details of providers and their recognised studies. The list is broken into the following categories:

- Awards and certificates
- Business and IT
- International learning programs
- Lifeskills
- School-based courses (non-QCAA)
- Sport
- Structured community learning
- Structured workplace learning
- Tertiary study.

For each learning provider, the following details are published:

- provider name and contact details
- possible levels of achievements
- recognition date
- for each recognised study from that provider:

- name of study
- category of learning
- required standard for credit to the QCE
- credits allocated
- review date.

### Course recognition dates for reporting of student results

Results from recognised studies can only be reported if the results are awarded **after** the recognition date.

For example, the Duke of Edinburgh's Award was recognised by the QCAA on 20 June 2007. It contributes towards the award of a QCE in the Enrichment category for young people receiving the award *after* the recognition date.

#### On the web

- The QCAA's **QCE recognised studies** webpage provides information on how learning providers can apply for course recognition, an up-to-date list of recognised studies and their details, and resources for organisations: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).
- The Duke of Edinburgh's Award appears in the list in the **Lifeskills** category.

## 3.8 Learning projects

As part of their QCE, students can design and undertake a **learning project** — an independent and unique short program of learning that is separate from any established school, training or other educational program.

A learning project is classified as an **Enrichment** course of study for the QCE. A successfully completed learning project contributes one credit towards the QCE.

Learning projects are initiated and developed by the learner and must be approved in advance by the QCAA before implementation. They allow learners to develop employability or lifelong learning skills in one of three contexts: Community, Self-directed and Workplace.

### 3.8.1 Community learning projects

Communities are defined in many ways, ranging from geographical locations to common interests, cultural backgrounds or activities. To undertake a community learning project, the learner needs to be a member or volunteer of the community group that will provide the context for the project. Community groups could include clubs, churches, associations and service organisations; however, for the purposes of a community learning project, communities do not include school-based or workplace settings.

### 3.8.2 Self-directed learning projects

A self-directed learning project is an independent study or investigation of an area of interest that provides access to the required new knowledge. The choice of study could be inspired by a state or national competition, a challenging interest or hobby, or a topic in a school subject that the learner wants to explore in more detail.

There is no specified location for a self-directed learning project, although the learner's main learning provider would most likely be the base.

### 3.8.3 Workplace learning projects

Workplaces include all non-school-based locations that may involve working for a person, a company, a business, an association, a local authority or any other body able to provide work opportunities. To undertake a workplace learning project, the learner will need to be employed in a workplace that will provide the context for the learning project.

#### On the web

Detailed information and forms for initiating and developing a learning project are available on the QCAA's **QCE Learning projects** webpage, at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

### 3.8.4 Employability and lifelong learning skills

A learning project must provide the learner with the opportunity to show employability and lifelong learning skills.

Each type of project has a specific set of skills that must be demonstrated. The table below shows the skills that must be demonstrated in each of the three types of learning projects.

Table 6: Learning project skill sets

Employability and lifelong learning skills		Community	Self-directed	Workplace
<b>Capacity to work and learn independently</b>	Understand and apply new knowledge and information.	✓	✓	✗
<b>Communication</b>	Communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression.	✓	✓	✓
<b>Initiative and enterprise</b>	Be resourceful in seeking and applying knowledge, information and the translation of ideas into actions, in ways that contribute to innovative outcomes.	✓	✓	✓
<b>Planning and organising</b>	Plan and organise one's own work activities; make good use of time and resources; sort out priorities and monitor performance; set goals; locate, sift and sort information in order to select what is required and present it in a useful way; manage time and priorities; be resourceful.	✓	✓	✓
<b>Problem solving</b>	Apply problem-solving strategies in purposeful ways to achieve an outcome in situations where the problems and solutions are evident as well as in new or creative ways.	✓	✓	✓
<b>Self-management</b>	Manage workload, effort and develop strategies for time management so that tasks are completed within the required timeframe and to the necessary standard.	✓	✓	✓
<b>Teamwork</b>	Interact effectively with others one-to-one and in groups, understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.	✓	✗	✓
<b>Technology</b>	Apply technology and/or operate equipment to manage routine or non-routine tasks more effectively.	✓	✓	✓

### 3.8.5 Developing a learning project proposal

Learners initiate and develop learning projects. The learner then seeks support of a sponsor and mentor and prepares the *Learning project proposal* form. The sponsor submits this to the QCAA.

A learning project must be approved in advance by the QCAA before implementation. The learning project proposal may be submitted at any time, provided that sufficient time has been allowed for the learning project to be approved, undertaken and validated before the issue of the QCE in the year the learner exits Year 12.

### 3.8.6 Evidence of learning

**Evidence** is the record of the learning from the project and, in particular, the demonstrated employability and lifelong learning skills throughout the project. Evidence is recorded in Part B of the *Learning project evidence* form, the learning log.

Evidence of learning must be submitted within 18 months of approval, and by the last day of Term 3 in the year the learner intends to receive their QCE.

Information about completing the learning log is found in the guide, *Collecting and recording evidence in the learning log*.

### 3.8.7 Amending an approved learning project

If a learning project needs to be amended, the learner must:

- apply to the QCAA in writing
- submit an amended learning project proposal that highlights the changes
- provide a copy of the original approved learning project
- give an explanation for changing the learning project.

The amended learning project proposal must be approved before implementation by the learner. If implementation of the original learning project has already begun, then:

- the combined implementation of the approved and amended learning project must not be less than 40 hours
- implementation of the amended learning project must be no less than 30 hours.

### 3.8.8 Re-engagement strategy

A learning project can be used as part of a strategy for re-engagement of a learner who is disengaged or at risk of disengagement. The decision to initiate and implement a learning project rests with the sponsor, in consultation with the learner, their parents and work experience providers (if relevant). Such decisions must be in accordance with the *Education (Work Experience) Act 1996* (Qld).

In this situation, the sponsor is deemed to be the provider, and the learning project result will be attributed to the sponsor. This means that each learning project type (Workplace, Community or Self-directed) can be used only once for each learner as a re-engagement strategy. The learning project requirements are otherwise unchanged by use of this option.

#### On the web

Detailed information and forms for initiating and developing a learning project are available on the QCAA's **QCE Learning projects** webpage, at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

### 3.8.9 Appeals

If a learner wishes to appeal a decision made by the QCAA, they must write to the Chief Executive Officer of the QCAA requesting a review of the decision. The learner should discuss this option with their mentor and sponsor before making a request.

The Chief Executive Officer  
Queensland Curriculum and Assessment Authority  
PO Box 307  
Spring Hill QLD 4004  
Fax: (07) 3221 2553

Applications to recommence a learning project must be made no later than 12 months after the learning project has been suspended or discontinued. For learning projects to be included on the Senior Statement, they must be submitted before the end of Term 3, Year 12.

**Note:** The QCAA policy on special provisions relates to school-based assessment of courses of study based on Authority or Authority-registered (SAS) syllabuses. Learning projects are not based on Authority or Authority-registered syllabuses; therefore the policy does not apply.

### 3.8.10 Roles and responsibilities for learning projects

This section details the roles and responsibilities:

- of the QCAA delegate
- when planning a learning project that involves Aboriginal and Torres Strait Islander knowledge or culture
- when planning a learning project that involves the use of animals.

#### On the web

QCAA's *Learning projects handbook* outlines role and responsibilities for the learner, mentor, sponsor and community organisation or employer.

See the QCAA's **QCE Learning projects** webpage, at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

### QCAA delegate

The QCAA delegate is a person recruited, trained and credentialed by the QCAA to:

- appraise learning project proposals
- recommend learning project proposals to the QCAA for approval
- provide specific advice about unsuccessful learning project proposals
- review the learning project evidence submitted by the learner at the completion of their learning project
- validate the evidence and recommend approval of the successful completion or provide specific advice about insufficient evidence to support the learning project
- report the result for a completed learning project to the QCAA.

### Aboriginal and Torres Strait Islander perspectives

When planning a learning project that involves Aboriginal peoples and/or Torres Strait Islander peoples, knowledges or cultures, consideration needs to be given to: understanding and following community protocols; conscious examination of the ethics of various practices; and cultural rites, responsibilities and sensitivities. Learners have a responsibility to consider the roles and

relationships between themselves and Aboriginal peoples and Torres Strait Islander peoples and their communities.

Assistance should be sought from local Aboriginal and/or Torres Strait Islander community members or education workers in both planning and undertaking the learning project. The learner may need this assistance to ensure that appropriate processes are followed.

Learners need to identify areas that may need special consideration within the learning project, and be aware of how their learning projects may impact on Aboriginal peoples and/or Torres Strait Islander peoples. The following guidelines may help.

### **Collaboration and consultation**

Learners should understand that Aboriginal knowledges and Torres Strait Islander knowledges are diverse, and local communities are the custodians of their unique knowledges. Some knowledge may not be able to be shared in a public domain.

Consulting with local community provides insight into one of the many Aboriginal and Torres Strait Islander cultural groups within Australia. Projects considering local community knowledge should be developed in collaboration with the local community to ensure that the project has mutual benefits for both the student and the community. Consultative processes that engage Aboriginal peoples and Torres Strait Islander peoples before, during and after the learning project enable negotiation and protection of local knowledges.

### **Copyright and intellectual property**

Students should understand that some Aboriginal knowledge and/or Torres Strait Islander knowledge is shared community knowledge, and protocols exist within communities to protect this knowledge and associated cultural practices. During consultation and collaboration, students should define the purpose, intent and outcomes of the project. In some instances, particularly in public display of community research, students will need to negotiate the copyright and intellectual property rights afforded to the student and those of the community.

