QCE and QCIA policy and procedures handbook v7.0

For senior secondary schools

January 2026

Change log for Version 7.0

The *QCE and QCIA policy and procedures handbook* has been updated to:

- reflect revisions to the Education (Queensland Curriculum and Assessment Authority) Regulation 2025 (Qld)

- incorporate feedback from Queensland schools and other stakeholders during 2025

- maintain accuracy of links to external websites and resources

- enhance clarity and consistency throughout the handbook.

The table below summarises the changes made to the *QCE and QCIA policy and procedures handbook v7.0*, released in January 2026.

Table: Changes to *QCE and QCIA policy and procedures handbook v7.0*

Section	Changes
1. **Senior schooling in Queensland**	• Added references to academic integrity QCE requirement and effective academic practices (1.2.1, 1.2.4 and 1.3.5)
2. **Queensland Certificate of Education (QCE)**	• Added academic integrity QCE requirement (2.1) and subsection outlining learning options to meet the requirement (2.1.1) • Updated subsection references in 2.1 • Updated list of VET qualifications with duplication of learning (2.3.1) • Updated figure showing example of VET credit transfer (2.3.2)
3. **Queensland Certificate of Individual Achievement (QCIA)**	• Updated QCIA eligibility criteria (3.1) • Updated information about – the QCIA process (3.2) – reporting (3.3) – quality assurance processes (3.4) – preparing for verification (3.4.3) – applying for a review of QCIA information (3.5)
4. **Queensland curriculum**	• Added Sinhala to the list of General (Senior External Examination) subjects (4.1.2) • Clarified list of incompatible General subjects (4.1.2) • Clarified information about the delivery of alternative sequence subject offerings (4.2.2) • Updated information about – Short Course syllabuses (4.1.3) – syllabus development (4.4)

Section	Changes

5. Vocational education and training (VET)	• Updated information about VET policies and procedures in accordance with the 2025 Standards for Registered Training Organisations (RTOs) (5), including
	  – terminology
	  – VET administrative forms (5.3)
	  – school RTO registration process (5.3.2)
	  – training packages and products (5.3.4)
	  – the training and assessment strategy (TAS) and trainer and assessor profiles (5.4.3)

6. Access arrangements and reasonable adjustments (AARA), including illness and misadventure	• Updated introduction (6)
	• Added table outlining AARA principles (6.1)
	• Updated information about
	  – eligibility for AARA (6.2)
	  – roles and responsibilities (6.3)
	  – reporting and approving processes (6.4)
	• Added figure about making decisions about AARA (6.4.1)
	• Updated information about the AARA application and notification process, including updated figures to include consultation with students and/or parents/carers (6.4.2)
	• Updated information about timelines (6.4.3) and examples of possible AARA (6.4.4)
	• Updated subsection title to Examples of AARA (6.4.4)
	• Added information about supporting documentation for QCAA-approved AARA (6.4.5), including
	  – school statement and school statement on imputed disability
	  – medical report
	  – evidence of verified disability
	  – currency of supporting documentation for long-term and short-term or temporary injuries
	• Updated information about illness and misadventure (6.5)
	• Added section about AARA in exceptional circumstances (6.6)

7. The assessment system	• Minor edits only

8. School assessment policies	• Added subsection about the academic integrity requirement, learning options to meet the requirement, and recording course completion (8.1.2)
	• Updated subsection references throughout 8.1
	• Added information about
	  – length conditions in written examinations (8.2.6)
	  – inclusions in word length for written responses (8.2.6)
	  – planning and perusal time in examinations for internal assessment (8.3.1)

Section	Changes

9. **Internal assessment — Quality assurance**	• Added subsections about the Applied quality assurance process, including
	  – developing assessment instruments (9.4.2)
	  – making judgments (9.4.3)
	  – developing a submission (9.4.4)
	• Added information about checkpoint dates when amending an endorsed assessment instrument (9.5.6)

10. **External assessment**	• Clarified the EA coordinator's role in
	  – supervision of separate rooms (10.1 and 10.5.2)
	  – instances of alleged student academic misconduct (10.6.1)

11. **Determining and reporting results**	• Updated information about
	  – QCAA reporting in introduction (11)
	  – reporting subject results for Short Courses (11.2.2)
	  – QCAA reporting to students, including replacement certificates (11.3.2)
	  – subject result ratification (11.4)

12. **Roles and responsibilities**	• Minor edits only

13. **Administration**	• Updated information about
	  – QCAA Portal apps (13.1.2)
	  – managing data (13.2.3)
	  – learning accounts and registration (13.2.4)
	  – enrolments and results (13.2.5)
	  – eligibility and the enrolment process for Senior External Examinations (13.2.6)
	• Updated subsection title to Learning accounts and registration (13.2.4)
	• Added information about academic integrity requirement when viewing projected QCE eligibility (13.2.7)
	• Clarified information about reports (13.2.8) and the purposes of the Admin tab in the Student Management app (13.2.9)
	• Added information about VET records (13.3.2)

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1 Senior schooling in Queensland

1.1 Background to the QCE system

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

1970s: Establishing school-based assessment

In the 1970s, Queensland introduced school-based assessment to its senior education system. Teachers devised assessment instruments and made judgments about how well students had learnt. These judgments became the main basis of students' final results. Teachers were required to document the main aspects of a course of study, develop and implement a range of assessment instruments and report on student achievement using a norm-based method. Selected teachers were involved in 'moderation' meetings to ensure that the proposed grades for students were comparable between schools.

1980s and 1990s: Embedding criteria and standards

The system underwent a significant shift in the early 1980s, when it moved from a norm-based model to a criteria-based model of assessing student achievement. There was a move away from determining grades based on direct comparisons between students' work, and towards a system using predetermined criteria and standards to award grades and report on achievement. Schools were required to develop detailed work programs to specify various aspects of the course of study their students would undertake; and students were provided with the criteria their work would be judged on, before beginning each task. Students' results were externally moderated by review panels of 'teacher experts', who were responsible for maintaining standards and comparability between schools in each district.

2000s: Broadening opportunities for learning

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

From 2019: Combining school-based and external assessment

The QCE system started in 2019. Its core components — decided in 2015 in response to an independent review of senior assessment and tertiary entrance — include:

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

- new processes that strengthen the quality and comparability of school-based assessment

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

1.2 Key elements of the QCE system

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

- **quality syllabuses** prescribing content, standards and assessment, and situating assessment as an integral part of the learning process while allowing some flexibility in how learning is delivered

- **judicious continuous assessment using a variety of assessment techniques** so a body of evidence of achievement is collected over time, allowing students to progressively demonstrate the depth and breadth of their learning and accommodating their different learning styles

- **opportunities for learning to develop** so students receive timely feedback and teachers have sufficient and suitable evidence of what students have achieved in relation to all the valued knowledge, understanding and skills prescribed in the syllabus and can make defensible judgments about achievement

- **adequate resourcing** to support teachers and schools to participate in the system in a way that improves their confidence and the learning of their students

- **stakeholder confidence** that the system delivers fair and transparent outcomes for all students and that the processes used, the information obtained, and the decisions made are valid and reliable.

1.2.1 Preparing for senior schooling

Year 10 is the start of the senior phase of learning. In Year 10, students make important decisions about their senior secondary schooling and education, training and career goals.

Schools work with students and their parents/carers to develop a Senior Education and Training (SET) Plan. This process can support students to reflect on and make important decisions about:

- structuring their learning in Years 11 and 12 around their abilities, interests and ambitions

- mapping their pathway to a QCE or, if eligible, a QCIA.

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

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

- complete the P–10 Australian Curriculum prerequisite knowledge and skills

- receive the necessary advice, guidance and preparation to start senior studies.

Schools may support students' preparation for senior studies by:

- identifying opportunities within the Year 10 Australian Curriculum to introduce concepts and skills that provide a foundation for the corresponding senior syllabus (for Years 11 and 12)

- selecting and modifying the assessment techniques and conditions from the senior syllabus to gather evidence of student learning in the corresponding Year 10 Australian Curriculum achievement standard and standard elaborations

- building understanding and skills necessary for success in the senior syllabus by identifying the underpinning factors and their alignment to the corresponding general capabilities in the Year 10 Australian Curriculum

- developing students' knowledge and understanding of academic integrity and effective academic practices

- addressing students' individual needs through differentiation.

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

1.2.2 Learning options

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

- General and General (Extension) subjects

- Applied subjects, including Essential English and Essential Mathematics

- Short Courses

- General (Senior External Examination) subjects

- recognised studies

- vocational education and training (VET) courses

- school-based apprenticeships and traineeships

- university subjects.

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

1.2.3 Assessing achievement

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

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

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

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

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

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

1.2.4 Results and certificates

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

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

For students seeking to continue their studies after school, their final results from a combination of five General subjects, or four General subjects and one Applied subject or vocational qualification, are used by QTAC to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes. Results from Short Courses do not contribute to ATAR calculations.

Information on the ATAR is available from QTAC on its website, www.qtac.edu.au.

1.3 Defining characteristics of the QCE system

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

The QCE system has five defining characteristics:

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

1.3.1 Quality contemporary syllabuses

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

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

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

Aboriginal perspectives and Torres Strait Islander perspectives have been considered, where appropriate, in the development of syllabuses.

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

1.3.2 A balanced, integrated assessment program

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

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

The validity of assessment is improved by assembling evidence of student achievement from a variety of assessment techniques and conditions. Reliability of assessment is improved by providing students with multiple opportunities to demonstrate their knowledge, understanding and skills, as well as by collecting evidence at different times and under different conditions. Accessibility of assessment is achieved through measures such as ensuring all students have a clear understanding of how to demonstrate their learning, considering accessibility of language and layout when developing assessments, and implementing appropriate principal-reported or QCAA-approved access arrangements and reasonable adjustments (AARA).

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

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

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

Subject-based external assessment occupies an important place in the range of assessment techniques used for General subjects. It contributes equally valuable, but different, evidence of

achievement to a student's final subject result. The syllabus details the scope and scale of each external assessment, which occurs at the end of a course of study.

1.3.3   Predefined standards

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

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

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

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

1.3.4   Teacher professionalism

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

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

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

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

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

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

1.3.5   Credible and informative credentials

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

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

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

The QCE reflects the principles of:

- inclusion and flexibility — through the wide variety of learning included, the amount of learning required and accessibility for students from diverse backgrounds and for different pathways

- integrity of standards — with challenging and achievable standards, clear and rigorous criteria, and literacy and numeracy requirements

- credibility and portability — so students have a valid 'passport' for future pathways with a qualification that has high status, recognition and public confidence

- communication — between the QCAA, schools, students and community, and coordination of processes and procedures.

The QCIA recognises the achievements of students whose learning is part of an individual learning program. It is for students with disability that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors.

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

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

- Senior Statement

- Statement of Results

- QCE

- QCIA.

1.4 Equity in education

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

- teaching, learning and assessment that is inclusive, and socially and culturally responsive

- access and participation for all students, on the same basis as their peers

- adjustments, where required, to enhance engagement and equitable outcomes for all students

- acknowledgment of the diverse bodies of knowledge, backgrounds and families of all students.

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

For more information about equity in education, see the QCAA website www.qcaa.qld.edu.au/k-12-policies/equity-in-education and Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure.

1.5　Partnership with schools

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

The QCAA sets the framework for the partnership between the QCAA and schools to meet the legislative requirements of the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (Qld) (QCAA Act) and Education (Queensland Curriculum and Assessment Authority) Regulation 2025 (Qld) (QCAA Regulation). The QCAA also defines the policies and procedures for the assessment and certification of students and issues SEPs to the students of schools that follow these rules and procedures.

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

At the beginning of the year in which schools intend to certify students, the principal agrees to comply with the rules and procedures of the QCE system for their students to become eligible to receive an SEP. The date for completing the agreement is published in the SEP calendar. Further information is available in the annual Senior secondary certification agreement memo published on the QCAA website www.qcaa.qld.edu.au/news-data/memos.

2 Queensland Certificate of Education (QCE)

The QCAA issues a QCE to an eligible student when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy, numeracy and academic integrity requirements. The legislative framework for the QCE is defined in the QCAA Act and QCAA Regulation.

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

For advice about QCE eligibility:

- students and parents/carers should contact myQCE@qcaa.qld.edu.au

- all others should contact QCEforschools@qcaa.qld.edu.au.

2.1 Eligibility for a QCE

To be eligible for a QCE, a student must:

- have an open learning account (see Section 13.2.4: Learning accounts and registration)

- not have been previously issued with a QCE, Senior Certificate, or equivalent interstate or overseas qualification (other than an International Baccalaureate Diploma)

- accrue at least one credit from the Core category of learning while enrolled at a Queensland school

- meet the academic integrity requirement (see Section 2.1.1: Academic integrity requirement)

- meet the QCE requirements by completing learning

  – to the set amount

  – at the set standard

  – in a set pattern

  – that meets the literacy and numeracy requirements.

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

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

2.1.1 Academic integrity requirement

To meet the academic integrity requirement, a student must complete an academic integrity course. The following table outlines the learning options to meet the requirement.

Table: Learning options to meet academic integrity requirement for a QCE

Course of study	Set standard
QCAA academic integrity course for senior secondary students (online format)	Satisfactory completion
QCAA academic integrity course for senior secondary students (alternative format)	Satisfactory completion
An equivalent academic integrity course, e.g. school or third-party provider	Satisfactory completion

For more information about the learning options to meet the academic integrity requirement for a QCE, see Section 8.1.2: Academic integrity requirement.

Note: The academic integrity requirement does not apply to anyone who finished, or was scheduled to finish, Year 12 before August 2026.

2.1.2 Set amount of learning

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

2.1.3 Set standard of learning

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

- satisfactory completion
- a final result of C or better
- qualification completion
- a pass or equivalent.

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

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

2.1.4 Set pattern of learning

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

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

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

Completed Core

The set pattern of learning for a QCE requires students to accrue 12 credits from completed Core courses of study (see Section 2.2.1: Core courses of study).

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

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

- is enrolled in an Applied or General subject for Units 1, 2, 3 and 4, and is reported as satisfactory or unsatisfactory in both Unit 1 and Unit 2, and achieves a final result of C or better in Units 3 and 4

- is enrolled in a General (Extension) subject for Units 3 and 4, and achieves a final result of C or better

- achieves a final result of C or better in a General (Senior External Examination) subject

- completes a VET Certificate II, III or IV

- satisfactorily completes the on-the-job component of a school-based apprenticeship (see Section 2.2.1: Core courses of study)

- partially completes non-Queensland studies (interstate or overseas) to the required standard, and subsequently enrols in and meets the set standard in a related QCAA subject (see Section 2.5.2: Interstate and overseas transfers: Non-Queensland studies)

- completes an International Baccalaureate Diploma Programme (IBDP) subject at a Queensland school and achieves a final result of 4 or better

- partially completes an IBDP subject at a Queensland school (as outlined in Section 2.2.1: Core courses of study) and subsequently enrols in and meets the set standard in the Unit 3 and 4 pair of a related QCAA subject

- completes a recognised study to the required standard (see Section 2.4: Recognised studies).

Relaxation of the studies that contribute to the completed Core

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

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

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

- completes more than four units of the same QCAA subject, e.g. repeats a unit

- changes to a learning provider where the same subjects are not offered, e.g. completes Unit 1 and Unit 2 of Chemistry, then transfers to a new learning provider where they are unable to continue the Unit 3 and 4 pair of this subject. The new learning provider enrols them in a sufficiently similar subject.

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

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

2.1.5 Literacy and numeracy requirements

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

Table: Learning options to meet literacy and numeracy requirements for a QCE

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential English	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Final result of C or better in a Unit 3 and 4 pair
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English as an Additional Language • Literature	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Final result of C or better in a Unit 3 and 4 pair
General (Extension)	Unit 3 and 4 pair: • English & Literature Extension		Final result of C or better
General (Senior External Examination)	QCAA subject: • English	QCAA subject: • General Mathematics	Final result of C or better
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Final result of C or better
IBDP in Queensland schools	IBDP examination in one of the following: • English A: Language and Literature (SL or HL) • English A: Literature (SL or HL) • English B (SL or HL)	IBDP examination in one of the following from 2021: • Mathematics: Analysis and Approaches (SL and HL) • Mathematics: Applications and Interpretations (SL and HL)	Final result of 4 or above on examination *or* Exit subject with a final result of 3, having achieved a 4 or above for the internal assessment component

Courses of study	Literacy	Numeracy	Set standard
Interstate studies	Unit 1, Unit 2, or a Unit 3 and 4 pair of an interstate English or English equivalent subject (refer to Section 2.5.2 for further information)	Unit 1, Unit 2, or a Unit 3 and 4 pair of an interstate Mathematics or Mathematics equivalent subject (refer to Section 2.5.2 for further information)	Satisfactory completion in Unit 1 *or* Unit 2 *or* Final result of C or better (or equivalent) in a Unit 3 and 4 pair
Recognised studies	See the QCAA website for a list of eligible learning options.	See the QCAA website for a list of eligible learning options.	As recognised by the QCAA

2.2   Categories of learning

Learning options that are eligible to contribute credit to the QCE are classified into three categories of learning: Core, Preparatory and Complementary. Many groups of learning options may have courses of study in multiple categories. When considering the credit that may accrue to a QCE, understanding which category a learning option is in is important.

Table: Category of learning for each learning option

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

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

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

The QCAA has developed separate criteria for each category.

Determining QCE credit value

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

- depth and breadth — the complexity of knowledge and skills in a course of study

- time — 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 — the expected learning outcomes, compulsory formal and/or experience-based learning, and how further learning, employment or community engagement are enhanced by completing the course, including, if applicable, any relevant links to other accredited learning.

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

2.2.1 Core courses of study

Core courses of study are the types of courses usually undertaken by students during the senior phase of learning.

Criteria for Core courses of study

Typically, Core courses of study are:

- a component or subcomponent of an eligible option under the *Education (General Provisions) Act 2006* (Qld)

- available for implementation statewide by schools or registered training organisations (RTOs)

- characteristic of learning outcomes at senior secondary schooling including knowledge, skills and understandings, both generic and specific to an area of learning, required as a basic preparation for civic life, further study and lifelong learning. These characteristics are developed through studies that may include academic disciplines and VET

- quality assured by the QCAA, a similar statutory authority or another accreditation body, e.g. International Baccalaureate (IB) or Australian Skills Quality Authority (ASQA)

- generally comparable to other (for example interstate and overseas) approved syllabuses or recognised courses of study due to the scope, standing and depth of learning being accepted by the community and educators as suitable for senior schooling

- required to deliver between 200 and 300 hours of learning.

QCE credit for Core courses of study

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

Table: Credit for Applied and General subjects

QCAA syllabus	Set standard	QCE credits	Notes
Applied subjects (including Essential)		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.4: Set pattern of learning.
Unit 2	Satisfactory	1	
Units 3 and 4	Final result of C or better	2	

QCAA syllabus	Set standard	QCE credits	Notes
General subject		**4 (maximum credit available)**	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.4: Set pattern of learning.
Unit 2	Satisfactory	1	
Units 3 and 4	Final result of C or better	2	
General (Extension) subject		**2 (maximum credit available)**	
Units 3 and 4	Final result of C or better	2	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.4: Set pattern of learning.
General (Senior External Examination) subject		**4 (maximum credit available)**	
	Final result of C or better	4	QCE credits contribute to the completed Core when students have met the conditions in Section 2.1.4: Set pattern of learning. No credit accrues for partial completion of a subject. See Section 4.1.2: General, General (Extension) and General (Senior External Examination) syllabuses and Section 13.2.5: Enrolments and results.

Table: Credit for VET qualifications — maximums

VET qualification	Set standard	QCE credits	Notes
Certificate II	Completed qualification	4 (maximum credit available)	QCE credit accrued from new learning contributes to the completed Core when a student completes the full qualification.
Certificate III and IV	Completed qualification	8 (maximum credit available) **Credits*** / **Hours** 8 / 440+ 7 / 385–439 6 / 330–384 5 / < 330	QCE credit accrued from new learning contributes to the completed Core when a student completes the full qualification.
*Based on the recommended hours of learning as determined by the Queensland Government, Department of Trade, Employment and Training.			

VET qualification	Set standard	QCE credits	Notes
School-based apprenticeship		**6 (maximum credit available)**	
VET qualification	The maximum percentage of competencies that school-based apprentices may complete while at school depends on the nominal term (full-time) of the apprenticeship in years: ≤ 33.3% for 4 years ≤ 40% for 3 years ≤ 50% for 2 years	Up to 2	School-based apprenticeship VET qualifications do *not* contribute to the completed Core of the QCE, as they cannot be completed while at school. The Queensland Government Department of Trade, Employment and Training provides further information about maximum training allowed and school-based apprenticeships and traineeships.
On-the-job	Minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core when a student completes all the on-the-job hours while at school. Partial credit may apply (1 credit for 25 days completed).
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	The Queensland Government Department of Trade, Employment and Training provides further information about school-based apprenticeships and traineeships.
School-based traineeships		**8 (maximum credit available)**	
	Completed qualification	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

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

Table: QCE credit for partial and completed VET qualifications

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

VET qualification	Competencies complete	QCE credits			
		Maximum credit available			
Certificate III and IV Maximum credit available for a completed course with 90% or more new learning is 5–8 credits. For further information about new learning, see Section 2.3: Additional VET QCE credit rules.	100% complete	8	7	6	5
	75% complete	6	5	4	3
	50% complete	4	3	3	2
	25% complete	2	1	1	1
	< 25% complete	0	0	0	0

Table: Credit for IBDP course completed in a Queensland school

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

IBDP studies in a Queensland school: Partial completion

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

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

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

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

Recognised studies

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

Non-Queensland studies

Non-Queensland studies may contribute credit towards a QCE. For more information about applying for credit for non-Queensland studies, see Section 2.5.2: Interstate and overseas transfers: Non-Queensland studies.

2.2.2 Preparatory courses of study

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

Criteria for Preparatory courses of study

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

Preparatory courses of study include:

- breadth, depth and complexity of knowledge and skills that would prepare a student to perform a defined range of activities, most of which may be routine and predictable

- a variety of employment-related skills, including Preparatory access and participation skills, broad-based induction skills and/or specific workplace skills.

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

- performing a sequence of routine tasks given clear direction

- receiving and passing on messages or information

- developing knowledge and skills that provide a foundation or entry to Core courses of study

- participating in work as a member of a team or group.

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

QCE credit for Preparatory courses of study

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

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

Table: Credit for Preparatory courses of study

Preparatory courses	Set standard	QCE credits	Notes
QCAA Literacy Short Course	Final result of C or better	1	
QCAA Numeracy Short Course	Final result of C or better	1	
VET Certificate I qualification	Qualification completed, with at least 90% new learning	2 (199 nominal hours or less)	QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government Department of Trade, Employment and Training. For more information about new learning in VET, see Section 2.3.2.
	Qualification completed, with at least 90% new learning	3 (200 nominal hours or more)	
Recognised studies	Agreed standard	As recognised by the QCAA	

2.2.3 Complementary courses of study

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

Criteria for Complementary courses of study

Typically, Complementary courses of study are of greater depth and/or breadth than Core courses of study. Complementary courses of study may add value or enrich the core of learning that the community expects students to complete during senior schooling.

Complementary courses of study:

- may be offered by learning providers other than the main learning provider (MLP)

- have depth and breadth of learning that is generally

  - accepted by the community and educators as suitable for senior schooling

  - comparable to other approved syllabuses or recognised courses of study in related areas of learning

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

Some Complementary courses of study involve:

- self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, repertoire, services and techniques for self and others

- application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to varied or highly specific functions

- depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination

- depth, breadth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad range of technical and/or management functions, including developing new criteria, applications, knowledge or procedures, where applications involve

  - significant judgment in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures

  - participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others.

QCE credit for Complementary courses of study

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

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

Table: Credit for Complementary courses of study

Complementary courses	Set standard	QCE credits	Notes
QCAA Aboriginal and Torres Strait Islander Languages Short Course	Final result of C or better	1	
QCAA Career Education Short Course	Final result of C or better	1	
University subject (one- or two-semester subject) studied as part of a school program in partnership with a tertiary education institution	Pass result	2 credits for a one-semester FTE subject 4 credits for a two-semester FTE subject	These subjects contribute credit to a QCE only when a student is enrolled at a school. Credit may accrue for partial completion of a two-semester FTE subject. FTE is university full-time equivalent.
VET Diploma and Advanced Diploma qualifications	Competency completed	1 credit for each competency at AQF Level 5 or above	Diploma and Advanced Diploma courses contribute credit to a QCE only when a student is enrolled at a school. In some cases, credit may be accrued for partial completion.
Recognised studies	Agreed standard	As recognised by the QCAA	

2.3 Additional VET QCE credit rules

VET has an important role in many senior secondary student pathway options. The QCAA recognises completion and partial completion of VET qualifications and assigns credit to the QCE appropriate to the amount of learning a student completes.

To ensure breadth of learning within a QCE, credit will accrue for new learning only. The QCAA has identified a number of instances where available learning options include a duplication of learning. These are outlined below.

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

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

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

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, the QCAA determines the credit for the QCE. Relevant Applied subjects and related qualifications are identified in the table 'Applied subjects and Certificate II VET qualifications with duplication of learning'. Students may enrol in a combination of these courses. However, where duplication has been identified, QCE credit will only accrue for one course, i.e. a maximum of four QCE credits.

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

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

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

Learning area	Applied subject	VET qualification	Maximum QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4
	Sport & Recreation	SIS20122 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20120 Certificate II in Workplace Skills	4
	Religion & Ethics	No duplication	4
	Social & Community Studies	No duplication	4
	Tourism	SIT20122 Certificate II in Tourism SIT20125 Certificate II in Tourism	4
Mathematics	Essential Mathematics	No duplication	4
Sciences	Agricultural Practices	AHC21216 Certificate II in Rural Operations AHC20122 Certificate II in Agriculture	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20422 Certificate II in Engineering Pathways	4
	Fashion	MST20722 Certificate II in Apparel, Fashion and Textiles	4
	Furnishing Skills	MSF20522 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20120 Certificate II in Applied Digital Technologies	4

Learning area	Applied subject	VET qualification	Maximum QCE credit
The Arts	Arts in Practice	No duplication	4
	Dance in Practice	CUA20120 Certificate II in Dance	4
	Drama in Practice	No duplication	4
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4

Note: If a qualification on this list is superseded, the new qualification will be considered duplication of learning unless otherwise advised.

2.3.2 Multiple VET qualifications

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

New learning in VET

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

- 'Competency achieved/pass' and is the earliest date completed

- 'Credit transfer/national recognition' but has not been recorded elsewhere in the student's learning account, and is the earliest date completed

- 'Credit transfer/national recognition' but at the earliest date completed was not part of a qualification that can contribute credit to the QCE.

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

Qualifications from the same VET training package

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

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

A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes only a Diploma or Advanced Diploma while at school accrues credit in the Complementary category of learning.

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

The QCE estimator is available in the Student Management application (app).

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

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

VET credit transfer

Credit accrues to the QCE when a student completes new learning, as defined above.

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

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

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

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

QCE credit	Amount of new learning completed	Notes
50%	50%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only
25%	25%	Applicable to Certificate II, Certificate III and Certificate IV qualifications only
0%	<25%	

Figure: Example of QCE credit for Certificates II and III with credit transfer for the same or different training package
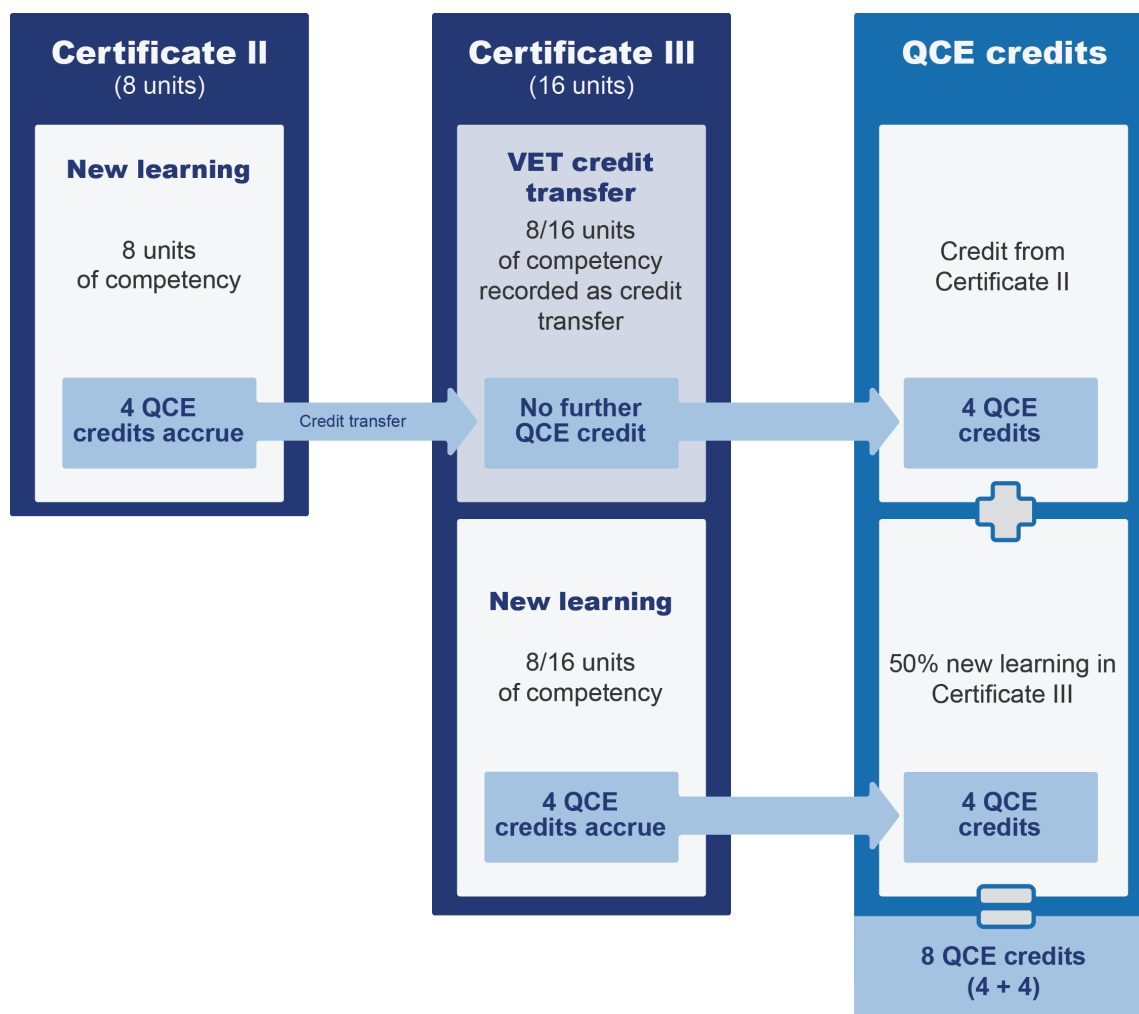
2.3.3 Diploma and Advanced Diploma qualifications

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

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

- the qualification is undertaken while the student is enrolled at a school

- units of competency are at AQF Level 5 or above

- the maximum credit from the same training package has not already been met in the Core category of learning.

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

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

2.4 Recognised studies

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

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

Lists of recognised studies are available on the QCAA website www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/recognised-studies/lists-recognised-studies.

