

# The QCE Handbook

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**QCAA**

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& Assessment Authority

Queensland  
Government

*For all Queensland schools*

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The QCE Handbook

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# Contents

<b>1. Introduction</b>	<b>1</b>
1.1 How does the QCE work?.....	2
1.2 Planning for a QCE .....	2
1.3 Monitoring progress .....	2
1.4 The Senior Education Profile (SEP).....	2
<b>2. Registration and the learning account</b>	<b>4</b>
2.1 Registration .....	4
<b>3. Types of learning and requirements</b>	<b>8</b>
3.1 Required standard for credit.....	8
3.2 Literacy and numeracy requirements.....	9
3.3 Types of courses .....	10
<b>4. Credit transfer procedures</b>	<b>15</b>
4.1 Procedures for intrastate transfer students.....	15
4.2 Procedures for enrolling interstate transfer students .....	17
4.3 Procedures for interstate VET credit transfer.....	18
4.4 Procedures for enrolling international transfer students .....	19
4.5 Procedures for enrolling students who transfer from IBO schools.....	21
4.6 Procedures for finalising student data when a student leaves a school before the end of Year 12 .....	22
4.7 Determining the amount of learning completed at a Queensland school .....	23
4.8 Procedures for recording contributing studies results.....	24
4.9 Relaxation of completed Core requirement and conceded semesters .....	25
4.10 Procedures for a review of decision.....	30
<b>5. Retention of documents — schools and VET</b>	<b>31</b>
5.1 Students in schools .....	31
5.2 Students transferring between schools .....	31
5.3 VET records .....	31
5.4 QCAA printing service for VET certificates .....	31
<b>6. Recognised studies</b>	<b>32</b>
6.1 Learning projects.....	32
6.2 Employability and lifelong learning skills .....	34
6.3 Community learning projects.....	34
6.4 Self-directed learning projects.....	35
6.5 Workplace learning projects .....	35
6.6 Developing a learning project proposal.....	35
6.7 Amending an approved learning project .....	35
6.8 Re-engagement strategy.....	36
6.9 Appeals .....	36
6.10 Roles and responsibilities for learning projects.....	36
6.11 QCAA delegate .....	37
6.12 Aboriginal and Torres Strait Islander perspectives .....	37
6.13 Animal welfare.....	38