Regardless of the outcome, it is imperative that Aboriginal peoples' and/or Torres Strait Islander peoples' involvement within a learning project is acknowledged, particularly in publicly available products. Where community knowledge is shared knowledge, the language group of origin should be recognised. Identifying key contacts or representatives who have the right to share community knowledge is an important part of developing a learning project. For larger projects, or projects with a commercial component, contractual agreements may need to be made by both parties.

### **Cultural rites, responsibilities and sensitivity**

Students should understand that projects involving Aboriginal peoples and/or Torres Strait Islander peoples require mutual obligation and shared responsibility. Awareness of sensitive issues and cultural rites relevant to knowledge and passing down of knowledge assists in maintaining a long-lasting relationship.

It is important to recognise that Aboriginal peoples and Torres Strait Islander peoples have the right both to protect knowledge and to share knowledge. Some knowledge is shared in the community and other knowledge is the responsibility of specific people in the community. One person may have specific rights to one type of knowledge, whereas other people will be the keepers of other types of knowledge.

Some knowledge within Aboriginal communities and Torres Strait Islander communities should be recognised, but not discussed or shared in a public domain. Learners need to be aware of and show sensitivity to these knowledges and cultural practices.

The teaching of culture is the responsibility of Aboriginal peoples and Torres Strait Islander peoples only. However, as circumstances may arise in their learning project in which it is



necessary to adhere to the protocols surrounding one (or more) of these cultural practices, learners need to be aware of these sensitive areas.

Due to the diversity within and between Aboriginal cultures and Torres Strait Islander cultures, protocols will vary. Learners are encouraged to be aware of the sensitivity surrounding working with these knowledges and following community protocols. It is vital that students consult with appropriate local Aboriginal and/or Torres Strait Islander community members to discuss any matters that arise.

Aboriginal and/or Torres Strait Islander education workers within schools, districts, dioceses or regions can assist and support learners who are considering a learning project that incorporates Aboriginal and/or Torres Strait Islander knowledges or cultures.

## Animal welfare

If a learning project involves the use of animals, then the learner must ensure their project addresses the requirements of the:

- *Animal Care and Protection Act 2001* (Qld)
- guidelines set down by the Queensland Schools Animal Ethics Committee (QSAEC).

The use of animals is governed primarily by the *Animal Care and Protection Act*. The purposes of this Act are to:

- promote the responsible care and use of animals
- provide standards for the care and use of animals that:
  - achieve a reasonable balance between the welfare of animals and the interests of persons whose livelihood is dependent on animals
  - allow for the effect of advancements in scientific knowledge about animal biology and changes in community expectations about practices involving animals
  - protect animals from unjustifiable, unnecessary or unreasonable pain
- ensure the use of animals for scientific purposes is accountable, open and responsible.

The duty of care provision is contained in Section 17 of the Act. This states that a person in charge of an animal owes a duty of care to that animal. The duty of care applies only to 'a person in charge of an animal'. The Act clarifies this by defining a 'person in charge' as a person who:

- owns or has a lease, licence or other proprietary interest in the animal, or
- has the custody of the animal (which includes the care or control of the animal), or
- employs, or engages someone else who has custody of the animal and the custody is within the scope of the employment or engagement.

The guidelines promote the principles of:

- reduction (keeping animal numbers to a minimum)
- refinement (carefully designing field work to keep animal numbers to a minimum)
- replacement (using non-animal alternatives such as models or computer simulations).

### On the web

- *Animal Care and Protection Act 2001*: [www.legislation.qld.gov.au/Acts\\_SLs/Acts\\_SL\\_A.htm](http://www.legislation.qld.gov.au/Acts_SLs/Acts_SL_A.htm).
- Queensland Schools Animal Ethics Committee (QSAEC) guidelines: <http://education.qld.gov.au/curriculum/area/science/qsaec.html>.

# 4 General credit procedures

The procedures outlined in this section can apply to any student studying towards a QCE.

Procedures specific to transfer students are covered in the Section 5: [Credit transfer procedures](#).

See Section 7: [QCE eligibility scenarios](#) for scenarios which demonstrate the use of general credit procedures for eligibility for a QCE.

## List of general credit procedures

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### On the web

All QCAA application forms referenced in this section are available from the QCAA's **Queensland Certificate of Education (QCE) forms** webpage:

<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/forms>.

## 4.1 Awarding credit for partially completed studies

The table below details how results for partial completion of courses are credited.

In all cases, including recognised international learning programs, the QCAA will determine the conditions, the amount of learning and required standard a person must satisfy to partially complete a study.

**Table 7: Credit allocations for partially completed courses**

Course of study	Determining credit for partial completion
<b>Core</b>	
Authority subjects or Authority-registered subjects derived from a Subject Area Syllabus	<b>1 credit</b> will be awarded for each semester completed with at least a Sound Level of Achievement at exit
VET qualifications — Certificate II (including traineeships)	Based on the percentage of competencies (25%, 50% or 75%) completed ( <b>1, 2 or 3 credits</b> respectively)
VET qualifications — Certificate III, IV (including traineeships)	Based on the percentage of competencies (25%, 50% or 75%) completed Note that some VET Certificate III and IV qualifications (i.e. exempt Certificate III or IV qualifications) attract fewer than <b>8 credits</b>
A school-based apprenticeship	Completion of at least 25% of the competencies associated with the VET qualification, the off-the-job component, contributes <b>2 credits</b> , unless the qualification is one of the exempt qualifications. <sup>11</sup> In the case of exempt Certificate III or IV qualifications, completion of at least 25% of the associated VET Certificate qualification contributes <b>1 credit</b> . Satisfactory participation in the on-the-job component of a school-based apprenticeship (50 days <sup>12</sup> in each 12-month period) contributes <b>4 credits</b> towards a QCE. <sup>13</sup>
A recognised international learning program	The standard required is a pass or its equivalent for each component reported by the school at exit from the program. Credits are assigned at the component level. A maximum of <b>1 credit</b> per semester per component for up to three semesters is possible.
Studies that can contribute to overseas QCE-equivalent qualifications	The standard required is a pass or equivalent in at least one semester of a full time program of study reported by the school at exit from the program. Credits are assigned at the program level (i.e. the study load of a full time student). A maximum of <b>6 credits</b> per semester, for up to three semesters is possible.

<sup>11</sup> The limits to training allowable in a school-based apprenticeship can be found in the document [Guide to school-based apprenticeships and training](#).

<sup>12</sup> Electrotechnology Industry requires 80 days per calendar year.

<sup>13</sup> Data for the on-the-job component of school-based apprenticeships is supplied by Department of Education and Training (DET). Days are pro-rata across the school year. If a student completes more or less than the pro-rata days they should provide their local DET office with evidence (e.g. payslips) in order to determine the credits awarded.

Course of study	Determining credit for partial completion
Studies that can contribute to Australian QCE-equivalent qualifications	The standard required is a pass or equivalent in at least one semester for each component reported by the school at exit from the program. Credits are assigned at the component level. A maximum of <b>1 credit</b> per semester per component for up to three semesters is possible.
<b>Preparatory</b>	
All Preparatory courses	No credit for partial completion
<b>Advanced</b>	
One- or two-semester university subjects	No credit for partial completion
Diplomas or advanced diplomas	1 credit per completed unit of competency classified at AQF level 5 or above <sup>14</sup>
<b>Enrichment</b>	
Authority extension subjects	If the student exits the course with a Sound Level of Achievement or higher, 1 credit will be awarded for each semester completed
Learning projects	No credit for partial completion
Recognised learning programs	No credit for partial completion
Recognised certificates and awards	No credit for partial completion

#### 4.1.1 Making judgments on partially completed studies

School principals may apply the QCAA policy *Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects* — for students who do not participate sufficiently in an Authority or Authority-registered subject to enable judgments for a full four semesters.

##### On the web

The policy *Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects* is described in the QCAA's handbook *A–Z of Senior Moderation*. See QCAA's **Moderation handbooks** webpage: [www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html).

<sup>14</sup> A person cannot receive credit for completed units of competency classified at AQF levels 1–4 that are undertaken as part of a diploma or advanced diploma qualification. This clarification will be enforced from 2016.

## 4.2 Relaxation of completed Core requirement

### 4.2.1 The completed Core requirement

To be awarded a QCE, a minimum of 12 credits must come from completed Core courses of study. At least 1 credit must come from Core studies while enrolled at a Queensland school (see Section 3.1: [Eligibility for a QCE](#)).

Students undertaking a senior course of study entirely in Queensland may meet the completed Core requirement in various ways. For example, by successfully completing:

- three Authority or Authority-registered subjects over four semesters
- a VET Certificate II course and two Authority or Authority-registered subjects
- a VET Certificate III course (that contributes 8 credits) and one Authority or Authority-registered subject.

### 4.2.2 Relaxation of completed Core for transfer students

Students transferring from interstate or overseas will, in many cases, be unable to meet the completed Core requirement. Also, in exceptional circumstances, students who transfer from one Queensland learning provider to another may not be able to meet the completed Core requirement. These students may apply for a relaxation of this requirement.

When similar studies are undertaken interstate/overseas and then in Queensland, relaxation may be granted, provided that final achievements demonstrate the depth and continuity intended by the completed Core requirement for a QCE.

The similar studies considered for the relaxation of the completed Core requirement and the award of a QCE must include at least 1 credit from a course undertaken in Queensland.

As a guiding principle, to be awarded a QCE, a student transferring from interstate or overseas needs to have completed at least their final semester of senior schooling in Queensland.

### 4.2.3 Relaxation of completed Core for students when changing English and Mathematics subjects

A relaxation of the completed Core requirement may apply to any student changing between Mathematics subjects or between English subjects, dependent on certain conditions being met. To be eligible, a student must:

- exit the original subject after completing Semester 1 and/or 2 of that four-semester Authority or Authority-registered subject
- achieve a minimum result of Limited Level of Achievement in the original subject
- achieve a minimum result of Sound Level of Achievement in the final subject
- attain at least 12 credits from Core courses.