2.4.1 Recognised study quality criteria

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

2.4.2 Application and review process

Organisations may apply to have the QCAA recognise a course of study. For an organisation to have a course listed as a recognised study, they must demonstrate how the QCAA recognised study quality criteria are met, though an application process on the QCAA website.

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

Recognised study providers enter into a recognition agreement with the QCAA. A review process takes place as part of maintaining recognition and all recognised study providers must complete annual compliance advice.

2.4.3 Lists of recognised studies

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

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

- provider name and contact details
- possible levels of achievement
- recognition agreement period
- for each recognised study offered by that provider
  - name of the course of study
  - category of learning
  - required standard for credit to the QCE
  - QCE credit value
  - review day.

2.4.4 Appeals

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

2.5 Transfer students

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

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

For more information, see Section 2.1.4: Set pattern of learning.

2.5.1 Within Queensland

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

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

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

Before enrolment, schools should discuss with students and their parents/carers subject choices where there may be an impact on QCE credit. In some cases, students may not be able to continue an identical course of study at the new learning provider. These students may apply to the QCAA for relaxation of the completed Core requirement. For more information contact the QCAA Certification Unit at rocc@qcaa.qld.edu.au.

For more information, see the following sections:

- Section 2.1.4: Set pattern of learning
- Section 8.2.1: Engaging in learning and assessment
- Section 11.1: Determining results
- Section 13.2.5: Enrolments and results
- Section 13.3: Retaining records and student work.

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

QCE eligibility scenarios are available in the QCAA Portal Noticeboard.

2.5.2 Interstate and overseas transfers: Non-Queensland studies

A student who transfers from an interstate or overseas learning provider needs to be registered by the new Queensland learning provider and have a learning account opened. See Section 13.2.4: Learning accounts and registration and Section 13.2.5: Enrolments and results.

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

For more information about the suitability of an interstate English or Mathematics subject meeting the literacy and numeracy requirements for the QCE, contact the QCAA Certification Unit at rocc@qcaa.qld.edu.au.

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

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

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

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

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

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

For interstate transfer students, the evidence may take the form of school reports, official certification of results or certificates for completed or partially completed senior secondary

school studies (i.e. Year 11 and 12); VET qualifications and/or any other senior studies or further education.

For international transfer students, this may take the form of a letter from the principal of the previous learning provider that confirms the dates of enrolment, year level at exit, and the certificate or diploma that the student was studying towards.

Schools considering enrolling international students should note that the academic years in the northern and southern hemispheres differ by six months. This may create potential issues for students beginning their education in Queensland after the beginning of the school year. Students, parents/carers and schools should be aware:

- studies in the previous country may not be deemed to contribute credit towards a QCE

- to receive a QCE at the end of the school year, the student must meet the QCE requirements

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

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

- Section 2.1.4: Set pattern of learning

- Section 8.2.1: Engaging in learning and assessment

- Section 11.1: Determining results

- Section 13.2.5: Enrolments and results

- Section 13.3: Retaining records and student work.

For advice related to QCE eligibility, email QCEforschools@qcaa.qld.edu.au. To apply for credit for non-Queensland studies, and to apply for relaxation of the studies that contribute to the completed Core, see the QCAA website www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/transfer-students-and-the-qce.

QCE eligibility scenarios are available in the QCAA Portal Noticeboard.

Interstate VET qualifications and QCE credit

VET providers registered in Queensland are obliged to report the learning of Queensland students to the QCAA via the Department of Trade, Employment and Training (DTET).

Students who have completed or partially completed VET qualifications interstate and then enrol in a Queensland school may apply to the QCAA for credit to the QCE. An overseas student who enrols at a Queensland school may apply for credit for previously completed or partially completed studies as well as relaxation of the completed Core (see Section 2.1.4: Set pattern of learning).

2.5.3   Closing dates for applications

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

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

2.6 The Student Management app and the Student Portal

2.6.1 The Student Management app

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

Schools can also access and use the **Estimate QCE eligibility** tool in the app.

2.6.2 The Student Portal

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

See Section 11.3: QCAA reporting responsibilities.

2.7 Issue of a QCE

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

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

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

3 Queensland Certificate of Individual Achievement (QCIA)

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

The legislative framework for the QCIA is defined in the QCAA Act and QCAA Regulation.

For additional information about the QCIA, see the QCAA website.

3.1 Eligibility for a QCIA

Students eligible for a QCIA should have a history of completing an individual learning program throughout their secondary schooling. Discussions about eligibility for a QCIA and completing an individual learning program must begin before a student starts senior schooling, as part of the Senior Education and Training (SET) Plan process. A collaborative approach involving the student, parents/carers and school staff is needed to determine whether working towards a QCIA is in the student's best interest. Schools are required to keep documentation about these decisions for the required duration as outlined in Section 13.2.3: Managing data.

3.1.1 Eligibility criteria

According to the QCAA Regulation, ss 130–131, a person is eligible for the issue of a QCIA when all criteria are met:

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

- the person has completed at least 24 semesters of schooling following the preparatory year, or the equivalent as decided by the QCAA

- at least one result for contributing studies for the certificate is recorded in a student account kept for the person

- the person completes studies that are part of an individual learning program developed for the person at the school

- the person has not previously been issued with a QCIA, QCE, Senior Certificate, or equivalent interstate or overseas qualification.

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

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

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

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

3.1.2 Individual learning programs

An individual learning program:

- is developed for students who have disability, as defined in the *Disability Discrimination Act 1992* (Cth), that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors

- is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the Guideline for individual learning (GIL)

- is recorded in a QCIA curriculum plan developed via the QCAA Portal

- does not contribute credit to the QCE

- cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or VET qualifications.

3.1.3 QCE-contributing studies

Students cannot receive both a QCE and a QCIA upon completion of senior schooling. However, a student may be issued with a QCIA and also have learning recorded as credit towards the QCE.

For a student to remain eligible to receive a QCIA, they may record up to a **maximum of three** completed QCE-contributing studies from the Core learning category in the learning account, regardless of level of achievement. In this situation, a QCE may be achieved and issued post-school. See Section 2.2.1 for a list of Core learning category studies.

A student eligible for the QCIA may also record achievements for other learning categories of the QCE in the learning account, e.g. courses from the Preparatory learning category, such as a Certificate I qualification. A typical pattern of enrolment in QCE-contributing studies for a QCIA-eligible student may include a Short Course, an Applied subject or a Certificate I or Certificate II qualification. Completed and partially completed QCE learning is recorded on a Senior Statement and cannot be duplicated on the QCIA.

For more information about:

- contributing studies for the QCE, see Section 2: Queensland Certificate of Education (QCE)

- VET QCE credit, see Section 2.3: Additional VET QCE credit rules.

3.2 The QCIA process

The following table outlines an overall timeline for the QCIA process. Specific dates for QCIA procedures are published in the SEP calendar.

Table: The QCIA process

Time	Steps of the QCIA process
Before starting senior schooling	**Pathway planning**
	Students, parents/carers and schools: • discuss students' strengths, goals, interests, current level of learning, individual learning needs, and QCE and QCIA learning options as part of the SET Plan process • design a SET Plan identifying the QCIA intended learning outcome, with QCE-contributing studies, if relevant • register eligible students for a QCIA (see Section 3.1: Eligibility for a QCIA and Section 3.2.1: Registering students for a QCIA).
Term 1 in the first year of senior schooling	**Curriculum planning**
	In consultation with students and parents/carers, schools: • use the GIL to identify curriculum organisers and learning focuses • identify learning goals that align to each student's needs and interests • record and approve a QCIA curriculum plan via the QCAA Portal for each student (see Section 3.2.2: Curriculum plans).
Senior schooling	**Teaching, learning and assessment**
	Schools: • sequence teaching and learning to align with each student's curriculum plan • develop assessment to provide opportunities to collect evidence of student achievement of learning goals • provide regular feedback and report progress to students and parents/carers (see Section 3.3.1: School reporting responsibilities to students and parents/carers) • collect evidence of students' learning • access QCAA information and resources for the QCIA.
Term 3 in the final year of senior schooling	**Drafting QCIAs**
	Schools: • develop an internal quality assurance process for matching student work with statements (see Section 3.4.1: Internal quality assurance) • draft Statements of Achievement and Statements of Participation, ensuring there is evidence to support all statements. Schools must follow the QCIA writing conventions (see Section 3.3.4: Recording Statements of Achievement and Statements of Participation) • discuss draft Statements of Achievement and Statements of Participation with students and parents/carers before submitting final school data to the QCAA • record and approve draft certificates in the Student Management app • prepare verification submissions and submit to the QCAA by the date published in the SEP calendar (see Section 3.4.3: QCIA verification).
	QCIA verification meeting
	• QCIA advisers attend the verification meeting to quality assure students' draft QCIA statements using evidence provided by schools. • Schools receive feedback and have two weeks to consult with the QCIA adviser for clarification about feedback and make the required changes by the date published in the SEP calendar.

Time	Steps of the QCIA process
Term 4 in the final year of senior schooling	**QCIA state review meeting**
	• QCIA advisers attend the state review meeting to quality assure all certificates.
	• Schools receive feedback about statements and act on advice by the date published in the SEP calendar (see Section 3.4.4: QCIA state review).
	Pre-production checks of the QCIA
	• QCAA officers undertake final checking of all certificates in the final weeks of each academic year (see Section 3.4.5: Pre-production checks).
	• Schools may receive advice about a student's certificate and must act on advice within the time stated by QCAA officers.
	Certification
	• Students receive the QCIA as part of their SEP in their learning account and by mail.

3.2.1 Registering students for a QCIA

Schools register eligible students in the Student Management app at the start of senior secondary schooling. Schools must also identify students working towards a QCIA by selecting the intended learning outcome (ILO) as **QCIA**.

Starting a QCIA in Year 12

In exceptional circumstances, a student's situation may change during their senior schooling and they may become eligible for a QCIA (see Section 3.1: Eligibility for a QCIA). As the QCIA is an ILO chosen at the start of senior secondary schooling, any student whose ILO is changed to QCIA while in Year 12 must have their eligibility approved by the QCAA's Manager, QCE and QCIA Unit, by the date published in the SEP calendar. To apply for approval, the principal emails an explanation for the change in eligibility to qcia@qcaa.qld.edu.au.

3.2.2 Curriculum plans

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

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

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

Table: Curriculum structure

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

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

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

Recording curriculum plans

Schools record each student's individual curriculum plan at the start of their senior secondary schooling.

Each student's QCIA curriculum plan is recorded and managed via the Student Management app. It incorporates:

- eligibility for the QCIA

- identification of the number of QCE-contributing studies likely to be completed by the student

- learning goals selected from the GIL

- approval of the curriculum plan by the school's QCIA leader.

User roles to record QCIA data are outlined in QCIA data in the Student Management app: A guide for schools, available on the QCAA website.

Amending an approved curriculum plan

During senior schooling, a student's enrolment may change. Schools must update any changes to learning or studies contributing to a QCE in the Student Management app.

Extending a year

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

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

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

Ceasing or transferring enrolment with a school

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

Transfer students and curriculum plans

The new school must review, edit and approve the student's previous curriculum plan in the Student Management app, ensuring that the appropriate learning experiences can be offered for the student at the new school.

For more information, contact the QCE and QCIA Unit at qcia@qcaa.qld.edu.au.

3.2.3 Gathering evidence of learning

Schools collect evidence of students' learning throughout senior schooling. This evidence is used to report achievement and participation to students and parents/carers and to substantiate QCIA Statements of Achievement and Statements of Participation. Schools decide how evidence of students' learning is collected and stored.

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

3.3 QCIA reporting

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

3.3.1 School reporting responsibilities to students and parents/carers

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

Schools should:

- clearly communicate whether the information they provide refers to
  - evidence of working towards the achievement of learning goals in the student's individual curriculum plan

    or

  - results achieved in QCE-contributing studies on individual assessments or across a term, semester, unit or pair of units

- ensure that information reported to students and parents/carers is consistent with information reported to the QCAA

- clarify that any reporting on achievement towards a QCIA is provisional and is not finalised until quality assured by the QCAA (see Section 3.4: QCIA quality assurance processes).

Teachers determine achievement of learning goals when:

- evidence in the student responses demonstrates typical achievement of the learning goal

- evidence is authenticated as the student's own work.

3.3.2 School reporting to the QCAA

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

Schools report draft Statements of Achievement and Statements of Participation to the QCAA using the Student Management app. Timelines for activities related to the events are published in the SEP calendar.

3.3.3 QCIA content

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

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

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

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

3.3.4 Recording Statements of Achievement and Statements of Participation

Schools record QCIA achievements in the Student Management app.

QCIA information must be entered by schools for every exiting student before the QCIA verification meeting (see Section 3.4.3: QCIA verification). Schools may access QCIA reports via the Student Management app to check QCIA statements and information.

For more information about managing QCIA data, see QCIA data in the Student Management app: A guide for schools, available on the QCAA website.

Statement of Achievement

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

The QCIA is a one-page document, so statements must be brief, adhere to specific writing conventions, and identify the student's highest achievements. Details on how to develop the

QCIA Statement of Achievement are available on the QCAA website www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/qa.

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

Schools can record a maximum of six Statements of Achievement for each curriculum organiser on the draft certificate. When writing Statements of Achievement, it is important to state the highest level of demonstrated learning.

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

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

Learning goal from the GIL	Evidence from teaching and learning experiences	Statement of Achievement
Use informal behaviours to intentionally communicate a single message consistently in familiar environments to express a preference.	Video footage of the student nodding or shaking their head and using facial expressions to make a choice when presented with two objects.	Indicates a preference between two objects using facial expression and nodding or shaking head.
Identify and use combinations of coins and notes for simple purchases.	Photographs and video footage of the student using coins and notes to purchase items at a local supermarket. Anecdotal notes that indicate the student requires support to make purchases.	Purchases items using coins and notes in a familiar supermarket with support.
Examine the benefits of physical activity and physical fitness to health and wellbeing.	Video footage of the student talking to a teacher about the benefits of physical activity. A student worksheet including a short paragraph explaining why being fit benefits health and wellbeing.	Explains the benefits of physical fitness for health and wellbeing.

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

Statement of Participation

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

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

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

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

3.4 QCIA quality assurance processes

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

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

Quality assurance processes incorporate the following principles:

- There is alignment between teaching, learning and assessment.

- Teachers implement students' individual curriculum plans and develop teaching, learning and assessment for students in their local context.

- Teachers make judgments about student achievement using evidence in student work.

- Quality assurance processes, including feedback and professional conversations, promote continuous improvement and help teachers improve teaching and inform assessment practices.

3.4.1 Internal quality assurance

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

QCIA leaders

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

- incorporate the principles of quality assurance into school quality assurance processes

- communicate and manage roles and responsibilities

- gather and store evidence as required

- are ready for QCAA quality assurance processes, including QCIA verification, state review and pre-production checks

- report information accurately to the QCAA

- approve curriculum plans and draft certificates in the Student Management app.

QCIA coordinators

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

- record students' individual curriculum plans in the Student Management app

- oversee implementation of students' individual curriculum plans

- prepare the required information for QCAA quality assurance processes, including identifying eligible students and applying internal quality assurance
- record draft certificates in the Student Management app
- act on recommendations from the QCAA quality assurance processes
- maintain records and evidence as required by the QCAA and the school.

Teachers

Teachers of QCIA students typically:

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

3.4.2 QCIA advisers

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

- engage in various quality assurance processes to support the QCIA, including the QCIA verification and state review meetings
- support schools to understand and act on advice from QCIA verification.

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

- the GIL
- QCIA policies and procedures
- assessment and gathering evidence of learning
- how to communicate feedback to schools.

3.4.3 QCIA verification

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

Feedback from QCIA verification is provided to schools about the quality of draft QCIA information and substantiating evidence. Timelines for activities related to QCIA verification are published in the SEP calendar.

Preparing for QCIA verification

Schools prepare the following for QCIA verification:

- draft certificate information for all exiting students, including Statements of Achievement and Statements of Participation (see Section 3.3.4: Recording Statements of Achievement and Statements of Participation)
- folio/s of evidence used to make judgments (a single folio if fewer than 10 students are exiting, or folios for two students if 10 or more students are exiting), noting that

- schools select types of evidence for the folio as explained in the GIL

- folios must provide annotated evidence for every Statement of Achievement, organised within curriculum organisers, and for every Statement of Participation.

Additional information about preparing for QCIA verification is available on the QCAA website.

Responding to QCIA verification feedback

After QCIA verification, the QCAA provides written feedback to schools about the quality of the QCIA information, including:

- *QCIA draft certificate feedback*

- *QCIA evidence of achievement feedback.*

Written advice is provided about:

- the quality of the Statements of Achievement and Statements of Participation that follow the QCIA writing guidelines

- the match between the draft certificate information and the evidence provided in the sample folio

- any duplication issues between the Statements of Achievement and Statements of Participation, and/or between the statements and QCE-contributing studies.

Schools have two weeks to consult with the QCIA adviser for clarification about verification feedback, if required. Schools may need to alter certificate information or provide further evidence of student achievement to substantiate selected statements. Schools must act on verification feedback by the date published in the SEP calendar.

3.4.4 QCIA state review

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

Before the state review

Schools are required to:

- confirm exiting students have been identified in the exit cohort in the Student Management app

- act on feedback received from QCIA verification (see Section 3.4.3: QCIA verification)

- submit final certification information for exiting students in the Student Management app by the date published in the SEP calendar

- check that the QCIA does not duplicate any QCE-contributing studies

- ensure the accuracy and quality of the certificate data.

Responding to state review feedback

Feedback is provided to schools about students' provisional certificate information after the state review. QCAA officers may discuss issues about provisional certificate information with schools and provide feedback to the school about:

- the quality of the certificate

- duplication issues with achievements in QCE-contributing studies.

Schools must act on and update certificate information according to advice by the date published in the SEP calendar.

3.4.5 Pre-production checks

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

3.4.6 Issue of a QCIA

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

3.5 Applying for review of QCIA information

Students and their parents/carers may ask the QCAA to check the information recorded in the SEP, including information recorded on a student's QCIA. Schools must retain student work and folios of evidence of achievement on which decisions about the Statements of Achievement and Statements of Participation are based as set out in Section 13.3: Retaining records and student work.

To request verification of information, students need to complete and submit an online form available inside their Student Portal account, with the application fee, to the QCAA by the date published in the SEP calendar (see Section 11.4.3: Applying for verification of information).

4 Queensland curriculum

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

4.1 Syllabuses

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

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

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

4.1.1 Applied and Applied (Essential) syllabuses

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

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

Applied

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

Applied syllabuses consist of at least four QCAA-developed unit options. Each unit has been written so it can be studied at any stage and has been developed with a notional teaching, learning and assessment time of 55 hours. Using the syllabus, schools design a course of study by selecting four units from the options provided. Schools decide the order to deliver the units. The order of the four selected units determines which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before starting Units 3 and 4. Units 3 and 4 are studied as a pair.

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards and report these results to the QCAA.

Applied (Essential)

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

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

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

The 2025 Applied (Essential) syllabuses were revised for implementation under standard delivery conditions from 2025 — students commence their study of the subject with Unit 1 and Unit 2 in 2025 and complete their study of the subject with Units 3 and 4 in 2026.

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

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

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

Students cannot enrol in the following combinations of subjects:

- the General subject and the alternative sequence resource for that subject (see Section 4.2.2: Flexible delivery)

- the General subject and the General (Senior External Examination) subject

- the Chinese (Extension) subject and the Chinese (Senior External Examination) subject

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

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

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

General

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

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

The 2025 General syllabuses were revised for implementation under standard delivery conditions from 2025 — students commence their study of the subject with Unit 1 and Unit 2 in 2025 and complete their study of the subject with Units 3 and 4 in 2026.

General (Extension)

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

subject may only be started after completion of Unit 1 and Unit 2 of the General subject. Units 3 and 4 are studied as a pair, and assessment is summative.

Table: Prerequisites for General (Extension) subjects

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

2026 General (Extension) syllabuses

The 2026 General (Extension) syllabuses were revised for implementation under standard delivery conditions from 2026 — students complete their study of these with Units 3 and 4 in 2026.

General (Senior External Examination)

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

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

The Senior External Examination is designed for:

- low candidature subjects not otherwise offered as General subjects in Queensland

- students in their final year of senior secondary schooling who are unable to access particular subjects at their school

- adult students

  - to gain credit towards a QCE

  - to meet tertiary entrance or employment requirements

  - for personal interest.

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

For more information about the Senior External Examination, see the QCAA website www.qcaa.qld.edu.au/senior/see.

Table: General (Senior External Examination) subjects

• Arabic*	• Korean	• Punjabi*
• Chinese	• Latin*	• Russian*
• English	• Modern Greek*	• Sinhala*
• General Mathematics	• Polish*	• Tamil*
• Indonesian		• Vietnamese

*indicates a borrowed syllabus. In these instances, the syllabus is borrowed from another jurisdiction, and the external assessment is set and marked by that jurisdiction.

2025 General (Senior External Examination) syllabuses

The 2025 General (Senior External Examination) syllabuses are for implementation with students who will complete their study of the subject in 2026.

4.1.3 Short Course syllabuses

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

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

QCAA Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages

- Career Education

- Literacy — C grade aligns with ACSF Level 3

- Numeracy — C grade aligns with ACSF Level 3.

4.2 Delivery approaches to curriculum

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

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

All subjects offered by the school are entered in the Student Management app, where the standard delivery pattern (see below) is the default. A school must indicate its intention to offer a course of study through a flexible delivery option when entering a subject offering. Any variations to the standard delivery, including a variation to the order of assessment, must be completed as part of the subject offering by the date published in the SEP calendar.

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

4.2.1 Standard delivery

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

4.2.2 Flexible delivery

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

For these reasons, all flexible delivery variations must be indicated in the Student Management app in the QCAA Portal when subject offerings are selected so the QCAA can ensure that:

- the principal has approved the variations as required and considered the implications for the student, cohort and school

- all students enrolled in Applied (Essential), General and General (Extension) subjects are administered endorsed assessment in Units 3 and 4

- for endorsement, confirmation sample selection and external assessment arrangements, the QCAA is aware of when all students will begin and complete internal summative assessment and external assessment in any given year.

Approval requirement

The principal's approval is required for schools to offer flexible delivery approaches, including variations to the order, start date or completion date. This approval indicates the school's intention to offer a course of study through a flexible delivery approach so that the QCAA knows which schools and students are accessing and completing summative internal assessments and external assessments in a given year (see Section 13.2.5: Enrolments and results).

Before approving a flexible approach, the principal must consider:

- providing students with all learning from the P–10 Australian Curriculum to ensure they have covered the foundational knowledge and skills required within senior syllabus documents

- providing opportunities for students to make informed decisions around Senior Education and Training (SET) planning, career and tertiary pathways and subject selections before beginning senior studies

- the nature, ability, maturity, social needs and wellbeing of the student/s and the degree of support required, e.g. student study skills, organisational skills, independence. This may include consultation with guidance officers or other relevant professionals, e.g. psychologists, case workers, coaches

- parent/carer support for the relevant alternative approach

- the requisite knowledge and skills contained across senior syllabuses that may be required for successful completion of other senior subjects, e.g. Specialist Mathematics requires knowledge from Mathematical Methods; Chinese Extension requires knowledge from Chinese

- the requirements for endorsement, confirmation and other QCAA quality assurance processes

- the requirements surrounding the scheduling and administration of external assessment

- the management and communication of pathway changes or subject changes.

Principals should also consider:

- the additional demands placed on teachers, schools and systems, including greater demands in planning time, resource development and instructional design

- the planning time required for consultation and communication with the school community

- other factors, such as timetabling, staffing, resource development, students transferring to and from the school, the impact of implementation of revised or redeveloped syllabuses at the same time as teaching out existing syllabuses, and ongoing evaluation and management.

For more information, see Section 13: Administration.

Table: Flexible delivery options

Options that impact on QCAA quality assurance processes	Options that *do not* impact on QCAA quality assurance processes
• Variable progression rate — early entry and completion; accelerated, compressed or extended completion • Standalone delivery of Units 3 and 4 • Alternative learning centres • Multiple cohorts • Combined classes — alternative sequences for General subjects, where available	• Combined classes — differentiated concurrent instruction for General subjects; combined classes for Applied subjects; Years 10 and 11 combined • Online delivery • Distance education • Partner, shared campus or shared school arrangements

Variable progression rate

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

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

- **Early entry and completion** — schools may identify a student or group of students who are capable of starting a senior subject earlier than normal. These students may begin and complete some subjects before or by the year they are likely to be eligible for a QCE. For further information about opening a learning account, see Section 13.2.4: Learning accounts and registration.

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

- **Compressed curriculum** — schools may shorten the duration of the course from two years, and concentrate the learning into one year.

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

  - Schools may deliver one or more subjects using a compressed curriculum model.

- Timelines for compressed delivery, where they vary from standard delivery, are published in the SEP calendar.

- **Extended completion** — certain students may complete their senior studies over an extended time, e.g., three years. This option requires students to complete an additional year of schooling. While summative assessments may be spread over this period, the Unit 3 and 4 pair for a subject must be completed within the same year, with the same subject cohort. For example, a student on a reduced timetable (e.g. an elite athlete or a student with disability) might complete Units 3 and 4 for some subjects in one year, and for other subjects in the following year (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

Standalone delivery of Units 3 and 4

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

For some students in some subjects, with the approval of the principal, Unit 3 and 4 learning can be completed without having completed Unit 1 and Unit 2 learning. Students may elect to study only Units 3 and 4 and complete a subject by the end of Year 11, but this option may have implications for a student's eligibility for a QCE (see Section 2.1.4: Set pattern of learning).

Alternative learning centres

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

Multiple cohorts

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

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

Combined classes

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

Differentiated concurrent instruction — General and Applied (Essential) subjects

Differentiated concurrent instruction for General and Applied (Essential) subjects occurs when students are timetabled into a combined class, but the teacher differentiates instruction for each

group. Common themes or objectives may be used to guide instruction and/or lessons may be phased to split the direct instruction time for a year level.

Resources to support schools with concurrent delivery are available via the QCAA Portal for Essential English, Essential Mathematics and General subjects.

Combined classes for Applied subjects

A cohort of students beginning the subject is timetabled into a combined class with a cohort of students who have completed the first two units. The students in a combined class study the same subject matter, with instruction for the group differentiated to match the stage of the course. The first two units studied are formative units, followed by two summative units, which may be Unit 1 and Unit 2 or Units 3 and 4. The assessment is differentiated and designed to match the conditions outlined in the syllabus for that stage of the course.

Years 10 and 11 combined

Students are timetabled in combined classes to accommodate curriculum breadth.

- This strategy is most commonly implemented for subjects that are an elective in Year 10 and that students are likely to continue in Years 11 and 12, such as languages. Year 10 students may complete Year 10 studies with Year 11 completing Unit 1 and Unit 2. Students are then supported to complete their summative assessment in Year 12 in a standalone class.

- If a student completes assessment for Unit 1 and Unit 2 in Year 11 and assessment for Units 3 and 4 in Year 12, as usual, there is no variation to the standard delivery and schools do not need approval for registration.

- If students, having acquired the requisite knowledge and skills to begin the senior phase of learning early, decide to take two years to complete Unit 1 and Unit 2, beginning in Year 10, the principal must approve the registration of a variable progression — extended completion.

- For more information about Year 10 learning options and advice, see the QCAA website www.qcaa.qld.edu.au/p-10/transition-senior-secondary.

Alternative sequences

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

There are 13 General syllabuses with an alternative sequence.

Table: General syllabuses that offer alternative sequences

• Agricultural Science	• Geography	• Physics
• Ancient History	• Legal Studies	• Specialist Mathematics
• Biology	• Modern History	• Visual Art
• Design	• Music	
• Drama	• Physical Education	

An alternative sequence has the same objectives, underpinning factors, pedagogical and conceptual frameworks and subject matter as the parent General syllabus, to ensure comparable complexity and challenge in learning and assessment. However, the alternative sequence resource for a subject identifies the course of study and assessment program that must be followed as outlined in the Course overview section. Schools may not vary the order of units, commencement unit, order of assessment in a unit or assessment techniques specified in the alternative sequence resource.

The General subject and its alternative sequence are alternatives and only one may be delivered to a student cohort. If the school has selected alternative sequence as the subject offering in Student Management app, the alternative sequence resource must be followed when implementing the subject. See Section 4.2.2: Flexible delivery. School principals seeking access to view the alternative sequence resource should email ClientServices@qcaa.qld.edu.au.

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

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

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

Each year's commencement units are specified in the table below.

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

Commencement year	Alternative sequence subject offerings must start delivery with the following units (commencement units)
2026	Alternative sequence Units 3 and 4
2027	Alternative sequence Units 1 and 2
2028	Alternative sequence Units 3 and 4
2029	Alternative sequence Units 1 and 2
Commencement units continue in the same pattern, that is, Units 1 and 2 in odd years, and Units 3 and 4 in even years.	

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

Online delivery

Enrolling Queensland students in online courses is an approach that may be used to broaden a school's curriculum offerings. Online courses may be facilitated by a distance education provider or by schools (or school clusters) developing local online solutions. Some of the approaches listed below will require schools to identify the MLP or another learning provider, and to be familiar with their responsibilities regarding assessment. For internal assessment, schools must ensure that the integrity of assessment is maintained, and that they are able to implement authentication strategies. The responsibilities for external assessment are outlined in Section 10.1: External assessment roles and responsibilities and Section 6.3: Roles and responsibilities for AARA.

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

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Online delivery strategies may include:

- distance education

- shared school arrangements

- school providers

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

Distance education

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

- geographically isolated

- travelling or temporarily residing overseas

- travelling in Australia or Australian waters

- unable to attend the local school for medical reasons

- home-schooled using distance education

- accessing subjects not otherwise available to them.

Partner, shared campus or shared school arrangements

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

- delivery in the same geographical area — students attend classes at the partner school

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

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

- the student is enrolled in a subject by their MLP or another learning provider

- each learning provider is familiar with the requirements for

  - registration and administration of the external assessment as necessary (see Section 13: Administration)

  - other quality assurance processes for the subject, such as endorsement, confirmation or quality assurance review.

4.3   Resources

Teachers can access resources to support designing and implementing a course of study (including flexible delivery), quality assuring assessment tasks and judgments, and understanding the content and purpose of the syllabus, via the Syllabuses app in the QCAA Portal.

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4.4 Syllabus development

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

- reviews syllabuses regularly to ensure currency and responsiveness to stakeholder needs

- notifies schools of syllabus revisions and updates through syllabus amendment notices.

For more information, see the QCAA website www.qcaa.qld.edu.au/about/k-12-policies/syllabus-development.

4.4.1 Implementation of syllabuses

The QCAA Board approves the implementation of revised, redeveloped and new syllabuses for the first time under standard delivery conditions in a *nominated year*.

The QCAA communicates when a syllabus can be implemented by stating that it is for implementation with students who will *complete* their study of the course in a specific year.

Schools using one or more of the flexible curriculum delivery options described in Section 4.2.2 must implement the correct syllabus for each cohort in accordance with the nominated year. For example:

- schools offering combined classes will continue to offer the existing syllabus to students who will complete their study in the nominated year. Students commencing their study in the nominated year and completing their study in the following year will study the revised or redeveloped syllabus

- schools offering a compressed curriculum will continue to offer the existing syllabus to students who will complete their study in the nominated year

- schools offering the alternative sequence over the typical two years in a combined class setting will implement the revised or redeveloped syllabus with students commencing their study in the nominated year, while implementing the existing syllabus with students concluding their study in the nominated year.