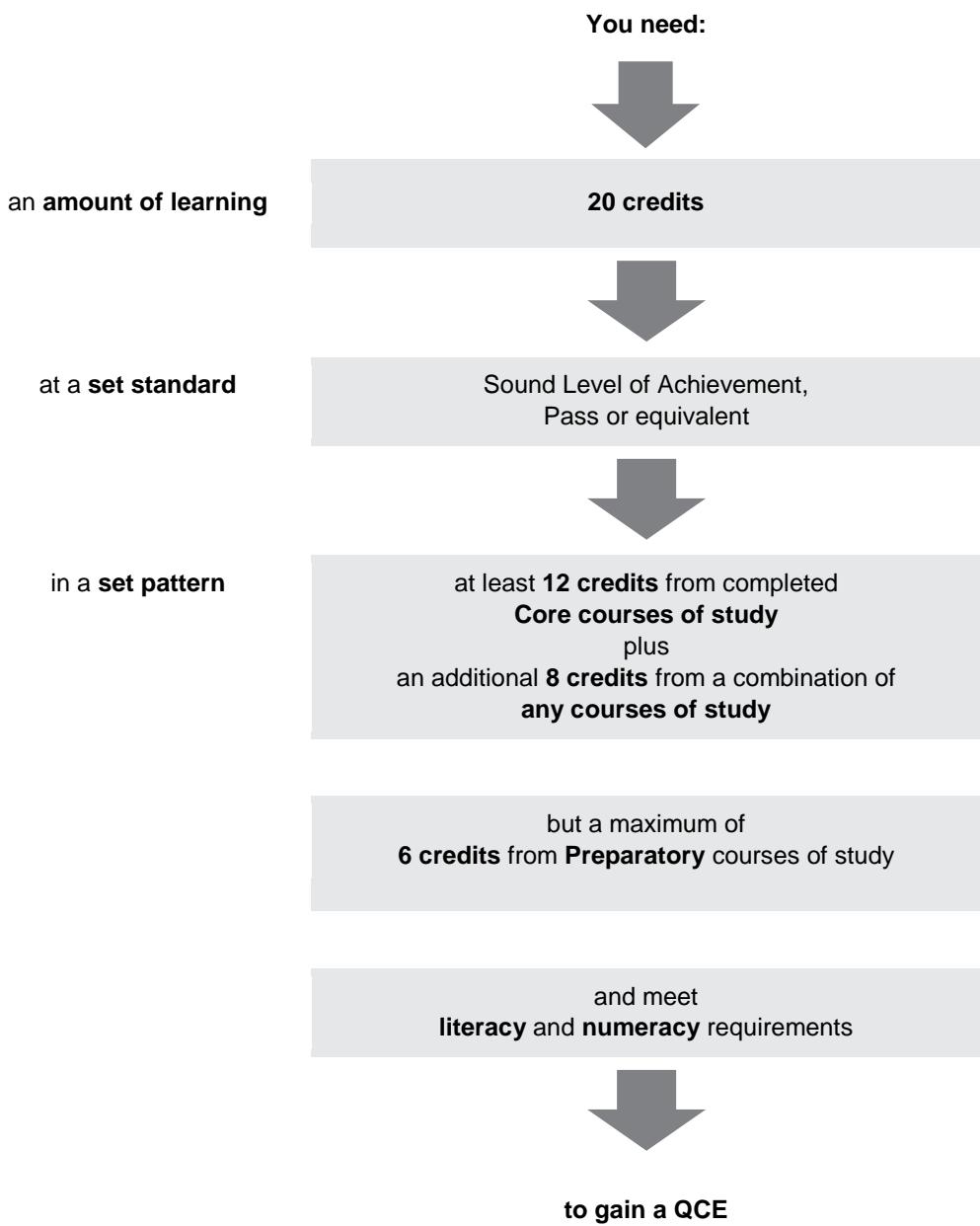
<b>7.</b>	<b>Tailored training programs</b>	<b>40</b>
7.1	Introduction.....	40
7.2	Considerations prior to planning a tailored training program .....	40
7.3	Steps for developing a tailored training program .....	41
7.4	Process flowchart for a tailored training program .....	44
7.5	Tailored training program application form .....	45
<b>8.</b>	<b>Meeting literacy and numeracy requirements using a notional Sound</b>	<b>47</b>
8.1	Determining a notional Sound.....	47
8.2	Quality assurance.....	48
8.3	Random sampling .....	48
<b>9.</b>	<b>QCE scenarios</b>	<b>49</b>
9.1	A general course of study meeting all requirements for a QCE.....	49
9.2	A general course of study with some changes .....	50
9.3	The use of conceded semesters from two subjects to be eligible for a QCE .....	51
9.4	The use of a notional Sound to be eligible for a QCE.....	52
9.5	A course of study enhanced with VET studies.....	53
9.6	A course structured around a school-based apprenticeship.....	54
9.7	A student becomes QCE-eligible when completing an apprenticeship started at school .....	55
9.8	A student specialises with a variety of learning options.....	56
9.9	A student makes multiple subject changes and withdraws from subjects .....	57
9.10	A student re-assesses their course of study and adds enrolments .....	58
<b>10.</b>	<b>Credit transfer scenarios</b>	<b>59</b>
10.1	Intrastate transfer student: Unable to continue a majority of subjects .....	59
10.2	Intrastate transfer student: Unable to continue some subjects .....	60
10.3	Intrastate transfer student: Chooses not to continue some subjects .....	61
10.4	Intrastate transfer student: Able to continue a school-based apprenticeship but unable to continue some subjects.....	62
10.5	Intrastate transfer student: Previously studied International Baccalaureate subjects .....	63
10.6	Intrastate credit transfer: Queensland school student studying with an RTO no longer operating in Queensland .....	64
10.7	Interstate transfer student: Chooses to continue their program of study .....	65
10.8	Interstate transfer student: Chooses to continue a minority of subjects in their program of study .....	66
10.9	Interstate credit transfer: Queensland school student studying an interstate VET qualification .....	67
10.10	International transfer student: No gaps in schooling pattern .....	67

# 1. Introduction

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

The QCE records achievement of a significant amount of learning, at a set standard and pattern in contributing studies, while meeting literacy and numeracy requirements.

## QCE Eligibility



## **1.1 How does the QCE work?**

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

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

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

## **1.2 Planning for a QCE**

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

## **1.3 Monitoring progress**

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

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

Students can use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement (QCIA) through the Student Connect website ([www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)).

## **1.4 The Senior Education Profile (SEP)**

The Senior Education Profile may comprise:

### **Queensland Certificate of Education**

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards the certificate, as their learning account remains open, regardless of their age. (However, credits expire after 9 years.) The QCAA will award a QCE in the following July or December, once a person becomes eligible.