#### Relaxation of completed Core — no application required

For the following subject changes, a relaxation of the completed Core requirement will be applied automatically in the SLIMS system and no application is necessary:

- Authority Mathematics B to Mathematics A
- Authority Mathematics A to Authority-registered Prevocational Mathematics
- Authority Mathematics B to Authority-registered Prevocational Mathematics
- Authority English to Authority-registered English Communication.

## Relaxation of completed Core — application required

Some students have followed a program of study incorporating other changes within the ranges of Mathematics and English subjects. There are situations where these changes may be used to meet the completed Core requirement, but are not automatically detected in SLIMS (e.g. Prevocational Mathematics to Mathematics A; English communication to English).

In these cases, schools apply to the QCAA using the [appropriate form for credit transfer and/or relaxation of the completed Core](#) at the time the student changes subjects.

If the first one or two semesters of a Mathematics and/or English subject exited at a Limited Level of Achievement are used for the completed Core requirement, they cannot also be used as conceded semesters towards the award of a QCE.

### 4.2.4 QCAA processing of relaxation of completed Core

The QCAA keeps a register of students granted relaxation from the completed Core requirement. When results are finalised, the QCAA will manually intervene to allow a student to be awarded a QCE where the relaxation granted is the only requirement that prevents the award of a QCE.

## 4.3 Use of conceded semesters for QCE eligibility

A student who has 18 or 19 credits may be awarded a QCE even though they have not achieved 20 credits. Up to two semesters of incomplete four-semester Authority and Authority-registered subjects at Limited Level of Achievement can be conceded towards the award of a QCE, if needed, providing the student has exited the subject/s after completing Semester 1 and/or 2.

To be eligible for conceded semesters, a student must have:

- obtained 12 credits from completed Core courses
- met the literacy requirement
- met the numeracy requirement
- exited the subject after completing Semester 1 and/or 2 of a four-semester Authority or Authority-registered subject
- achieved a minimum result of Limited Achievement for the exited subject.

SLIMS will automatically search for conceded semesters, if needed. Learning providers do not need to apply for the use of conceded semesters on behalf of students.

If Semesters 1 and/or 2 of a four-semester Mathematics and/or English subject are used for a relaxation of the completed Core requirement, they cannot also be used as conceded semesters towards the award of a QCE.

See Section 7: [QCE eligibility scenarios](#) for scenarios using conceded semesters for eligibility for a QCE.

## 4.4 Meeting literacy and numeracy requirements using a notional Sound or equivalent

A *notional Sound* is a standard for a single semester of a subject determined by a provider of Authority or Authority-registered subjects using the exit standard descriptors of the subject as a guide.

[Table 5: Options for meeting QCE literacy and numeracy requirements](#) lists the subjects that can be used to meet literacy and requirements with a notional Sound. Even if a student exits one of these subjects with a Limited or Very Limited Level of Achievement, literacy or numeracy requirements are deemed to have been met if a single semester is assessed as *notional Sound*.

### 4.4.1 Determining a notional Sound

When making a decision about whether the requirements for a notional Sound have been reached in a single semester, a similar approach to that employed for [atypical folios](#) is used. The learning provider will:

- use the student's folio of work from a particular semester, along with any other relevant information, to make a decision
- use the exit standard descriptors as a guide, while considering the opportunities that have been presented to the student in that particular semester. In a single semester, students will not have been given opportunities to demonstrate all aspects of the exit standards descriptors to the same depth or degree as a student who has studied four semesters, nor will the single semester folio contain all of the evidence normally provided for monitoring or verification
- decide whether the requirements for a notional Sound have been reached — if the learning provider determines the student has demonstrated a Sound Level of Achievement or above in a semester they have met the literacy or numeracy requirement, whichever is applicable, for awarding the QCE
- report the notional Sound for literacy or numeracy through the Registration and Banking System (RABS) of SLIMS.

#### Notes:

- For most students, the school should determine eligibility for notional Sound after Verification.
- For students who exit the subject or the school with a Limited or Very Limited Achievement, the school should review folios of evidence in eligible subjects and record a notional Sound in SLIMS if they meet requirements.
- For students who transfer from one Queensland school to another having already gained a provisional Sound Achievement or higher in an English or Mathematics subject after at least one semester, the transferring school may wish to record a notional Sound in SLIMS if they believe that the student is at risk of achieving only a Limited or Very Limited at exit at a new school.
- Only the current main learning provider can record a notional Sound. Transferring schools should record a notional Sound while the student is still enrolled. The receiving school is only able to record a notional Sound for enrolments at that school.

### 4.4.2 Quality assurance requirements

For each year that a learning provider determines a notional Sound in a course in order for students to meet QCE literacy and/or numeracy requirements, the learning provider is required to undertake procedures to allow quality assurance of the judgments.

All folios used to make judgments on literacy and numeracy requirements based on a single semester of an Authority or Authority-registered subject may be quality assured.

### 4.4.3 International Baccalaureate studies

International Baccalaureate (IB) courses require students to complete internal assessments and external examinations for certification. The internal assessments are externally moderated and may contribute up to 50% of a student's overall subject result.

It is possible for a student to achieve a 'passing' grade of 4 on their internal assessment for an IB subject, but have their overall exit grade reduced by their performance on the external examination. This is not unlike a student exiting an Authority or Authority-registered subject with a Limited Achievement or Very Limited Achievement, having achieved a Sound Achievement in an earlier semester.

The concept of a notional 'pass' has therefore been extended to the following IB subjects:

- Language A English Language and Literature (Standard Level and Higher Level)
- Language A English Literature (Standard Level and Higher Level)
- Mathematics (Standard Level and Higher Level)
- Mathematical Studies (Standard Level).

Students who exit with a grade of 3 or lower in these subjects, having achieved a grade of 4 or higher on their internal assessments, are considered to have met the literacy or numeracy requirement.

Learning providers must retain the evidence of the confirmed internal assessment result provided by the IB Organisation.

The procedure for recording a notional 'pass' in the above IB subjects is the same for Authority and Authority-registered subjects. Schools are therefore required to enter the notional 'pass' in SLIMS once it has been confirmed by the IB Organisation.

#### On the web

- The QCAA's handbook *A–Z of Senior Moderation* has further information on atypical folios.
- The QCAA's handbook *Quality assurance of Authority-registered subjects and short courses* outlines the quality assurance processes that learning providers are required to undertake.

See the QCAA's **Moderation handbooks** webpage: [www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html).



# 5 Credit transfer procedures

Credit transfer procedures apply when students move from one learning provider to another part way through their senior schooling, having started studies which may be recorded in their learning account and contribute towards the QCE.

Students may also have partially completed studies that cannot be credited. However, they should inform their new learning provider about these, so judgments can be made about continuing studies.

In these situations, students use the [application forms on the QCAA website](#).

All credit transfer procedures are designed to ensure students are not unnecessarily disadvantaged by the transfer.

A range of credit transfer scenarios demonstrating use of these procedures are presented in Section 8: [Credit transfer scenarios](#).

## List of credit transfer procedures

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### On the web

All QCAA application forms referenced in this section are available from the QCAA's **Queensland Certificate of Education (QCE) forms** webpage:

<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/forms>.

## 5.1 Enrolling Queensland transfer students

A student who transfers from a learning provider within Queensland will already have a learning account in which completed semesters of study may be recorded.

Queensland transfer students should choose sufficient subjects that are identical to their previous studies to meet the completed Core requirement. Some Queensland transfer students are unable to continue sufficient subjects to meet the requirement of 12 credits from completed Core courses. In these cases, choice of subjects at the receiving school is important. If they are unable to continue sufficient subjects to meet the completed Core requirement, they should choose subjects closely aligned to previous studies and apply for relaxation of the completed Core requirement.

When a student cancels or transfers enrolment in an Authority or Authority-registered subject, the learning provider must give a provisional result for all completed semesters of work. If the student does not continue studies in that subject, the provisional result becomes the exit result. If the student continues studies in the subject, the result given by the learning provider where they complete the course supersedes their provisional result.

### 5.1.1 Procedures

#### Previous learning provider

- Ends enrolment in studied courses.
- Finalises and stores student exit folios in the event they should be requested.
- Checks semesters attended and enters exit date and provisional results into the Student Data Capture System (SDCS).
- Schools offering IB studies should provide an exit report.
- Upon request from the receiving learning provider, generates Form S1 through SDCS.

#### Receiving learning provider

- Contacts previous learning provider and requests *Form S1* and student exit folios, should the receiving learning provider believe exit folios are necessary to verify provisional results.
- Checks learning account via SLIMS and takes previous courses of study into account when negotiating the new learning program.
- Enrols student in a suitable course of study, considering continuity for the QCE completed Core requirement and, if necessary, distributes exit folios to appropriate subject coordinators to selectively update.
- If a student transferring intrastate is not able to meet the completed Core requirement, the learning provider may apply for a relaxation of this requirement by completing the [Form Q1: Application for relaxation of the completed Core requirement — Queensland students](#).
- Keep copies of all forms on file.

#### QCAA

- On receipt of the *Form S1* and the [Form Q1: Application for relaxation of the completed Core requirement — Queensland students](#), the QCAA sends an acknowledgment notice to both the student and the receiving learning provider.
- After consideration, the QCAA sends advice about whether relaxation of the completed Core requirement has or has not been granted to both the student and the receiving learning provider.

## 5.1.2 Example

A student transferred from School A to School B at the end of Year 11. School B does not offer Economics or Music, the Biology class is already full, and Home Economics is on the same line of the timetable as Geography.

### Implications for the QCE

Because the student has replaced the Social Science and Science subjects with other subjects in the same subject area, both Economics to Geography and Biology to Science 21 could be considered for relaxation of completed Core, although only one is needed.