5 Vocational education and training (VET)

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

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

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

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

5.1 VET Quality Framework

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

- Outcome Standards for NVR Registered Training Organisations 2025
- Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025
- Financial Viability Risk Assessment Requirements 2021
- Data Provision Requirements 2020
- Australian Qualifications Framework (AQF).

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

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

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

All VET programs use competency-based assessment that emphasises learning in a work environment or simulated work environment. Assessment must meet the requirements of the nationally recognised training product and be conducted by an appropriately credentialled and skilled trainer and assessor from an RTO (see Section 5.4.3: Trainers and assessors). RTOs maintain and record the training product achieved by each student. For more information about RTOs and recording information via the QCAA Portal, see Section 13.1.2: Using the QCAA Portal.

For more information about VET record retention, see Section 13.3: Retaining records and student work.

5.2   VET in Queensland schools

5.2.1   Offering VET pathways to students

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

The benefits VET offers to students include:

- development of work-related skills that enhance employability

- access to learning opportunities beyond the traditional curriculum, including work-based learning

- competency-based assessment that aligns with current industry practices

- pathways to further training, education and tertiary learning.

Schools may offer VET pathways for students through:

- the school if it is an RTO (see Section 5.3: VET procedures for school RTOs)

- arrangements with external providers.

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

5.2.2   School-based apprenticeships or traineeships

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

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

The Department of Trade, Employment and Training provides further information about school-based apprenticeships and traineeships on its website https://dtet.qld.gov.au/training/apprentices.

5.2.3   VET and the QCAA

The QCAA fulfils the following roles in VET:

- supports schools by providing educational advice and guidance about nationally recognised training products and VET contribution to the QCE

- acts as delegate for ASQA to register schools as RTOs for the delivery and assessment of nationally recognised training products up to AQF level 4. This excludes training products declared as an apprenticeship in Queensland and is restricted to students enrolled in Years 10, 11 and 12

- acts as delegate for ASQA to conduct performance assessments to confirm a school RTO's compliance with the VQF.

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The QCAA continually revises and updates information and provides resources through the VET app to support school RTOs with delivery of VET programs.

5.3 VET procedures for school RTOs

5.3.1 VET and the QCAA Portal

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

- scope of registration information

- regulatory activities

- VET administrative forms

    - *Application to change scope of registration — Add qualification*

    - *Application to change scope of registration — Add unit/s of competency*

    - *Application to change scope of registration — Remove qualification*

    - *Application for initial RTO registration*

    - *Application to renew RTO registration*

    - *Application to withdraw RTO registration*

    - *Notification of change to organisational details*

- standardised school management template and guide resources

- standardised policies and procedures

- assessment tool templates

- online training courses

- recordings of previous webinars.

5.3.2 Registering as a school RTO

Queensland schools apply to the QCAA to become an RTO, using the initial registration activity in the VET app in the QCAA Portal. As delegate for ASQA, the QCAA can register schools to deliver nationally recognised training products to students enrolled in Years 10, 11 and 12.

The initial application process is explained in the VET section of the QCAA website. Registering to become an RTO may take up to six months from the QCAA's receipt of a school's application to when the school receives approval to operate as an RTO. RTOs are given an initial two-year registration period. The scope of registration during the first 24 months cannot be adjusted.

Figure: School RTO registration process

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┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ School applies to   │     │ QCAA reviews        │     │ QCAA assessor is    │
│ the QCAA            │────▶│ application         │────▶│ assigned to initial │
│ to become an RTO    │     │ and contacts school │     │ RTO registration    │
│                     │     │                     │     │ assessment          │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
                                                                    │
        ┌───────────────────────────────────────────────────────────┘
        ▼
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ School provides     │     │ QCAA assessor       │     │ QCAA assessor       │
│ evidence of         │────▶│ conducts            │────▶│ conducts risk       │
│ proposed systems,   │     │ interviews with     │     │ assessment and      │
│ policies and        │     │ relevant school     │     │ detemines outcomes  │
│ practices           │     │ staff               │     │ of assessment       │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
                                                                    │
        ┌───────────────────────────────────────────────────────────┘
        ▼
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Outcomes for        │     │ If outcomes are     │     │ School is registered│
│ assessment approved │────▶│ met, the QCAA       │────▶│ as an RTO           │
│ by Manager —        │     │ requests RTO code   │     │                     │
│ QCE and QCIA Unit   │     │ from ASQA           │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
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5.3.3   Scope of registration

The scope of registration identifies a period of registration for each nationally recognised training product. An RTO may only train and assess the training product/s on its current scope of registration. An RTO's scope of registration can be viewed via the VET app in the QCAA Portal and National Training Register.

After successful registration as an RTO, a school can offer or advertise nationally recognised training products on its scope of registration. It is unlawful to advertise or promote a nationally recognised training product that is not on the RTO's scope of registration. All advertising or promotional material must include the RTO's national provider code.

Changing the scope of registration

School RTOs must apply to the QCAA to make any changes to the scope of registration. If a school RTO wants to renew registration or remove training products, it should complete the appropriate registration or removal form. All forms are available in the VET app in the QCAA Portal.

5.3.4   Training packages and products

National training packages

Each training package outlines specific skills and knowledge required in the workplace and is developed by Jobs and Skills Councils (JSCs) to meet the training needs of an industry or group of industries. Training packages are available on the National Training Register.

School RTOs can deliver nationally recognised training products once they are registered to offer these qualifications and/or accredited courses. These training products form the RTO's scope of registration. RTOs use training packages to determine which nationally recognised training products could be relevant for intended students and needs. For each training package, RTOs refer to accompanying companion volumes, such as implementation guides, which provide information on:

• modes of delivery

- access and equity considerations, such as reasonable adjustments, and assessment processes and techniques

- workplace, health and safety implications

- resources and equipment.

The QCAA has no role in the development, endorsement or maintenance of training packages. School RTOs should contact the relevant JSC for specific advice on a training package.

National Training Register

The National Training Register (training.gov.au) is the Australian Government database for training products and RTOs.

Queensland Skills Gateway

Queensland Skills Gateway is a Queensland Government website that lists VET courses and training providers in Queensland.

5.3.5 RTO risk and regulation

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

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

5.3.6 RTO appeals

School RTOs that are not satisfied with a decision made by the QCAA as the delegate for ASQA, should refer to the appeals and complaints information on the QCAA website.

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

5.4 VET roles and responsibilities

5.4.1 Principal/CEO

The school principal, known as the chief executive officer (CEO) of an RTO, is legally responsible and accountable for all operations. They sign a statutory declaration (available in the VET app in the QCAA Portal) indicating that they:

- have read and understood the VQF

- accept responsibility for ensuring the school RTO complies with the VQF and other applicable conditions of registration

- ensure that the school RTO will cooperate with ASQA as the national regulator, and the QCAA as delegate for ASQA

- acknowledge that ASQA may impose conditions, or administrative or financial sanctions, on the registration of the school RTO.

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

These include, but are not limited to:

- provide leadership and advocate for the delivery of quality VET within the school curriculum

- ratify all policies and procedures for RTO operations

- ensure that the RTO has adequate and effective governance arrangements, including

  – allocation of sufficient authority to the RTO manager for the management system to be responsive to student, staff and VET stakeholder needs

  – the environment in which the RTO operates and complies with the Standards

- meet regularly with the RTO manager to stay informed of RTO operations

- complete the Annual declaration on compliance form, which is distributed to all school RTOs via the VET app in the QCAA Portal

- submit appropriate signed documentation by the dates published in the SEP calendar, via the VET app in the QCAA Portal

- ensure all VET student data is collected and reported accurately via the Student Management app in the QCAA Portal and kept up to date for all students engaged in VET in Years 10, 11 and 12 by the dates published in the SEP calendar

- ensure nil enrolment results across entire scope of registration over a 12-month consecutive period is reported through the National Centre for Vocational Education Research (NCVER) portal during the December–January reporting period each year

- ensure that risks are appropriately managed in all RTO areas of operation, including succession planning.

Enforcement

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

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

RTOs are required to be compliant at all times with the 2025 Standards for RTOs.

5.4.2 RTO manager

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

The RTO manager's responsibilities include, but are not limited to:

- systematically monitor and manage the RTO's operations, ensuring consistent compliance with legislation and regulatory requirements

- ensure that training and assessment strategies and practices are monitored, including evaluation of outcomes that inform improvement decisions

- maintain a thorough working knowledge of the national VET system, including the national skills framework, training packages, the AQF and the VQF

- inform staff and students of any changes to legislative and regulatory requirements that affect the services delivered

- ensure accuracy of advertising, marketing and other information provided to staff and students

- meet requirements for VET student data reporting and issuing AQF certification documentation

- manage the Unique Student Identifier (USI) scheme requirements, including reporting this identifier to the QCAA

- sign written agreements, monitor third-party agreements conducted on behalf of the school RTO, and notify the QCAA if the school enters into third-party agreements

- manage and ensure that all staff meet human resource requirements for the delivery and assessment of training products on the current scope of registration

- notify the QCAA about changes to school RTO management and operations

- ensure that the RTO has a documented assessment system that covers all nationally recognised training products on the current scope of registration. This means having a coordinated set of documented procedures and assessment tools that ensure consistency with the training product, and are based on Principles of Assessment and the Rules of Evidence contained in the 2025 Standards for RTOs.

The QCAA provides additional information for RTO managers in the form of standardised policies, procedures, school management resources, assessment tool templates and online training courses located in the VET app in the QCAA Portal.

5.4.3 Trainers and assessors

VET teachers, known as trainers and assessors, must meet requirements outlined in the:

- Outcome Standards for NVR Registered Training Organisations

- Credential Policy (Standards for Registered Training Organisations)

Trainers and assessors must refer directly to these requirements, and any nationally recognised training product requirements, to ensure compliance as a trainer and assessor. School RTOs are responsible for establishing, verifying and monitoring that their trainers and assessors meet requirements.

These include, but are not limited to:

- create and maintain a current trainer and assessor profile, including maintaining industry competencies, skills and knowledge for the relevant nationally recognised training product

- develop training and assessment strategies and practices

- liaise with industry, employer and/or community representatives for advice about training and assessment processes and practices to ensure alignment with current industry practices

- develop assessment tools

- participate in systematic assessment validation.

Training and assessment strategy

Trainers and assessors are responsible for developing the training and assessment strategy (TAS) for each nationally recognised training product on the RTO's scope of registration. This activity could be undertaken in collaboration with the RTO manager. The TAS is a working document, which must be updated when practices change. The RTO may share Sections 1–3 of the TAS with students before enrolment to help them make informed decisions about undertaking the training product.

When developing the TAS, school RTOs should work in consultation with industry, employers and/or community representatives who have an in-depth knowledge of the training product being delivered. Working in partnership ensures the program sequence, facilities, resources, training and assessment activities and time allocations reflect current industry practices and the requirements of the training product.

Trainer and assessor profiles

Staff in an RTO who are delivering nationally recognised training products are required to create a trainer and assessor profile. This profile contains evidence that trainers and assessors have the required training and assessment credentials, industry competencies, skills and knowledge and industry currency to deliver and assess the training product.

The trainer and assessor profile must be provided to the RTO manager and approved by the principal/CEO before commencing delivering a VET course.

Queensland school RTOs can use this document to assist with their quality assurance processes and systematic monitoring of RTO operations.

5.5 VET results and AQF certification

The RTO that enrolled a student in the training product is responsible for recording outcomes in the student's learning account and issuing AQF certification.

The successfully completed training product is listed on AQF certification.

To support school RTOs the QCAA provides examples of certificate and statement of attainment templates in the AQF issuance and replacement policy and procedure in the QCAA Portal.

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

The QCAA recognises that a student's participation in assessment may be adversely affected by disability, medical condition/s, or other circumstances outside of their control. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

The *Disability Discrimination Act 1992* (Cth) (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate discrimination against people with disabilities. The *Human Rights Act 2019* (Qld) (HRA) asserts that every child has the right to access primary and secondary education appropriate to their needs.

Compliance with these documents ensures students with disability are able to participate in education and training on the same basis as students without disability. This is achieved primarily through consultation with the student and/or their parents/carers, making reasonable adjustments, eliminating harassment and victimisation and giving proper consideration to human rights.

AARA are action/s taken by the school so that an eligible student can participate in assessment on the same basis as other students. AARA processes are relevant to assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) subjects and Short Courses. In this handbook, candidates for the Senior External Examination are referred to as students.

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

The QCAA encourages schools to develop a school-based AARA process that includes early and ongoing consultation with students and/or their parents/carers and aligns with AARA principles outlined below.

Most AARA applications for students with disability should reflect existing arrangements that have been in place and documented, e.g. as evidence to support judgments for the Nationally Consistent Collection of Data on school students with disability (the NCCD). Adjustments required due to temporary medical conditions or injuries and unforeseen events should be identified and managed as soon as possible, in consultation with students and parents/carers.

For further information and resources about AARA see the QCAA website.

6.1 Principles

The following table outlines the principles that inform AARA decisions.

Table: AARA principles

Consultation	Functional impact	Academic integrity
• Schools make decisions throughout the application for, and implementation of, AARA in consultation with students, parents/carers and relevant school staff, as well as medical and allied health professionals and the QCAA where relevant. • Consultation must occur with students and/or parents/carers *before* adjustments are made. • Consultation should occur as early as possible to ensure eligible students are supported appropriately throughout a course of study and assessment. • AARA decisions balance the interests of all parties affected.	• AARA address the current functional impact/s of a student's disability, medical condition or circumstance in assessment, to enable them to participate on the same basis as other students. • Impacts may vary significantly for different students with the same diagnosis or circumstance and not every student with a diagnosed disability will require AARA in assessment. • A student may require different AARA for different subjects and assessment types. • Impacts and adjustment requirements for an individual student may change over time; there should be ongoing monitoring and review. • Students should have opportunity to participate in assessment as independently as possible with the least intrusive adjustment, supported by medical advice and school-based evidence.	• Schools are required to maintain the intent and rigour of assessment. • Relevant syllabus standards or marking guides are used to make judgments about student achievement and are not modified. • Achievement is assessed on evidence provided in student responses, not perceived ability or potential achievement. • AARA cannot be used to compensate for learning that has not occurred or to exempt a student from the learning or knowledge and skill requirements of a subject or course.
All students are entitled to equal access to AARA and exceptional circumstances should not prevent an otherwise eligible student from accessing the appropriate AARA (see Section 6.6: Exceptional circumstances).		

Adjustments may be made to:

- how an instrument is presented to a student, e.g. a student may require assessment materials in braille format

- how a student responds to an assessment, e.g. a student may need to use assistive technology or a scribe

- the time allowed, e.g. a student may need extra examination working time or rest breaks

- assessment scheduling, e.g. a student may need to complete an assessment at a later time than others

- the environment in which an assessment is undertaken, e.g. a student may need to sit in a different room to the other students

- the mode of an assessment, e.g. a student may need to engage in assessment through use of eye gaze or other technology.

6.2 Eligibility for AARA

Students may be eligible for AARA when participation in assessment is adversely affected by disability, medical condition/s or other circumstances outside their control.

Students may also be eligible due to certain cultural obligations such as Sorry Business and Sad News, or personal circumstances.

These conditions or circumstances may fall into the following categories, requiring different application processes and timelines:

- long-term and chronic conditions

- short-term conditions and temporary injuries

- illness and misadventure.

For AARA, disability has the same definition as the DDA. The definition of disability used in the DDA is broad, including physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, the presence in the body of disease-causing organisms and disability that is imputed to the person.

For AARA applications the QCAA uses the same broad disability categories that are used for the NCCD:

- cognitive

- physical

- sensory

- social/emotional.

For more information about illness and misadventure see Section 6.5: Illness and misadventure.

6.2.1 Ineligibility

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language

- teacher absence or other teacher-related difficulties

- matters that the student could have avoided, e.g. misreading an examination timetable, misreading examination instructions

- timetable clashes

- matters of the student's or parent's/carer's own choosing, e.g. family holidays or sporting events

- matters that the school could have avoided, e.g. incorrect enrolment in a subject.

AARA cannot be used to compensate for learning that has not occurred, or to exempt a student from the learning or knowledge and skill requirements of a subject or course. Students are expected to complete the required learning as outlined in the relevant syllabus (see Section 8.2.1: Engaging in learning and assessment).

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

- school-approved absences, see Section 8.2.7: Gathering evidence of student achievement

- transfer students, see Section 8.2.1: Engaging in learning and assessment

- flexible delivery options, including variable progression, see Section 4.2: Delivery approaches to curriculum.

6.3 Roles and responsibilities for AARA

6.3.1 Schools

Schools are responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for all subjects and Short Courses.

Schools consider what access arrangements or adjustments to assessment conditions are reasonable in the context of an eligible student's disability, medical condition or circumstances. AARA are considered for all of a student's enrolled subjects and may vary by subject depending on syllabus assessment requirements.

Under the DSE, there must be consultation with the student and/or parents/carers before an adjustment is made. Schools may also work in partnership with medical practitioners and/or other stakeholders, where possible and relevant, to make educational adjustments that allow students to participate in assessment on the same basis as other students. The principal or principal's delegate may appoint a suitable school staff member who is familiar with the student, or a team that can consult those most familiar with the student, to manage AARA applications.

The principal is responsible for AARA reporting and approving processes outlined in Section 6.4.

For summative internal and external assessment, when a student is enrolled with more than one learning provider, the MLP is responsible for submitting the application for AARA on behalf of the student. The MLP must communicate the QCAA's decision, and any relevant information, to any other learning providers or venues, who then enact the AARA for assessment. Learning providers should work collaboratively with MLPs. For information about MLPs, see Section 13.1.2: Using the QCAA Portal. Where students do not have an MLP that is a school they should contact the QCAA for application details.

For more information about AARA, schools may email aara@qcaa.qld.edu.au.

6.3.2 QCAA

The QCAA sets and amends the directions for assessment under its powers and functions listed in the QCAA Act and QCAA Regulation. The QCAA is authorised to approve AARA for summative internal and external assessment.

The QCAA:

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

6.4 Reporting and approving processes for AARA

6.4.1 Making decisions about AARA

Most decisions about AARA are made at the school level. The principal is responsible for making AARA decisions and following processes for recording information and seeking QCAA approval where required. Decisions should be based on AARA principles (see Section 6.1) and eligibility (see Section 6.2).

Figure: Making decisions about AARA

Schools
- All AARA in Unit 1 and Unit 2
- Principal-reported AARA in Units 3 and 4

QCAA
- QCAA-approved AARA in Units 3 and 4
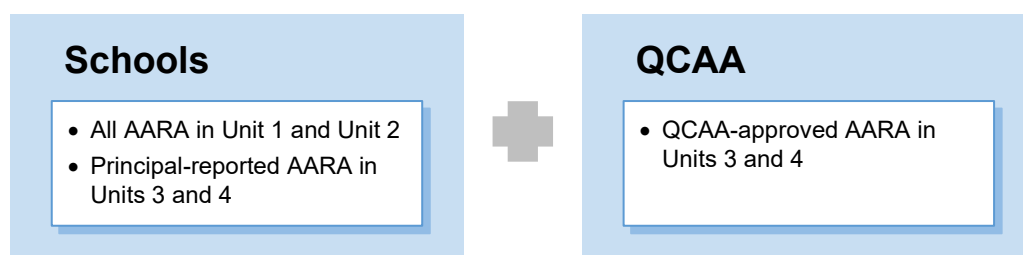
6.4.2 Application and notification process

AARA in Unit 1 and Unit 2

Schools make decisions about AARA for Unit 1 and Unit 2 in consultation with students, parents/carers and other relevant stakeholders.

To approve AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists based on AARA principles (see Section 6.1) and eligibility (see Section 6.2)
- be able to provide evidence to justify the decision. (The QCAA does not specify evidence required.)

Evidence of AARA being enacted for a student in Unit 1 or Unit 2 will be considered as part of an application for the same AARA in Units 3 and 4. However, provision of AARA by a school for Unit 1 and Unit 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4. Schools are encouraged to submit applications for Units 3 and 4 as early as possible to ensure timely decisions and confidence for students.

AARA process for Unit 1 and Unit 2

In consultation with students and/or parents/carers, schools:

1 **Review** student eligibility for AARA

2 **Gather** information

3 **Consider** upcoming **formative** internal assessment

4 **Identify** AARA required

5 **Confirm** arrangements with relevant stakeholders

6 **Administer** assessment and **enact** AARA

7 **Monitor** AARA effectiveness
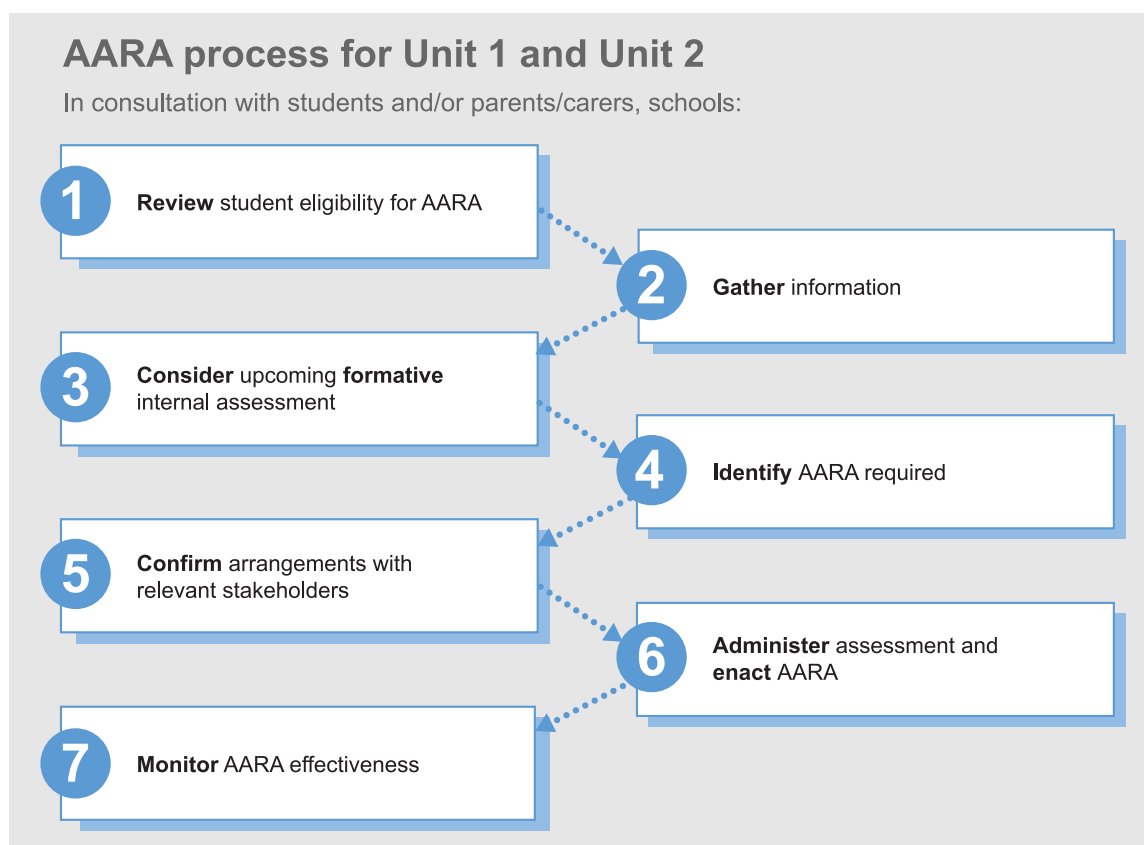
Principal-reported AARA in Units 3 and 4

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student, relevant to assessment in Units 3 and 4.

To approve AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists based on AARA principles (see Section 6.1) and eligibility (see Section 6.2)
- be able to provide evidence to justify the decision. (The QCAA does not specify evidence required.)

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

Schools retain supporting documentation for principal-reported AARA to supply, if required, to the QCAA as part of the quality assurance processes for AARA or as part of a review process.

QCAA-approved AARA in Units 3 and 4

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

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application in the QCAA Portal. Schools are to contact the QCAA for advice where the evidence requirements cannot be met due to exceptional circumstances.

MLPs must submit applications for QCAA-approved AARA to the QCAA on students' behalf, in the QCAA Portal.

Table: Adjustments requiring QCAA approval

Type of assessment	Adjustment
Summative assessment — internal examination	• extra time • rest breaks
Summative assessment — common internal assessment (CIA) for Applied (Essential) subjects	• alternative format papers • assistive technology • computer • extra time • rest breaks
Summative external assessment and Senior External Examinations	• alternative format papers • assistance • assistive technology • computer • extra time • reader • rest breaks • scribe • variation to venue. See Section 10.4.1: Variations to venue • any adjustments not identified as principal-reported in the table in Section 6.4.4: Examples of AARA

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

AARA process for Units 3 and 4

In consultation with students and/or parents/carers, schools:

1 **Review** student eligibility for AARA

2 **Gather** information **and supporting documentation**

3 **Consider** upcoming **summative internal and external** assessment

4 **Identify** AARA required

5 **Report** or **apply** for AARA (see table 'Adjustments requiring QCAA approval', above)

Principal-reported AARA

Confirm arrangements with relevant stakeholders

Report to QCAA on AARA enacted

Retain supporting documentation

QCAA-approved AARA

Submit application for QCAA-approved AARA (section 6.4.2)

QCAA **considers** applications

Confirm arrangements with relevant stakeholders

QCAA **communicates** decisions to school

6 **Administer** assessment and **enact** AARA

7 **Monitor** AARA effectiveness

6.4.3 Timelines

It is best to apply as early as possible, to ensure timely decisions and confidence for students. Applications for students with long-term conditions may be submitted as soon as students are enrolled in subjects in the Student Management app, and arrangements may be updated prior to assessment, as required.

Table: Submission dates for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Common internal assessment (CIA) — Applied (Essential) subjects	Unit 3 and 4 General subjects — external assessments *and* General (Senior External Examination) subjects
Alternative format papers, e.g. • braille • large print.	Due dates are determined by the school.	Applications for Phase 1 are due **by the end of Term 3** in the formative year. Applications for Phase 2 are due **by the end of February** in the summative year.	Applications for General subjects are due by the end of February in the assessment year. For General (Senior External Examination) subjects, contact the QCAA AARA Unit as soon as possible after registration. Significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications may be submitted as soon as students are enrolled in subjects in the Student Management app. **Applications must be submitted by completion of Units 1 and 2.** For all others, applications are due **as soon as possible** before the assessment event.	For existing long-term and chronic conditions — **applications are due by the end of Term 1** in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — **applications are due by the end of Week 5 Term 3** in the summative year. AARA applications for General (Senior External Examination) subjects close on the date published in the SEP calendar.	
Principal-reported AARA only	Notification is due before the relevant confirmation event.	Notification is due **by the end of Term 3** in the summative assessment year.	
Illness and misadventure	Apply principal-reported AARA (extensions and/or comparable assessments) before contacting the QCAA. See Section 9.6: Confirmation (Units 3 and 4).	Illness and misadventure applications may be submitted **from 14 days before the start of the assessment period to 7 days after the assessment.** See Section 6.5: Illness and misadventure.	

Note: Early applications benefit students and schools. If these timelines are not adhered to, the QCAA cannot guarantee that applications will be processed prior to relevant assessment.

Alternative format papers require extended timelines and detailed consultation to be produced. Schools must meet the timelines for these papers or the QCAA cannot guarantee that they will be produced prior to relevant assessment. In extenuating circumstances, contact the QCAA.

6.4.4 Examples of AARA

The following table provides examples of principal-reported and QCAA-approved AARA. The list is not exhaustive. Each individual student's circumstances should be considered on a case-by-case basis, while balancing the interests of the individual and other parties. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed or where there are complex or extensive adjustments. Further details and resources can be found under AARA on the QCAA website. Email aara@qcaa.qld.edu.au or phone 1300 381 575.

The QCAA recognises that at times, a student's ability to participate in a performance assessment may require adjustment, e.g. temporary injury preventing participation in a physical activity, or impairment impacting participation in an oral presentation. Contact the QCAA to discuss individual student circumstances.

Table: Examples of possible principal-reported and QCAA-approved AARA

AARA	Approval type			
	Summative internal assessment	Common internal assessment	Summative external assessment	Senior External Examination
Alternative format papers (e.g. braille, A4 to A3 enlargement, digital format, large print papers)	Principal-reported	QCAA-approved	QCAA-approved	
Assistance (see the Assistance in examinations factsheet)	Principal-reported	Principal-reported	QCAA-approved	
Assistive technology (see the Computers and assistive technology factsheet)	Principal-reported	QCAA-approved	QCAA-approved	
Bite-sized food	Principal-reported	Principal-reported	Principal-reported	
Comparable assessment (see Section 7.4: Developing a comparable assessment instrument)	Principal-reported	Principal-reported	Not applicable	
Computer (see the Computers and assistive technology factsheet)	Principal-reported	QCAA-approved	QCAA-approved	
Drink	Principal-reported	Principal-reported	Principal-reported	
Diabetes management (see the Diabetes management factsheet)	Principal-reported	Principal-reported	Principal-reported	
Extension	Principal-reported	Not applicable	Not applicable	

AARA	Approval type			
	Summative internal assessment	Common internal assessment	Summative external assessment	Senior External Examination
Extra time (see the Extra time factsheet)	QCAA-approved	QCAA-approved	QCAA-approved	
Individual instructions (e.g. Auslan interpreter for instructions, a copy of the written instructions)	Principal-reported	Principal-reported	Principal-reported	
Medication (prescribed medication in a clear container only)	Principal-reported	Principal-reported	Principal-reported	
Physical equipment and environment (e.g. specialised desk/chair, cushion/blanket, crutches, heat/cold pack, noise cancelling headphones)	Principal-reported	Principal-reported	Principal-reported	
Reader (see the Readers and scribes factsheet)	Principal-reported	Principal-reported	QCAA-approved	
Rest breaks (see the Rest breaks factsheet)	QCAA-approved	QCAA-approved	QCAA-approved	
Scribe (see the Readers and scribes factsheet)	Principal-reported	Principal-reported	QCAA-approved	
Varied seating (e.g. single student supervision in separate room, small group supervision, out-of-order seating in main assessment room)	Principal-reported	Principal-reported	Principal-reported	
Variations to venue (see Section 10.4.1: Variations to venue)	Principal-reported	Principal-reported	QCAA-approved	
Vision aids (e.g. coloured transparency overlay, magnification devices)	Principal-reported	Principal-reported	Principal-reported	
Other (any other uncategorised AARA; contact the QCAA's AARA Unit before applying)	QCAA-approved	QCAA-approved	QCAA-approved	

6.4.5 Supporting documentation for QCAA-approved AARA

School statement

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

- a detailed overview of the functional impact/s of the student's disability and/or medical condition during timed assessment

- confirmation of the student's previous use of AARA in assessment and the effectiveness of each AARA in addressing the reported functional impact/s for the student in accessing assessment and demonstrating what they know and can do on the same basis as other students.

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

Applications for QCAA-approved AARA that are submitted by the MLP without an appropriate school statement will be declined until the appropriate evidence is provided. Applications are submitted in the AARA app in the QCAA Portal. For more information about submitting the school statement, see the QCAA website www.qcaa.qld.edu.au/senior/assessment/aara.

