Purpose

The Draft certificate feedback and Evidence of achievement feedback to schools are the official
documents used to provide advice to schools following the district verification meetings for the
Queensland Certificate of Individual Achievement (QCIA). They are records of the written
communication from the QCAA regarding the quality of the QCIA information. It is important that
the Draft certificate feedback and Evidence of achievement feedback forms are completed in the
proper fashion and that advice offered by peer review and district advisers adheres to certain
principles and guidelines.

Scope

This protocol applies to the nature of written advice to schools by peer review and district
advisers, on the Draft certificate feedback and Evidence of achievement feedback forms.

Principles

• Written advice concerns the quality of the free-form text Statements of Achievement and the
  link to the curriculum plan provided for the student by the school.
• Written advice concerns the evidence of achievement that substantiates the draft certificate
  information as demonstrated by the evidence provided in the sample folio.
• Written advice is clear, concise, constructive, factual, relevant and respectful.
• Written advice on the quality of the Statement of Achievement is based on the information
  provided by the draft Statements of Achievement.
• Written advice on the quality of the evidence to substantiate the achievements is based on the
  evidence provided in the sample folio.
• Advice on evidence found is point-in-time and does not pre-empt or assume future events.

Guidelines

• Advice should not be student focused but refer to school decisions about the information
  provided by the draft Statements of Achievement and sample folio of student work.
• Comments should address:
  − the quality of the Statements of Achievement that follow the guidelines and writing
    conventions outlined in the QCIA Handbook
  − coverage of the learning outcomes outlined in the individual curriculum plan
- school judgments on the skill and/or knowledge and level of complexity demonstrated quality of sample folio to substantiate the draft certificate information.

- Comments should reflect the principles above and be couched in formal terms relevant to review processes and curriculum plan and certificate requirements

- Peer review by the school representative/s of the draft certificate information and evidence of achievement will use the ‘Review notes’ to complete the feedback of the process.

- District advisers and officers of the QCAA will use the ‘Review notes’ to complete the advice and comments documented on the QCAA triplicate forms. Advice must be supported with sufficient evidence.

- If there is no evidence provided or more evidence is needed, information should be provided on the feedback form so that the school can contact the relevant officer of the QCAA at the earliest opportunity.

- All feedback and advice should be couched in supportive terms in the spirit of cooperation and professional respect.

**Strategies**

For a successful process:

- **Confidentiality**
  - not discussing an individual's certificate information outside of the meeting
  - discussions inside the meeting take into account that quality assurance is a collegial process
  - the discussion should focus on the individual achievement and the evidence of achievement supporting the school's judgments.

- **Flexibility**
  - each school has unique cohorts of students, contexts and resources — we need to take this into account when reviewing the submissions
  - willingness to explore all the ways schools might present evidence of student achievement.

- **Constructive and diplomatic approach**
  - the focus of the process is supporting schools in the goal of continual improvement
  - advice should be given so that schools can achieve the goal of continual improvement
  - advice should be guided by the review notes and the guidelines for the certificate outlined in the QCIA Handbook.