### Student's program

School A — Initial course of study			School B — Proposed course of study
Subject	Result	Credit	Subject
English	HA	–	English
Mathematics B	SA	–	Mathematics B
Economics	SA	2	Geography
Biology	HA	2	Science 21
Music	SA	2	Business Communication and Technologies
Home Economics	SA	2	Health Education

### Action

The school, on behalf of the student, can apply for relaxation of completed Core requirements using the [Form Q1: Application for relaxation of the completed Core requirement — Queensland students](#).

## 5.2 Enrolling interstate transfer students

A student who moves from interstate needs to be registered and a learning account opened.

Students who transfer from interstate and commence studies in the senior phase of learning in Queensland may seek to obtain credit for their previously completed or partially completed study.

With advice from the receiving school, the interstate transfer student should choose their subjects carefully so that they will have sufficient subjects that are closely aligned with the subjects studied at the previous school. The student needs to have three subjects similar to those studied in the previous school so that they can be granted relaxation of completed Core.

**Note:** If significant time has passed between completion or part-completion of their previous studies and commencement of Queensland studies, credit may not be approved. The first banking period for these students to achieve a QCE ends at the same time as it would had the student commenced all senior studies with a Queensland learning provider at the normal time.

## 5.2.1 Procedures

### Receiving learning provider

- Enrols student and registers the student with the QCAA for a learning account. Ensures the student is aware of the QCAA policy and procedures for credit transfer and relaxation of completed Core.
- Completes the [Form Q2: Application for credit transfer and relaxation of the completed Core requirement — Interstate students](#).
- Where appropriate, verifies authenticity of any copies of interstate reports or official certification of results for any senior secondary school studies (Years 11 or 12), completed or partially completed, and completes the Principal's Declaration.
- Submits application to the QCAA.
- Retains a copy of any documents or reports used to substantiate the claim for credit transfer of interstate studies.
- For Overall Position (OP) purposes, the receiving school may grant concessional units for Authority Subjects and report these through SDCS.

### QCAA

- On receipt of the form, the QCAA sends an acknowledgment notice to both the student and the receiving learning provider.
- After consideration, the QCAA sends advice about whether relaxation of the completed Core requirement has or has not been granted and credit granted for recognised studies.
- The QCAA enters interstate subjects and results into the student's learning account.

## 5.3 Recording interstate VET

Interstate VET providers registered in Queensland are obliged to report the learning of Queensland students through the Department of Education and Training (DET).

Students transferring to Queensland who seek to have partial or fully completed interstate VET studies contribute to their QCE need to apply by following the steps below.

### 5.3.1 Procedures

#### Student or parent or carer

- Completes the [Form Q5: Application for recording studies](#).
- Attaches authenticated copies of original interstate vocational education and training (VET) qualification/s, and an accompanying list of competencies achieved.
- Submits application to the QCAA.

#### Receiving learning provider

- If requested by the student, verifies authenticity of any copies of interstate reports or official certification of results for any VET certificates either partially or fully completed.

#### QCAA

- On receipt of the form and authenticated copies of interstate vocational education and training (VET) qualifications and accompanying list of competencies achieved, the QCAA:
  - enters these results into the student's learning account
  - sends a confirmation email to students that VET qualification/s have been added to their learning account and the amount of credit earned.

## 5.4 Enrolling overseas transfer students

### 5.4.1 Visa students

*Visa students* are those who live temporarily in Australia under a short-term visa or a similar authority issued by the Australian Government.

**Note:** A visa student is not an Australian citizen (through naturalisation or otherwise) or a permanent resident of Australia; if a student is a permanent resident of Australia (with or without a visa) they are not classed as a visa student for the purposes of tertiary entrance procedures. The student's country of origin or reason for residing in Australia does not determine whether they are classified as a visa student.

The following students may be included in the visa student category:

- scholarship, exchange or government-sponsored students from any overseas country
- children of foreign diplomats
- children of parents who are in Australia as temporary residents (e.g. business people who work in Australia for a limited time and who do not have Australian permanent residency or citizenship)
- private students and students admitted under the full-fee payment scheme.

The academic year in the northern hemisphere differs from that in the southern hemisphere by six months. This creates potential issues for visa students beginning their education in Queensland after Semester 1:

- studies in their previous country may not be deemed to contribute credit towards a QCE
- a student may not be eligible for a QCE at the end of Year 12 if they do not meet the completed Core requirement
- entrance to a university course in their home country may be more difficult if they do not have a QCE
- a student who has not met the completed Core requirement may fail to meet prerequisites (such as four semesters of English) for a preferred university course in Australia
- a student may be granted concessional units of credit for Overall Position (OP) purposes. The school principal is responsible for this decision.

A learning provider must not open a learning account for a student visa holder or give notice to the QCAA of the enrolment of a student visa holder without the visa holder's written agreement. The learner must be made aware that without a learning account, they will not receive a Senior Statement or a Tertiary Entrance Statement. Once permission is obtained and the learning account is opened, procedures for credit transfer apply as for non-visa overseas transfer students.

### 5.4.2 Non-visa students

Non-visa students enrolled with a Queensland learning provider during the senior phase of learning need to be registered for a learning account and may apply for credit for previous studies.

**Note:** The first banking period for these students to achieve a QCE ends at the same time as it would had the student commenced all senior studies with a Queensland learning provider at the normal time.

Students transferring from New Zealand are treated as overseas transfer students. Note that the New Zealand education system comprises 13 years of schooling, Year 13 being comparable to the Queensland Year 12.

### 5.4.3 Procedures

#### Receiving learning provider

- Enrols student and registers with the QCAA for a learning account.
- Ensures the student is made aware of the QCAA credit transfer procedures (see Section 5).
- Completes the [Form Q3: Application for credit transfer and relaxation of the completed Core requirement — Overseas students](#).
- Attaches authenticated copies of original overseas reports or official certification of results.
- Checks student has signed the form.
- Submits the completed application to the QCAA.

#### QCAA

- On receipt of the form, the QCAA sends an acknowledgment notice to both the student and the receiving learning provider.
- After consideration, the QCAA sends advice about whether relaxation of the completed Core requirement and recognition of overseas studies and associated credit has or has not been granted.
- The QCAA enters overseas subjects and results into the student's learning account.

## 5.5 Enrolling students who transfer from IB schools

For students who undertake International Baccalaureate (IB) Diploma Program studies, the QCAA can record results for students who exit an IB subject early and do not sit the IB examination for the subject. The results may be used to contribute credit towards the award of a QCE.

The QCAA can only record results if the students complete a significant amount of course work for an IB subject — at least one semester.

If the student has completed at least one semester of an IB subject then:

- the principal of an IB school can provide, at the time of exit, a result for each subject based on all assessment that is available to date
- the result can be recorded as A to E, using the following table of conversion as a guide.

**Table 8: Converting IB standards of achievements to an A–E scale**

Result code for incomplete studies	Comparable IB standards of achievement
A	7
B	6 or 5
C	4
D	3
E	2 or 1

**Note:** In partially completed studies, a C result is nominally a pass.

- For each partially completed IB subject, a maximum of three semesters of study is possible.
- According to the result code, the QCAA will determine the number of credits for incomplete IB studies, i.e. a C or better, and consider the number of complete semesters of study.

### 5.5.1 IB schools in Queensland

A student who transfers from an authorised IB School within Queensland will already have a learning account in which completed semesters of study can be recorded. Schools are required to report partially completed IB studies by entering the results (A-E) for each student in SDCS. They must also complete the [Form Q1: Application for relaxation of the completed Core requirement — Queensland students](#).

For students transferring from an authorised IB School within Queensland, Section [5.1: Enrolling Queensland transfer students](#) applies.

### 5.5.2 IB schools outside Queensland

A student who transfers from an interstate or overseas authorised IB School and undertakes studies in the senior phase of learning in Queensland may seek to obtain credit for previous partially completed study.

For students transferring from an:

- interstate authorised IB School, Section [5.2: Enrolling interstate transfer students](#) applies.
- overseas authorised IB School, Section [5.4: Enrolling overseas transfer students](#) applies.



## 5.6 Finalising student data when a student leaves a school before the end of Year 12

A student leaving a school may transfer to another school, undertake learning with a non-school provider or embark on full-time employment. It is important that the learning at a school is finalised correctly so that credit is banked and available should the learner continue working towards a QCE.

### 5.6.1 For Authority and Authority-registered subjects

In the Student Data Capture System (SDCS):

- indicate the number of whole semesters completed
- enter provisional results for each subject
- enter a left-early date.

(Partly completed semesters should be reported by the receiving school.)

In the Registration and Banking System (RABS) of SLIMS:

- enter a notional Sound for literacy or numeracy if it applies.

### 5.6.2 For stand-alone VET courses

In SDCS:

- enter an outcome for each competency
- enter 'Yes' in the 'Completed' column for each competency of 'Other VET' courses
- enter an end date that closely matches the 'Left Early' date for each competency
- tick the 'Complete' button for 'Other VET' courses if all requirements have been met.

### 5.6.3 For embedded VET courses

In SDCS:

- enter an outcome for each competency.
- enter an end date that closely matches the 'Left Early' date for each competency.

### 5.6.4 International Baccalaureate (IB) Diploma Program studies

In SDCS:

- indicate the number of whole semesters completed
- enter a provisional result (A-E) for each IB subject
- enter a 'Left Early' date.

## 5.7 Determining the amount of learning completed at a Queensland school

### 5.7.1 A student transfers in Semester 1 Year 11

If the student transfers to a school during Semester 1 Year 11, the principal of the receiving school will determine if they should be enrolled in the remainder of first semester Year 11.

The principal or their nominee should:

- negotiate a program of study that considers post-school pathway options, and if applicable, the certification requirements of the QCE
- enrol the candidate in a program of study for the remainder of first semester Year 11
- determine the outstanding assessment requirements for each subject enrolment.