School statement on imputed disability

Where a student's disability has not been formally diagnosed and a school team has imputed disability based on reasonable grounds and supported by documented evidence, a school statement on imputed disability may be submitted for applications for QCAA-approved AARA. It provides:

- information about the nature of the imputed disability and the student's inclusion in the NCCD

- a summary of documented evidence that undiagnosed disability is having a functional impact on the student's capacity to participate in education on the same basis as peers

- a detailed overview of the functional impact/s of the student's imputed disability during timed assessment

- confirmation of the student's previous use of AARA in assessment and the effectiveness of each AARA in addressing the reported functional impact/s for the student in accessing assessment and demonstrating what they know and can do on the same basis as other students.

Note: Imputing disability is not the same as diagnosing disability. While a school team may identify characteristics and impacts of disability, a diagnosis can only be made by a qualified medical or allied health practitioner.

For more information about submitting the school statement on imputed disability, see the QCAA website www.qcaa.qld.edu.au/senior/assessment/aara.

Student statement (optional)

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

Medical report

Applications for QCAA-approved AARA for students with disability or medical condition/s require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition

- date of diagnosis, occurrence or onset of the disability and/or medical condition

- information about how the diagnosed disability and/or medical condition may affect the student participating in assessment, particularly timed assessment.

The medical report may be completed by a registered medical practitioner including a general practitioner (GP), medical specialist, psychologist, occupational therapist, physiotherapist or optometrist, a certified practising speech pathologist or a speech pathologist who is eligible for membership of Speech Pathology Australia (SPA) as a certified practising member. This practitioner must not be related to the student or directly employed by the student's MLP. Practitioners, such as regional speech pathologists who are employed to support multiple schools or in programs such as GPs in schools, are not considered directly employed by the MLP. Schools are encouraged to contact the QCAA to check, if required.

Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis. A medical report completed by a provisionally registered medical practitioner must be co-signed by a supervising practitioner with full registration.

The QCAA provides a medical report template that may be used to complete the report. Medical reports may use a different format, as long as they provide the required details and are signed and dated by the medical or allied health practitioner.

In cases of imputed disability and verified disability in the Education Adjustment Program (where a review of criterion 1 was not required) a medical report is not required.

The QCAA recognises there may be exceptional circumstances that prevent a student being able to access a medical practitioner. In exceptional circumstances, medical evidence may not be required. See Section 6.6: Exceptional circumstances for further information.

Evidence of verified disability

For many years, Queensland school students with disability were included in the Education Adjustment Program (EAP) when criteria were met in specified disability categories. The EAP has phased out (with the exception of verification for special school enrolment purposes). However, the formal notification of EAP provided by the relevant education authority may still substitute for a medical report in an AARA application. This applies:

- if the formal EAP notification specifies that EAP verification was approved and a review of EAP criterion 1 was not required

- to verification in all EAP categories except social/emotional.

Except with the QCAA's prior written agreement, in cases when a review of EAP criterion 1 was requested, an updated medical report is required. This may be provided by a GP or other relevant medical practitioner or allied health professional.

Schools should contact the QCAA for advice if a student is unable to provide an updated medical report or if an update is not appropriate.

Other evidence

For eligible students, supporting documentation may also include:

- teacher observations

- results from standardised academic testing

- individual learning plans

- consultation/meeting records.

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

- police reports

- other government departments' reports

- official notices.

Schools are to contact the QCAA for further advice where evidence requirements cannot be met due to extenuating circumstances. See Section 6.6 for more information.

Currency of supporting documentation for QCAA-approved AARA

School statements should reflect the current needs of the student.

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

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not still covered by EAP verification (where a review of EAP criterion 1 was not required), medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment.

Where a diagnostic report is dated prior to the student's Year 10 enrolment, only an update is required — *not* a reassessment or review of diagnosis. This may be provided by a general practitioner or other relevant medical practitioner or allied health professional.

Schools should contact the QCAA for advice if a student is unable to provide an updated medical report or if an update is not appropriate.

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

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Supporting medical documentation for short-term conditions and temporary injuries must cover the date/s of the assessment/s for which the application is made.

For internal assessment, schools should consider if extensions of time (new due dates) are most appropriate. Extensions and comparable assessments are principal-reported AARA. The QCAA does not specify evidence requirements or require upload of supporting documentation for principal-reported AARA.

See Section 6.5: Illness and misadventure.

Schools should phone the QCAA's AARA Unit on 1300 381 575 or email aara@qcaa.qld.edu.au if there are any barriers to students obtaining the appropriate documentation. See Section 6.6: Exceptional circumstances for more information.

6.4.6 Reviewing a QCAA-approved AARA decision

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

If a student has had one or more QCAA-approved AARA declined, their school may submit a new application with updated supporting documentation. If the student is dissatisfied with a decision, they may apply for an internal review under section 79 of the QCAA Act. The application must be in writing, must address the grounds of the application, including any new evidence, and must be made within 14 days from the date of the decision notice. The application must be lodged by the school in the QCAA Portal.

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

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

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

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

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

6.5 Illness and misadventure

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

The following principles apply:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court, close family member's death/funeral, Sorry Business.

- An adverse effect must be demonstrated.

- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday, or something that the student could have avoided, such as misreading the examination timetable or examination instructions.

- AARA cannot be used to compensate for learning that has not occurred or to exempt a student from the learning or knowledge and skills requirements of a subject or course.

6.5.1 Illness and misadventure — internal assessment

A student who is ill, becomes ill during a timed assessment, or is unable to attend or complete an internal assessment should inform the principal's delegate or assessment supervisor as soon as practicable. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. A comparable assessment and/or extension (new due date) should be implemented if illness or misadventure is established.

If the school has implemented an extension of time, the student may not be able to respond within the timelines for quality assurance processes, as published in the SEP calendar. See Section 9.6.7: Confirmation requirements for illness and misadventure for further information.

If the assessment was not able to be implemented due to the illness or event, or the student is unable to provide a final response to the assessment instrument by the new due date, the school may use evidence of work gathered in response to the instrument, such as the draft, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. See Section 8.2.7: Gathering evidence of student achievement or contact the QCAA.

Students cannot be exempted from assessment, however, an illness and misadventure application can be made once all principal-reported AARA have been exhausted, e.g. an extension can no longer be granted. If the school is unable to collect any evidence in response to the assessment instrument by the new due date, but the student has completed the required learning as outlined in the relevant syllabus or course, the school should complete an application for illness and misadventure and provide supporting documentation in the QCAA Portal (see Sections 6.5.3: Application timelines and 6.5.4: Supporting documentation).

Note: Illness and misadventure applications are not required for Applied and Applied (Essential) subjects. In the event a student is unable to finalise an assessment for Units 3 and 4 of an Applied and/or Applied (Essential) subject by the final date published in the SEP calendar, schools should contact the QCAA's AARA Unit on 1300 381 575 or email aara@qcaa.qld.edu.au for further advice.

6.5.2 Illness and misadventure — external assessment and Senior External Examination

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact their school's EA coordinator (see Section 10.1: External assessment roles and responsibilities). An illness and misadventure application should be submitted for students who:

- are unable to attend or attempt an external assessment due to illness or misadventure

- attend and complete external assessment and consider their performance was significantly and adversely affected by illness or misadventure

- begin external assessment but are forced to abandon it due to illness or misadventure.

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

Applying for illness and misadventure

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

An illness and misadventure application cannot be made for:

- the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment

- matters that the student could have avoided, e.g. misreading an examination timetable, misreading instructions in examinations

- circumstances of the student's or parent's/carer's own choosing, e.g. family holidays or sporting events

- variations in the administration of the assessment, e.g. variation to venue.

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

Senior External Examination

As there is no internal assessment and the final result is based on the external assessment alone, students must complete the Senior External Examination to receive a result in a General (Senior External Examination) subject.

No alternative arrangements can be made if a student does not attend a scheduled written examination. A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. If the reason for non-attendance is illness or misadventure, it may be possible to arrange a telephone examination for the oral component *only.* Refer to Section 4.1.2: General, General (Extension) and General (Senior External Examination) syllabuses for more information about Senior External Examination syllabuses.

Schools should contact the QCAA's AARA Unit by phoning 1300 381 575 or emailing aara@qcaa.qld.edu.au to discuss individual student circumstances, if performance in any aspect of senior external assessment is adversely affected by illness or misadventure.

6.5.3 Application timelines

For internal assessments, applications may only be submitted once all AARA options have been exhausted. For advice, contact the AARA Unit.

For internal and external assessments, illness and misadventure applications can be submitted from 14 days before the start of the external assessment period to seven days after the student's final assessment.

6.5.4 Supporting documentation

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

- details of the illness, condition or event (including details of a diagnosis, where applicable)

- date of diagnosis, onset or occurrence

- treatment or course of action related to the condition or event, as relevant

- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment.

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

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

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Currency of supporting documentation

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

A health professional providing evidence of temporary illness must have examined, treated or had a consultation with the student, in the days immediately preceding or following the external assessment. Refer to Section 6.6: Exceptional circumstances if extenuating reasons impact the ability to collect appropriate evidence from an independent medical practitioner or relevant third party.

6.6 Exceptional circumstances

All students are entitled to equal access to AARA, and exceptional circumstances should not prevent an otherwise eligible student from accessing the appropriate AARA.

Schools should consider exceptional circumstances when making decisions about AARA for eligible students in Unit 1 and Unit 2 and principal-reported AARA in Units 3 and 4. See Section 6.4.2: Application and notification process.

The QCAA recognises that financial, geographical and other circumstances can create barriers to students obtaining documentation including medical reports. These circumstances should not prevent submission of an application for AARA or illness and misadventure that is required to address the functional impact/s of a student's disability, medical condition or circumstance in assessment. The QCAA considers applications on a case-by-case basis.

Schools should phone the QCAA's AARA Unit on 1300 381 575 or email aara@qcaa.qld.edu.au to discuss additional information that may be submitted in exceptional circumstances, e.g. fulsome school-based evidence.

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7 The assessment system

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

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

Assessment information has multiple uses, including:

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

7.1 Principles and attributes of assessment

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

Assessment should be:

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

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[1] Masters, G.N. (2014). Assessment: Getting to the essence. *Designing the Future, 1*(August 2014), 1–6. Centre for Assessment Reform and Innovation (CARI). http://research.acer.edu.au/ar_misc/18

- **transparent**, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made

- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learnt and assessed

- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do

- **reliability**, so that assessment results are consistent, dependable and repeatable.

7.2 Assessment literacy

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

Teachers who are assessment literate:

- produce quality assessment

- demonstrate the required knowledge and skills to validly and reliably assess students' learning

- apply standards/descriptions consistently to, and make judgments about, students' learning/work

- interpret and apply the feedback and data from assessment to improve teaching and learning.

Students who are assessment literate are able to:

- understand the purpose of what they are doing

- understand the basis on which judgments will be made

- demonstrate this understanding through their engagement with assessment

- reflect on feedback and apply it in the future.

7.3 Assessment requirements

There are a range of syllabus types developed by the QCAA (see Section 4.1: Syllabuses) and each syllabus type has different assessment requirements, which are described in the syllabus. As part of quality teaching and learning, teachers should help students to understand the requirements of assessment tasks, and how they relate to the relevant standards.

Schools participate in assessment quality assurance processes as required.

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

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[2] Brookhart, S.M. (2011). Cited in DeLuca, C., LaPointe-McEwan, D. & Luhanga, U. (2016). Approaches to classroom assessment inventory: A new instrument to support teacher assessment literacy. *Educational Assessment, 21*(4), 248–266. http://dx.doi.org/10.1080/10627197.2016.1236677

7.3.1 Applied subjects

Planning an assessment program

Schools plan the assessment program as part of the design of their course of study. When planning an assessment program over a four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course of study

- provide students with opportunities in Unit 1 and Unit 2 to become familiar with the assessment techniques that will be used in Units 3 and 4

- assess only what students have had the opportunity to learn, as prescribed in the syllabus.

Unit 1 and Unit 2

Schools:

- develop at least **two** but no more than **four** assessments

- complete at least one assessment for each unit

- ensure that each unit objective is assessed at least once.

Units 3 and 4

Students complete a total of **four** assessments developed by the school. These assessments are based on the learning described in the units selected by the school to be delivered as Units 3 and 4 and are developed in accordance with the assessment specifications and conditions provided in the syllabus.

Student responses to the assessments are marked by the school using the instrument-specific standards provided in the syllabus (see below).

The Applied senior syllabuses do not include external assessment.

Instrument-specific standards

Instrument-specific standards describe the characteristics evident in student responses at five levels, A–E. They are specific to each assessment technique and align with the identified assessment objectives.

For each assessment instrument implemented in Units 3 and 4, schools use the instrument-specific standards for that assessment, as provided in the syllabus, to make judgments.

Schools may not alter the instrument-specific standards.

Assessment techniques

Schools develop assessment instruments that use the assessment techniques outlined in the syllabus.

7.3.2 Applied (Essential) subjects

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

Unit 1 and Unit 2

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

For Unit 1 and Unit 2, schools:

- develop at least **two** but no more than **four** assessments

- complete at least one assessment for each unit

- ensure that each unit objective is assessed at least once.

Units 3 and 4

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

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

Common internal assessment (CIA)

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

- developed by the QCAA

- common to all schools

- delivered to schools by the QCAA

- administered under supervised conditions in Unit 3 in the phase selected by the school when creating the subject offering

- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over other summative internal assessment.

Instrument-specific standards

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

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of each assessment instrument in the syllabus. Schools may not alter the instrument-specific standards.

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

Assessment techniques

Schools develop assessment instruments that use the assessment techniques outlined in the syllabus.

7.3.3 General subjects

Unit 1 and Unit 2

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

Schools:

- develop at least **two** but no more than **four** assessments

- complete at least one assessment for each unit

- ensure that each unit objective is assessed at least once.

Note: Schools delivering an alternative sequence must follow the assessment advice in the alternative sequence resource.

Units 3 and 4

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

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

Schools submit provisional marks to the QCAA, and summative internal assessment results are externally confirmed by QCAA assessors (see Section 9.6: Confirmation (Units 3 and 4)).

Instrument-specific marking guides

Each syllabus provides an instrument-specific marking guide (ISMG) for each summative internal assessment instrument. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

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

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

External assessment

External assessment is:

- common to all schools

- administered by schools under the same conditions at the same time and on the same day

- developed and marked by the QCAA according to a commonly applied marking scheme.

For more information see Section 10: External assessment.

Assessment techniques

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

Alternative sequences

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

7.3.4 General (Extension) subjects

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

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

7.3.5 General (Senior External Examination) subjects

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

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

Assessment requirements are outlined in each syllabus.

7.3.6 Short Courses

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

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

Schools participate in QCAA quality assurance processes as required.

Instrument-specific standards

The syllabus provides instrument-specific standards for the two summative internal assessments. They describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Assessment techniques

Schools develop assessment instruments that use the assessment techniques outlined in the syllabus.

7.4 Developing a comparable assessment instrument

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

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

A comparable assessment instrument should:

- allow students to use the same knowledge and skills required for the original assessment instrument

- gather evidence of student learning using the assessment objectives, ISMG or instrument-specific standards of the syllabus

- assess similar subject matter and topics to the endorsed assessment instrument

- relate to the texts studied by all students at that school

- be of similar complexity, scope and scale

- have the same conditions.

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

- varying the context or scenario

- sampling different subject matter for some items

- changing the focus of the response

- replacing all or some of the stimulus material, sources or data

- changing the text or numerical values within short-response items.

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

Developing comparable assessment/s in the Endorsement app

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

- open the endorsed assessment instrument in the Endorsement app

- click the **Modify the endorsed assessment** button to open an editable version of the endorsed assessment instrument

- make the required changes and upload any expected attachments, such as stimulus or a marking scheme

- use the quality assurance tool to ensure the assessment instrument still meets all validity and accessibility criteria, including the syllabus requirements and all assessment specifications

- give a unique name to the assessment instrument, to ensure the correct one is attached to the student files for confirmation purposes. For one endorsed assessment instrument a school may require multiple comparable assessment instruments, to administer with different students, therefore each must have a different name

- send the completed assessment instrument/s to the Approver via the Endorsement app. Comparable assessment instruments are approved by the endorsement Approver for that subject in the school as ready for implementation. They are not submitted to the QCAA for endorsement.

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

See Section 8: School assessment policies, particularly Section 8.1.4: Promoting academic integrity, and Section 9: Internal assessment — Quality assurance, particularly Section 9.5: Endorsement (Units 3 and 4), Section 9.5.6: Amending an endorsed assessment instrument (whole cohort) and Section 9.6: Confirmation (Units 3 and 4).

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

Common internal assessment (CIA)

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

8 School assessment policies

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

- academic integrity

- integrating learning and assessment

- developing a school assessment policy.

8.1 Understanding academic integrity

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

Schools promote academic integrity when they:

- emphasise the importance of ethical academic conduct and scholarship

- develop school processes to support sound academic practice

- ensure teachers, students and parents/carers have a clear shared understanding of expectations and responsibilities for maintaining academic integrity

- implement programs to improve students' academic skills

- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images and critical and responsible use of artificial intelligence (AI)

- communicate the consequences and implications of academic misconduct clearly throughout the school community, with explicit reference to the use of AI.

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

8.1.1 Responsibilities for promoting academic integrity

Schools are responsible for fostering a learning environment that encourages mutual trust and respect. In doing so, schools develop processes for teaching, learning and assessment and develop an assessment policy (see Section 8.4: Developing a school assessment policy).

Schools:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies and other relevant guidelines about the responsible use of AI

- ensure that assessment implementation maintains the integrity of assessment at all times and in all cases — including the use of flexible delivery options and AARA in situations affecting individual students, or development of comparable assessment

- consistently apply policies to develop academic integrity and minimise academic misconduct

- develop assessment that expects students to demonstrate knowledge and skills, and enables authentication of their own individual student work

- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students

- model academic integrity, e.g. by practising appropriate research, suitable use of AI, referencing, and adherence to copyright laws as a school community

- clearly communicate the school's expectations for academic integrity and policies for academic misconduct to students and parents/carers

- use QCAA-developed resources, including the academic integrity course, and school-developed programs to help students and teachers understand the importance of academic integrity.

8.1.2 Academic integrity requirement

From 2026, students must complete an academic integrity course as part of the eligibility requirements for the QCE (see Section 2.1.1 Academic integrity requirement). This requirement supports teachers to ensure students are aware of their responsibilities in the assessment process.

Schools are encouraged to support students to meet the academic integrity requirement early in the senior phase of learning.

Learning options to meet the academic integrity requirement for a QCE

A student can meet the academic integrity requirement through completion of one of the following courses of study.

QCAA academic integrity course for senior secondary students (online format)

This course develops knowledge and understanding of:

- what academic integrity is and why it is important

- what academic misconduct is and how to avoid it

- developing effective academic practices, such as

  - accurately representing contributions from other sources (including collaboration and content created by AI tools)

  - ensuring all work submitted for assessment is original.

Students can access the *Academic integrity course for senior secondary students* via the Student Portal on the myQCE website. The course takes approximately one hour, and completion is automatically recorded in student learning accounts.

QCAA academic integrity course for senior secondary students (alternative format)

Schools can access an alternative format toolkit to deliver the QCAA academic integrity course to cohorts or individual students who cannot access or use the myQCE Student Portal to complete the online course.

Schools must record completion of the alternative format course in the Student Management app in the QCAA Portal. The record of completion confirms that the principal or their delegate has approved the learning as an appropriate alternative to the QCAA's online course.

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An equivalent academic integrity course

Schools that deliver their own academic integrity course or use a third-party provider must ensure the course covers:

- the nature of academic integrity

- academic misconduct and how to avoid it

- effective academic practices, including

  - time management and forward planning

  - sourcing appropriate information

  - ensuring work is original

  - ethical and responsible use of AI tools

  - accurately representing contributions or ideas from other sources (including collaboration and content created by AI tools)

  - appropriate referencing

  - drafting and editing skills.

Schools must record completion of an equivalent course in the Student Management app in the QCAA Portal. The record of completion confirms that the principal or their delegate has approved the learning as an appropriate alternative to the QCAA's online course.

For more information about learning options to meet the academic integrity requirement, contact QCEforschools@qcaa.qld.edu.au. For support recording the completion of the alternative format course or an equivalent academic integrity course, contact certification@qcaa.qld.edu.au.

8.1.3   Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment (see Section 8.4: Developing a school assessment policy). Schools should use proactive strategies to minimise opportunities for academic misconduct.

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

Table: Common types of academic misconduct, with examples

Type of misconduct	Examples
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, materials or AI • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, coded messages, making gestures or sharing equipment with another student.

Type of misconduct	Examples
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of an assessment, such as stimulus or suggested answers/responses, before a response to the assessment is completed • attempts to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references, such as false or misleading information generated from the use of AI.
Impersonation	A student: • arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student: • completely or partially copies or alters another person's work • creates work using AI and does not provide attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas) • uses a translator, including an online translator, as the work produced is not the work of the student.
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

8.1.4 Promoting academic integrity

Schools and teachers can promote academic integrity by modelling and developing students' understanding and awareness of appropriate academic practice.

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

- forward planning — understanding the components of a task and how long each component might take to complete

- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed, and allowing for unexpected events such as issues with technology or changes in personal circumstances

- note-taking and summarising — independently synthesising research or gathering information into a new idea or summary

- referencing — appropriately acknowledging the ideas, work or interpretation of others, including use of AI

- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning

- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response

- editing — independently refining their own work and using feedback

- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

8.2 Integrating learning and assessment

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

8.2.1 Engaging in learning and assessment

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

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

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

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

To achieve a unit result for Unit 1 or Unit 2, students must provide a response to each assessment that is designed to be reported to the QCAA as part of the school's unit assessment program (see Section 11.1.1: Determining results: Unit 1 and Unit 2 — overview).

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

- complete Units 3 and 4 as a pair

- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the CIA

- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website (see Section 10: External assessment)

- for a General (Senior External Examination) subject, complete all requirements of the Senior External Examination.

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

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

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

Changing subjects

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

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

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

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

Repeating

Students may repeat a Short Course or Unit 1 or Unit 2 individually, or Units 3 and 4 as a pair in all other subjects. A student cannot repeat one summative unit or a single assessment instrument only. A unit or pair of units cannot be repeated until they have been completed. If a student is

unable to complete a unit or pair of units and is considering beginning the unit or pair of units again, the school should contact QCEforschools@qcaa.qld.edu.au.

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

Transferring

Schools make decisions about registering students at the school and enrolling them in subjects. Schools are to consider that a student transferring between schools should not be disadvantaged by their access to learning and assessment. When schools register a student transferring during the year, they need to consider the student's intended pathway and whether the school can provide the opportunity for that student to complete the teaching, learning and assessment required. Students must complete the teaching, learning and all assessment in order to achieve a result, i.e. for each Unit 1 or Unit 2, or for the Unit 3 and 4 pair. In Unit 1 and Unit 2, schools may use results from assessment completed at the previous school, together with any assessment completed at the new school, to make an overall decision about a unit result (see Section 11.1.1: Determining results: Unit 1 and Unit 2 — overview).

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

Transferring between Queensland schools (or within Queensland)

Before registering a Queensland transfer student and enrolling them in subjects, the potential new school should discuss subject and course offerings with the student and their parents/carers to ensure that they will have the opportunity to meet the requirements of the QCE. Schools help students to understand these requirements and the opportunities for learning and assessment the school can provide. For more information, see Section 2.1: Eligibility for a QCE and Section 13.2.5: Enrolments and results.

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

To receive results for Unit 1 and Unit 2 or an overall subject result or exit result, students must meet all assessment requirements of their subjects and/or courses. Schools must meet QCAA quality assurance timelines as outlined in the SEP calendar.

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

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

Transferring from interstate and international schools

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

If a student transfers to a Queensland school part-way through a unit, their studies from interstate and overseas cannot be used to provide results towards any overall subject result in a QCAA subject. Any assessment that a student has completed that equates to a semester or a unit (i.e. 55 hours and completed to a satisfactory standard) can provide credit towards a QCE, but not towards a subject result for the Unit 3 and 4 pair.

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

8.2.2 Appropriate learning experiences and materials

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

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

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

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

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

8.2.3 Scaffolding

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

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

Scaffolding may include:

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

Scaffolding for assessment

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

Scaffolding for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response and should feature consistent messaging when used by multiple teachers for the same subject. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument
- providing prompts and cues in the task so that students understand the requirements for the response, such as a problem-solving or citation method they are required to use.

8.2.4 Feedback

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

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.[3]

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[3] Australian Institute for Teaching and School Leadership (AITSL). (2017). *Spotlight: Reframing feedback to improve teaching and learning*. www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf

Features of effective feedback

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

Effective feedback is:

- ongoing

- individualised

- specific to the teaching, learning and assessment

- related to the standards/descriptors

- clear, and in language that is readily interpreted by the intended audiences

- timely, so that students can act on it and adjust their learning

- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning

- supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.

Feedback opportunities

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

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way

- reviewing how students are working towards their learning goals

- working with students on classroom tasks in preparation for the assessment task

- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing

- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

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

8.2.5 Drafting

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

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

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

- a student prepares several written drafts when developing and refining a response to the topic and then submits their best, complete or near-complete draft for teacher feedback, e.g. in Ancient History

- a student practises the presentation of a spoken task in class and receives feedback on the draft in the mode of the response, e.g. a spoken/signed task in English

- students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

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

Providing feedback on the draft response

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

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

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

- considering other aspects of the text, report, performance or activity

- developing the response to show more awareness of the intended audience or purpose

- rearranging the sequence and structure of the response to prioritise the most important points

- further investigating a concept to expand the response

- synthesising the response by editing or removing excess information

- adhering to the required response length, e.g. by editing and refining the response, checking for relevance or repetition

- adhering to the referencing style required by the task.

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

8.2.6 Managing response length

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

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

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

  or

- a maximum, e.g. word length (up to 1000 words), page count (up to 10 pages).

Response length information is provided to:

- ensure equity of conditions for all students

- indicate the scope and scale of the response required

- support students to develop skills in managing the length, scope and scale of their responses appropriately

- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement

- ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

Strategies for managing response length

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

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

Before the assessment is submitted

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

- develop valid assessment instruments of suitable scope and scale

- emphasise the response length mandated by the syllabus

- implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments, e.g.

  - provide examples of assessment responses within the required response length, i.e. word length, duration or page count

  - explicitly model how to create a draft and edit a response to an assessment in the required mode, i.e. written, spoken, multimodal, performance

  - provide students with feedback at checkpoints and on the draft in the required mode if the response does not match the required length

  - give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions

- provide opportunities for students to practise responding within the required time duration in examinations

- ensure a process is enacted for compiling and editing supporting evidence in performance assessments (e.g. in Physical Education) so that it meets the syllabus condition for length

- in performances with more than one student (e.g. in Drama), monitor students' text selections to ensure they meet the syllabus performance time requirements for active engagement for each student.

After assessment is submitted

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

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

- marking only the evidence in the student response that meets the assessment conditions for response length, i.e. marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point

- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is

  - produced under examination conditions

  - in an assessment that requires a continuous response, such as a presentation or recording.

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

- which strategies are appropriate for specific techniques and response types

- how to implement the strategy before awarding a result

- how they ensure the assessment is administered to meet syllabus conditions.

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

- change the tool (e.g. ISMG, instrument-specific standards, reporting standards) being used for making a judgment

- penalise students for submitting an over-length response by arbitrarily reducing their result, e.g. introducing a 2-mark penalty for an over-length response

- increase the upper limit of a length described as a range in the syllabus, e.g. allowing a tolerance of +10%

- increase working time, e.g. allowing students to take over-length assignments home to redact.

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

Samples reviewed for QCAA quality assurance processes

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

- submit only the evidence in the student response used to determine the provisional mark for each criterion

  or

- annotate the student response to indicate the evidence used to determine the mark.

Determining length of a response

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

Techniques that are written examinations use time duration as the length condition.

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

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

	Word length	Page count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) • abbreviations, including initialisms (e.g. LPG), units of measurement (e.g. kg, m), and chemical formulas (e.g. KOH, HCI)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with written responses* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography/reference list • appendixes† • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography/reference list • appendixes† • blank pages

* For example, by-lines, banners, captions and call-outs that are the visual elements of written genres suitable for a print or online publication, such as a literary article, blog, essay or column.

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

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

Table: Determining length of a non-written response

	Response length — duration	Notes
Inclusions	• any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation, including introductory slides or excerpts such as video or music • any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation	See 'After assessment is submitted'.
Exclusions	• extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up	The exclusions for written responses do not apply as they are not relevant to a timed response.

Responsibilities for managing response length

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

Schools should develop school-based policies and procedures that:

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

- provide students with the knowledge and skills to respond within the required length

- emphasise the use of checkpoints, which include the draft due date, to provide each student with feedback about their response

- include strategies to be implemented when a response exceeds the required length.

Teachers:

- implement their school's policies and procedures

- take reasonable steps to ensure that students can respond to assessment instruments within the required length

- work with students at checkpoints throughout the process, emphasising the conditions of the task including response length

- use proactive strategies to support students to meet the syllabus requirements for the response length

- annotate any student responses submitted on or before the due date that exceed the required length to indicate the strategy used to mark the response.

Students:

- develop a response that meets the conditions of the assessment

- respond to feedback about the length of their response

- document the length of their response accurately in the measurement indicated in the syllabus: a word length, duration of time, or page count.

8.2.7 Gathering evidence of student achievement

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

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

- establish effective strategies for gathering evidence before students submit or complete assessment tasks, e.g. work completed in class in response to the instrument, such as a draft, rehearsal notes or photographs of work

- consider the mode of the assessment and how to collect evidence that meets the conditions, e.g. for a spoken instrument, a spoken response rather than a draft of a written speech. A draft

rendered by text-to-speech software is not appropriate, as the student's voice is to be recorded

- use checkpoints to indicate the timelines for the development of key components of a student's response and allow for gathering evidence at key junctures, e.g. declared due date for submission of a research question, a draft in the appropriate mode or submission of a final response for the assessment instrument

- establish school approaches to assessment practices by ensuring information in this handbook and school-based policies is shared with school staff, students and parents/carers, and that the procedures and processes are consistently applied across all subjects

- provide points of intervention so that teachers, other school staff and parents/carers can provide support to prevent the non-submission of a response to assessment or the submission of a response that is not in the mode required by the syllabus.

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

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

Due dates

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

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

When determining due dates, schools may consider the following:

- monitoring of student progress

- ensuring student work is their own

- student access to support, and time to work on the assessment

- students transferring between schools between terms

- school context, e.g. the school calendar (including holidays and planned school activities such as sports carnivals, performances and excursions), and students released for school-based apprenticeships.

As schools are responsible for setting due dates in response to local circumstances, they can adjust dates to suit their context while ensuring they meet the QCAA timelines outlined in the SEP calendar.

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

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

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

Managing school-approved absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences. If approved, the school should:

- support student access to teaching and learning that will allow students to successfully meet assessment requirements (see Section 8.2.1: Engaging in learning and assessment)

- maintain equitable assessment processes

- meet QCAA quality assurance timelines.

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

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

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program

- school, district, regional, state or national representation for school-supported sport

- school, district, regional, state or national representation for artistic endeavours

- student exchange programs

- audition or entrance examinations (state, interstate or international).

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

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

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

- For non-examinations — students are required to submit/present the assessment on or before the due date.