### **Senior Statement**

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

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

## **Statement of Results**

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

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

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

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

## **Queensland Certificate of Individual Achievement**

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

## **2. Registration and the learning account**

### **2.1 Registration**

#### **Who needs to register?**

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

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

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

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

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

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

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

#### **What happens after registration?**

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

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

Young people can access their learning accounts and view stored information through the Student Connect website ([www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)).

#### **The learning account**

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

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

Each student is assigned one learning account and one LUI for banking credits from all their learning providers. Using the student's LUI and an appropriate interface, learning providers upload information about student achievement to the QCAA. *Reporting student learning* ([www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html)) describes how learning providers can provide details of student achievement to the QCAA.

Results must be recorded and credits banked from the pre-account period onwards. The pre-account period starts on the first day of the first banking period. The first banking period starts 1 January in the year the account is opened. This means that learning reported for a student from the beginning of Year 10 onwards can contribute towards a QCE. Learning completed by a student prior to Year 10 cannot contribute towards a QCE.

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

## When a student leaves a learning provider

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

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

## Award of a QCE

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

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

Credits can accumulate for up to 9 years from when the account was opened. After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on. This is known as 'the banking period'.

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

## Students undertaking Senior External Examinations

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

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

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

## Where does a learning account lead?

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

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

## Provisional Statements

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

Students should:

- check their Provisional Statement carefully. The information appearing on it is the basis of their Senior Statement. Incorrect information may appear on their Senior Statement if it is not corrected at this stage
- contact the relevant learning provider regarding any incorrect or missing enrolments and results.

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

For an explanation of how eligibility for OPs and FPs is determined, students can contact their school or check the QCAA website ([www.qcaa.qld.edu.au/630.html](http://www.qcaa.qld.edu.au/630.html)).

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

## Eligibility Reports

Eligibility Reports are provided to schools for Year 12 students at the same time as the Provisional Statements. Eligibility Reports are provided to schools for Year 11 students in October.

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

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

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

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

## **Queensland students intending to study overseas**

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

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

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

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

A student returning to Queensland should submit an Application for credit transfer and/or relaxation of completed Core to be considered to meet the completed Core requirement for a QCE.

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

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

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

## **Death of a student**

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

### 3. Types of learning and requirements

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in four categories:

- Core
- Preparatory
- Enrichment
- Advanced.

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached.

A young person must achieve at least 20 credits, with a minimum of 12 credits from completed Core courses of study, to be eligible for a QCE. The remaining 8 credits may come from a combination of Core, Preparatory, Enrichment or Advanced courses, with a maximum of 6 credits from Preparatory studies. Satisfactory partial completion of a Core course of study may also contribute some credit.

#### 3.1 Required standard for credit

##### Set standards for courses of study

Course of study	Set standard
Authority subjects and Authority-registered subjects	At least a Sound Level of Achievement* <i>Exception:</i> Up to two semesters of incomplete Authority and Authority-registered subjects —exited after the first or second semester at Limited Level of Achievement — can be conceded towards the award of a QCE, if needed.
VET certificates	Certificate I — Certificate completed Certificates II, III, IV — Credit awarded in increments of 25% of total competencies completed
University subjects achieved while at school	At least a Pass as defined by the course
Recognised international learning courses of study	At least a Pass as defined by the course
Recognised awards and certificates	Completed
Workplace, community and self-directed learning projects	Completion at a set standard as defined by the approved project

\* The set standard for Authority and Authority-registered subjects is a Sound Level of Achievement as described by QCAA syllabuses. While schools may modify courses and assessment conditions for students with special needs or in extenuating circumstances, learning must be measured against syllabus standards.

## 3.2 Literacy and numeracy requirements

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy. The table below lists options for meeting those requirements.