In this instance, the candidate will be deemed to have completed Semester 1 of Year 11 at a Queensland school. Achievement in partially complete school studies at the previous school/s are not recorded in the learning account.

### 5.7.2 A student transfers in Semester 2 Year 11 or Semester 1 Year 12

If the student transfers to a school and the principal has determined that they should be enrolled in Semester 2 Year 11 or Semester 1 Year 12, the principal or their nominee should:

- negotiate a program of study that considers post-school pathway options, and if applicable, the certification requirements of the QCE
- enrol the student in a program of study for the remainder of the semester
- determine assessment requirements in each subject in which the student enrolls for the remainder of the semester.

In this instance, the candidate will be deemed to have completed Semester 2 Year 11 or Semester 1 Year 12, whichever is applicable, at a Queensland school. Achievement in complete or partially complete school studies at the previous school/s can be recorded in the learning account subject to a successful application for credit transfer.

### 5.7.3 A student transfers in Semester 2 Year 12

If the student transfers to a school during Semester 2 of Year 12, the principal or their nominee should:

- negotiate a program of study that considers post-school pathway options and, if applicable, the certification requirements of the QCE
- enrol the student in a program of study for the remainder of the semester
- determine assessment requirements in each subject in which the student enrolls for the remainder of the semester.

In this instance, the candidate will be deemed to have completed Semester 2 Year 12 at a Queensland school. Achievement in complete or partially complete school studies at the previous school/s can be recorded in the learning account, subject to a successful application for credit transfer.

## 5.8 Recording results for contributing studies

In exceptional situations, a learning provider will be unable to enter data for Queensland students, e.g. VET qualifications where the learning provider is no longer operating in Queensland.

Queensland students who seek to have these contributing studies recorded to their learning account will need to apply by following the steps below.

### 5.8.1 Procedures

#### The student or parent or carer

- Completes the [Form Q5: Application for recording studies](#).
- Attaches authenticated copies of original certificates, statements of attainment or transcripts of results for recognised certificates and awards, university course or VET qualification — Certification I or higher qualification along with an accompanying list of competencies achieved.
- Submits application to the QCAA.

#### Receiving learning provider

- If requested by the student, verifies any copies of certificates, statements of attainment or transcripts of results for recognised studies.

### 5.8.2 QCAA

- On receipt of the form and authenticated copies of interstate vocational education and training (VET) qualifications and accompanying list of competencies achieved, the QCAA:
  - enters these results into the student's learning account
  - sends a confirmation email to students that VET qualification/s have been added to their learning account and the amount of credit earned.

## 5.9 Appeal process

As part of the credit transfer process, an appeal process exists for students who are dissatisfied with the decision concerning aspects of their credit transfer to be reviewed.

Students wishing to have their decision reviewed must:

- use the *Form Q4: Application for review of decision (credit transfer and/or relaxation of the completed Core requirement)*
- include any documentary evidence to support the reasons provided in the application for review.

Should relaxation of the completed Core requirement not be granted after appeal, and after the end of Year 12 the student has not been eligible for a QCE and believes there are sufficient grounds, the student may request further review of the decision using the *Application for verification or review of information form* issued with the Student Education Profile.

### On the web

- The *Form Q4: Application for review of decision (credit transfer and/or relaxation of the completed Core requirement)* is available from the QCAA's **Queensland Certificate of Education (QCE) forms** webpage: <https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/forms>.
- Further information on applying for review of information is available on the **Tertiary entrance review procedures** webpage: [www.qcaa.qld.edu.au/635.html](http://www.qcaa.qld.edu.au/635.html).

## 5.10 Closing dates for applications

The final date for receipt of applications for students to be eligible for a QCE in the year of application is the end of the third term prior to exit from Year 12.

Any application received after this time is processed in time for the July issue of the QCE in the following year.

# 6 Document retention requirements

## 6.1 Student records in schools

The QCAA appeal and review process closing date is 31 March of the year following a student's completion of Year 12. Students have until this time to have exit standards in Authority and Authority-Registered subjects verified. Schools should retain all folios and assessment results until this date. Students need to be informed that the schools will no longer be able to appeal or review after 31 March.

The Department of Education and Training (DET) requires student profiles and results to be retained for the periods set out in the table below.

**Table 9: Document retention requirements**

Student age	Retention of student profiles and results
under 18 when leaving primary or secondary school/college	retain for 25 years from student's date of birth
18 or over when leaving primary or secondary school/college	retain for 7 years after student has left the learning institution

## 6.2 Students transferring between schools

The leaving school must retain students' folios until:

- they are requested to supply them by the student, or
- they are requested to supply them by the receiving school, or
- the archiving date expires.

The receiving school may request the folios of work from the leaving school.

## 6.3 VET record retention

For compliance with the AQF and state legislation, the QCAA retains student records on behalf of schools that are registered training organisations (RTOs) and report through SDCS.

These records must be kept for 30 years.

Students requiring copies of records apply to the RTO.

# 7 QCE eligibility scenarios

The section contains a range of QCE eligibility scenarios to help you understand how QCE procedures are applied.

Procedures which apply to all students are detailed in Section 4: [General credit procedures](#).

Procedures which are specific to transfer students are covered in the Section 5: [Credit transfer procedures](#).

## List of QCE eligibility scenarios

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## 7.1 General course of study meeting all requirements for a QCE

### 7.1.1 Context

A student undertakes six Authority subjects and is awarded at least a Sound Level of Achievement in each.

### 7.1.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Very High	4
Mathematics B	✓	✓	✓	✓	High	4
Mathematics C	✓	✓	✓	✓	Sound	4
Chemistry	✓	✓	✓	✓	Sound	4
Physics	✓	✓	✓	✓	Sound	4
Aboriginal & Torres Strait Islander Studies	✓	✓	✓	✓	Very High	4
<b>Total credits</b>						<b>24</b>

### 7.1.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a Very High Level of Achievement.
Numeracy	✓	Mathematics B and C have been exited at High and Sound Levels of Achievement respectively.
Completed Core	✓	Six Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 24 credits from completed Core courses.
Total credit	✓	24 credits contribute from courses of study. The minimum required 20 credits have been met.
<b>QCE eligibility</b>	<b>✓</b>	<b>The student will be awarded a QCE at the end of Year 12.</b>

## 7.2 General course of study with some subject changes

### 7.2.1 Context

A student started Year 11 undertaking the subjects English, Mathematics A, Graphics, Science 21, Study of Society and Ancient History. After Semester 1 they decided to leave Ancient History and take up Drama instead. At the end of Semester 3 the student decided they no longer wanted to study Mathematics A and exited the subject.

### 7.2.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Sound	4
Mathematics A	✓	✓	✓	–	Sound	3
Graphics	✓	✓	✓	✓	High	4
Science 21	✓	✓	✓	✓	Sound	4
Study of Society	✓	✓	✓	✓	High	4
Ancient History	✓	–	–	–	Limited	0
Drama	–	✓	✓	✓	Very High	3
<b>Total credits</b>						<b>22</b>

### 7.2.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a Sound Level of Achievement.
Numeracy	✓	Mathematics A has been exited after 3 semesters at a Sound Level of Achievement.
Completed Core	✓	Four Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 16 credits from completed Core courses.
Total credit	✓	22 credits contribute from courses of study exited at a Sound level of achievement or higher.
<b>QCE eligibility</b>	<b>✓</b>	<b>The student will be awarded a QCE at the end of Year 12.</b>



## 7.3 Course of study enhanced with VET studies

### 7.3.1 Context

A student started Year 11 undertaking the subjects English, Prevocational Mathematics, Geography, Visual Art, Creative Arts and Tourism. After Semester 2 they decided to exit from Geography. The student enjoyed art and was developing high-level skills in this area. They could see opportunities to establish their own business in illustration and design, and decided to begin a Certificate IV in Business (Small Business). They managed to complete 50% of the competencies in this certificate while still at school.

### 7.3.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Very High	4
Prevocational Mathematics	✓	✓	✓	✓	Sound	4
Geography	✓	✓	–	–	Limited	0
Visual Art	✓	✓	✓	✓	Very High	4
Creative Arts	✓	✓	✓	✓	High	4
Tourism	✓	✓	✓	✓	Limited	0
Certificate IV Business	–	–	Certificate IV competencies		50%	4
<b>Total credits</b>						<b>20</b>

### 7.3.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a High Level of Achievement.
Numeracy	✓	Prevocational Mathematics has been exited at a Sound Level of Achievement.
Completed Core	✓	Four Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher, a total of 16 credits from completed Core courses.
Total credit	✓	16 credits contribute from Authority and Authority-registered subjects exited at a Sound Level of Achievement or higher. A further 4 credits contribute for the completed competencies of the Certificate IV in Business. The minimum requirement of 20 credits has been met.
<b>QCE eligibility</b>	✓	<b>The student will be awarded a QCE at the end of Year 12.</b>

## 7.4 Course of study with specialised learning options

### 7.4.1 Context

A student undertakes a specialised program of study in music, making use of Authority subjects, a VET course and recognised studies (ABSRM).