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

8.2.8 Authenticating student responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as the student's own work. Schools and teachers should have strategies in place to ensure authenticity of student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Strategies for establishing authorship

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

- set an assessment task that expects each student to independently develop and produce a unique response

- vary assessment tasks each year so students are unable to use other students' responses from previous years

- set aside enough class time for students to complete the assessment task and for teachers to monitor the development of the response.

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

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs

- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups

- for text, analyse final student responses using plagiarism-detection software

- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses

- interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised (e.g. by use of AI), to determine their understanding and familiarity with their response

- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Responsibilities for establishing authorship

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

Teachers should:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students

    – have access to electronic resources, including AI

- are preparing responses to collaborative tasks

    and

- have access to others' ideas and work

- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses

- participate in authentication processes as required by schools, such as to

    - sign a declaration of authenticity

    - submit a draft

    - submit the final response using plagiarism-detection software, where required

    - participate in interviews during and after the development of the final response.

Parents/carers can:

- support the efforts of teachers and students to authenticate responses by ensuring that the student

    - understands their responsibilities to maintain academic integrity

    - is aware of and follows the school's assessment policy, including the guidelines for drafting and providing feedback on a draft student response (see Section 8.2.5: Drafting).

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

8.3 Administering internal assessment

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

- the correct instrument and relevant stimulus material are provided to each student

- the response each student submits is their own work

- academic integrity and the integrity of the assessment are maintained

- appropriate conditions are implemented, and match the specified task requirements and syllabus requirements

- principal-reported AARA are implemented appropriately, as approved by the QCAA or as reported to the QCAA by the principal.

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

8.3.1 Examination technique

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

- the security of the instrument and any related materials prior to administering the assessment

- the assessment is administered under standard supervised assessment conditions

- supervisors are aware of the arrangements for students with QCAA-approved or principal-reported AARA

- supervisors are aware of their role and responsibilities for effective supervision

- the integrity of the technique is maintained, e.g. unseen materials remain unseen until the examination, adherence to planning or perusal time if permitted, and no access to teacher advice, guidance or feedback once the assessment begins.

Table: Perusal time and planning time in examinations

Term	Explanation
Perusal time	Time allocated in an assessment to reading assessment materials. No writing is allowed, students may not make notes, highlight content or commence responding to the assessment.
Planning time	Time allocated in an assessment for planning how to respond to items and tasks and associated assessment materials; students may make notes on the stimulus and planning paper but may not start responding to the assessment in the response space/book. Notes made during planning time are collected but are not graded or used as evidence of achievement. Students may not use calculators or other devices.

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

In circumstances where assessment needs to be administered remotely (e.g. distance education), the school should ensure the examination is supervised by an independent supervisor who is not related to the student.

Common internal assessment (CIA)

Schools select their phase of delivery for the CIA for Essential English and Essential Mathematics in the Student Management app. Principal's delegates have the responsibility to:

- ensure their school has selected its phase of delivery

- administer the CIA in the recommended time frame for the phase selected

- ensure the school follows the specific guidelines set out in the *Common internal assessment: Guidelines for administration*, which will be made available to schools before Phase 1. Schools should download the latest version before their chosen phase. For more information about administering the CIA, contact CIAoperations@qcaa.qld.edu.au.

8.4 Developing a school assessment policy

Schools develop and implement policies and procedures that:

- encourage the participation and engagement of students in their learning and assessment

- enable the provision of valid teaching, learning and assessment.

Schools use the relevant QCAA guidelines, information in this handbook and QCAA syllabuses to develop a school-based assessment policy for Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. They use these to develop and administer assessment.

School assessment policies allow schools to cater for their school context while ensuring that approaches across the state are comparable. Assessment policies:

- provide information to students about expectations for assessment and their responsibilities

- include guidelines for teachers and information to all staff about expectations and their roles and responsibilities

- are
  - communicated clearly to teachers, students and parents/carers
  - enacted consistently across all subjects within the school
  - based on information in this handbook and QCAA guidelines and syllabuses
  - reviewed and updated to meet changing contextual factors, e.g. use of AI.

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

The following table summarises information for schools to consider including in school policies and procedures for staff and students to meet QCAA and school requirements in their school context. It is intended to help schools develop assessment policies. Further information is available in the Noticeboard app — School assessment policy.

Table: Summary of key considerations for school assessment policies

Policy areas	Possible content for staff	Possible content for students

Engaging in learning and assessment
See Section 8.2.1: Engaging in learning and assessment.
	• strategies to inform students about expectations for engaging in learning and assessment	• expectations about
		  – engaging in learning and assessment
		  – completing all requirements for achieving a unit and/or subject result, including if changing subjects. This includes completing the required learning outlined in the subject matter of the syllabus and providing responses to all assessment
		• single instruments cannot be repeated. If repeating, a student must repeat all learning and assessment for a unit (Unit 1 and Unit 2) or for a pair of units (Units 3 and 4)

Academic integrity
See Section 8.1: Understanding academic integrity.
	• strategies and/or requirements to
	  – develop shared understanding of academic integrity and academic misconduct
	  – plan teaching and learning, assessment design and implementation practices to ensure all student work is their own
	  – model academic integrity
		• academic integrity and academic misconduct, including, e.g.
		  – completing the QCAA academic integrity course or an equivalent course
		  – understanding what it is to 'submit your own work'
		• strategies for managing academic misconduct, e.g. only work authenticated as your own work will be used to make a judgment

Policy areas	Possible content for staff	Possible content for students
Scaffolding See Section 8.2.3: Scaffolding.	• scaffolding in assessment that does not lead students to an expected or predetermined answer or response and allows students to independently demonstrate the objectives being assessed • scaffolding should be administered consistently when there are multiple teachers teaching the same subject	

Access arrangements and reasonable adjustments (AARA), including illness and misadventure
See Sections 6, 8 and 9.
	• internal processes to consider AARA, including
	  – roles and responsibilities for making decisions, collecting information and required evidence
	  – application process
	  – implementing principal-reported and QCAA-approved arrangements for assessment
		• purpose of the policy
		• eligibility
		• evidence required, including that assessment must be completed
		• application processes
		• school requirements

Due dates
See Section 8.2.7: Gathering evidence of student achievement.
	• processes to establish due dates for assessments that
	  – align with syllabus requirements
	  – provide sufficient working time for students to complete the task
	  – consider and avoid clashes when there are known school-approved absences for groups or individuals
	  – allow for internal quality assurance processes
	  – enable timelines for QCAA quality assurance processes to be met
	  – are clear to teachers, students and parents/carers
	  – are consistently applied
		• when assessment is due
		• the requirement for the school to adhere to QCAA policies about due dates
		• that work cannot be submitted after the due date and that only work completed prior to the due date will be used to make a judgment
		• if students have a school-approved absence, assessment still needs to be completed by the due date

Authentication strategies
See Section 8.2.8: Authenticating student responses.
	• school strategies, which may include
	  – teacher observation and supervision of students completing work
	  – requirements for submitting the draft
	  – an interview to determine student understanding and authorship of a draft and/or response
		• school requirements, which may include
		  – requiring work to be completed in class
		  – signing a declaration
		  – submitting the draft
		  – only work that can be authenticated by the school as your own can be used to make a judgment

Policy areas	Possible content for staff	Possible content for students

Checkpoints
See Section 8.2.7: Gathering evidence of student achievement.
	• how schools monitor the work of students as part of a developmental process. Note that the draft is a specific type of checkpoint, described separately
	• how teachers may use checkpoints to
	  − clarify assessment expectations for students, e.g. task requirements
	  − discuss progress towards the task completion
	  − help students develop strategies to submit assessment by the due date
	  − ensure students are creating assessment in the correct mode
	  − gather evidence on or before the due date
	  − provide points of intervention, if needed
	  − embed authentication strategies
		• meeting school requirements such as checkpoints

The draft See Section 8.2.5: Drafting.	• providing feedback on *one* draft student response that maintains the integrity of the assessment and allows students to demonstrate what they know and can do	• when and how to submit the draft for assessment • the type of feedback students may receive • how to respond to feedback on the draft
Managing response length See Section 8.2.6: Managing response length.	• processes for teachers to develop valid assessment • strategies for teaching students to develop and demonstrate the skills required • providing students with examples, modelling how to edit and respond to the draft feedback • develop and use strategies for responses that exceed word length • annotating responses to indicate the strategy used for making judgments about responses that exceed the required length	• syllabus requirements for length of responses • how to respond to feedback about response length • techniques for ensuring responses meet requirements for length • what strategy the school will use to mark responses that exceed the word length stated in the syllabus, e.g. that written work over that length will not be assessed

Policy areas	Possible content for staff	Possible content for students
Collecting and storing assessment information See Section 9: Internal assessment — Quality assurance and Section 13.3: Retaining records and student work.	• internal processes to collect and store assessment information including assessment instruments, student work and results that – includes when, where, who and how this is to happen – allows the school to meet requirements of the syllabus and quality assurance processes – includes maintaining this information for the required length of time	• what students need to produce in response to assessment, i.e. conditions such as length and file types • how to submit responses to assessment, e.g. date, time, location • processes for submitting assessment
Internal quality assurance	• school quality assurance processes that may be conducted within or across learning areas for – assessment instruments before being submitted for endorsement and/or being administered with students – judgments about student work contributing to reporting and results, e.g. cross-marking	• internal processes that may occur before their results are provided, e.g. cross-marking
Status of results for summative internal assessment	• strategies for providing information about results to students and parents/carers	• external processes that may occur before results are finalised, e.g. – all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes
Appropriate materials See Section 8.2.2: Appropriate learning experiences and materials.	• choosing and monitoring the use of texts and stimulus materials in teaching and learning and the production of work by students • schools determine the appropriateness of particular topics, texts, materials and areas of study for their students	• considerations of appropriateness when producing materials • the requirement to respond to teacher or school feedback about appropriateness of work produced by the student

9 Internal assessment — Quality assurance

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

9.1 Quality management system

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

These quality assurance processes support schools to develop and administer assessment instruments and ensure consistency of judgments about student responses. The processes support the continuous improvement of assessment practices in schools.

Principles of quality assurance

Quality assurance processes incorporate the following principles:

- There is alignment between teaching, learning and assessment.

- Teachers implement syllabuses and develop teaching, learning and assessment for students in their local context.

- Teachers make judgments about student achievement using evidence in student work.

- Quality assurance processes — including feedback and professional conversations — promote continuous improvement, which helps teachers improve teaching and informs assessment practices.

Table: Overview of quality assurance processes for internal assessment

Subject	Unit 1	Unit 2	Unit 3	Unit 4
Applied subjects	School quality management system		Applied quality assurance	
Applied (Essential)	School quality management system		Endorsement + Applied quality assurance	
General	School quality management system		Endorsement + confirmation	
General (Extension)	n/a		Endorsement + confirmation	
Short Course	School quality management system		n/a	

Schools

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

- incorporate the principles of quality assurance

- communicate and manage roles and responsibilities

- gather and store evidence as required

- ensure readiness for QCAA quality assurance processes
- report accurate information to the QCAA.

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

9.2 Course of study (Applied syllabuses)

Students who commence an Applied subject will follow a course of study designed by the school using the 2024 Applied syllabus. Schools will select four units from the unit options provided in the syllabus. They decide the order in which to deliver the units. The order of the four selected units determines which units are considered Units 1–4 for the school.

Schools will indicate these decisions in the Student Management app via the QCAA Portal.

9.3 Unit 1 and Unit 2

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

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

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

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

9.4 Applied quality assurance (Units 3 and 4)

Overview

Applied and Applied (Essential) subjects are quality assured by a review of assessment instruments, student responses to instruments and teacher judgments for assessment administered for Unit 3.

Schools that offer Applied (Essential) subjects and have students enrolled in Units 3 and 4 participate annually in:

- the Endorsement process to quality assure internal assessment instruments, and
- Applied quality assurance meetings to review the reliability of judgments for a sample of student responses to the school's endorsed internal assessment 1 (IA1) and the common internal assessment (CIA) instrument.

For Applied subjects other than Applied (Essential) subjects, a schedule will be published each year that identifies which subjects will be quality assured. Schools with students enrolled in Units 3 and 4 for a scheduled subject that year will be required to participate in an Applied quality assurance meeting. If a school has multiple classes of an Applied subject and offers more than one option for Unit 3, they must choose and submit materials for one option only.

These meetings will review:

- the validity and accessibility of the two assessment instruments developed for Unit 3

- the reliability of judgments for a sample of student responses to the submitted Unit 3 assessment instruments.

The QCAA is responsible for managing the Applied quality assurance process, according to the timelines published in the SEP calendar, by:

- communicating the subjects, number of samples required and the sampling pattern via the 'Applied quality assurance' memo each year

- providing resources to support schools to collate and submit materials. These resources can be found in the Syllabuses app in the QCAA Portal

- training the school-nominated subject teacher to review assessment instruments and provide feedback about the quality of school judgments during the online review meeting

- communicating feedback from the Applied quality assurance process via the *Advice to schools*. Schools can access their *Advice to schools* through the Applied QA app and should consider this feedback for the current and future cohorts.

Figure: Applied quality assurance process overview

9.4.1 Preparing for Applied quality assurance

Schools are responsible for developing assessment instruments and making judgments about student responses in Unit 3. The QCAA provides various resources to help schools develop effective assessment instruments and make judgments for Applied quality assurance. Schools are advised to refer to the resources in the Syllabuses app, available via the QCAA Portal, as they develop their course of study and prepare for Applied quality assurance.

9.4.2 Developing assessment instruments

The QCAA provides templates to assist schools to develop assessment instruments that provide students with the opportunity to demonstrate what they know and can do. For:

- Applied (Essential) subjects, schools must develop and submit their assessment instruments using the templates in the Endorsement app

- other Applied subjects, schools may use the assessment templates available in the Syllabuses app. **Note:** These templates are provided to support schools and are not mandatory.

The QCAA also provides quality assurance tools to assist schools to internally moderate their assessment instruments, prior to use with students. These tools are available in the Syllabuses app.

9.4.3 Making judgments

Schools make judgments on an A–E standard by matching the qualities in the student response to the characteristics described in the instrument-specific standards in the syllabus. Schools are advised to refer to the resources available in the Syllabuses app when marking student work and making judgments, including the *Instrument-specific standards: Making judgments — Applied and Applied (Essential) subjects* and *Instrument-specific standards: A3 resource*.

9.4.4 Developing a submission

Schools upload their submission to the Applied QA app. Schools select the materials for submission to demonstrate the:

- assessment instruments' alignment to the syllabus specifications and capacity to allow students to demonstrate what they know and can do

- teachers' capacity to match qualities in student work to the standards descriptors and make an on-balance judgment for the standard awarded.

For more information, see the submission information factsheet in the Syllabuses app.

Information about using the Applied QA app is available in the Help section of the QCAA Portal.

9.5 Endorsement (Units 3 and 4)

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

- Essential English and Essential Mathematics

- all General subjects, including General (Extension) subjects.

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

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

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

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

Overview

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

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

Figure: Endorsement process overview

Endorsement process

Development	School develops summative internal assessment instrument/s (IA) in Endorsement app

Application 1

Submission	School submits IA
Evaluation	QCAA endorsers evaluate IA at endorsement meeting
Endorsement decision	QCAA lead endorsers make endorsement decision

Endorsed = end of process

Not endorsed

Consultation	School consults lead endorsers to clarify directives for redevelopment of IA

Application 2

Submission	School submits redeveloped IA
Evaluation	QCAA lead endorsers evaluate IA
Endorsement decision	QCAA lead endorsers make endorsement decision

Endorsed = end of process

Not endorsed

Intervention	Chief endorser or intervention officer contacts school to support redevelopment of IA

School submits redeveloped IA

QCAA chief endorser or intervention officer evaluates the IA

QCAA chief endorser or intervention officer makes endorsement decision

Endorsed = end of process

Not endorsed = further intervention

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

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

Timelines

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

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

Subject offerings and variations to delivery pattern

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

Compressed subject offerings

Contact endorsement@qcaa.qld.edu.au for information about the endorsement process for schools with compressed subject offerings.

9.5.1 Developing assessments for endorsement

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

- assessment specifications and conditions information in each syllabus

- sample assessment instruments available via the QCAA Portal

- instrument-specific assessment templates in the Endorsement app

- instrument-specific quality assurance tools for each syllabus, which include evaluation criteria

- instrument-specific advice about changes to assessment instruments each year: *Guidelines for reviewing and developing assessment instruments*, available via the Resources tab in the Syllabuses app

- information about endorsement submission requirements

- annual subject reports that include advice about assessment development based on sampling of the endorsement and confirmation processes from the previous year

- a professional learning program (see the QCE Assessment literacy program webpage at www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors/qce-assessment-literacy-program or complete the assessment literacy courses in the QCAA Portal)

- consultation with QCAA subject officers

- a timeline for the submission of instruments for Essential English, Essential Mathematics and all General and General (Extension) syllabuses, in the SEP calendar.

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

- space to include school details (visible only to the school)

- prepopulated conditions

- free-text sections to construct assessment items

- the ISMG for General and General (Extension) syllabuses or instrument-specific standards for Essential English and Essential Mathematics — schools cannot modify the ISMG or instrument-specific standards

- space for brief stimulus items, if required. Schools can submit large stimulus items, audio and audiovisual files, or additional supporting materials, such as data or answer schemes, separately via the QCAA Portal.

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

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

- Editor role — editors develop the assessment instruments for the subjects they are allocated.

- Approver role — the approver/s ensure that internal quality assurance processes have been implemented for the assessment instrument/s of the subject/s they are allocated and the assessment instrument/s are ready for submission.

- Submitter role — the submitter, typically the principal's delegate, is responsible for ensuring that the school's assessments meet the endorsement requirements for each internal assessment, for each subject, before submitting the assessment instruments.

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

For endorsement, an assessment instrument comprises:

- item/s constructed in the assessment template

- the ISMG or instrument-specific standards provided

- stimulus, if required

- marking scheme, for short/combination response examinations (refer to the endorsement submission information, which is located with syllabus-support materials in the QCAA Portal).

Schools can access quality assurance tools via the Syllabuses or Endorsement app in the QCAA Portal, to internally quality assure their own assessment instruments before they are submitted for

endorsement. These quality assurance tools align to the *Assessment evaluation* that is used by QCAA endorsers.

9.5.2 Application 1

Submission

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

Evaluation

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

Endorsement decisions are based on the demonstration of two of the attributes of quality assessment — validity and accessibility.

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

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

The *Assessment evaluation* criteria are based on the priorities for assessment (access information about Assessment literacy professional learning, particularly Course 1: Attributes of quality assessment, via the Assessment literacy webpage at www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors/qce-assessment-literacy-program) and refer to:

- opportunities for students to demonstrate relevant subject matter and assessment objectives

- opportunities to demonstrate the range of performance levels/syllabus standards

- alignment to assessment specifications for the technique

- conventions for item construction

- scope and scale of the assessment items for the defined syllabus conditions

- authentication strategies for the assessment instrument

- scaffolding that informs students about the requirements for their response

- accessibility for the intended audience, including transparency, bias avoidance, language and layout.

Endorsement decision

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

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

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

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

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

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

- timelines and procedures for consultation and Application 2

- directives that must be followed by the school to meet the endorsement criteria that were not met. The directives identify the issue, action required, location and a syllabus reference, if relevant

- the name of the lead endorser who evaluated the assessment instrument. Schools can consult with the lead endorser within the set timelines in the Endorsement app, to seek clarification about the endorsement directives, if required, via telephone or email.

If the summative internal assessment instrument is not endorsed after the first application, schools must follow the directives given in the endorsement decision before applying internal quality assurance processes and submitting a second application for endorsement.

9.5.3 Consultation

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

Schools will be required to adhere to communicated timelines when completing consultation. The consultation is initiated by the school using the booking feature in the Endorsement app.

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

- endorsement issues identified in the directive

- knowledge and understanding of

  – the relevant syllabus

  – relevant sections of this handbook

  – relevant QCAA assessment literacy courses

  – the assessment technique and sample instruments

- actions identified in the directive.

Schools are encouraged not to resubmit their assessment instrument for Application 2 until they have finalised their consultation, should further changes be recommended during consultation. The assessment instrument must be submitted by the due date for Application 2, which typically occurs one week after consultation concludes.

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

9.5.4 Application 2

Submission

Once the decisions from Application 1 are published, schools with assessment instruments that were not endorsed must edit their instruments by applying all directives from the Application 1 endorsement decision.

The endorsement submitter must submit the assessment instrument on behalf of the school through the Endorsement app on or before the Application 2 due date published in the SEP calendar.

Evaluation

Each summative internal assessment instrument submitted by schools at Application 2 is evaluated by the QCAA lead endorser who made the endorsement decision at Application 1.

The lead endorser uses the instrument-specific *Assessment evaluation* to determine whether the assessment instrument meets the requirements for endorsement. Schools must satisfy all criteria on the *Assessment evaluation* for the summative internal assessment instrument to be endorsed.

Endorsement decision

Application 2 decisions for each assessment instrument are individually communicated to school submitters progressively through the Application 2 period. Decisions will be finalised on a specified date as per the SEP calendar.

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

If an assessment instrument cannot be endorsed at Application 2, it is progressed to the chief endorser or an assigned intervention officer for intervention.

9.5.5 Intervention

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

Level 1 intervention: Individual assessment instrument

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

- A lead endorser completes the assessment evaluation and identifies that at least one assessment practice is not demonstrated and that therefore the assessment instrument is not endorsed at Application 2. At this stage, the instrument is locked and cannot be edited by the school until the start of the intervention process. Intervention does not begin until all Application 2 decisions have been published; see the timelines for completion of Application 2, published in the SEP calendar.

- One or more intervention officers may be appointed to assist the chief endorser where there is a large number of assessment instruments at intervention, for a subject.

- The chief endorser or intervention officer is given access to the assessment instrument at Applications 1 and 2, to enable consultation with the school. The chief endorser or allocated intervention officer unlocks the assessment instrument to enable the school to make the required changes and initiates a consultation request with the school.

- Consultation with the chief endorser or intervention officer is required before the school makes and submits the identified changes to the assessment instrument.

- The school resubmits the summative internal assessment instrument via the Endorsement app once the required changes have been made and internal quality assurance processes have been applied.

- The chief endorser or intervention officer evaluates the assessment instrument and completes the endorsement decision. Once the school receives notification the instrument is endorsed, it can be administered with students.

- If the instrument still cannot be endorsed, the chief endorser or intervention officer conducts further intervention with the school. The school recalls the instrument, consults with the chief endorser or intervention officer, ensures the required changes are made and then resubmits the instrument for the chief endorser or intervention officer to complete the process again.

Level 2 intervention: Multiple assessment instruments

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

9.5.6 Amending an endorsed assessment instrument (whole cohort)

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

After endorsement, a school may request an amendment to an endorsed summative internal assessment instrument before it is administered with the entire cohort of students. An amendment replaces the endorsed summative internal assessment instrument for all students and may include substitution of stimulus items, questions or topic, or correction of school-identified errors.

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

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

- select the reason for the amendment

- develop, approve and submit the proposed amended assessment instrument

- upload any relevant materials, e.g. marking schemes or stimulus.

The amended assessment instrument is submitted to a QCAA lead endorser who evaluates the amended instrument and communicates the endorsement decision via the QCAA Portal. Schools should allow up to a two-week period for the amendment to be approved.

Schools can only submit one amendment application for each assessment instrument. If an amended assessment instrument cannot be endorsed, the school is required to administer the summative internal assessment instrument that was endorsed.

A school can replace a marking scheme for an examination without seeking an amendment. The school must delete the superseded marking scheme before a new version can be uploaded in the Attachments tab in the Endorsement app.

A school can adjust checkpoint dates without seeking an amendment. The school must annotate the printed task sheet with the new dates before distributing to students.

A school that requires an amendment due to an emergent situation should contact the School Support Unit by emailing endorsement@qcaa.qld.edu.au prior to seeking an amendment through the Endorsement app to discuss possible actions and timelines.

Comparable assessments

A comparable assessment instrument is different from an amendment. An amendment is used where an assessment instrument needs to be adjusted for an entire cohort of students. A comparable assessment instrument is an alternative assessment instrument that can be used with an individual student or small groups of students within a cohort due to illness, misadventure or school-approved absence for an examination, to maintain the integrity of the assessment instrument. Schools may develop more than one comparable assessment instrument, if required.

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

9.5.7 Endorsement requirements for illness and misadventure (individual students)

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

Comparable assessments

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

9.6 Confirmation (Units 3 and 4)

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

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

Overall subject results for General and General (Extension) subjects are determined by a student's confirmed results in the three summative internal assessment instruments specified by the relevant syllabus, and the summative external assessment (see Section 11.3.1: QCAA reporting to schools).

Overview

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

Figure: Confirmation process overview

Confirmation process

Preparation

School determines provisional marks → School collects and stores evidence

Submission

School submits provisional marks in Student Management app

QCAA notifies school of samples required

School submits the samples via the Confirmation app

Confirmation review meeting

QCAA confirmers review the samples at confirmation review meeting

Confirmation decision process

QCAA applies analytics to identify whether supplementary samples are required

No / Yes

QCAA requests supplementary samples, if required, from schools

QCAA confirmers review supplementary samples → QCAA may initiate an extraordinary review

QCAA may initiate an intervention at any time

QCAA provides confirmation decision to school via the Confirmation app

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

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

Timelines

Confirmation is an annual process. Timelines for key communications between the QCAA and schools, and specific dates for confirmation, are published in the SEP calendar and through the Confirmation app in the QCAA Portal.

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

9.6.1 Preparing for confirmation

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

- detailed assessment specifications and ISMGs in each syllabus

- sample annotated student responses in the QCAA Portal

- syllabus-specific information about requirements for confirmation submissions in the QCAA Portal

- training and resources for schools and confirmers

- online assessment literacy courses

- consultation with QCAA subject officers

- timelines for confirmation activities, published in the SEP calendar

- subject reports.

Determining provisional marks

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

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

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

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

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

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

Results entry

To receive a subject result, students must submit a response for every summative internal assessment. Once the assessment response has been submitted by the student, it is marked by the school, and provisional criterion marks are reported to the QCAA in the Student Management app (see Section 13.2.5: Enrolments and results).

Percentage cut-offs

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

Using zero as a result

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

Using Not Yet Administered (NYA) as a result

Not Yet Administered (NYA) may be used by schools when recording internal assessment results for General and General (Extension) subjects. NYA should be recorded for individual students in an emergent situation where they have an extension of time to complete an internal assessment due to principal-approved AARA, and the extension means the provisional results are not available by the due date in the Student Management app. This includes assessment techniques where the student is unable to complete the entire response at that time, e.g. where an assessment with a performance component cannot be completed in time due to injury, so provisional marks are not available for all criteria for reporting to the QCAA. When NYA is recorded, the school acknowledges that the internal assessment will be administered to the student and completed during the student's completion year for that subject, and the school is responsible for ensuring that the provisional marks are provided to the QCAA after confirmation is complete. The QCAA may require the school to provide further evidence that the assessment has been completed.

Using Not Rated (NR) as a result

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

For all other assessment types, see Section 11.1.4: Non-submission of a student response.

Using Did Not Administer (DNA) as a result

Did Not Administer (DNA) can be used by schools when recording internal assessment results for General, General (Extension), Applied and Applied (Essential) subjects. DNA should be recorded

in the Student Management app for individual students when the school did not administer an assessment. Situations where DNA might be required are mainly those where individual students have transferred registration to another main learning provider and the assessment was completed at the student's previous learning provider. When DNA is recorded for an internal assessment in the Student Management app, the school acknowledges that the internal assessment will not be administered to the student at their school.

Using developmental student work to award a mark

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

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

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

Marking ISMGs

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

For instruments that use ISMGs with percentage cut-offs, the student response must be annotated to clearly indicate how the marking scheme has been applied.

Teacher feedback on student responses

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

Transfer students

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

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

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

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

Collecting and storing evidence

Teachers ensure that they gather and store evidence of each student's response to each assessment instrument (see Section 8.2.7: Gathering evidence of student achievement). Indirect evidence, such as only using teacher observations for a performance assessment, or a written script for a live multimodal or spoken assessment, is not sufficient to confirm results for a student in General and General (Extension) subjects.

The QCAA provides detailed, syllabus-specific confirmation submission information for each General and General (Extension) syllabus via the QCAA Portal, setting out recommended practices for gathering student responses and requirements for submitting samples for confirmation.

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

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

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

- use the endorsed assessment instrument from the Endorsement app

- use white paper of scannable quality for all assessment papers, including response booklets

- indicate judgments legibly on ISMGs, e.g. highlight characteristics in performance levels that align with the evidence in a student response, then determine a result for that criterion

- refer to the latest version of the subject confirmation submission information via the QCAA Portal

- ensure scanned responses and documents are complete, with all parts of the response visible and able to be read, i.e. all pages of the student response have been scanned

- plan documentation proactively, e.g. to film spoken and performance assessment evidence, consider the device on which the response is filmed, the file type, compression of the file to a suitable size, file management, including name conventions, and protocols for recording teacher feedback

- ensure any feedback or comments written by the teacher on the response are clearly discernible from the student's response.

9.6.2 Submission

Submitting provisional marks in the Student Management app

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

If a school identifies a clerical error in provisional marks, the principal or principal's delegate explains the error in writing to the QCAA Certification Unit at certification@qcaa.qld.edu.au (see Section 13.2.3: Managing data).

Identifying samples for review

The QCAA uses provisional criterion marks to identify the samples that schools are required to submit for confirmation. Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the results of the cohort.

Each school has a unique sampling design, based on the:

- distribution of achievement for each subject's cohort
- number of students enrolled in each subject's cohort
- confirmation decisions for the school in previous events.

The number of samples required for confirmation from a school for any subject may differ at each confirmation event, and may also be different from the number at another school offering the subject with the same or similar cohort numbers. The QCAA's decision about sample numbers is based on multiple factors, including the distribution of achievement for each criterion, and the subject cohort at previous confirmation events.

Table: Minimum number of samples for implementation

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

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

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

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

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

9.6.3 Submitting samples via the Confirmation app

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

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

Schools should use the *Confirmation submission information* to ensure they provide the required materials, including:

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

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

Variation to confirmation submission

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

The QCAA reviews the school's application for a variation and determines:

- whether material for the original required sample should be submitted, where it is available
- whether alternative sample/s should be submitted, and if so, which one/s.

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

Comparable assessment instruments at confirmation

If a comparable assessment instrument has been administered to one or more of the sample students, this must be indicated in the Student Management app when provisional marks are entered. If the assessment for one or more sample students was not developed in the Endorsement app, the school will need to submit the comparable assessment instrument (as a PDF) via the Confirmation app. The QCAA recommends that schools use the Endorsement app to develop any comparable assessment that is administered with students.

Alternative submission strategy

An alternative strategy for submission of files is provided to schools that have not been able to submit files via the QCAA Portal. This is available on request by the principal or principal's delegate via the Confirmation app.

The principal or principal's delegate is responsible for the complete, accurate and timely submission of evidence in the confirmation process, including requesting the alternative submission strategy, an encrypted USB if required. The QCAA is not responsible for editing or compressing large audiovisual files on behalf of a school. A school that provides files that exceed the file limits specified in the *Confirmation submission information* may be required to remove, compress and re-upload files.

9.6.4 Confirmation review meeting

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

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

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

Lead confirmers monitor, manage and quality assure the work of the confirmers, review student responses as required, and prepare interim marks to communicate to the QCAA, using the Confirmation app.