### How literacy and numeracy requirements may be met

Literacy	Numeracy
Students can meet QCE literacy requirements by satisfying any one of these options:  At least a Sound Level of Achievement in one semester of one of these subjects.* <ul style="list-style-type: none"><li>• English</li><li>• English Extension</li><li>• English Communication</li><li>• English for ESL Learners</li></ul> A student may: <ul style="list-style-type: none"><li>• exit the subject after four semesters with a Sound Level of Achievement or higher</li><li>• exit the subject after one, two or three semesters with at least a Sound Level of Achievement</li><li>• exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound** in a single semester</li></ul>	Students can meet QCE numeracy requirements by satisfying any one of these options:  At least a Sound Level of Achievement in one semester of one of these subjects: <ul style="list-style-type: none"><li>• Mathematics A</li><li>• Mathematics B</li><li>• Mathematics C</li><li>• Prevocational Mathematics</li></ul> A student may: <ul style="list-style-type: none"><li>• exit the subject after four semesters with a Sound Level of Achievement or higher</li><li>• exit the subject after one, two or three semesters with at least a Sound Level of Achievement</li><li>• exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound** in a single semester</li></ul>
At least a Sound Level of Achievement in English assessed by a Senior External Examination	At least a Sound Level of Achievement in Mathematics A or Mathematics B assessed by a Senior External Examination
At least a Sound Level of Achievement in the short course in literacy developed by the QCAA	At least a Sound Level of Achievement in the short course in numeracy developed by the QCAA
Completion of 39282QLD Certificate I in Core skills for Employment and Training — Communication	Completion of 39288QLD Certificate I in Core skills for Employment and Training — Numeracy
Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
A Pass grade in a literacy course recognised by the QCAA	A Pass grade in a numeracy course recognised by the QCAA
At least a C on the Queensland Core Skills Test	At least a C on the Queensland Core Skills Test
At least a 4 for an International Baccalaureate (IB) examination in Language A1 HL (English) or Language A1 SL (English)	At least a 4 for an International Baccalaureate (IB) examination in Mathematics HL or Mathematics SL

\* The subjects Functional English and Functional Mathematics do not meet literacy and numeracy requirements.

\*\* See Section 8: Meeting literacy and numeracy requirements using a notional Sound for procedures, quality assurance and reporting of literacy and numeracy requirements.

### 3.3 Types of courses

#### Core courses of study

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

At least 1 credit must come from Core studies while enrolled at a school.

Course	Set standard	Credits
Authority subjects or Authority-registered subjects derived from a Subject Area Syllabus		4
Subject Area Syllabus, Approach B: four semesters of Authority-registered subjects contribute up to 4 credits to Core ( <b>and completed Core courses</b> )	At least a Sound Level of Achievement awarded at exit	4
Subject Area Syllabus, Approach C: two semesters of an Authority-registered subject contribute up to 2 credits to Core (but not completed Core courses). <b>Note:</b> The two semesters of VET Certificate I contribute 2 or 3 credits to preparatory learning.		2
A subject that is assessed by a Senior External Examination For information and eligibility guidelines for Senior External Examination candidates, see the QCAA website ( <a href="http://www.qcaa.qld.edu.au/588.html">www.qcaa.qld.edu.au/588.html</a> ).	At least a Sound Level of Achievement	4
VET qualifications — Certificate II (including traineeships) Partial completion may apply (25%, 50%, 75%) VET qualifications — Certificate III, IV (including traineeships) Partial completion may apply (25%, 50%, 75%) Credits assigned to VET Certificates III and IV can be checked through the Student Connect website ( <a href="http://www.studentconnect.qcaa.qld.edu.au">www.studentconnect.qcaa.qld.edu.au</a> ).	Certificate II completed  Certificate III or IV completed	4  5, 6, 7 or 8
A school-based apprenticeship (SBA) Completion of at least 25% of the competencies associated with the VET qualification (i.e. the off-the-job component) contributes 2 credits. All Certificate III qualifications associated with apprenticeships contribute 8 credits towards a QCE when completed. Satisfactory participation in the on-the-job component of a school-based apprenticeship (50 days in a calendar year) contributes 4 credits towards a QCE*	Requirements met	VET component (incomplete Core) — 2  On-the-job component (completed Core) — 4
A QCAA-approved tailored training program	Completed	4
A recognised international learning program	At least a Pass grade for each subject	For each completed course — 4

\* Data for the on-the-job component of school-based apprenticeships is supplied by DETE. Days are pro-rata across the school year. If a student completes more/less than the pro-rata days they should provide their local DETE office with evidence (e.g. payslips) in order to determine the credits awarded.

**Note:** The Functional English and Functional Maths study area specifications (SAs) do not contribute credit towards the QCE and will not appear on a Senior Statement or Statement of Results.

## Preparatory courses of study

Many young people participate in courses of study outside of those offered by their main learning provider. These courses may be recognised by QCAA and thus contribute towards the awarding of a QCE.

Preparatory courses of study are generally courses that are used as stepping stones to further study.

Areas of learning that may be recognised include:

- VET Certificates I
- awards and certificates (Arts, Business, Life skills and Sport)
- international learning programs
- school-based courses (non-QCAA)
- structured community learning
- structured workplace learning.

These courses contribute 1 or 2 credits towards Preparatory or Enrichment or Advanced Courses of study. A maximum of 6 credits from Preparatory courses can count towards the QCE.