### 7.4.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	High	4
Mathematics A	✓	✓	✓	✓	Very High	4
Music	✓	✓	✓	✓	Very High	4
Certificate III in Music Industry					Completed	7
ABRSM <sup>15</sup> Guitar — Grade 8					Completed	2
					<b>Total credits</b>	<b>21</b>

### 7.4.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a High Level of Achievement.
Numeracy	✓	Mathematics A has been exited at a Very High Level of Achievement.
Completed Core	✓	Three Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher, the Certificate III contributes a further 7 credits; a total of 19 credits from completed Core courses.
Total credit	✓	19 credits contribute from Core courses of study and 2 credits contribute for the recognised course in guitar (in the Advanced category); a total of 21 credits. The minimum requirement of 20 credits has been met.
<b>QCE eligibility</b>	✓	<b>The student will be awarded a QCE at the end of Year 12.</b>

<sup>15</sup>ABSRM is the exam board of the Royal Schools of Music, <http://au.abrsm.org/en/home>

## 7.5 Course of study with a completed school-based apprenticeship

### 7.5.1 Context

A student decided that during Years 11 and 12 they would undertake a school-based apprenticeship in carpentry and four Authority subjects. Over the two years, the student completed the 100 days of on-the-job training and the maximum 30% of competencies towards a Certificate III in Carpentry.

### 7.5.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Sound	4
Mathematics A	✓	✓	✓	✓	High	4
Graphics	✓	✓	✓	✓	High	4
Science 21	✓	✓	✓	✓	Very High	4
School-based Apprenticeship	On-the-job training Certificate III competencies				100 days 25%	4 2
<b>Total credits</b>						<b>22</b>

### 7.5.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a Sound Level of Achievement.
Numeracy	✓	Mathematics A has been exited after 4 semesters at a High Level of Achievement.
Completed Core	✓	Four Authority subjects completed at Sound Level of Achievement or higher contribute 16 credits. On-the-job training contributes another 4 credits. A total of 20 credits contribute from completed Core courses.
Total credit	✓	A total of 22 credits contribute from Authority subjects, the on-the-job training and the partial completion of the Certificate III in Carpentry. The minimum requirement of 20 credits has been met.
<b>QCE eligibility</b>	✓	<b>The student will be awarded a QCE at the end of Year 12.</b>

## 7.6 Course of study with an incomplete school-based apprenticeship

### 7.6.1 Context

A student decided that during Years 11 and 12 they would undertake a school-based apprenticeship in carpentry and three Authority subjects. Over the two years, the student completed the 100 days of on-the-job training and the maximum 30% of competencies towards a Certificate III in Carpentry.

### 7.6.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	High	4
Mathematics A	✓	✓	–	–	Sound	2
Graphics	✓	✓	✓	✓	High	4
School-based Apprenticeship	On-the-job training				100 days	4
	Certificate III competencies				25%	2
<b>Total credits</b>						<b>16</b>

### 7.6.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a High Level of Achievement.
Numeracy	✓	Mathematics A has been exited after 2 semesters at a Sound Level of Achievement.
Completed Core	✓	Two Authority subjects completed at Sound Level of Achievement or higher contribute 8 credits. 100 days of on-the-job training contributes another four credits. A total of 12 credits contribute from completed Core courses.
Total credit	✗	A total of 16 credits contribute from Authority subjects, the on-the-job training and the partial completion of the Certificate III in Carpentry. The minimum requirement of 20 credits has not been met.
<b>QCE eligibility</b>	<b>✗</b>	<b>The student will <i>not</i> be awarded a QCE at the end of Year 12.</b>

### 7.6.4 Beyond Year 12

If the carpentry apprenticeship is continued after leaving school, a further 6 credits will contribute on completion of the Certificate III, taking the total for the certificate to 8 credits and the overall total to 22 credits.

The student will be awarded a QCE at the end of their apprenticeship.

## 7.7 Course of study with multiple subject changes and subject withdrawals

### 7.7.1 Context

A student started Year 11 in a program of six Authority subjects. After Semester 1 they decided to exit Mathematics C and take up Geography.

At the end of Semester 2 the student decided to swap into Mathematics A from Mathematics B and Science 21 from Chemistry. They also exited Physics.

### 7.7.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Sound	4
Mathematics B	✓	✓	–	–	Very Limited	0
Mathematics A	–	–	✓	✓	Sound	2
Mathematics C	✓	–	–	–	Limited	0
Geography	–	✓	✓	✓	Sound	3
Chemistry	✓	✓	–	–	Sound	2
Science 21	–	–	✓	✓	High	2
Physics	✓	✓	–	–	Sound	2
Physical Education	✓	✓	✓	✓	High	4
<b>Total credits</b>						<b>19</b>

### 7.7.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a Sound Level of Achievement.
Numeracy	✓	Mathematics A has been exited after 2 semesters at a Sound Level of Achievement.
Completed Core	✗	Two Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 8 credits from completed Core courses. This requirement has not been met.
Total credit	✗	19 credits contribute from courses of study exited. The minimum required 20 credits have not been met. Conceded semesters cannot be used because other requirements have not been met.
<b>QCE eligibility</b>	<b>✗</b>	<b>The student will <i>not</i> be awarded a QCE at the end of Year 12.</b>

## 7.8 Course of study with subject withdrawals and added enrolments

### 7.8.1 Context

A student started a course in Year 11 consisting of six Authority subjects — English, Mathematics B, Mathematics C, Chemistry, Physics and Physical Education.

By the end of Year 11, after struggling in some subjects, they made several changes to their course. The changes have the potential to make the student QCE-ineligible and so the student decides to undertake a Certificate II and complete it in one year.

### 7.8.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Sound	4
Mathematics B	✓	✓	–	–	Very Limited	0
Mathematics A	–	–	✓	✓	Sound	2
Mathematics C	✓	–	–	–	Limited	0
Geography	–	✓	✓	✓	Sound	3
Physics	✓	✓	–	–	Sound	2
Chemistry	✓	✓	–	–	Sound	2
Physical Education	✓	✓	✓	✓	High	4
Certificate II in Outdoor Recreation			Year 12		Completed	4
<b>Total credits</b>						<b>21</b>

### 7.8.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a Sound Level of Achievement.
Numeracy	✓	Mathematics A has been exited at a Sound Level of Achievement.
Completed Core	✓	Two Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher and the Certificate II in Outdoor Recreation contributes 4 credits to the completed Core requirement; a total of 12 credits from completed Core courses.
Total credit	✓	21 credits contribute from courses of study.
<b>QCE eligibility</b>	✓	<b>The student will be awarded a QCE at the end of Year 12.</b>

## 7.9 Use of a conceded semester to be eligible for a QCE

### 7.9.1 Context

At the end of Semester 2 a student undertaking the subjects English, Mathematics B, Mathematics C, Art, and Aboriginal and Torres Strait Islander Studies decided to exit Mathematics C and enrol in Chemistry. During Semester 3 the student was enrolled in Semester 1 Chemistry and then made a further change from Chemistry to Science 21 for Semester 4.

### 7.9.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	High	4
Mathematics B	✓	✓	✓	✓	Sound	4
Mathematics C	✓	✓	–	–	Sound	2
Chemistry	✓	–	–	–	Limited	0
Science 21	–	–	–	✓	High	1
Visual Art	✓	✓	✓	✓	Very High	4
Aboriginal & Torres Strait Islander Studies	✓	✓	✓	✓	Sound	4
<b>Total credits</b>						<b>19</b>

### 7.9.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a High Level of Achievement.
Numeracy	✓	Mathematics B and C have been exited at a Sound Level of Achievement.
Completed Core	✓	Three Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 12 credits from completed Core courses.
Total credit	✗	19 credits contribute from courses of study exited at a Sound level of achievement or higher.
<b>QCE eligibility</b>	✓	Since Chemistry was exited after Semester 1 at a Limited Level of Achievement, a semester will be conceded towards a QCE <sup>16</sup> . <b>The QCE will be awarded even though the student only has a total of 19 credits.</b>

<sup>16</sup> In this scenario a credit is conceded for a semester exited during Year 12 because the student was enrolled in Semester 1 of this subject. If the student had been enrolled in Semester 3 for Chemistry this conceded semester could not be awarded.

## 7.10 Use of conceded semesters from two subjects to be eligible for a QCE

### 7.10.1 Context

A student started Year 11 undertaking the subjects English, Mathematics B, Mathematics C, Chemistry, Art and Aboriginal and Torres Strait Islander Studies. At the end of Semester 1, they decided to change from Mathematics B to Mathematics A, Chemistry to Science 21 and to exit Mathematics C.

### 7.10.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	High	4
Mathematics B	✓	–	–	–	Limited	0
Mathematics A	–	✓	✓	✓	Sound	3
Mathematics C	✓	–	–	–	Very Limited	0
Chemistry	✓	–	–	–	Limited	0
Science 21	–	✓	✓	✓	Very High	3
Visual Art	✓	✓	✓	✓	Very High	4
Aboriginal & Torres Strait Islander Studies	✓	✓	✓	✓	Sound	4
<b>Total credits</b>						<b>18</b>

### 7.10.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a High Level of Achievement.
Numeracy	✓	Mathematics A has been exited at a Sound Level of Achievement.
Completed Core	✓	Three Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 12 credits from completed Core courses.
Total credit	✗	18 credits contribute from courses of study exited at a Sound level of achievement or higher.
<b>QCE eligibility</b>	✓	Since Mathematics B and Chemistry were each exited after Semester 1 at a Limited Level of Achievement, those semesters will be conceded towards a QCE. <b>The QCE will be awarded even though the student only has a total of 18 credits.</b>



## 7.11 Unable to use conceded semesters to be eligible for a QCE

### 7.11.1 Context

A student started Year 11 undertaking the subjects English, Mathematics B, Biology, Art and Modern History. At the end of Semester 3 they decided to change from Mathematics B to Mathematics A, and exited Mathematics A with a Sound Level of Achievement.