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

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

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

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

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

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

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Quality control

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

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

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

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

9.6.5 Confirmation decision process

Schools are notified of the confirmation decision for each subject for their school as soon as the decision has been finalised. See Figure: Confirmation process overview in Section 9.6: Confirmation (Units 3 and 4).

QCAA analytics

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

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

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

Intervention

During confirmation, the QCAA may determine that an intervention is required for a subject cohort at a school. In this situation, schools are required to re-mark an aspect of, or the whole of, a student response/s to the assessment instrument. Situations that could give rise to an intervention include:

- errors in the application of a marking scheme for percentage cut-off examinations for one or more samples

- significant authentication issues across samples

- multiple responses across samples that exceed syllabus conditions for length and where the school has not annotated the responses to show how the school's assessment policy has been applied

- divergent application of the ISMG across samples, impeding the determination of a cohort pattern

- use of a non-endorsed assessment instrument with a cohort

- use of an ISMG that has been altered or differs from the syllabus

- file errors or provision of duplicate evidence across multiple samples.

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

Supplementary samples

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

The QCAA selects which samples are required. The number may differ from the original sample (see Table: Minimum number of samples for implementation in Section 9.6.2: Submission).

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

- the QCAA notifies schools via the Confirmation app that additional samples are required

- schools submit the samples via the Confirmation app using the same process as for the initial samples

- samples are allocated to the same confirmer group as the initial samples, where possible.

Confirmers and lead confirmers review the additional student responses independently.

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

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

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

Extraordinary review

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

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

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

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

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

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

Confirmation decision panel

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

The confirmation decision

The confirmation decision is the official record of the confirmation outcome for each student (sampled and non-sampled) in the cohort for each summative internal assessment response.

The confirmation decision provides schools with the following:

- confirmed results for all students in the subject cohort

- summary of the decisions across criteria for the subject cohort

- criterion comments explaining the reason for any movement of student results in a criterion

- submission summary comments pertaining to academic integrity issues or file quality, to improve future school assessment practice, as relevant.

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

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

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

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

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

9.6.6 Review of a confirmed result

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

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

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

- uses the ISMG, the criterion comments in the confirmation decision and the match to the student work at the confirmed result to understand the reason for the movement in student marks

- accesses QCAA subject-specific support resources to clarify expectations for the adjusted criteria

- identifies why the individual student's result is an anomaly or exception to the cohort pattern, i.e.

  – a confirmed result may be an anomaly where the cohort pattern was determined using incorrect or incomplete evidence

  – the evidence in a student response may demonstrate an exception to the cohort pattern where the reason for the mark movements identified from the review of sample responses does not apply to that student, e.g. non-sample student may have demonstrated all elements of the characteristic

- advise the student and their parent/carer of the potential outcome of a requested review, including that the final confirmed result may be lower

- contact the QCAA subject Principal Education Officer for clarification about the school's application of the ISMG and the cohort pattern movement.

Requests for a review of a confirmed result must be submitted by the principal's delegate through the Confirmation app as specified by the QCAA (typically five days following the release of the confirmation decision). A student or parent/carer cannot directly request a review (see Section 11.4.3: Applying for verification of information).

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

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

The review process is about identifying anomalies to the cohort pattern and/or identifying evidence that highlights the relevant features of quality in a student response. The release of results to students' learning accounts for all students in the subject cohort will not occur until the review process is completed.

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

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

9.6.7   Confirmation requirements for illness and misadventure

Illness and misadventure may prevent a single student or a group of students from participating in a summative internal assessment at the same time as other students in the cohort (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

All students are required to provide evidence that they can demonstrate the assessment objectives for the summative internal assessment instrument. Schools make decisions about AARA to minimise barriers for a student in accessing summative internal assessment instruments, and make judgments about the students' work using the ISMG for the particular assessment from the syllabus. Schools cannot amend ISMGs, and must provide provisional criterion marks for all students within the timelines published in the SEP calendar, or follow the process for using NYA as a result (see Section 9.6.1: Preparing for confirmation and Section 13.2.5: Enrolments and results).

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

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

If the response is not available by the due date for reporting provisional results for confirmation, an NYA result should be reported in the Student Management app (see Section 9.6.1: Preparing for confirmation). Once the result is available, schools follow the process for replacing an NYA result in the Student Management app (see Section 13.2.5: Enrolments and results).

Confirmation and emergent circumstances

AARA may be relevant in situations where a critical incident (e.g. disaster, emergency, traumatic event) has significantly impacted the school community and students. In these cases, schools should contact the QCAA (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

Cohorts of students — no provisional marks

Schools may experience emergent circumstances that prevent them from submitting provisional criterion marks for all students in a cohort by the due date. Emergent circumstances may include natural disasters or widespread illness affecting an entire cohort.

If a school experiences emergent circumstances and cannot submit provisional criterion marks, students should be given an opportunity to attempt the summative internal assessment. If this is not possible, the school should contact the Quality Assurance Unit at confirmation@qcaa.qld.edu.au.

Cohorts of students — only provisional marks available

Schools may experience emergent circumstances where they are able to submit provisional marks for all students in a cohort, but no evidence of student responses. Emergent circumstances of this kind may include where fire or flood has destroyed all student responses, electronic or hard copy.

If a school experiences emergent circumstances and cannot submit any samples for confirmation, they should contact the Quality Assurance Unit at confirmation@qcaa.qld.edu.au.

10 External assessment

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

It is:

- common to all schools

- administered by schools under the same conditions at the same time and on the same day for all written examinations

- summative, and contributes to the overall subject result

- developed and marked by the QCAA according to a commonly applied marking scheme.
  Note: General (Senior External Examination) subjects with syllabuses borrowed from another jurisdiction have external assessment set and marked by that jurisdiction

- not used in Applied subjects.

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

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

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

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

10.1 External assessment roles and responsibilities

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

Information for students and parents/carers can be found at www.qcaa.qld.edu.au/senior/assessment/external-assessment/administration.

This information includes:

- Directions for students: External assessment — directions students must follow when sitting external assessment

- Equipment list: External assessment — information about approved equipment for all assessment, QCAA-approved calculators, student devices, subject-specific equipment, and prohibited materials.

Adult students registered for a Senior External Examination are responsible for following information on the QCAA website www.qcaa.qld.edu.au/senior/see.

The following table outlines the roles and responsibilities of schools and the QCAA.

Table: External assessment roles and responsibilities

Schools	QCAA
Principals	**The QCAA**
• Manage the school's overall responsibilities for external assessment processes • Ensure students are receiving adequate hours of learning/tuition for General (Senior External Examination) subjects • **May** delegate external assessment responsibilities to an external assessment coordinator (EA coordinator) • **May** appoint an additional assistant EA coordinator • Manage the security, storage and movement of assessment materials	• Develops external assessments and marks student responses to the external assessments • Communicates timelines for external assessment in the SEP calendar • Creates, publishes and communicates the *External assessment timetable* • Publishes and communicates the DFA and *Directions for students: External assessment* each year • Communicates with schools about procedures for the delivery and collection of external assessment materials • Reschedules external assessments for students with a timetable clash • Provides training for external assessment writers and external assessment markers • Appoints external assessment invigilators and external assessment observers
EA coordinators	
• Maintain the security and integrity of assessment materials according to QCAA requirements • Adhere to and manage external assessment processes outlined in the DFA • Ensure the assessment venue meets QCAA requirements • Receive and disseminate communications from the QCAA and communicate with the QCAA as required • Are aware of, and prepare for, QCAA-approved and principal-reported AARA for any students sitting an assessment at their school, including supervision in separate rooms • Register and collect fees for students wishing to sit the Senior External Examination • Ensure the distribution of stimulus (by language) to students for the SEE 1 as determined by the dates set by the QCAA • Ensure the assistant EA coordinator can assume the role if necessary • Provide school staff, students and parents/carers with the – *External assessment timetable* – *Directions for students: External assessment* – *External assessment equipment list* • Provide school staff with the DFA • Implement QCAA arrangements for rescheduled assessments if there is a timetable clash • Allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)	**QCAA invigilators** • Attend allocated assessment sessions at assessment venues • Verify that the shrink-wrapped materials for an assessment have not been tampered with, damaged or opened before distribution to students' desks • Observe the administration of assessments, including the collection, counting and packing of materials at the end of assessments • Report their observations to the QCAA after each assessment session by completing an online invigilator report **QCAA observers** • Attend their nominated school and external assessment session • Observe the administration of assessments • Quality assure processes and procedures for external assessment, in line with the DFA • Report to the QCAA on quality assurance and process improvements

Schools	QCAA
• Distribute the QCAA *Session announcements* for each assessment session to the relevant school staff • Engage with the QCAA *Daily bulletin* each afternoon of a working day before the next external assessment session, and ensure that information is distributed to relevant school staff • Manage disruptions and suspected academic misconduct incidents • Complete the *Incident record* in the attendance section of the External Assessment (EA) app • Communicate with any alternative learning providers if students are not sitting the external assessment at their own MLP	
School staff	
• Adhere to external assessment processes in the DFA • Supervise external assessment as required (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • Complete records as required • Report suspected academic misconduct incidents	
Students	

• Read and adhere to the information provided by schools, including the
  – *External assessment timetable*
  – *Directions for students: External assessment*
  – *External assessment equipment list*
• Attend external assessment in which they are enrolled
• Attend the oral component for SEE Languages subjects (administered online)	

Parents/carers	
• Read the *External assessment timetable* and *Directions for students: External assessment* on the QCAA website • Complete applications and provide documentation for AARA, if required • Support students to participate in the external assessment in which they are enrolled	

10.2 Developing and marking external assessment

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

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

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

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

Students may apply to the QCAA to have their external assessment or Senior External Examination scripts marked again (reassessed) if they believe there has been a marking error. For more information, see Section 11.4.3: Applying for verification of information, and the QCAA website www.qcaa.qld.edu.au/senior/assessment/results/checking-results.

10.3 Scheduling external assessment

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

The QCAA uses finalised enrolment in subjects to minimise:

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

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

10.3.1 Timetable clashes

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

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

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

Assessment rescheduled to morning/afternoon session on the same day

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

Assessment rescheduled to a different day

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

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

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

10.3.2 Timetable hours

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

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

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

Table: Starting times for external assessment sessions

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

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

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

10.3.3 Misreading the timetable

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

Misreading the *External assessment timetable* is not adequate grounds to submit an application for AARA or illness and misadventure (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

10.4 External assessment venues

Schools are the external assessment venues for:

- students enrolled in subjects offered by the school as the MLP, even if they are enrolled in one or more subjects at another learning provider

- other students as required by the QCAA, e.g. students enrolled with a distance education provider as their MLP.

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

10.4.1 Variations to venue

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

- is not suitable as an external assessment venue, e.g. due to natural disaster or excessive noise

- is a distance education provider. Note: Students who are studying a subject/s through distance education, but the school of distance education is not their MLP, will sit their assessment at their MLP

- has students located across multiple campuses.

In these circumstances, schools and/or students should apply to the QCAA for a variation to venue.

Applications

If a student or cohort is unable to sit the external assessment at their MLP, the school should apply for a variation to venue to request an alternative venue. Schools or students should complete the online application form on the QCAA website www.qcaa.qld.edu.au/senior/assessment/external-assessment/variation-to-venue.

All student applications must be endorsed by the principal.

Student applications may also require supporting documentation, such as:

- a copy of official correspondence advising that the student has been selected to represent their country or state for an official duty, including relevant departure and return dates

- evidence from the student's parent/carer or employer verifying the need for the student to be outside Queensland during the assessment period

- a medical certificate or other medical documentation.

An application must be made in the year in which the student will be sitting the external assessment, and must be received by the QCAA after the *External assessment timetable* is published, and no later than the dates for a variation to venue application published in the SEP calendar.

Before a variation to venue application can be approved, the QCAA must be satisfied that the supervisor and venue are suitable. Each case will be assessed on its own merits.

Costs will be payable by the school, student or parent/carer in the following circumstances:

- **School variations** — If a school requires a venue variation, the school must pay the room hire and storage costs for the alternative venue.

- **Individual student variations** — If the student's application is approved, the QCAA will invoice the student for administration costs if required. If there is a venue fee, the student or parent/carer will be responsible for these costs. For more information, see the QCAA website www.qcaa.qld.edu.au/senior/assessment/external-assessment/variation-to-venue.

Eligibility requirements

Student eligibility

To be eligible to apply for a variation to venue, a student must be:

- enrolled at an approved Queensland education institution

- unable to sit the assessment at their MLP for reasons beyond their control.

A variation to venue may be approved if the student:

- is geographically isolated

- is representing Australia or their state in an official capacity at a sporting, academic or cultural event

- is currently residing outside Queensland

- has an illness or injury that prevents them from attending their MLP

- has another valid reason for requesting an alternative venue.

Note: Events such as family holidays, birthdays and weddings are **not** considered valid reasons.

Venue eligibility

Examples of suitable venues include educational institutions and government organisations.

To be eligible, the proposed venue must be able to:

- provide a secure, quiet space where the student is able to complete the assessment/s

- agree in writing to all QCAA assessment requirements

- allow access to QCAA-authorised persons to administer or quality assure the assessment processes as required

- confirm security arrangements for materials as outlined in the application form
(see the *External assessment variation to venue: Information for schools* factsheet on the QCAA website).

Supervisor eligibility

Before agreeing to be nominated, a proposed supervisor should be fully aware of the role and responsibilities of the supervisor position. To be eligible, the proposed supervisor must:

- not be a family member or relative (including by marriage), family friend, colleague of a family member, or tutor of the student

- not have a conflict of interest

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- be able to communicate in English

- meet the criteria outlined in the application form and listed in the *External assessment variation to venue: Information for schools* factsheet on the QCAA website

- have access to suitable computer, printing and scanning technology to receive and/or return assessment materials.

The QCAA will contact the proposed supervisor directly to confirm their eligibility for the position.

Senior External Examination venues

It is the role of Queensland schools and teaching centres to host the Senior External Examination for their own students who are enrolled for tuition. These examinations are hosted using their own venue's rooms without cost to the QCAA.

Adult students who nominate to study independently, or with a personal tutor, will need to source a venue and supervisor for their Senior External Examination/s.

For more information about the Senior External Examination, see the QCAA website.

10.5 Preparing for external assessments

Schools are responsible for communicating the *Directions for students: External assessment* to students. They are provided by the QCAA in Semester 1.

10.5.1 Academic integrity in external assessments

The QCAA publishes directions and procedures in the QCAA Portal each year to help schools prepare for external assessment. The DFA allows schools to administer the assessments using a consistent approach across the state and ensuring student responses are their own. For information about academic integrity, see Section 8.1: Understanding academic integrity.

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way. The following table sets out specific responsibilities of schools, EA coordinators, teachers and students.

Table: Academic integrity responsibilities

Party	Responsibility
Schools	• Communicate directions and procedures for external assessment to their school community, including teachers, students and parents/carers • Maintain the security of external assessment materials • Provide supervision and conditions that comply with the external assessment schedule and procedures
EA coordinators	• Ensure teachers and students receive and adhere to all external assessment directions and procedures • Manage the supervision of external assessment
Teachers	• Comply with directions and procedures when supervising the external assessment • Advise students they will report suspected academic misconduct incidents to the EA coordinator • Report suspected academic misconduct incidents to the EA coordinator

Party	Responsibility
Students	- Read and comply with the directions and information the school and the QCAA provide - Understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 8.1: Understanding academic integrity) - Understand that breaching any of the external assessment directions and procedures is a form of academic misconduct

10.5.2 Preparing for an external assessment session

The following table sets out information about the main responsibilities in preparing for an external assessment session.

Table: Main responsibilities of preparing for external assessment

Main responsibilities in preparing for the external assessment session	Policy and procedures
Assessment materials — delivery	If assessment materials are not delivered to the school by the due date (communicated to schools via the QCAA Portal), the EA coordinator must contact the QCAA.
Assessment materials — movement and storage	Collection and security of external assessment materials are the responsibility of the principal. Security breaches must be reported to the QCAA immediately.
Allocation of supervisors	Senior secondary teachers are ineligible to supervise an external assessment for any subject they are teaching that year. The EA coordinator allocates suitable staff to supervise at a 1:25 supervision ratio (not including QCAA-appointed invigilators/observers; see Section 10.1: External assessment roles and responsibilities).
AARA	The EA coordinator gathers information about principal-reported and QCAA-approved AARA to ensure that students are provided with the required AARA, such as appropriate materials, supervision, rooms and equipment. The EA coordinator ensures students with approved AARA in separate rooms are appropriately supervised.
Technology	Guidelines for the use of technology will be provided for each external assessment. There are exceptions for approved AARA (see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure).

10.6 Administering external assessments

The following table sets out information about the main responsibilities in administering an external assessment on the day of the session. More detailed information about administrative arrangements for the external assessments is communicated to schools via the QCAA Portal and in the DFA. In this handbook, candidates for the Senior External Examination are referred to as students.

Table: Main responsibilities in administering external assessment on the day of the session

Main responsibilities in administering the external assessment	Policy and procedures
Directions for students	Schools are responsible for reminding students of the *Directions for students: External assessment*.
Student entry to assessment room	Students are admitted into the assessment room and seated, allowing sufficient time for supervising staff to communicate the administrative requirements of the assessment. Once inside the room, students are not permitted to speak to anyone other than the external assessment supervisor.
Student equipment	All approved equipment brought into an assessment room by a student must be in a clear container. Unless otherwise stated, the QCAA does not permit students to bring electronic devices, transmitting or receiving devices, or papers into assessment rooms. Students cannot borrow equipment from other students during an external assessment.
Student not on attendance roll	Any student whose name does not appear on the assessment's attendance roll will not be admitted unless there are extenuating circumstances, and their admittance is authorised by the QCAA.
Student lateness	The EA coordinator must enter the details of late students in the Incident section of the EA app on the day of the assessment or by 9:00 am the following day.
	Students who arrive **within 40 minutes of the scheduled start time** (before 9:40 am for a morning session and before 1:10 pm for an afternoon session) are admitted to the assessment room and given the full amount of working time as prescribed by the assessment conditions if possible. If students arrive after the end of perusal/planning time, do not provide perusal time or planning time.
	Students who arrive **more than 40 minutes after the scheduled start time** must obtain permission from the EA coordinator or the principal to be admitted to the assessment. In general, students should be allowed entry (and accommodated in a separate room if possible). Students will be given the full amount of working time as prescribed by the assessment conditions without perusal time or planning time.
	Before these students start the assessment, they must be advised that the QCAA will review the circumstances of their case and may decide to not award a result.
	After the assessment, students who were more than 40 minutes late sign a statement that is uploaded to the Incident section of the EA app. Depending on the circumstances, an *Illness and misadventure application* may also need to be completed.
Student illness	If a student leaves the room due to illness, the school records the time they leave and return and adds the lost time to the end of the assessment (if possible). If the student does not return to the room, their assessment materials are collected at the end of the assessment and information included in the *Incident record*. Schools complete an *Illness and misadventure application* in either case. For more information, see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure.
Student absence	For information about student absence for external assessment, see Section 6.5: Illness and misadventure.
Invigilation	QCAA-appointed invigilators are independent observers of external assessment. Generally, the QCAA appoints an invigilator for each external assessment session. The invigilator monitors the session and then submits an *External assessment invigilator report* to the QCAA.

Main responsibilities in administering the external assessment	Policy and procedures
Observation	QCAA-appointed observers provide an independent quality assurance report to the QCAA on a random sample of schools. An observer may attend any school or assessment session. They will arrive (wearing identification) before the start of an assessment session, and will provide a letter of introduction. Schools may also request an external assessment observer.
Managing disruptions and other incidents	The EA coordinator or senior supervisor must manage disruptions and incidents appropriately to ensure the safety of students and maintain the integrity of the assessments. **Incident affecting student performance** If any student claims that their performance was affected by an incident, or if a group of students or the entire cohort is affected by an incident during the assessment, this is reported to the EA coordinator. The EA coordinator follows the procedures in the DFA and should explain the *Illness and misadventure application* process to the affected students, notify the principal, complete an *Incident record* and submit an *Illness and misadventure application*. **Emergency evacuation** If evacuation is required during an external assessment session, the school's usual workplace health and safety procedures apply. The EA coordinator must contact the QCAA for procedural advice as soon as practicable after the evacuation. The school is required to submit an *Illness and misadventure application* if they believe a student's results have been impacted.
Incident of suspected academic misconduct — before entry	A student who does not comply with assessment directions and procedures before entering the assessment venue should be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room at the venue (see Section 8.1.3: Understanding academic misconduct).
Incident of suspected academic misconduct — during assessment	External assessment supervisors manage incidents of suspected academic misconduct. Students are permitted to complete the assessment following these incidents. For the different types of academic misconduct, see Section 8.1.3: Understanding academic misconduct. Also see Section 10.6.1: Alleged student academic misconduct. Refer to the DFA for further procedural information.

10.6.1 Alleged student academic misconduct

Academic misconduct may be detected at a venue or through the QCAA's checking processes. If it is detected at the assessment venue, the EA coordinator is to:

- note the time the incident was discovered

- permit the student to complete the assessment

- remove the student from the assessment room if they are distracting or disrupting others

- tell the student after the assessment that a report about the incident must be completed and submitted to the QCAA and a penalty may be imposed

- tell the QCAA of the suspected academic misconduct incident by completing the *Incident record* in the Incident section of the EA app, which may include

  - a written statement from the EA coordinator

  - witness statements (optional)

  - a description of any relevant circumstances leading up to the incident

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- give the student the opportunity to provide a written statement concerning the alleged breach to the QCAA after the assessment and upload the written or confiscated notes provided by the student with the *Incident record*.

The QCAA investigates cases of alleged academic misconduct, and may refuse to issue the results of one or more students. If the QCAA considers that a student committed some form of misconduct, it issues them with a show cause notice stating the reasons for refusal to issue a result and giving the student an opportunity to make their case. After considering the student's response, the QCAA will make its decision and advise them accordingly. If the QCAA decides not to issue a result, the student will be able to seek an internal review of the decision. If the student is dissatisfied with the outcome of the internal review, they may apply to the Queensland Civil and Administrative Tribunal for an external review.

For more information, see the DFA section on misconduct.

10.6.2 School staff non-compliance

School staff and students must follow the DFA. Non-compliance by school staff will be investigated, and could result in the QCAA refusing to issue the results of one or more students. Examples of non-compliance by school staff may include:

- rescheduling an external assessment without authorisation from the QCAA

- failing to keep external assessment materials secure prior to the scheduled assessment time

- opening external assessment packages before the time appointed by the QCAA

- accessing external assessment materials or assessment rooms prepared for assessment without authorisation from the school or QCAA

- providing a student with undue assistance in the production of any work that contributes to their external assessment response

- leaving students unsupervised, or inadequately supervised, during external assessment

- allowing additional time for external assessment without authorisation from the QCAA

- administering unapproved AARA.

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11 Determining and reporting results

Under the terms of the Senior secondary certification agreement, the QCAA and schools work together to report information about student achievement so that each student may be issued with an SEP. Schools report to students, parents/carers and the QCAA. The QCAA reports to students, schools, QTAC, schooling sectors, other government agencies and the public.

Schools use information in syllabuses, this handbook and their school assessment policy when making decisions about student achievement and determining student results to report to the QCAA.

QCAA syllabuses contain standards that are used by schools and the QCAA to report to students and parents/carers. In Essential English, Essential Mathematics, General and General (Extension), Applied, and Short Course syllabuses, these are called reporting standards.

Standards in QCAA syllabuses:

- are specific to each syllabus

- describe typical performance at five levels (A–E)

- describe in the C standard the typical achievement of the syllabus objectives.

11.1 Determining results

To determine results, schools make judgments about student achievement using the evidence in student work matched to the syllabus standards, reporting standards or ISMG for the relevant syllabus. They make judgments and determine results at the required junctures for reporting to the QCAA and for the required QCAA quality assurance processes. They also make judgments for reporting to students and parents/carers as appropriate.

To do this, teachers develop an understanding of the syllabus standards by referring to the syllabus information, syllabus glossary and syllabus resources on the syllabus webpage and in the QCAA Portal. They engage in internal quality assurance processes and professional conversations about the match of student work to syllabus standards as part of making judgments about student achievement.

The following information refers to the standard delivery pattern. Schools offering alternative sequences refer to Table: Pattern of units to deliver at the start of each alternative sequence subject offering (in Section 4.2.2: Flexible delivery) for information about the first two units completed, which may be Alternative sequence Units 1 and 2 or Alternative sequence Units 3 and 4, depending on the cycle.

11.1.1 Determining results: Unit 1 and Unit 2 — overview

Schools report student results for Unit 1 and Unit 2 in all subjects to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR). For more information, see Section 11.2.2: School reporting to the QCAA.

Before reporting to the QCAA for each unit, schools make judgments about student achievement, by matching the evidence in the student responses with the syllabus standards.

Evidence used to determine each student's result is:

- authenticated as the student's own work

- completed on or before the due date

- drawn from responses to the assessment designed for reporting to the QCAA.

The assessment program should:

- include at least two but no more than four assessments for Unit 1 and Unit 2 of the subject, with at least one assessment completed for each unit

- use assessment techniques relevant to each syllabus

- support students in becoming familiar with assessment techniques that will be used in Units 3 and 4 assessment instruments to meet syllabus requirements for the assessment of the objectives.

Table: Determining and reporting results to the QCAA for Unit 1 and Unit 2

Result	Description
S: satisfactory	A school determines satisfactory completion of a unit when: • a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and • evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on balance, achievement of the syllabus standards at a C standard or better.
U: unsatisfactory	A school determines unsatisfactory completion of a unit when: • a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and • evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on balance, achievement of the syllabus standards at a D or E standard.
NR: not rated	A school determines not rated for a unit when: • a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and • there is insufficient evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) to be rated as U or S.

Determining results: Unit 1 and Unit 2 — Applied subjects

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using the reporting standards or the instrument-specific standards from the syllabus unit/s being taught.

The unit assessment program comprises the assessment instrument/s designed by the school to allow students to demonstrate the unit objectives.

The unit judgment of A–E is made using the reporting standards as follows:

- If a school has chosen one instrument to assess all required objectives, teachers make a judgment on the response to the instrument using the reporting standards.

- If a school has chosen two instruments to assess all unit objectives, teachers make an on-balance judgment about the pattern of evidence using both responses. The qualities in the student work across both instruments are matched to the reporting standards or the instrument-specific standards from the syllabus unit. Results for individual instruments are not added or averaged, as each instrument may have required students to demonstrate different objectives or aspects of an objective. The result for one of the instruments alone is not used to determine the unit result.

Determining results: Unit 1 and Unit 2 — Applied (Essential) subjects

Schools make judgments on individual instruments using a method determined by the school. They may either use the reporting standards or create instrument-specific standards.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. A school can choose one instrument to assess all the unit objectives or two instruments to assess all the unit objectives.

The unit judgment of A–E is made using the reporting standards as follows:

- If a school has chosen one instrument to assess all unit objectives, teachers make a judgment on the response to the instrument using the reporting standards.

- If a school has chosen two instruments to assess all unit objectives, teachers make an on-balance judgment about the pattern of evidence using both responses. The qualities in the student work across both instruments are matched to the reporting standards. Results for individual instruments are not added or averaged, as each instrument may have required students to demonstrate different objectives or aspects of an objective. The result for one of the instruments alone is not used to determine the unit result.

Determining results: Unit 1 and Unit 2 — General subjects

Schools make judgments on individual instruments using a method determined by the school. They may use the reporting standards or develop an ISMG. Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using the reporting standards as follows:

- If a school has chosen one instrument to assess all unit objectives, teachers make a judgment on the response to the instrument using the reporting standards.

- If a school has chosen two instruments to assess all unit objectives, teachers make an on-balance judgment using both responses. The qualities in the student work across both instruments are matched to the reporting standards. Results for individual instruments are not added or averaged, as each instrument may have required students to demonstrate different objectives or aspects of an objective. The result for one of the instruments alone is not used to determine the unit result.

- For subjects that have 50% external assessment in Units 3 and 4, schools may decide to replicate this technique at the end of Unit 2. If a school has chosen to assess an objective from Unit 1 in an examination assessment at the end of Unit 2, teachers do not finalise the decision about the Unit 1 result or enter a result into the Student Management app until the assessment program for the unit is complete. In this case, the school is not updating the Unit 1 result; they are making an on-balance decision after completing the assessment program designed to assess all unit objectives. If all objectives are assessed in Unit 1, the result can be determined and no further opportunities to demonstrate the objectives are provided to the students.

11.1.2 Determining results: Units 3 and 4 — overview

Students need to respond to all instruments in all subjects to receive a final subject result (see Section 8.2.1: Engaging in learning and assessment). All evidence used to determine each student's results is authenticated as their own work and completed on or before the due date.

When students leave a subject or school without completing an internal assessment, the school should record Did Not Administer (DNA) as the result value in the Student Management app (see Section 9.6.1: Preparing for confirmation).

If the student has been given the opportunity to engage in the teaching and learning program in preparation for an assessment instrument, but has not provided any evidence of a response, the school is to record a not rated (NR) for the assessment. When an NR is recorded for an instrument, the final result for Units 3 and 4 will automatically be determined to be NR (see Section 11.1.4: Non-submission of a student response and Section 11.2.2: School reporting to the QCAA).

Determining results: Units 3 and 4 — Applied and Applied (Essential) subjects

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards. In Applied (Essential) subjects, schools make judgments using the QCAA-supplied marking guide for IA2, the common internal assessment (CIA). Where appropriate, schools may report a not rated (NR) or did not administer (DNA) for an instrument.

Schools report instrument results to the QCAA in the Student Management app for students enrolled in Units 3 and 4 for each of the four assessments implemented (see Section 11.2.2: School reporting to the QCAA).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Determining results: Units 3 and 4 — General subjects

Schools make judgments about the evidence in students' responses using the ISMG to indicate the alignment of student work with performance-level descriptors. They award a mark for each criterion in the ISMG.

For more information about making judgments, see the relevant General syllabus: Summative assessments — Units 3 and 4.

11.1.3 Determining results: Short Courses

Students need to respond to all instruments to receive a final subject result (see Section 8.2.1: Engaging in learning and assessment). All evidence used to determine each student's results is authenticated as their own work and completed on or before the due date.

Schools make A–E judgments on individual assessment instruments.

Schools also determine a final subject result by making an on-balance judgment using evidence in a folio matched to the reporting standards.

The folio includes responses to the two school-developed assessment instruments, which provide evidence of achievement in relation to the objectives of the syllabus and standards matched to the instrument-specific standards.

Schools report the subject result to the QCAA as an A–E or, where appropriate, a not rated (NR) in the case of an NR for one or both instruments. Schools report the result to the QCAA in the Student Management app in the year of course completion (see Section 11.2: School reporting responsibilities).

11.1.4 Non-submission of a student response

When a student does not submit a final response to an assessment instrument (other than for an examination) on or before the due date set by the school, a result should be awarded using evidence:

- from the response preparation to the assessment instrument gathered during the assessment preparation period

- available on or before the due date

- that is in the same mode as the required response.

If a student does not attend an examination on the due date, they:

- will receive a not rated (NR) for the instrument and will not receive a subject result

- are not to sit the examination or a comparable examination after the due date.