Owners of courses of study (or their authorised agents) may apply to QCAA to have their courses recognised. Courses submitted for recognition must meet QCAA's criteria and standards. Further information about applying for QCE course recognition can be found at [www.qcaa.qld.edu.au/3177.html](http://www.qcaa.qld.edu.au/3177.html).

### Preparatory courses of study

Course	Set standard	Credits
VET Certificate I	Certificate I completed	For each qualification of 200 nominal hours or more — <b>3</b> For each qualification of 199 nominal hours or less — <b>2</b> A maximum of 2 qualifications can contribute towards a QCE.
Employment skills development programs approved under the <i>VETE Act 2000</i>	Course completed and requirements met	For each program — <b>2</b> A maximum of 1 program can contribute towards a QCE.
Recognised re-engagement programs	Course completed and requirements met	For each program — <b>2</b> A maximum of 1 program can contribute towards a QCE.
Literacy: A short course senior syllabus (2010) Numeracy: A short course senior syllabus (2010)	At least a Sound Achievement	Per course — <b>1</b>

Schools offering short courses are required to undertake quality assurance processes as outlined in the Quality assurance of Authority-registered subjects and short courses, available at [www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html).

The requirements for quality assurance of short courses are:

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

## Enrichment courses of study

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

A maximum of 8 credits from Enrichment courses can contribute towards the QCE.

### Enrichment courses of study

Course	Set standard	Credits
A <b>recognised certificate or award</b> in areas such as music, dance, drama, sport and community development Some recognised certificates and awards will contribute more than 1 credit. Some may be classified as Preparatory and some as Advanced. For the most up-to-date list see the QCAA website ( <a href="http://www.qcaa.qld.edu.au/3177.html">www.qcaa.qld.edu.au/3177.html</a> ).	Awarded	As recognised by the QCAA
Recognised structured workplace or community-based learning programs	Agreed standard	Credit predetermined by agreement
Learning projects: Workplace, Community, Self-directed	Satisfactory	<b>1</b>
Accredited VET courses*	Pass	Credit predetermined by agreement
Authority extension subjects such as English Extension	At least a Sound Level of Achievement	<b>2</b>
School-based courses (non-QCAA)	A passing grade as defined by the recognised course	As recognised by the QCAA
Career Development: A short course senior syllabus 2010	At least a Sound Level of Achievement	<b>1</b>

\* 30636QLD Course in Aircraft Maintenance Engineering for Senior School Students is currently the only accredited VET course recognised as contributing towards the QCE. The completed course contributes 4 credits.

Results from recognised studies can only be reported after the recognition date, e.g. the Duke of Edinburgh's Award was recognised on June 20, 2007. It contributes towards the award of a QCE in the Enrichment category only for young people receiving the award after the recognition date.

## Advanced courses of study

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

A maximum of 8 credits from Advanced courses can contribute towards the QCE.

### Advanced courses of study

Course	Set standard	Credits
<b>One- or two-semester university subjects</b> completed by a young person as part of a school program	Pass grade	<b>2 or 4</b> credits respectively
<b>VET Diplomas or Advanced Diploma courses</b> undertaken by a person while enrolled at a school	Competencies demonstrated	<b>Up to 8</b> credits, on the basis of <b>1</b> credit per completed competency
Recognised structured workplace or community-based learning programs	Agreed standard	Credit determined by agreement

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

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

## Determining credit for results from partially completed Preparatory, Enrichment and Advanced studies

Partial completion of courses will be credited as follows.

Course of study	Determining credit for partial completion
Preparatory	No credit for partial completion of any preparatory course
Advanced <ul style="list-style-type: none"> <li>• One- or two-semester university subjects</li> <li>• Diplomas or advanced diplomas</li> </ul>	No credit for partial completion <b>1 credit per completed unit of competency</b>
Enrichment <ul style="list-style-type: none"> <li>• Recognised certificates and awards</li> <li>• Recognised learning programs</li> <li>• Learning projects</li> <li>• Accredited VET courses</li> </ul>	No credit for partial completion No credit for partial completion No credit for partial completion Based on the percentage of competencies (25%, 50% or 75%) completed
Authority extension subjects: <ul style="list-style-type: none"> <li>• English Extension (Literature)</li> <li>• French Extension</li> <li>• German Extension</li> <li>• Indonesian Extension</li> <li>• Music Extension</li> </ul>	If the student exits the course with a Sound Level of Achievement or higher, <b>1 credit will be awarded for each semester completed</b>