### 7.11.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Sound	4
Mathematics B	✓	✓	✓	–	Limited	0
Mathematics A	–	–	–	✓	Sound	1
Biology	✓	✓	✓	✓	Sound	4
Visual Art	✓	✓	✓	✓	High	4
Modern History	✓	✓	✓	✓	Sound	4
Short course in Career development	✓				Sound	1
<b>Total credits</b>						<b>18</b>

### 7.11.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	English has been exited at a Sound Level of Achievement.
Numeracy	✓	Mathematics A has been exited at a Sound Level of Achievement.
Completed Core	✓	Four Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 16 credits from completed Core courses.
Total credit	✗	18 credits contribute from courses of study exited at a Sound Level of Achievement or higher.
<b>QCE eligibility</b>	<b>✗</b>	As Mathematics B was exited after Semester 3 at a Limited Level of Achievement, those semesters cannot be conceded towards a QCE. <b>The student will not be awarded a QCE at the end of Year 12.</b>

## 7.12 Using a notional Sound to be eligible for a QCE

### 7.12.1 Context

A student undertook a course of six Authority subjects — English, Mathematics A, Accounting, Home Economics, Drama and Physical Education.

They struggled with English but persisted for four semesters and exited at a Limited Level of Achievement.

### 7.12.2 Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Limited	0
Mathematics A	✓	✓	✓	✓	Sound	4
Accounting	✓	✓	✓	✓	Sound	4
Home Economics	✓	✓	✓	✓	Very High	4
Drama	✓	✓	✓	✓	Very High	4
Physical Education	✓	✓	✓	✓	High	4
<b>Total credits</b>						<b>20</b>

### 7.12.3 QCE requirement checklist

Requirement	✓/✗	Details
Literacy	✓	The school determines that the second semester of English met the requirements for a notional Sound and reports this to the QCAA at the end of Year 12. The student still exits English at a Limited Level of Achievement and the subject contributes no credit. The notional Sound does not appear on the Senior Statement but literacy requirements have been met.
Numeracy	✓	Mathematics A has been exited at a Sound Level of Achievement.
Completed Core	✓	Five Authority subjects have been completed over four semesters at a Sound Level of Achievement or higher; a total of 20 credits from completed Core courses. This requirement has been met.
Total credit	✓	20 credits contribute from courses of study exited at a Sound Level of Achievement or higher.
<b>QCE eligibility</b>	✓	<b>The student will be awarded a QCE at the end of Year 12.</b>

## 8 Credit transfer scenarios

The section contains a range of credit transfer scenarios to help you understand how QCE credit procedures (outlined in Section 5) are applied.

### List of credit transfer scenarios

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#### On the web

All forms referenced in this section are available from the QCAA's **Queensland Certificate of Education (QCE) forms** webpage:

<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/forms>.

## 8.1 Queensland transfer student unable to continue a majority of subjects

### 8.1.1 Context

At the new school the student is:

- able to continue two subjects
- unable to continue other subjects due to timetable clashes and limited subject offerings.

### 8.1.2 Implications for the QCE

The student does not have the potential to satisfy QCE requirements, namely 12 credits from completed Core courses, with their pattern of study across the two schools.

However, at the new school the student attempts to continue in similar fields of study by enrolments in:

- Tourism (SAS) instead of Tourism (2005 Trial)
- Drama instead of Film, Television and New Media
- Modern History instead of Economics.

### 8.1.3 Student's program

Original school enrolment	
Course	Semesters
English	1, 2
Mathematics A	1, 2
Tourism	1, 2
Economics	1, 2
Philosophy and Reason	1, 2
Film, Television and New Media	1, 2

New school enrolment	
Course	
English	
Mathematics A	
Tourism SAS	
Modern History	
Legal studies	
Drama	

### 8.1.4 Action

The student can apply for a relaxation of completed Core requirements using the [Form Q1: Application for relaxation of the completed Core requirement — Queensland students](#).

### 8.1.5 Other possibilities for the student to consider

If the student's application is unsuccessful, or they do not apply, they still have the potential to be QCE-eligible by either:

- continuing Economics through the School of Distance Education
- completing a VET Certificate II, either at school or through another provider.

## 8.2 Queensland transfer student unable to continue some subjects

### 8.2.1 Context

At the new school the student is:

- able to continue four subjects
- unable to continue two subjects.

### 8.2.2 Implications for the QCE

The student has the potential to satisfy QCE requirements at the two schools, namely 12 credits from completed Core courses, with their pattern of study across the two schools.

### 8.2.3 Student's program

Original school enrolment	
Course	Semesters
English	1, 2
Mathematics A	1, 2
Modern History	1, 2
BCT	1, 2
Economics	1, 2
Film, Television and New Media	1, 2

New school enrolment
Course
English
Mathematics A
Modern History
BCT
Legal studies
Drama

### 8.2.4 Action

No action required.

## 8.3 Queensland transfer student chooses not to continue some subjects

### 8.3.1 Context

At the new school the student:

- is able to continue all subjects
- chooses not to continue three subjects.

### 8.3.2 Implications for the QCE

The student has the potential to satisfy QCE requirements, namely 12 credits from completed Core courses, with the pattern of study across the two schools.

### 8.3.3 Student's program

Original school enrolment	
Course	Semesters
English	1, 2
Mathematics B	1, 2
Biology	1, 2
Chemistry	1, 2
Physics	1, 2
Mathematics C	1, 2

New school enrolment
Course
English
Mathematics B
Biology
HPE
Legal studies
Tourism

### 8.3.4 Action

No action required.

## 8.4 Queensland transfer student able to continue a school-based apprenticeship but unable to continue some subjects

### 8.4.1 Context

At the new school the student is:

- able to continue a school-based apprenticeship
- able to continue two subjects
- unable to continue two subjects.

### 8.4.2 Implications for the QCE

The student has the potential to satisfy QCE requirements with their pattern of study across the two schools.

### 8.4.3 Student's program

Original school enrolment	
Course	Semesters
English	1, 2
Mathematics A	1, 2
Furnishing Studies	1, 2
Industrial Graphics Studies	1, 2
Marine Science	1, –
HPE	1, –
School-based apprenticeship	–, 2

New school enrolment
Course
English
Mathematics A
Building & Construction Studies
School-based apprenticeship

### 8.4.4 Action

No action required.

## 8.5 Queensland transfer student who previously studied IB subjects

### 8.5.1 Context

At the new school the student wishes to study subjects similar to the International Baccalaureate (IB) subjects undertaken at the previous school.

### 8.5.2 Implications for the QCE

The student does not have the potential to satisfy QCE requirements, namely 20 credits with 12 credits from completed Core courses, with the pattern of study across the two schools. However, at the new school the student attempts to continue in similar fields of study by enrolments in:

- English instead of Language A1 HL (English)
- Mathematics B and Mathematics C instead of Mathematics HL
- Chemistry instead of Chemistry HL
- Physics instead of Physics HL
- Biology instead of Biology SL.

### 8.5.3 Student's program

Original school enrolment		New school enrolment	
Course	Semesters	Course	
Language A1 HL (English)	1, 2	English	
Mathematics HL	1, 2	Mathematics B	
		Mathematics C	
Chemistry HL	1, 2	Chemistry	
Physics HL	1, 2	Physics	
Biology SL	1, 2	Biology	
Psychology SL	1, 2		

### 8.5.4 Action

The student can apply for a relaxation of completed Core requirements using the [Form Q1: Application for relaxation of the completed Core requirement — Queensland students](#).



## 8.6 Interstate transfer student chooses to continue their program of study

### 8.6.1 Context

The student has completed a VET Certificate I in NSW.

### 8.6.2 Implications for the QCE

The student does not have the potential to satisfy QCE requirements, namely 20 credits with 12 credits from completed Core courses, with their pattern of study across the two schools.

However, the student continues in similar fields of study by enrolments in:

- English (continued)
- Mathematics A instead of General Mathematics
- Modern History (continued)
- Drama (continued)
- Legal studies instead of Economics
- BCT instead of Accounting.

### 8.6.3 Student's program

Original school enrolment	
Course	Semesters
English	1, 2
General Mathematics	1, 2
Modern History	1, 2
Drama	1, 2
Economics	1, 2
Accounting	1, 2

New school enrolment
Course
English
Mathematics A
Modern History
Drama
Legal studies
BCT

### 8.6.4 Action

The student can apply for recognition of the interstate VET Certificate I and for relaxation of completed Core requirements using the [Form Q2: Application for relaxation of the completed Core requirement — Interstate students](#).

## 8.7 Interstate transfer student chooses to continue a minority of subjects in their program of study

### 8.7.1 Context

The student has undertaken subjects in a New South Wales school and completed an Australian Music Examinations Board (AMEB) recognised course in New South Wales.

### 8.7.2 Implications for the QCE

The student does not have the potential to satisfy QCE requirements, namely 20 credits with 12 credits from completed Core courses, with their pattern of study across the two schools.

The student continues only some subjects in similar fields of study by enrolments in:

- English (continued)
- Mathematics B instead of Mathematics Extension 1.

No other subjects were continued. The student cannot reasonably expect to be eligible for the QCE.

### 8.7.3 Student's program

Original school enrolment		New school enrolment	
Course	Semesters	Course	
English	1, 2	English	
Mathematics Extension 1	1, 2	Mathematics B	
Mathematics Extension 2	1, 2		
Chemistry	1, 2		
Physics	1, 2		
Biology	1, 2		
		BCT	
		Accounting	
		Legal studies	
		Drama	

### 8.7.4 Action

The student can apply for recognition of the AMEB-recognised course using the [Form Q5: Application for recording studies](#).

### 8.7.5 Possible alternative course of study

If the student chose to continue studies in an additional subject (such as Biology), or to complete a VET Certificate II, they would have the potential to be eligible for the QCE.

The student could then apply for a relaxation of completed Core requirements using the same [Form Q5: Application for recording studies](#).

## 8.8 Interstate credit transfer for Queensland school student studying an interstate VET qualification

### Context

A Queensland student has completed a VET qualification with an interstate provider. The student did this online.

### Implications for the QCE

Successful completion may contribute to the QCE. However, this result will not be entered into SLIMS because the provider was from outside of Queensland and had no way, or legal obligation, to provide data to QCAA.