If a student is eligible for AARA and an extension of time is approved by the principal, this becomes the revised due date for this student. They may sit a comparable examination or complete other assessment on or before the new due date. See Section 9.6: Confirmation (Units 3 and 4) and Section 9.6.7: Confirmation requirements for illness and misadventure for more information about confirmation timelines and the Student Management app.

If a student has transferred, for example from interstate or overseas, timelines for teaching, learning and assessment may be revised for this student and they may not be able to produce a response by the due date. The school sets a new due date for completion of the assessment. See Section 9.6: Confirmation (Units 3 and 4) and Section 9.6.1: Preparing for confirmation for more information about confirmation timelines and the Student Management app.

Students with a school-approved absence may have completed a comparable assessment before the due date.

It is not appropriate to award a lower result, mark or standard as a penalty for non-submission. Any evidence collected on or before the due date should be matched to the relevant syllabus marking guides or standards.

Where there is no evidence collected by the school in response to the planned assessment instrument, a not rated (NR) is awarded for the response to the instrument. In this case, the student will not receive a result for the subject (Units 3 and 4) or Unit 1 and Unit 2 because:

- for Applied, Applied (Essential) subjects and Short Courses, an E cannot be awarded when there is no evidence for that grade

- for General and General (Extension) subjects in Units 3 and 4, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence for that mark, e.g. the student writing their name on an examination is not a response to the assessment.

For more information, see Section 8.2.7: Gathering evidence of student achievement and Section 9.6.1: Preparing for confirmation).

11.1.5 Inability to establish authorship

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

Schools may use a range of strategies to establish authorship, as appropriate to the assessment technique. These may include strategies identified on the assessment instrument, such as

plagiarism software, teacher observation of work in class, checkpoints and drafts or other strategies that may be identified in the school's assessment policy.

If a response cannot be authenticated as the student's own, it cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work, if appropriate

- make a judgment about the student's knowledge and skills, using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, or instrument-specific standards. If the school cannot establish that the submitted work is the student's own work, then a Not Rated (NR) may be awarded. This will mean the student will not be awarded a unit or subject result. Students are not to complete the assessment again.

For more information, see Section 8.2.8: Authenticating student responses.

11.1.6 AARA

Where schools have used AARA, judgments made about student responses are still made in the same way, for all students. The relevant instrument-specific standards or ISMGs are used to make a judgment and are not modified (see Section 6.1: Principles).

Where provisional marks for internal assessments in General subjects cannot be submitted because a student has been granted an extension of time due to principal-approved AARA, Not Yet Administered (NYA) should be recorded as the result value for the assessment in Student Management app (see Section 9.6.1: Preparing for confirmation).

For information about replacing NYA, see Section 13.2.5: Enrolments and results.

11.2 School reporting responsibilities

11.2.1 School reporting to students and parents/carers

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

Schools should:

- clearly communicate whether the information they provide refers to results achieved on individual assessments or across a term, semester, syllabus unit or pair of units

- ensure that information reported to students and parents/carers is consistent with information reported to the QCAA

- in any reporting on achievement in Units 3 and 4 (for all subjects), clarify that results awarded by the school for internal assessment are provisional and results are not finalised until the QCAA quality assurance processes are completed (see Section 9: Internal assessment — Quality assurance).

11.2.2 School reporting to the QCAA

Principals and principal's delegates are responsible for accurately reporting information to the QCAA by the dates published in the SEP calendar using the Student Management app in the QCAA Portal. For more information about using the app, see Section 13: Administration.

Schools cannot enter or amend results after the SEP calendar due date.

Prior to students exiting school that year, learning providers and students must check that the information in the Student Management app that will be used to create SEPs is correct and entered by the due date. The Student Management app contains several reports to facilitate this checking. Further information is provided in the QCAA memo *Data checking procedures for students exiting school*, which is released in November each year. Schools may implement a range of internal procedures as part of their quality management systems to check for accuracy of reported information.

Unit 1 and Unit 2

Schools report to the QCAA results for students who complete Unit 1 and/or Unit 2 for all Applied, Applied (Essential) and General subjects as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR). For more information, see Section 11.1.1: Determining results: Unit 1 and Unit 2 — overview.

If a student studying the International Baccalaureate Diploma Programme (IBDP) discontinues IBDP studies at a school or leaves a school after completing the first one or two semesters of study, the school determines a result of S or U and records the result for the unit/s completed.

Units 3 and 4

Applied and Applied (Essential) subjects

Schools report to the QCAA results for students enrolled in Units 3 and 4 of an Applied or Applied (Essential) subject by the dates published in the SEP calendar. For each student, they report:

- a Standard A–E or NR for each instrument

- the on-balance A–E final subject result on completion of the Unit 3 and 4 pair. **Note:** If there is an NR for one instrument, the school cannot enter a final result. The student will automatically receive NR as the final result for the Unit 3 and 4 pair.

For more information, see Section 11.1: Determining results and Section 11.1.2: Determining results: Units 3 and 4 — overview.

General and General (Extension) subjects

Schools report provisional marks by criterion to the QCAA for each summative internal assessment for General and General (Extension) subjects by the dates published in the SEP calendar.

If a student has completed a comparable assessment, this is indicated in their learning account in the Student Management app when provisional results are recorded.

If an NR is recorded for an internal assessment instrument, the student will automatically receive NR as the final result for the Unit 3 and 4 pair.

Further information about assessment and reporting in Units 3 and 4 is provided in each General or General (Extension) syllabus in Section 11.1.2: Determining results: Units 3 and 4 — overview and Section 9.6: Confirmation (Units 3 and 4).

Short Courses

Schools report to the QCAA final subject results for students who complete a Short Course as an A–E exit result or an NR in the case of an NR for one or both instruments. These results are to be reported in the Student Management app in the year of course completion. Further information about assessment is provided in each Short Course. For more information about quality assurance processes for Short Courses, see Section 9.3: Unit 1 and Unit 2.

VET

Learning providers are responsible for entering students' achievements into learning accounts. School RTOs are required to supply all enrolment and outcomes data for VET to the QCAA. For more information about enrolment and reporting VET to the QCAA through the Student Management app, see the QCAA website.

11.3 QCAA reporting responsibilities

11.3.1 QCAA reporting to schools

The QCAA provides individual schools with rich data to support teaching, learning and assessment, and to enable them to share information about their students' achievements and the school's role in supporting them.

The QCAA notifies schools of final results at the time of certification. Schools can access information about final results in the Student Management app and the Analytical Dashboard app.

Final results in QCAA subjects and recognised studies, as well as the credit/s accrued to the QCE, are reported in a student's learning account and on the student's Senior Statement or Statement of Results.

QCAA reporting on Unit 1 and Unit 2

When a student completes Unit 1 and/or Unit 2 of a General, Applied or Applied (Essential) subject, the school reports the results to the QCAA (see Section 11.2: School reporting responsibilities).

The QCAA displays in the student's learning account these results as satisfactory (S), unsatisfactory (U) or, where applicable, not rated (NR).

QCAA reporting on Units 3 and 4

When a student completes Units 3 and 4, the QCAA records the final subject results in the student's learning account as follows:

- Applied and Applied (Essential) subjects — the final subject result (A–E)
- Senior External Examination — a subject result both as a mark out of 100 and as a standard (A–E)
- Short Courses — a final result (A–E)
- General and General (Extension) subjects
  - the confirmed internal assessment results after each confirmation event
  - at certification, the student's
    - external assessment result
    - final subject result both as a mark out of 100 and as a standard (A–E).

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In General and General (Extension) subjects, the final subject result is constructed by adding the individual results in the internal and external assessments. A process to compare results on this numeric scale to the syllabus reporting standards takes place to produce cut-offs in each subject for each of the A–E reporting standards in the syllabuses. The final subject result and reporting standard are then reported to students.

QCAA reporting on VET

RTOs are responsible for issuing VET Certificates and Statements of Attainment. Statements of Results record information about VET qualifications that contribute credit to the QCE.

11.3.2 QCAA reporting to students

SEP

The QCAA issues students in Queensland with a SEP. This profile may include a:

- Senior Statement or Statement of Results
- QCE
- QCIA.

The SEP is issued electronically in students' learning accounts, which are available to students in the Student Portal via the myQCE website. These electronic versions of the documents are official and can be downloaded electronically or printed. Printed copies are available on request via the Student Portal.

Students' results are also recorded in their learning accounts. The confirmed results for General subjects are published in the learning account after the completion of QCAA quality assurance processes (see Section 9.6: Confirmation (Units 3 and 4) and Section 13.2.4: Learning accounts and registration).

Senior Statement

The QCAA issues a Senior Statement to students who finish senior secondary education. 'Finishing' senior secondary education is defined as 'attending school in the Year 12 year of schooling up to and including the finishing day for the year'. Attendance requirements are determined through policies set by the school or school system. The finishing day for Year 12 students is published in the SEP calendar and the Finishing dates for Year 12 students webpage.

The Senior Statement is a cumulative record of achievement for all units undertaken in which a result was obtained and contributed to a QCE.

Statement of Results

Students are issued with a Statement of Results in the December following the completion of QCAA-developed and QCAA-approved courses of study. The Statement of Results is a cumulative record or transcript of achievement for all units undertaken in which a result was obtained and contributed to a QCE. Students may request a Statement of Results at any time by emailing myQCE@qcaa.qld.edu.au.

A new Statement of Results is issued to students in the year they complete each QCAA-developed course of study. A full record of study is issued, along with the QCE, to eligible students in the first December or July after the student meets the requirements for a QCE.

Replacement certificates

Students who have been issued with a SEP from 2020 onwards may download secure documents from their learning account. These documents can also be authenticated. See the QCAA authenticate webpage to authenticate a student's SEP or QCAA Award.

Students with a learning account may email the QCAA at any time to request a Statement of Results be issued into their learning account. There is no charge for this service.

For persons issued certificates, statements and other educational results held by the authority and issued prior to 2020, the QCAA can provide certified copies of these records. To protect a person's privacy, copies can only be provided to the person named on the certificate. See the Replacement copies of certificates webpage for information about the application process and fees.

11.3.3 QCAA reporting to QTAC

The QCAA has a service agreement with QTAC. Under this agreement, the QCAA is responsible for providing information to QTAC so that it may complete Australian Tertiary Admission Rank (ATAR) calculations.

11.3.4 QCAA reporting to the public

The QCAA publishes qualitative and quantitative reports on assessments and assessment outcomes on the QCAA website. Individual students' results are not reported and should not be able to be inferred from any data that is released publicly.

Subject report: General subjects

The annual subject report is an analysis of the previous year's full summative internal assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The subject report provides an overview of key outcomes of one full teaching, learning and assessment cycle for each subject, including information about the:

- application of the syllabus objectives though the design and marking of internal and external assessments
- patterns of student achievement in each subject for the assessment cycle.

The subject report also provides advice to schools to assist with processes of continuous improvement, including:

- identification of effective practices for the design and marking of valid, accessible and reliable assessment
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Certification summary reports

An overall summary report of statewide student achievements includes the sections:

- subjects — summaries of the achievements for students in every QCAA-developed subject
- certification — summaries of the various achievements that contributed to the certification of students.

11.4 Subject result ratification

In Units 3 and 4 of General and General (Extension) subjects, students complete internal and external assessment to achieve a final subject result. There may be differences in how students perform on each assessment.

The Ratification Committee, a sub-committee of the QCAA Board, reviews and endorses the processes for calculating subject results, the ratification process and provides advice about exceptional circumstances that might affect calculation of results.

As part of the ratification process, the QCAA considers large, unexpected variations for subject groups and investigates these in the following year. The focus of ratification is not reviewing individual results and variations in results on each assessment — the quality assurance processes for confirmation and external assessment marking are responsible for ensuring these are correct. Ratification instead examines any large differences between internal and external assessments for subject cohorts and recommends ways for the QCAA to help the school/s redress the mismatch in the future.

11.4.1 Identifying unexpected differences in General and General (Extension) subject results

Within every subject, some degree of variation between internal and external results is to be expected. This variability may differ with each cohort and between subjects. Identification of potential groups with much larger than expected variation for investigation depends on the subject involved. It is not assumed that one of the two results is 'right' and the other one is an anomaly. Investigations take place both where the school cohort's external results are much lower than the internal results, and where the school cohort's internal results are much lower than the external results. Schools with the largest mismatches for subject cohorts are identified, and contacted by the QCAA in the year following certification.

11.4.2 Investigating and resolving unexpected differences

The QCAA identifies schools with unexpected results in a subject/s and contacts the school to assist with understanding the data to establish possible reasons for these differences. This informs future school practice as part of the school's quality management system (see Section 9.1: Quality management system).

11.4.3 Applying for verification of information

Students may apply for verification of the internal assessment results, VET and other information contained in their SEP.

To request verification of information, students will need to complete and submit an online form in their Student Portal account, with the application fee, to the QCAA by the date published in the SEP calendar.

To verify a student's results, the QCAA asks schools/learning providers to check they have provided the correct information to be used to calculate the student's subject results and/or record on their statement.

This process is **not** an opportunity to request an additional review or reassessment of any of the three internal assessments that contributed to the final subject result for a General or General (Extension) subject or any other results, including VET results. The QCAA will check its records and contact the student's school or learning provider to confirm that the correct information was used to calculate the final subject result.

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The QCAA will advise the student of the outcome of the reassessment via email within 28 days of receiving the application. If there is any change to a student's results, the QCAA will reissue their Senior Statement or Statement of Results, refund the application fee, and inform QTAC of the change. However, the QCAA may not finish its enquiries until after schools resume at the end of January in the following year.

Under the *Judicial Review Act 1991* (Qld), a student dissatisfied with the decision on their application can apply to the Supreme Court for a statutory review order.

Information about verification and review processes is on the QCAA website www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/results/checking-results.

11.4.4 Reassessment of external assessment result

Students may apply to the QCAA to have their external assessment or Senior External Examination scripts marked again (reassessed) if they believe there has been a marking error. To apply for reassessment, students must complete and submit the online reassessment form in their Student Portal account with the application fee, to the QCAA by the date published in the SEP calendar.

Reassessment may decrease, confirm or increase the result the QCAA originally awarded.

The QCAA will advise the student of the outcome of the reassessment within 28 days of receiving the application via email. If the QCAA changes the result awarded, it will:

- issue the student a new Senior Statement or Statement of Results

- inform QTAC of the amended result

- refund the reassessment fee.

If the QCAA decides to decrease the original result, the student may apply to the QCAA chief executive officer for an internal review under section 79 of the QCAA Act. The application must be in writing, address the grounds of the application, including any new evidence, and be made within 14 days from when the decision was received.

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

The QCAA will consider the internal review officer's recommendation and either confirm the original decision, amend the decision or make a new decision, and will notify the student of the outcome. If the student is dissatisfied with the internal review decision, they may apply for an external review by the Queensland Civil and Administrative Tribunal under section 82 of the QCAA Act.

Under the *Judicial Review Act 1991* (Qld), if the result has increased or stayed the same, a person may apply to the Supreme Court for a statutory order of review of this decision.

12 Roles and responsibilities

As outlined in Section 1: Senior schooling in Queensland, schools work in close partnership with the QCAA to deliver effective teaching and learning programs and commit to adhering to the policies and procedures described in this handbook. This section outlines the roles and responsibilities of school staff and QCAA assessors in implementing the QCE and QCIA.

12.1 Principal

Each year, principals agree to comply with the rules and procedures of the QCE system for their students to become eligible to receive a SEP. They do this by completing the Senior schooling certification agreement in the Student Management app, following the instructions in the memo that is released at the beginning of the year.

When a school is registering as an RTO, the principal — known as the CEO — is legally responsible and accountable for all of its operations and signs a statutory declaration to that effect (see Section 5.4: VET roles and responsibilities, and for the certification agreement, see the VET app in the QCAA Portal).

While the principal may delegate some responsibilities to the principal's delegate, external assessment (EA) coordinator and RTO governance, the principal must personally:

- accept (in the Student Management app), and ensure that the school complies with, the requirements of the Senior secondary certification agreement

- authorise the application for the Access Management Organisation Administrator role in the QCAA Portal

- approve applications from interested staff for QCAA assessor roles

- approve any subject offerings that are not a four-unit course delivered in the standard pattern, including Short Courses, General (Extension) subjects, flexible delivery offerings including compressed studies and alternative sequence and changing the sequence of assessment

- approve a change to the intended learning outcome from QCE to QCIA for a Year 12 student.

12.1.1 Communications

The QCAA provides schools with information that allows them to monitor their progress in fulfilling the terms of the Senior secondary certification agreement. Principals need to ensure their schools have efficient procedures for forwarding QCAA communications, and other information, to relevant staff in a timely manner. The QCAA communicates with schools through a variety of channels, including the QCAA website, QCAA Portal, emails, webinars and meetings.

QCAA publications on the QCAA website and QCAA Portal include memos, newsletters, papers, reports, notices, help guides, and curriculum and assessment resources. Memos are a key source of information about school responsibilities, key dates, and other critical information about curriculum, assessment and certification issues. Principals should encourage their staff to subscribe to QCAA memos at www.qcaa.qld.edu.au/news-data/memos/subscription.

When defined roles are delegated, principals are responsible for ensuring that delegates are aware of their responsibilities and provided with all the information they need in these roles. Principals are also responsible for providing accurate data and results, at times and in ways that the QCAA specifies. The key dates are published in the SEP calendar.

12.1.2 New schools

A new school is a school that is, for the first time, planning to have students with a QCE or QCIA learning outcome. Before the principal of a new school registers students, creates subject offerings, or enrols students in subjects, they contact the QCAA to ensure they are prepared to meet the requirements of the Senior secondary certification agreement. The QCAA provides the principal with support and administrative information, such as:

- an overview of QCAA processes and requirements, including relevant links and induction materials

- access to the QCAA Portal, including the Student Management app

- access to QCAA communications.

The principal then works in partnership with the QCAA to implement policies and procedures in the early years of implementation.

12.1.3 Delegation of responsibilities

Each year, the principal nominates a second person to receive QCAA communications and fulfil the role of the principal's delegate. The principal provides the name, position and contact details of their nominated delegate to the QCAA in the QCAA Portal and updates these details as required.

The QCAA communicates with the principal and principal's delegate about QCAA policy and procedures. Principals or principal's delegates must be available to respond to QCAA communications about exiting senior secondary students until the date published in the SEP calendar.

The principal may delegate some duties of external assessment to one or more EA coordinators (see Section 10.1: External assessment roles and responsibilities). The principal maintains responsibility for external assessment. The EA coordinator and principal's delegate may be the same person.

If delegating their governance responsibilities as the CEO of an RTO to an RTO manager, principals/CEOs ensure that staff are fully aware of their RTO-related roles and responsibilities (see Section 5.4: VET roles and responsibilities).

12.2 Principal's delegate

The principal identifies an appropriate staff member to act as their delegate. The principal's delegate:

- is responsible for

  – developing and overseeing the school's quality management system, including quality assurance processes within the school

  – meeting the requirements of the Senior secondary certification agreement

  – the total assessment program in the school

  – provision of accurate information to the QCAA when and as required

  – communication between the QCAA and the school about quality assurance processes

  – maintenance of school records as required by the QCAA

  – performing the role of the QCIA leader or delegating this role to an appropriate staff member

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- ensures that administration of assessment and judgments of standards within the school are consistent with syllabuses and the procedures outlined in this handbook. To ensure this consistency, the principal's delegate
  - informs subject leaders and teachers of their responsibilities as outlined in the relevant syllabuses and this handbook
  - communicates relevant information from the QCAA to appropriate staff about their responsibilities
- ensures that subject leaders and teachers fulfil their responsibilities before the principal's delegate provides information to the QCAA
- uses information from quality assurance processes to inform and improve teaching, learning and assessment practices
- informs the QCIA leader (if the role is delegated) and coordinator, and subject leaders and teachers, of their responsibilities regarding the QCIA — see Section 3: Queensland Certificate of Individual Achievement (QCIA).

12.3   Subject leaders

In each school, subject leaders (e.g. subject teachers, subject coordinators, heads of department) typically:

- prepare and oversee the implementation of programs of study, assessment and QCAA requirements
- ensure standards are applied consistently in all subjects and Short Courses
  - for example, by organising and overseeing internal subject quality assurance processes to compare assessments and the applications of standards between different teachers of the same subject
- prepare required materials and information for QCAA processes, including endorsement, confirmation, QCAA reviews and quality assurance processes
- use information from quality assurance processes to inform and improve teaching, learning and assessment practices as part of the school's quality management system
- maintain records and evidence as required by the QCAA and the school.

12.4   Teachers

For each subject, teachers typically:

- develop and deliver learning experiences and assessment opportunities for students, using the relevant syllabuses or learning program offered by the school
- assess student work and determine results, using relevant syllabus standards or ISMGs
- use information from quality assurance processes to inform and improve teaching, learning and assessment as part of the school's quality management system
- maintain records and evidence as required by the QCAA and the school.

12.5 QCAA assessors

The QCAA employs casual employees under section 41 of the QCAA Act to complete work for the QCE system.

As part of the Senior secondary certification agreement, schools encourage suitably skilled staff to apply for QCAA assessor roles. QCAA assessors implement the relevant quality assurance processes for summative assessment.

The QCAA employs assessors as:

- confirmers
- endorsers
- external assessment markers
- subject matter expert writers
- scrutiny panellists
- critical friend panellists
- grade boundary panellists
- Queensland Certificate of Individual Achievement advisers.

QCAA assessors are responsible for ensuring that summative assessment processes align with the attributes of quality assessment by maintaining deep knowledge and understanding of:

- the syllabus
- subject knowledge and pedagogy
- assessment item construction and assessment instrument development practices
- assessment instrument evaluative process and procedures
- how to apply marking guides or standards to student responses
- how to communicate about assessment.

For more information about the attributes of quality assessment, see Section 7: The assessment system. For more information about roles and responsibilities of assessors, see Section 9: Internal assessment — Quality assurance (confirmation and endorsement) and Section 10: External assessment.

QCIA advisers are responsible for maintaining a deep knowledge and understanding of the Guideline for Individual Learning (GIL) and QCIA policies and processes. For information about the role of QCIA advisers, see Section 3.4.2: QCIA advisers.

Figure: Process for becoming a QCAA assessor

```
┌─────────────────────────┐
│  Assessment literacy    │
│  Stage 1:               │
│  Assessment literacy    │
└─────────────────────────┘
              │
              ▼
        ┌─────────────────────────┐
        │  Assessment literacy    │
        │  Stage 2:               │
        │  Role-specific training │
        └─────────────────────────┘
                      │
                      ▼
                ┌─────────────────────────┐
                │  Eligibility and        │
                │  appointment            │
                └─────────────────────────┘
```
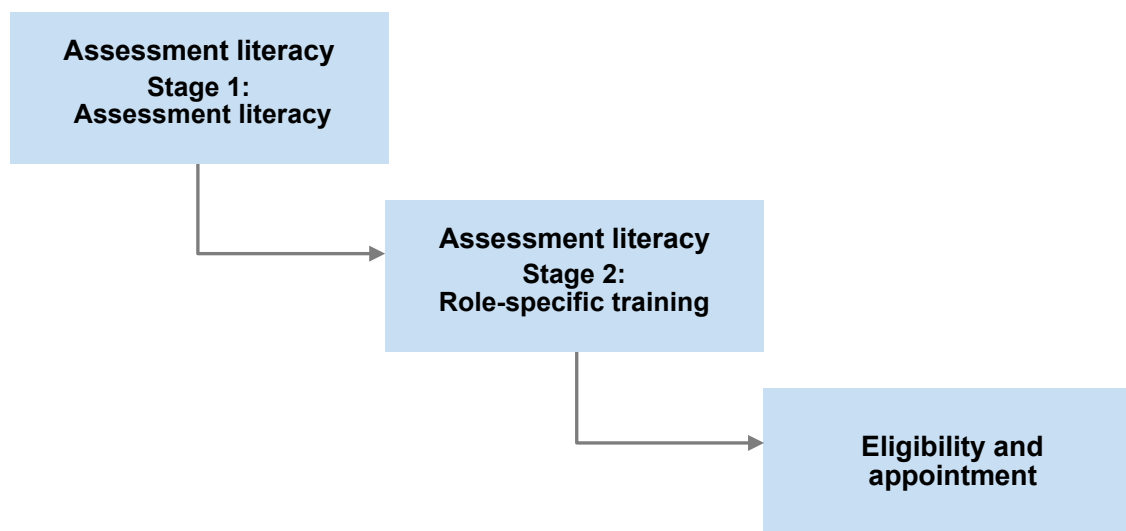
12.5.1 Assessment literacy in the QCE system

Assessment literacy in the QCE system is a two-stage program of professional online learning for teachers and those who wish to undertake a quality assurance role with the QCAA.

QCAA assessors must complete professional learning relevant to the quality assurance role they wish to undertake: endorser, confirmer, external assessment writer and/or external assessment marker. The program supports the quality assurance processes for summative internal and external assessment in senior secondary schooling.

All teachers are encouraged to undertake the Stage 1 online modules available in the QCAA Portal. These include Module 1: Attributes of quality assessment, Module 2: Developing valid and accessible assessment and Module 3: Making reliable judgments.

Those who have successfully completed the relevant Stage 1 online modules and want to seek appointment to any of the QCAA assessor roles must complete the Stage 2 online modules for the specific role/s they are seeking. All teachers may access these modules to develop their understanding about the processes. Information about these modules is available on the QCAA website and in the QCAA Portal.

On successful completion of the appropriate Stage 2 online modules, eligible applicants may apply to the QCAA to become:

- an endorser, lead endorser or chief endorser

- a confirmer, lead confirmer or chief confirmer

- an external assessment writer, critical friend or scrutiny panel member

- a marker, lead marker or chief marker.

The following table summarises the modules that must be completed before applying for an assessor role.

Table: Professional learning requirements for QCAA assessors

	Endorsers	Confirmers	External assessment subject matter experts	External assessment markers
Stage 1: Assessment literacy				
Module 1: Attributes of quality assessment	✓	✓	✓	✓
Module 2: Developing valid and accessible assessment	✓		✓	
Module 3: Making reliable judgments		✓		✓
Stage 2: Role-specific training				
Module 4: Endorsement	✓			
Module 5: Confirmation		✓		
Module 6: External assessment writing			✓	
Module 7: External assessment marking				✓

12.5.2 Eligibility and appointment

Once the relevant online modules have been completed, eligible applicants may apply for one or more assessor roles. If appointed, assessors are required to maintain eligibility and meet the QCAA requirements for continuing appointment. The Assessor Jobs app in the QCAA Portal allows school users to apply for current QCAA vacancies. The home page lists all available roles and their requirements, and any current vacancies.

Eligibility

To be eligible for appointment to a QCAA assessor role, applicants must:

- complete the relevant online modules listed in the table in Section 12.5.1: Assessment literacy in the QCE system

- have the relevant subject matter and assessment experience and meet the expertise requirements for the roles and responsibilities outlined in the position description

- have the principal's support for casual employment with the QCAA, as required

- commit to participation in events, as required.

Application and appointment

The application and appointment process for QCAA assessor roles involves the following processes.

Applicants:

- ensure they meet all eligibility criteria

- submit their applications in the Assessor Jobs app in the QCAA Portal

- accept offers of employment

- complete role-specific training when required

Chief assessors may be required to participate in an interview process.

The QCAA:

- opens the vacancy for eligible applicants to apply

- short-lists applications based on requirements of the role

- seeks principal authorisation as required

- sends offers of employment

- formally appoint applicants who have accepted offers of appointment

- notifies applicants of the requirement to complete role-specific training when required.

Maintaining appointment

To maintain continuing appointment, assessors must:

- be an active participant at events and other activities to support the workflow as required

- engage in ongoing training as required

- maintain professional skills and standards

- maintain confidentiality

- ensure they are available for the tasks of the role

- continue to fulfil the eligibility requirements for the role, as outlined in the position description.

Assessors remain subject to review based on their continuing ability to demonstrate satisfactory capability and capacity to perform the tasks of the role. They are also subject to continuing principal approval, as required.

For more information, see the QCAA website www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors and view the position description in the Assessor Jobs app in the QCAA Portal.

13 Administration

For information about specific processes, contact the relevant QCAA unit using the contact details at www.qcaa.qld.edu.au/about/contact.

The SEP calendar provides key dates related to issuing the documents that make up the SEP — the Senior Statement and Statement of Results, the QCE and the QCIA.

The SEP calendar also includes due dates for quality assurance processes, administration dates for external assessment, and dates for data submission by all learning providers. It is available on the QCAA website www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar.

The QCAA Portal provides a single secure point of access to the QCAA's data collections and ICT applications (apps) that support schools and other learning providers to implement the QCE and QCIA.

Technical help

QCAA Portal 'quick step' user guides can be accessed via the Help link in the header of the login page (www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page). These guide users step by step through registration and login. Once logged in, users have access to a comprehensive set of quick steps, which cover all functions for the QCAA Portal apps.

For further support using the QCAA Portal, or to report a problem, email ClientServices@qcaa.qld.edu.au or phone (07) 3864 0299.

For support with QCAA Portal apps, see Section 13.1.2: Using the QCAA Portal.

13.1 The QCAA Portal

13.1.1 Access and roles in the QCAA Portal

Access requires a desktop or laptop computer with a supported browser. The QCAA Portal is not supported on mobile devices, including tablets. For information on supported browsers, see the QCAA Portal login page: www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page.

Access to the QCAA Portal is available to staff at Queensland schools, learning providers and other education organisations. Individuals from schooling sectors and universities who are not learning providers of QCE-recognised studies may apply to the QCAA at ClientServices@qcaa.qld.edu.au for access to the QCAA Portal for a limited range of functions.

To obtain access to the QCAA Portal, users must register. This involves proving their identity and showing that they meet certain criteria. All users must agree to accept the QCAA Portal terms of use to be granted access.

Registered users log in to the QCAA Portal with a username and password, providing access to the apps, data and information for which they have permission. Each user is granted only the access that is relevant to their position in their organisation.

Similarly, within each app, user roles control what each person is able to see and do. These roles are assigned based on an individual's responsibilities. A list of roles that may be assigned is available at www.qcaa.qld.edu.au/portal/home/rest/allowable-roles/get-orgadmin-application-roles/pdf.

Students, parents/carers and members of the public cannot access the QCAA Portal. They can access relevant information on the QCAA website and students can access information on the myQCE website, including the Student Portal.

Learning providers and users

The following learning providers may register for access to the QCAA Portal for administration and teaching staff:

- schools that are
  - offering QCAA subjects and/or the International Baccalaureate (IB)
  - RTOs
  - recognised study providers (RSPs)
- non-school providers
  - non-school RTOs
  - other contributing studies (OCS) providers
    - RSPs
    - higher education providers (HEPs).

Learning providers and users can register for an account via the home page of the QCAA Portal. Administration and teaching staff from Queensland schools, recognised schools and RTOs register for their learning provider. The QCAA creates QCAA Portal accounts for administration and teaching staff from OCS providers.

Access Management

Access to the QCAA Portal, and assignment of appropriate user roles for the relevant apps, is managed through a designated Access Management role for some types of learning providers, and through the QCAA for others.

- Schools are managed by the Access Management Organisation Administrator.
- Non-school RTOs are managed by the QCAA.
- OCS providers are managed by the QCAA — RSPs and HEPs email recognition@qcaa.qld.edu.au.

Schools

New schools require an Access Management Organisation Administrator before any staff can self-register for a QCAA Portal account. It is recommended that each school has at least two Access Management Organisation Administrators (numbers are not limited). The principal, or anyone nominated by the principal, may request access as the Access Management Organisation Administrator. This role permits them to manage user accounts for school staff.