## VET — a clarification

VET approach	Characteristics	Important to know
Study Area Specifications (SASs) Approach C For example: <ul style="list-style-type: none"> <li>• Business</li> <li>• Hospitality</li> <li>• Recreation</li> </ul>	Two semesters of an Authority-registered subject contribute up to <b>2 credits</b> to Core (but do not contribute to completed Core courses).  The VET Certificate I (completed over 2 semesters) may contribute <b>2 or 3 credits</b> in the Preparatory learning category.	These subjects do not contribute to the requirement of <b>12 credits</b> from completed Core courses.
Nested VET certificates	Nested competencies in certificates provide students with a variety of exit points. The competencies for Certificate I may be included in Certificate II, which are further included in the competencies required for Certificate III.	For QCE purposes, the intent of nested certificates is to allow a student who withdraws from a Certificate III course to attain one of the lower qualifications, provided sufficient competencies have been demonstrated.  The total amount of credit associated with most Certificate III courses is <b>8 credits</b> towards a QCE ( <b>5, 6 or 7 credits</b> for some courses). In the event of withdrawal from the Certificate III before completion, the achievement of a Certificate II or Certificate I would contribute credits towards a QCE.

## **4. Credit transfer procedures**

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

The student may also have partially completed studies that cannot be credited, but which the receiving learning provider may need to know about, in order to make judgments on continuing studies.

The form Application for credit transfer and/or relaxation of the completed Core requirement, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html), is to be used for a student who enrolls with a Queensland learning provider (in most cases a school), and seeks to obtain credit on the basis of previously completed similar study, as well as a relaxation of the completed Core requirement for issue of a QCE.

All correspondence relating to credit transfer should be posted to:

Queensland Curriculum and Assessment Authority  
SEP Business Processes Unit  
PO Box 307  
Spring Hill QLD 4004.

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

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

### **4.1 Procedures for intrastate transfer students**

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

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

#### **Example**

A student transferred from School A to School B at the end of Year 11. School B does not offer Economics or Music, the Biology class is already full, and Home Economics is on the same line of the timetable as Geography. Because the student has replaced the Social Science and Science subjects with other subjects in the same subject area, both Economics to Geography and Biology to Science 21 could be considered for relaxation of completed Core, although only one is needed.

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

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

The following procedures are designed to ensure students are not unnecessarily disadvantaged by the transfer.

## The previous learning provider

1. Ends enrolment in studied courses.
2. Finalises and stores student exit folios, in the event they should be requested.
3. Checks semesters attended and enters exit date and provisional results into SDCS. Note: Schools offering the International Baccalaureate (IB) are no longer required to use SDCS to report partially completed IBO studies. This is done by the QCAA upon receipt of an Application for credit transfer and/or relaxation of completed Core requirement form. Schools offering IBO studies should provide an exit report.
4. Upon request from the receiving learning provider, generates Form S1 (through SDCS).

## The receiving learning provider

1. Contacts previous learning provider and requests Form S1 and student exit folios, should the receiving learning provider believe exit folios are necessary to verify provisional results.
2. Checks learning account via SLIMS and takes previous courses of study into account when negotiating the new learning program.
3. Enrols student in a suitable course of study, considering continuity for the QCE completed Core requirement and, if necessary, distributes exit folios to appropriate subject coordinators to selectively update.

In exceptional circumstances, a student transferring intrastate (between Queensland learning providers — usually schools) may not be able to meet the completed Core requirement. These students may apply for a relaxation of this requirement by using the form *Application for credit transfer and/or relaxation of the completed Core requirement*.

A copy of both the *Form S1* and *Application for credit transfer and/or relaxation of the completed Core requirement* must be posted to the QCAA SEP Business Processes Unit for consideration. A copy of each form is to be kept on file.

## **QCAA**

On receipt of the *Form S1 and Application for credit transfer and/or relaxation of the completed Core requirement*, the QCAA will send an acknowledgment notice to both the student and the receiving learning provider.

Advice about whether relaxation of the completed Core requirement will or will not be granted is provided in a second letter.

## **4.2 Procedures for enrolling interstate transfer students**

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

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

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

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

Students seeking credit transfer should download the form *Application for credit transfer and/or relaxation of the completed Core requirement*. This form is to be used for students who enrol with a Queensland learning provider (in most cases a school) and seek to obtain credit for their previous studies undertaken elsewhere, as well as a relaxation to the completed Core requirement for the issue of a QCE.