### Student's program

The student has successfully completed PRS20103, Certificate II in Security Operations online, through TAFEVC, with the provider being PSG Australia.

### Action

The student can apply for recognition of their results using the [Form Q5: Application for recording studies](#).

## 8.9 Overseas transfer student with no gaps in schooling pattern

### 8.9.1 Context

A student moved from a school in England to one in Queensland. There was no gap in the student's schooling, starting school in Queensland in September shortly after the summer vacation period finished in England. The principal of the Queensland school admitted the student to Year 11, Semester 2.

### 8.9.2 Implications for the QCE

The student does not have the potential to satisfy QCE requirements, namely 20 credits with 12 credits from completed Core courses.

### 8.9.3 Action

The student can apply for credit transfer for school courses completed in England, and for relaxation of completed Core requirements using the [Form Q3: Application for relaxation of the completed Core requirement — Overseas students](#).

## 8.10 Student completed studies with an RTO that is no longer operating in Queensland

### 8.10.1 Context

A Queensland student has completed a VET qualification with a provider who was registered in Queensland. The provider ceased operation in Queensland before reporting the student's results.

### 8.10.2 Implications for the QCE

Successful completion may contribute to the QCE. As the provider did not provide the results to Department of Education and Training (DET) or to QCAA, these results will not be in the student's learning account, and will not contribute to the awarding of a QCE.

### 8.10.3 Action

The student can apply for recognition their studies using the [Form Q5: Application for recording studies](#). In this situation, as the provider no longer operates in Queensland, the QCAA will enter the results into SLIMS.

## 8.11 Student completed studies that are not recorded in their learning account

### 8.11.1 Context

A student has successfully completed QCE-recognised studies, but those studies have not been recorded in their learning account.

### 8.11.2 Implications for the QCE

Successful completion may contribute to the QCE.

### 8.11.3 Action

The student can apply for recognition of their studies using the [Form Q5: Application for recording studies](#).

## 8.12 Student completed studies prior to 2008

### 8.12.1 Context

A student has successfully completed one or both of the following types of study before 2008:

- tertiary studies in Queensland
- QCE-recognised studies.

### 8.12.2 Implications for the QCE

Studies completed before 2008 are not recorded in the SLIMS system (the SLIMS system did not exist at that time). However successful completion of such studies may contribute to the QCE.

### 8.12.3 Action

The student can apply for recognition of their studies using the [Form Q5: Application for recording studies](#).

# Appendix 1: Criteria for contributing studies

Contributing studies fall into four categories:

- [Core studies](#)
- [Preparatory studies](#)
- [Enrichment studies](#)
- [Advanced studies.](#)

As required under section 90(2) of the QCAA Regulation, the Authority has developed criteria for each category of contributing studies. These criteria have received ministerial approval.

## Core studies

Studies in the Core category (*Core courses of study* or *Core courses*) typically satisfy the following criteria:

- they are a component or subcomponent of an eligible option as described by *Education (General Provisions) Act 2006*
- they are available for implementation statewide by schools or registered training organisations
- the characteristics of learning outcomes at this level include knowledge, skills and understandings, both generic and those specific to an area of learning, required as a basic preparation for civic life, further study and lifelong learning. These characteristics are developed through studies that may include academic disciplines and vocational education and training (VET)
- their quality is assured by the QCAA, a similar statutory authority or another accreditation body
- result or achievement information is quality assured by an independent third party
- entry to these courses of study generally requires the completion of Year 10
- the scope, standing and depth of learning is generally accepted by the community and educators as being suitable for senior secondary schooling and are generally comparable to other approved syllabuses or recognised courses of study
- the courses are between 200 and 300 hours of learning and are generally delivered over a period of time greater than one year.

## Preparatory studies

Studies in the Preparatory category (*Preparatory courses of study* or *Preparatory courses*) are generally of less scope, standing and depth compared to Core courses. Preparatory courses contribute to the QCE as stepping stones to further education or training in the senior phase of learning. Studies in the Preparatory category satisfy the following criteria.

The studies include both:

- breadth, depth and complexity of knowledge and skills that would prepare a person 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.

They may require an individual to demonstrate knowledge by recall in a narrow range of areas and demonstrate basic practical skills such as:

- perform a sequence of routine tasks given clear direction
- receive and pass on messages or information
- develop knowledge and skills that provide foundation or entry to Core courses
- participate in a team or work group.

Preparatory courses provide foundation or entry level access to Core courses provided in the senior phase of learning or the workplace.

## Enrichment studies

Studies in the Enrichment category (*Enrichment courses of study* or *Enrichment courses*) are of similar standing and depth as Core courses, but:

- are generally of less scope than Core courses
- may be offered by learning providers other than a provider of an eligible option.

Enrichment courses add value or complement the Core of learning that the community expects young people to do at school. Studies in the Enrichment category satisfy the following criteria:

- the standing and depth of learning is generally accepted by the community and educators as being suitable for senior secondary schooling
- the standing and depth of learning is generally comparable to other approved syllabuses or recognised courses of study in related areas of learning
- their quality is assured by the QCAA or another accreditation or certification body recognised by the QCAA.

## Advanced studies

Studies in the Advanced category (*Advanced courses of study* or *Advanced courses*) involve:

- the 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
- the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions
- breadth, 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
- breadth, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad range of technical and/or management functions including development of new criteria or applications or knowledge or procedures, where applications involve:
  - significant judgment in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures
  - participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others.

## Appendix 2: Criteria for determining credit value

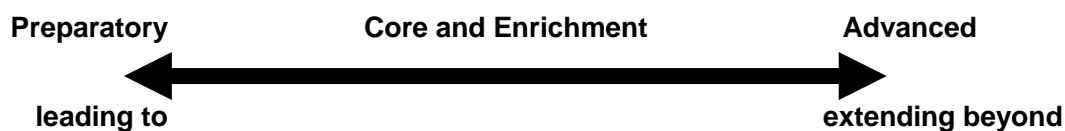
In determining a credit value for a course of study, the approach used by the QCAA emphasises precedence and consultation.

Precedence is used for similar courses of study with established credit value, for example, all VET Certificates II are assigned four credits if completed at the set standard.

In the event of a new course of study for which there is no appropriate precedence, the QCAA consults with relevant stakeholders to establish the course type and assigned credit for the new course of study.

In making decisions about credit value, the QCAA applies the following criteria:

- scope standing and depth — that is, consideration of the location on a continuum of learning for the senior phase of learning



- time — that is, 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 — that is, 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.

## Appendix 3: Criteria for recognition of studies

Section 97 of the QCAA Regulation requires the publication of the criteria that must be met in order for the Authority to decide to recognise, or continue to recognise, studies. These criteria are laid out in [Table 10](#).

Courses of study may also be recognised as **Core courses of study** provided that they meet the additional criteria outlined in [Table 11](#).

**Table 10: Criteria for recognition of a course of study**

Criteria for recognition of a course of study
<b>Criterion 1 — Rationale</b>
<p>Every course of study contributing achievement to a learning account will describe learning opportunities that, in the opinion of the QCAA:</p> <ul style="list-style-type: none"> <li>• are appropriate for young people in the senior phase of learning</li> <li>• enhance further learning, employment or community-engagement pathways.</li> </ul> <p>Therefore, each course of study will include a <b>rationale</b> that describes:</p> <ul style="list-style-type: none"> <li>• the purpose of the course</li> <li>• the intended learning outcomes</li> <li>• who the course has been developed for</li> <li>• links to possible pathways after completion of the course (e.g. further learning, employment or community engagement).</li> </ul>
<b>Criterion 2 — Course specification</b>
<p>A course of study will include details about:</p> <ul style="list-style-type: none"> <li>• the knowledge and skills learned — for example: <ul style="list-style-type: none"> <li>– aims and objectives</li> <li>– ideas and concepts underpinning the course</li> </ul> </li> <li>• course organisation — for example: <ul style="list-style-type: none"> <li>– content <ul style="list-style-type: none"> <li>▪ structure and sequence of learning</li> <li>▪ units or modules of work</li> <li>▪ required learning experiences (activities)</li> <li>▪ course length (total hours required)</li> </ul> </li> <li>– assessment — for example: <ul style="list-style-type: none"> <li>▪ types of assessment instruments</li> <li>▪ conditions of assessment</li> <li>▪ how decisions are made about achievement (e.g. criteria, marks, grades)</li> <li>▪ how the overall result for the course is calculated (e.g. weighting given to individual assessment instruments)</li> <li>▪ details of procedures for decision making about achievement (e.g. meetings to discuss performance decisions, cross-marking)</li> </ul> </li> <li>– resource requirements — for example: <ul style="list-style-type: none"> <li>▪ physical resources</li> <li>▪ human resources (e.g. qualifications to deliver the learning).</li> </ul> </li> </ul> </li> </ul>
<b>Criterion 3 — Compliance</b>
<p>Every course of study contributing achievement to a learning account will not encourage or condone contravention of Commonwealth and State laws. This means that each course of study:</p> <ul style="list-style-type: none"> <li>• will not either implicitly or explicitly encourage or condone contravention of Commonwealth and State laws</li> <li>• may make reference to specific law/s important to its delivery.</li> </ul>



**Table 11: Criteria for recognition of a course of study as Core learning**

**Criteria for recognition as a Core course of study**

Courses of study may be recognised by the QCAA as **Core** learning if:

- they meet all criteria for a recognised study (outlined in [Table 10 above](#))
- their scope, standing and depth is comparable to other approved Core learning
- they achieve or exceed a standard equivalent to other Core learning
- include processes for quality assuring the learning.

**On the web**

The QCAA's **QCE recognised studies** webpage provides information on how learning providers can apply for course recognition, an up-to-date list of recognised studies and their details, and resources for organisations: [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).