Only the QCAA can assign the role of Access Management Organisation Administrator. Schools submit the Access Management — Organisation Administrator request form, which must be authorised by the principal. School staff then need to contact their school's Access Management Organisation Administrator if they require additional roles in the QCAA Portal.

The Confirmed Principal position is used for principal approval in the specific apps, and this user receives any email notifications at that level. Additional roles are required by the Confirmed Principal if they are required to manage data in the different apps. The Access Management Organisation Administrator role can confirm the principal and update their information as required.

13.1.2 Using the QCAA Portal

The QCAA Portal facilitates activities for senior secondary schooling through software apps. The apps are used to access information and complete a range of functions required by learning providers. They are grouped into **General applications** and **My applications**. General applications are available to all QCAA Portal users. My applications are made available to assigned users by the Access Management Organisation Administrators as required. The Help section of the applications page provides details of their functions.

Apps and their information are frequently updated, and school users need to log in to the QCAA Portal to access current information.

In the tables below, 'users' refers to individuals' roles in their organisation or the QCAA (e.g. principal's delegate) while 'role' refers to their roles within the QCAA Portal or apps, which have specific names.

Table: General applications
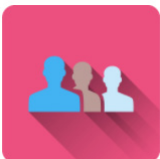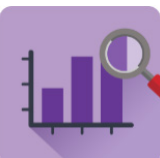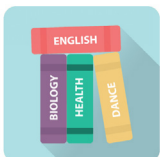
App	Function	Users	Contact for help
Assessor Jobs Assessor Jobs	Management of assessors' applications, appointments and payments	QCAA casual staff, including assessors	Program Workforce Unit confirmation_assessors@qcaa.qld.edu.au endorsement_assessors@qcaa.qld.edu.au
My Details My Details	Viewing and updating details (including personal, contact and bank details)	Teaching and administration staff in Queensland schools and RTOs	Client Services ClientServices@qcaa.qld.edu.au
Noticeboard Noticeboard	News, information and resources for senior leaders and staff. Access to some information is specific to the school role, e.g. senior leaders	All QCAA Portal users	
Travel Bookings and Claims Travel Bookings and Claims	Booking of travel requests and submission of claims for QCAA-funded travel	QCAA casual staff, including assessors	Procurement Unit travel@qcaa.qld.edu.au finance@qcaa.qld.edu.au

Table: My applications

App	Function	Users and roles	Contact for help
AARA AARA	AARA applications and outcomes	**Roles** • AARA Editors • AARA Submitters	AARA Unit aara@qcaa.qld.edu.au
Assessment Literacy Assessment Literacy	Online professional development courses to support assessment practices of Queensland teachers in: • assessment writing • endorsement • confirmation • marking and making judgments	**Users** • All QCAA Portal users including teachers wanting to apply for an assessor role	Professional Learning Programs Unit professionallearning@qcaa.qld.edu.au
Access Management Access Management	Assigning access and roles in the QCAA Portal	**Users and roles** • Access Management Organisation Administrators	Client Services Unit ClientServices@qcaa.qld.edu.au
Analytical Dashboard Analytical Dashboard	Accessing school-specific data for General, General (Extension), Applied, and Applied (Essential) subjects and Short Courses in a format that allows schools to conduct their own analysis of student achievement data	**Roles** • Analytical Dashboard Subject Administrator • Analytical Dashboard Subject Viewer	Performance Information and Monitoring Unit analysis.reporting@qcaa.qld.edu.au
Applied QA Applied QA	Applied quality assurance processes, including uploading and submitting samples, and reviewing submissions (Applied and Applied (Essential) subjects)	**Roles** • School Applied QA – Uploader – Approver – Primary Reviewer – Reserve Reviewer	School Support Unit AppliedQA@qcaa.qld.edu.au
Confirmation Confirmation	Confirmation processes, including uploading and submitting samples (General subjects)	**Roles** • QCAA Confirmers, including Leads and Chiefs • School Confirmation – Approver – Uploader – Submitter	Quality Assurance Unit confirmation@qcaa.qld.edu.au

App	Function	Users and roles	Contact for help

Endorsement
Endorsement
	Endorsement processes, including uploading and submitting assessment (General and Applied (Essential) subjects)	**Roles**
		• QCAA Endorsers, including Leads and Chiefs
		• School Endorsement
		  – Editor
		  – Approver
		  – Submitter
			School Support Unit
			endorsement@qcaa.qld.edu.au

External Assessment External Assessment	Information and communication about senior external assessments between the QCAA and schools	**Roles** • EA Coordinator • Assistant EA Coordinator	External Assessment Branch ExternalAssessment@qcaa.qld.edu.au

fileShare
fileShare
	Secure sharing of school-specific reports, files and information	**Users**
		• Teachers
		Roles
		• fileShare
		  – Administrator
		  – Viewer
			External Assessment Branch
			ExternalAssessment@qcaa.qld.edu.au

Learning Hub Learning Hub	Online learning courses to support teachers and school leaders	**Users** • All QCAA Portal users	Professional Learning Programs Unit professionallearning@qcaa.qld.edu.au
Student Management Student Management	Management of student learning accounts, including: • entry and export of data • selection, customisation and download of data in reports	**Roles** • Student Management Administrator • Confirmed Principal • Read Only	Certification Unit certification@qcaa.qld.edu.au
Syllabuses Syllabuses	Access to syllabuses and syllabus resources	**Users** • All QCAA Portal users	Senior Curriculum Unit Senior.Curriculum@qcaa.qld.edu.au

VET
VET
	Management of registration and RTO activities. Ask a VET question	**Users**
		• School RTO
		  – users
		  – managers
		  – CEOs
			QCE and QCIA Unit
			vet@qcaa.qld.edu.au

Communication and the QCAA Portal

Communication via the QCAA Portal is customised according to the role assigned.

The QCAA Portal has built-in workflows for ICT applications. Communications, including email notifications, are sent to the appropriate audiences, according to the roles assigned. Notifications for significant information and actions that might be required are also published on the user's home page when they log in to the QCAA Portal.

All staff with access to the QCAA Portal can access the Noticeboard app. Some notices are limited according to the assigned role.

Student Management is an online app accessed via the QCAA Portal that enables the management of student learning accounts. It enables the registration of learning accounts to an organisation, and recording of enrolled qualifications and results for the subjects, qualification and associated competencies.

The Help section of the app provides resources to support schools in assigning roles and accessing the Student Management app.

13.2 Student Management app

13.2.1 Access and roles

Access to the Student Management app is managed by:

- Access Management Organisation Administrators (for schools)
- the QCAA (for non-school RTOs and OCS providers).

To gain access to the Student Management app in the QCAA Portal, the Access Management Organisation Administrator assigns the role of Student Management Administrator to the appropriate person/s in the school.

All other learning providers, including non-school RTOs and OCS providers, contact ClientServices@qcaa.qld.edu.au for access to the Student Management app.

The Student Management Administrator/s manage their school's data.

In the Student Management app, the Confirmed Principal is required to approve subject offerings, including flexible delivery options that require the principal's consideration and approval (see Section 4.2.2: Flexible delivery). To perform any other role or function in the Student Management app the principal needs to be granted the Student Management Administrator role.

The role of Student Management Read Only allows assigned staff to read information recorded in the app.

13.2.2 Learning providers' responsibilities

Learning providers have specific responsibilities for managing student learning accounts and the data that is entered into or reported from these accounts. They are responsible for maintaining accurate and current information, and ensuring the privacy and confidentiality of students' personal and academic details in the Student Management app.

Schools have responsibilities related to the issue of SEPs to students, as outlined in the Senior secondary certification agreement and in this handbook. Schools can:

- open learning accounts to generate learner unique identifiers (LUIs) (see Section 13.2.4: Learning accounts and registration)

- create subject offerings (including IB)
- be a student's MLP.

Other learning providers record information as required. Some functions of the Student Management app can only be accessed by schools or the MLP.

Main learning provider (MLP)

The MLP manages the learning account for registered students. This responsibility is derived from the pastoral care obligation schools have to their learners and is associated with the compulsory learning participation requirement.

If a student has a current school registration, they must have an MLP. The MLP must:

- be a school
- be the student's only MLP at any one time
- be declared, on the student's school registration, as the student's MLP
- maintain student learning accounts.

The MLP can:

- view all information in a learning account, including registrations, enrolments and results
- edit all student information (personal, demographic and contact information)
- edit information about a student's registration and enrolments, including their intended learning outcome (ILO)
- enter and access QCIA information
- access external assessment results for students
- view projected eligibility for a QCE or QCIA
- use the QCE eligibility tool.

Other learning providers

Schools and other organisations that are not an individual student's MLP can:

- register and enrol students
- close enrolments and registrations
- record results as they become available
- view, but not add or alter, information about students registered to their organisation, including
  – registration history
  – MLP status and contact details
  – ILO.

School RTOs

In addition to their learning provider or MLP responsibilities, schools that are RTOs can create templates for VET qualifications.

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13.2.3 Managing data

Learning providers are responsible for maintaining currency of their information and for adhering to procedures and due dates. Due dates for submission of student data are communicated to schools and learning providers at the beginning of each academic year via the SEP calendar. The learning provider manages enrolments and records results for studies completed at their organisation through the QCAA Portal. No learning provider is able to change information that has been recorded by another learning provider.

The QCAA is only able to change information in the Student Management app in specific circumstances.

Submitting data

Data may be submitted by the student's learning provider/s as well as sources such as the Department of Trade, Employment and Training (DTET) and Department of Education (DoE). Data may be submitted using multiple methods, depending on the nature and source of the data, including:

- data file upload or import

- direct manual input into the Student Management app

- DoE application programming interface — OneSchool manages state school registrations in the Student Management app, and schools may opt in to create and manage enrolments in subjects

- DTET web service to report non-school RTO VET enrolments and results to the QCAA Student Management app.

Data is exported from the Student Management app to DTET, DoE, QTAC and student learning accounts (see Section 11.3: QCAA reporting responsibilities).

If unforeseen circumstances prevent a school or learning provider from submitting enrolments or results data by the dates published in the SEP calendar, the principal or principal's delegate or learning provider's manager must email certification@qcaa.qld.edu.au immediately. Unless there are exceptional circumstances, an extension cannot be granted for submission of results data for summative internal assessment.

For more information about importing files, see the quick steps available from the Help section of the QCAA Portal home page or in the Student Management app.

Ensuring accuracy of student information

All learning providers must ensure the accuracy of students' personal, enrolment and results information. Schools are required to implement specific processes as part of the school quality management system, to ensure the accuracy of data before submitting it, including internal summative assessment results and samples for confirmation.

If a school finds that an error has occurred in their data entry after a specified closing date, the principal or principal's delegate emails the QCAA at certification@qcaa.qld.edu.au to:

- explain the error

- identify each student involved with their full name and LUI

- list the incorrect and correct student data for each student identified

- attach evidence or materials requested in electronic files as appropriate.

A QCAA officer will liaise with the principal or principal's delegate to amend student data as appropriate.

If the school needs to change a student's ILO to QCIA, the principal must apply to the Manager, QCE and QCIA Unit by emailing qcia@qcaa.qld.edu.au (see Section 3.2.1: Registering students for a QCIA and Section 12.1: Principal).

13.2.4 Learning accounts and registration

Learning accounts

Learning accounts are generally opened by schools in the Student Management app. The learning account is opened in the 12 months before a student turns 16 or in the 12 months before they complete Year 10, or after this time in the case of an interstate or overseas transfer student. The opening of the learning account generates a LUI and registers the student with that learning provider. The LUI is a 10-digit number linked to the learning account where registrations, enrolments and results are reported.

Registrations, enrolments and results can only be recorded and QCE credit accrued when a student's learning account is open.

The Director-General, DoE can open accounts for students registered with Queensland Home Education and in certain other situations.

Students should only have one learning account. Before registering a student, the learning provider conducts a search to check if they have an existing learning account to avoid creating a duplicate. If a possible duplicate learning account is identified, the learning provider uses the Student Management app to request a duplicate learning account review. The QCAA will notify the learning provider of the outcome via the app home page.

Learning accounts remain open for nine years or until a QCE is issued. A person may apply to the QCAA to have the account reopened.

Students log in to the Student Portal via the myQCE website to access their learning account, which contains information about their ILO, registration, enrolments, results, QCIA eligibility or projected QCE eligibility. They can monitor their progress towards their ILO. Students contact their school with questions related to their learning account.

Registration

Students can have registration with more than one learning provider at the same time. To register a student's learning account with a new learning provider, the learning provider uses the Student Management app to search for the student using the mandatory data fields including student details, registration date, ILO and exit year (see Section 13.2.3: Managing data).

Learning providers can only edit data related to their own organisation.

Schools have the option to nominate as, or cease to be, a student's MLP. As the MLP, they can view registrations with all learning providers as well as all enrolments and results for the student.

Ceasing registration

When a student leaves a learning provider, the learning provider must enter the student's results in the Student Management app **before** entering a cease date to end the student's registration.

For QCAA subjects, the school enters results for completed units (Unit 1 or Unit 2), completed Short Courses and for all subjects, the results for completed summative internal assessments. They remove enrolment from any unit where there is no assessment result recorded. If one assessment in a unit is not completed before ceasing registration, they enter did not administer

(DNA). Not rated (NR) is entered if assessment was administered and there was no evidence of a response to the assessment. For further information, see Section 9.6.1: Preparing for confirmation and Section 11.1: Determining results.

For VET qualifications, the learning provider enters results for units of competencies.

For students leaving a Queensland school after completing Semester 1 or 2 of the IBDP, the school makes a judgment of Satisfactory (S), Unsatisfactory (U) or NR and enters a result for Unit 1 and/or Unit 2 (see Section 2.2.1: Core courses of study).

If the student does not continue studies in a subject or course, results for any completed Unit 1 and/or Unit 2 results or VET competencies will be used to determine QCE credit.

Closing the learning account for a deceased student

In the event of the death of a student, the MLP finalises the student's enrolments and results. They then edit the student's personal details to mark the student as deceased, which will cease their registration and close the learning account. Contact the Manager, Certification Unit for further advice by emailing certification@qcaa.qld.edu.au.

13.2.5 Enrolments and results

Subject offerings

Each year in the Student Management app, schools create subject offerings for every QCAA subject or Short Course, IB subject and VET (school RTOs) to be offered to a cohort of students.

The principal's approval is required by the date published in the SEP calendar when schools create subject offerings that are a variation to the standard pattern of delivery, including:

- alternative sequence subject offerings

- Short Courses

- order of assessment

- start date

- completion date (see Section 4.2: Delivery approaches to curriculum).

After the due date for subject offerings to be set up in the Student Management app, changes to subject offerings, including changes to the order of assessment, must be completed by the QCAA.

To request changes to subject offerings after the due date, email the Manager, Quality Assurance Unit at qau@qcaa.qld.edu.au.

Ceasing subject offerings

Schools may decide to cease offering a subject. If there are no student results recorded for any unit, the school can delete the subject in the Student Management app for that cohort. If there are recorded results for Unit 1 or Unit 2 and the school wishes to discontinue offering the subject, they need to edit the Unit 3 and 4 enrolments to remove student enrolments from Units 3 and 4 of that subject offering.

If a school deletes a subject offering, any assessment they have developed for endorsement in the Endorsement app will also be deleted. Schools are encouraged to contact the QCE and QCIA Unit at QCEforschools@qcaa.qld.edu.au or the Certification Unit at certification@qcaa.qld.edu.au for advice before deleting a subject offering for Units 3 and 4.

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Enrolling students

Schools use the Student Management app to enrol students in QCAA subject offerings and, if applicable, IB offerings (for approved Queensland IB schools) and VET qualifications (if offered) by the dates listed in the SEP calendar.

Schools can edit subject enrolments for students registered at their school.

For information about how to enrol students or edit enrolments in subject offerings, Student Management Administrators should refer to the quick step guide for subject enrolments, located in the Help section of the app.

Individual variations

There are a number of situations where there will be a variation to standard enrolment in a subject, including implementing flexible delivery or when students repeat a unit (see Section 4.2.2: Flexible delivery). In these situations, schools may seek advice from the Quality Assurance Unit at qau@qcaa.qld.edu.au, the QCE and QCIA Unit at QCEforschools@qcaa.qld.edu.au or the Certification Unit at certification@qcaa.qld.edu.au.

Interrupting studies

There may be circumstances when some students have an interruption to their senior schooling studies. They may have personal circumstances or wish to engage in studies overseas.

In any circumstance, students need to meet the usual requirements. If a student interrupts studies to complete some studies overseas, they may be eligible to have those studies contribute to a QCE in the same way as an overseas transfer student. No matter what the reason for the interruption to studies, for General, General (Extension), Applied and Applied (Essential) subjects, a subject result will only be awarded for completion of all Unit 3 and 4 learning and assessment requirements completed as a pair in a single year. Therefore, students wishing to complete the Unit 3 and 4 pair for a subject must be enrolled in a subject offering for a cohort, e.g. Unit 3 and 4 English 2025–2026. They cannot split the pair of units over two cohorts, e.g. Unit 3 English 2024–2025 and Unit 4 English 2025–2026.

For further information, contact QCEforschools@qcaa.qld.edu.au.

Changing subjects

Students may discontinue studies in a subject at a school, change subjects, or transfer to another school that may or may not offer the same subject. Schools are responsible for accurately entering the required information about these changes in a timely manner in the Student Management app.

If a student discontinues studies in a subject, the school enters the results for any completed units and assessment as required and removes the enrolment from any units the student will not complete.

For further information about completing course and assessment requirements for QCE credit, see Section 8.2.1: Engaging in learning and assessment or contact the QCE and QCIA unit at QCEforschools@qcaa.qld.edu.au.

Transfer students

A transfer student is a student who has commenced senior secondary schooling and changes learning providers. Students may transfer between Queensland schools or from interstate or overseas schools. The enrolment offerings chosen should be considered in relation to the students ILO. For further information about transfer students see Section 2.5: Transfer students,

Section 8.2.1: Engaging in learning and assessment and Section 11.2: School reporting responsibilities.

Intrastate transfers

A student who transfers from a learning provider within Queensland will already have a learning account. The account will include results, which have been recorded in the Student Management app by the student's original school or other learning providers, for any completed units of study for Unit 1 or Unit 2, completed summative internal assessments, or completed VET competencies. This information is recorded by the original school before ceasing the student's registration.

If the student has QCIA as their ILO, see Section 3.2.2: Curriculum plans or email qcia@qcaa.qld.edu.au for advice.

For QCAA subjects, the original school:

- does the following **before** ceasing the student's registration

  – enters the student's results for completed units and assessment as required

  – removes the student's enrolment from any units they will not complete at the original school

  – enters a DNA for any assessment for Units 3 and 4 that the student will not complete at the original school

- may be required to submit student work as a sample for confirmation if the provisional results for the student were recorded in the Student Management app prior to ceasing enrolment in the subject and the student transferring to another school

- retains student work as required by Section 13.3: Retaining records and student work and provides it if requested by the student or the new school.

The new school:

- discusses the student's pathway, ILO and prior learning and contacts the original school if needed

- considers this information and the school's subject offerings before choosing to enrol the student in subjects

- uses the student's existing LUI to register, enrol and report results in the Student Management app

- requests student work from the original school if required to make a judgment when the student finishes Unit 1 or Unit 2 or, for Applied subjects, Units 3 and 4.

If a student is unable to continue a subject at the new school, the original school may, in certain circumstances, continue their enrolment in that subject as a learning provider even if the student has a new MLP. For example, when a student studying a General subject as an alternative sequence transfers to a new school during the second pair of units (the summative units) and the new school does not offer the alternative sequence, the new school will not be able to enrol the student in the alternative sequence of the parent General subject, as a school cannot offer both the parent General subject and the alternative sequence. If the student wishes to complete the subject, the new school may need to arrange another learning provider by approaching the student's original school or another school that offers the alternative sequence.

For information about QCE eligibility and meeting completed Core requirements, see Section 2.1: Eligibility for a QCE or email QCEforschools@qcaa.qld.edu.au. For more information about transfer students, see Section 8.2.1: Engaging in learning and assessment.

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Interstate and international transfer students

All students in Queensland schools need to be registered and have a learning account opened. With advice from the new school, a transfer student should choose subjects closely aligned to previous studies.

Students who transfer to a Queensland school and begin studies during the senior phase of learning may apply to the QCAA to obtain credit for their previously completed or partially completed studies. The QCAA makes decisions on a case-by-case basis about granting relaxation of the completed Core requirement or credit for previous studies to applicants. For more information, email the Certification Unit at rocc@qcaa.qld.edu.au.

If the student has been on a similar pathway to QCIA and is eligible to have QCIA as their ILO, see Section 3.2.2: Curriculum plans and email qcia@qcaa.qld.edu.au for advice.

Students who transfer to a Queensland school in their final year of senior schooling may not be eligible for a QCE, depending on the timing of the transfer.

Entering results

Student Management Administrators record student results. Data can be entered for individual students or for multiple students directly on screen or by downloading import files. The quick steps in the Help section of the Student Management app provide instructions for entering results and importing files.

The principal's delegate and the Student Management Administrators are responsible for ensuring all results are entered by the due dates published in the SEP calendar and are checked for accuracy.

Replacing a Not Yet Administered (NYA) result for a General or General (Extension) subject

Once results have been recorded in the Student Management app, schools are unable to make changes themselves after the due date. However, they are required to provide results for students who have NYA reported for a General or General (Extension) subject because they had principal-reported AARA or the student transferred and needed additional time to complete the required learning and assessment.

Once students have submitted the response, teachers:

- make judgments about the response using the relevant ISMG

- apply relevant information such as the confirmation decision provided to the school by the QCAA.

The principal or principal's delegate then emails certification@qcaa.qld.edu.au with a request to replace the NYA with the student's results in the Student Management app. They provide:

- the student's LUI, name, subject and instrument number

- a reason for the request

- the results for each criterion

- the annotated ISMG indicating the results that were awarded

- an explanation as to how the confirmation decision for the cohort was applied when marking the student's response.

The school may be requested to provide additional materials, such as the student response and/or assessment instrument.

For further information about results, see Section 11.2.2: School reporting to the QCAA, Section 11.1: Determining results and Section 9.6.1: Preparing for confirmation.

13.2.6 Enrolling students in General (Senior External Examination) subjects

The QCAA publishes a memo in February each year that provides information about General (Senior External Examination (SEE)) registration.

Eligibility

Before a student is enrolled in a General (SEE) subject, they must meet eligibility requirements and complete the registration process. There are different requirements for the different student learners — those in Year 12 at a school, and adult students 16 years and younger, or 17 years and older.

Table: Eligibility for the Senior External Examination (SEE)

Students residing in Queensland		Maximum number of SEE subjects
School students	Students in their final year of schooling if they are unable to study a subject offered by their MLP, typically because: • the subject is not offered by their MLP • there is a timetable clash.	2
Adult students	Students 16 years of age and younger (at the end of the examination year) who: • are not enrolled in senior secondary schooling • have not completed Year 12 or obtained a QCE or Senior Statement. These students must apply to establish their eligibility.	3
	Students 17 years of age or older (at the end of the examination year) who are not enrolled in a Queensland secondary school.	Unlimited

Enrolment process: School students

Schools must apply to the QCAA to register students who wish to enrol in a General (SEE) subject before the legislated closing date of 30 April, using the online application form available on the QCAA website. Applications must be submitted by the school principal or principal's delegate.

Once registration is approved, the QCAA enrols students in the General (SEE) subject in the Student Management app. As the MLP, a school can view the enrolment in the Student Management app. The principal's delegate will receive a confirmation email including a notice of approval for each registered student and a class list. Schools should check that all information is correct and email SEEregistration@qcaa.qld.edu about any errors.

Registrations received after 30 April will not be accepted unless there is an unforeseen situation beyond the student's control that prevented them from registering by the closing date. All requests for a late SEE registration for Year 12 students are from the principal and/or principal's delegate and reasons for the request are to be explained. Late applications may be granted if there is sufficient time for relevant units across the QCAA to meet timelines for external assessment and examinations. Late registrations will incur a late fee. As part of the registration process, schools make a declaration that tuition is being provided for the student completing the SEE.

A fee is payable for each General (SEE) subject a student is enrolled in. The fee is collected by the school and paid to the QCAA on invoice. The QCAA cancels enrolments if payment is not received by the due date.

Students will be able to view their SEE enrolment in their learning account via the Student Portal on the myQCE website after registrations have been processed.

If there are changes to SEE registrations, such as when a student is no longer enrolled at the school or withdraws from the subject, the principal's delegate notifies the QCAA by emailing SEEregistration@qcaa.qld.edu.au. Refunds for General (SEE) subjects are only available within one month of the closing date of 30 April in the examination year.

Enrolment process: Adult students

There are two categories of adult students: adult students 16 years of age and younger, and adult students 17 years of age and older.

Adult students 16 years of age and younger must apply to establish their eligibility before registering for a SEE by completing the online Senior External Examination eligibility application form available on the QCAA website. The QCAA considers the eligibility application and either approves or refuses the application. A student may be declared eligible where exceptional circumstances exist. The QCAA must notify the student of the decision as soon as practicable, usually by email.

Adult students 17 years of age and older are not required to establish eligibility before registering for a SEE.

All eligible adult students complete an online application form to register for a SEE by the closing date for registration, 30 April. As part of the registration process, an explanation of how they are completing the course of study as per the syllabus must be provided. Adult students are required to pay a fee for each General (SEE) subject at the time of registration. Late registrations will only be accepted in unforeseen circumstances and will incur a late fee for each subject. As part of the registration process, adult students make a declaration of study status and, where required, identify the teaching centre providing tuition.

An adult student may withdraw their examination registration/s at any time. The QCAA will refund the fees paid, less an administration fee if the withdrawal is made within one month of the closing date of 30 April in the examination year. Fees will not be refunded for withdrawals made after this date.

In the event a student is unable to undertake the examination on the scheduled date due to illness, a student may apply for a refund on medical grounds within one month after the examination date. The application must be supported by a medical certificate. For information about making an application, email EAoperations@qcaa.qld.edu.au.

Once registration is approved, the QCAA enrols the adult student in the General (SEE) subject in the Student Management app. Adult students will receive a notice of approval by email that shows their LUI, registered General (SEE) subjects and nominated teaching centre/examination venue. Adult students can view their SEE enrolment in their learning account via the Student Portal on the myQCE website after registrations have been processed.

Tuition

It is an expectation when registering for a SEE that students will complete the course of study for that General (SEE) subject as per the syllabus.

Eligible Year 12 students must obtain tuition in General (SEE) subjects. Students should discuss their plans with school staff as early as possible so tuition can be arranged. Tuition may be available from their school, a teaching centre, an ethnic school or a private tutor.

Adult students (including those aged 16 years and younger) may sit examinations without tuition, but this is not recommended. Students can enrol at a teaching centre or an ethnic school, study with a private tutor or study independently.

All General (SEE) subjects have a syllabus, which outlines the required course of study. The SEE assesses Unit 3 and 4 content. However, it is expected that students complete Unit 1 and Unit 2 before beginning Unit 3. The four units have a combined study time of 220 hours. Adult students studying without tuition (as an independent student) must organise this time according to syllabus requirements. The student is responsible for all costs associated with the materials for the completion of the course.

Teaching centres

Teaching centres are the MLPs for adult students undertaking tuition for SEEs and will manage the learning accounts for registered students.

The MLP may:

- view all information in a learning account including registrations, enrolments and results
- edit all student information (personal, demographic and contact information).

Teaching centres will be responsible for registering adult students in the Student Management app and submitting the application for AARA on behalf of the adult student. Teaching centres should encourage students to complete the eligibility requirements if 16 years or younger in the examination year, and remind all students to register via the online registration form by 30 April of the examination year.

Teaching centres must be a senior secondary state high school or be accredited with the Non-State Schools Accreditation Board.

13.2.7 Certification

The Student Management app is used to manage and store information including student details, enrolments and results. This information is used to create SEPs, which may contain one or more of the following:

- QCE
- QCIA
- Senior Statement.

Schools can:

- view projected QCE eligibility, noting
  - QCE credit is treated as projected until results are confirmed by the QCAA (if required) and finalised at certification
  - eligibility calculations are based on completion of the enrolled courses of study to the set standard, as defined in Section 2: Queensland Certificate of Education (QCE)
  - requirements for learning to the set amount, in the set pattern and for literacy, numeracy and academic integrity course completion requirements are available

- view projected QCIA eligibility, noting

  – eligibility is projected based on student enrolments in QCE Core category courses of study and eligibility requirements as described in Section 3.1: Eligibility for a QCIA

  – eligibility is treated as projected until certification in a student's exit year

- estimate QCE eligibility, noting

  – students' learning and model enrolment scenarios can be viewed to calculate how their enrolments and input results are projected to meet the requirements for QCE eligibility

  – students who obtain their International Baccalaureate Diploma will also obtain their QCE.

13.2.8 Reports

Schools use the Student Management app to produce reports throughout the year and at exit. Reports can be downloaded in CSV, Excel and PDF formats.

Before exit, schools use the reports to carefully check that all enrolments and results for students exiting in a year are accurate and complete by the due dates in the SEP calendar and in the memo *Data checking procedures for students exiting school,* released annually in Term 4. As part of the school quality management processes, principal's delegates provide the relevant reports to teachers to check the accuracy of results and information.

13.2.9 Admin

Schools use the Admin tab of the Student Management app to:

- send requests to the QCAA to review possible duplicate learning accounts
- create, view and edit subject offerings
- access reference information, including

  – file import history

  – duplication of learning

  – VET QCE information

  – search learning providers

- access the Senior secondary certification agreement.

13.3 Retaining records and student work

13.3.1 Internal assessment

Schools must retain student work used in determining results for internal assessment for QCE or QCIA learning until the end of Term 1 of the year following a student's exit from the school. Schools retain this evidence for QCAA quality assurance purposes and must make it available to support school judgments in determining all results reported to the QCAA. The evidence may be required if there is a request for a review or verification of results.

After this time, it is a school's decision whether to retain students' responses to internal assessment or return these to students. Schools must also adhere to relevant school, sector or government requirements for document retention.

When a student transfers between schools in Queensland, the original school must retain their responses for the time required. This may be until the student requests that their responses be

sent to the new school, until the new school requests the student's responses, or until the end of Term 1 of the year following a student's exit from the school.

The student or new school should make the request for responses as soon as practicable after the transfer occurs.

For more information, see Section 3.2.3: Gathering evidence of learning, Section 8.2.1: Engaging in learning and assessment and Section 13.2.5: Enrolments and results.

13.3.2 VET records

The Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements require RTOs to:

a)   maintain a register in accordance with the AQF Qualifications Register Policy of all:

    i.   AQF qualifications it is authorised to issue

    ii.   AQF qualifications and VET statements of attainment the RTO has issued to VET students

b)   retain records, in accordance with the AQF Qualifications Register Policy, of all AQF certification documents issued to VET students for a period of 30 years

c)   retain records of all assessment submitted by a VET student to the organisation or a third-party for a period of two years after the student has completed the training product

d)   ensure VET students — including those previously enrolled with the organisation — are able to access copies of their AQF certification documentation retained under point (b)

e)   upon request from the QCAA, provide a report of all AQF qualifications and VET statements of attainment the RTO has issued during the period specified in the QCAA's request.