### **The student or parent or carer**

1. Downloads the form Application for credit transfer and/or relaxation of the completed Core requirement.
2. Completes Section 1 of the form.
3. Obtains authenticated copies of original interstate report or official certification of results for any senior secondary school studies (Year 11 or 12) completed or partially completed; for authentication requirements, see page 2 of the form Application for credit transfer and/or relaxation of the completed Core requirement.
4. Obtains further information to verify interstate results by forwarding Section 3 of the form with a covering letter to the previous provider. Alternatively, schools may request this information from the previous non-Queensland school using the Interstate Student Data Transfer Note (ISDTN), as legislated by the Australian Government's Schools Assistance Act 2004.
5. Attaches a set of authenticated copies of verified results to the form Application for credit transfer and/or relaxation of the completed Core requirement.
6. Provides a set of verified copies to the receiving learning provider.

## The receiving learning provider

1. Enrols student and registers the student with the QCAA for a learning account. Ensures the student is aware of the QCAA policy and procedures for credit transfer and relaxation of completed Core.
2. Completes the form *Application for credit transfer and/or relaxation of the completed Core requirement*, Section 2.
3. Where appropriate, verifies authenticity of any copies of interstate reports or official certification of results for any senior secondary school studies (Years 11 or 12), completed or partially completed, and completes the 'Principal's Declaration' in Section 2.
4. Posts the completed application to the SEP Business Processes Unit of the QCAA. Please use the checklist on the form to ensure your application is complete.
5. Retains a copy of any documents or reports used to substantiate the claim for credit transfer of interstate studies.

For Overall Position (OP) purposes, the receiving school may grant concessional units for Authority Subjects and report these through (SDCS).

## QCAA

On receipt of the form *Application for credit transfer and/or relaxation of the completed Core requirement*, the QCAA will send an acknowledgment notice to both the student and the receiving learning provider indicating receipt of the form.

Advice about whether relaxation of the completed Core requirement will or will not be granted and credit granted for recognised non-school (e.g. interstate VET) studies is provided in a second letter. Upon approval of credit transfer, the QCAA will enter interstate subjects and results into the student's learning account.

## 4.3 Procedures for interstate VET credit transfer

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

Students transferring to Queensland, who seek to have partial or fully completed interstate VET studies contribute to their QCE, will need to use the form *Application for credit transfer and/or relaxation of the completed Core requirement*.

## The student or parent or carer

1. Downloads the form Application for credit transfer and/or relaxation of the completed Core requirement.
2. Completes Section 1 of the form.
3. Obtains authenticated copies of original interstate Certificate I or higher vocational education and training (VET) qualification/s, and an accompanying list of competencies achieved. (See page 2 of the form Application for credit transfer and/or relaxation of the completed Core requirement for authentication requirements.)
4. Attaches a copy of the authenticated copies of verified results, to the form and posts the completed application to the SEP Business Processes Unit of the QCAA.

## The receiving learning provider

If requested by the student, verifies authenticity of any copies of interstate reports or official certification of results for any VET certificates either partially or fully completed. (See page 2 of the form *Application for credit transfer and/or relaxation of the completed Core requirement* for further information.)

## QCAA

On receipt of the form *Application for credit transfer and/or relaxation of the completed Core requirement*, the QCAA will send an acknowledgment notice to the student, indicating receipt of the form.

Advice about credit granted for recognised non-school (e.g. interstate VET) studies will be provided in a second letter.

Upon approval of credit transfer, the QCAA will enter interstate VET and results into the student's learning account.

## 4.4 Procedures for enrolling international transfer students

### Non-visa students

Non-visa students enrolled with a Queensland learning provider during the senior phase of learning will need to be registered for a learning account and may apply for credit for previous studies. The first banking period for these students to achieve a QCE ends at the same time as it would, had the student commenced all senior studies with a Queensland learning provider at the normal time.

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

### Visa students

Visa students are those who live temporarily in Australia under a short-term visa or a similar authority issued by the Australian Government. A visa student is not an Australian citizen (through naturalisation or otherwise) or a permanent resident of Australia; if a student is a permanent resident of Australia (with or without a visa) they are not classed as a visa student for the purposes of tertiary entrance procedures. The student's country of origin or reason for residing in Australia does not determine whether they are classified as a visa student.

The following may be included in the visa student category:

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

The academic year in the northern hemisphere differs from that in the southern hemisphere by six months. If a visa student begins their education in Queensland after Semester 1 there are potential issues:

- studies in their previous country may not be deemed to contribute credit towards a QCE
- a student may not be eligible for a QCE at the end of Year 12 if they do not meet the completed Core requirement
- entrance to a university course in their home country may be more difficult if they do not have a QCE
- a student who has not met the completed Core requirement may fail to meet prerequisites (such as 4 semesters of English) for a preferred university course in Australia
- for OP purposes, they may be granted concessional units of credit. The school principal is responsible for this decision.

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

## The student or parent or carer

1. Downloads the form Application for credit transfer and/or relaxation of the completed Core requirement.
2. Completes Section 1 of the form.
3. Obtains authenticated copies of original international reports or official certification of results for any senior secondary school studies completed or partially completed. (See Section 2 of the form Application for credit transfer and/or relaxation of the completed Core requirement for acceptable methods of authentication.)
4. Obtains a letter from the school studies provider issuing the report or contributing to the official certification of results, and confirming the dates of enrolment for each study, recording the particulars of studies undertaken (including the number of hours of timetabled study time and assessment) for each study.
5. Attaches a copy of their authenticated copies of verified results, as well as the letter from the previous learning provider outlining requirements used to determine the application, to the form and forwards the completed application to the receiving learning provider for the completion of Section 2 of the application.

## The receiving learning provider

1. Enrols student and registers with the QCAA for a learning account.
2. Ensures the student is made aware of the QCAA credit transfer/relaxation of completed Core requirement policy and procedures.
3. Ensures that all of the details that must be completed by the student are correct and that the student has signed the application.
4. Completes Section 2 (receiving Queensland provider details and proposed enrolment information) of the form Application for credit transfer and/or relaxation of the completed Core requirement.
5. If requested by the student, may assist in authenticating copies of original documents.
6. Posts the completed application to the SEP Business Process Unit of the QCAA.

## **QCAA**

On receipt of the form *Application for credit transfer and/or relaxation of the completed Core requirement*, QCAA will send an acknowledgment notice to both the receiving learning provider and the student indicating receipt of the form.

Advice about whether relaxation of the completed Core requirement and recognition of non-Queensland studies and associated credit has or has not been granted to the applicant will be provided in a second letter.

Upon approval of credit transfer, the QCAA will enter international subjects and results into the student's learning account.

## **4.5 Procedures for enrolling students who transfer from IBO schools**

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

The agreement is conditional on these students completing a significant amount of course work for an IBO subject — at least one semester.

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

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

<b>Result code for incomplete studies</b>	<b>Comparable IBO standards of achievement</b>
A	7
B	6 or 5
C	4
D	3
E	2 or 1

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

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

### **IBO schools in Queensland**

A student who transfers from an IB World School within Queensland will already have a learning account in which completed semesters of study can be recorded. Schools are not required to use SDCS to report partially completed IBO studies. This is done by the QCAA upon receipt of an Application for credit transfer and/or relaxation of the completed Core requirement.

The same process described in Section 4.1 'Procedures for intrastate transfer students', also applies to students who transfer from an IB World School within Queensland.

## **IBO schools across Australia (but outside Queensland)**

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

The same process described in Section 4.2, ‘Procedures for enrolling interstate transfer students’, also applies to students who transfer from an IB World School from another Australian state.

Section 4.4 ‘Procedures for enrolling international transfer students’, also applies to students who transfer from an IB World School from overseas.

## **4.6 Procedures for finalising student data when a student leaves a school before the end of Year 12**

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

### **For Authority and Authority-registered subjects**

In SDCS:

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

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

In RABS:

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

### **For stand-alone VET courses**

In SDCS:

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

### **For embedded VET courses**

In SDCS:

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

### **International Baccalaureate Organisation (IBO) Diploma studies**

Schools are no longer required to use SDCS to report partially completed IBO studies. This is done by the QCAA upon receipt of an *Application for credit transfer and/or relaxation of completed Core requirement*.

## **4.7 Determining the amount of learning completed at a Queensland school**

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

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

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

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

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

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

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

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

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

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

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

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

## **4.8 Procedures for recording contributing studies results**

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

Queensland students who seek to have these contributing studies recorded to their learning account will need to use the form *Application for credit transfer and/or relaxation of the completed Core requirement*.

### **The student or parent or carer**

1. Downloads the form Application for credit transfer and/or relaxation of the completed Core requirement.
2. Completes Section 1 of the form.
3. Obtains authenticated copies of original certificates, statements of attainment or transcripts of results for recognised certificates and awards, University course or vocational education and training (VET) qualification (Certification I or higher qualification, along with an accompanying list of competencies achieved). (See page 2 of the Application for credit transfer and/or relaxation of the completed Core requirement form for authentication requirements.)
4. Attaches authenticated copies of verified results to the form and posts the completed application to the SEP Business Processes Unit of the QCAA.

### **Receiving learning provider**

If requested by the student, verifies any copies of certificates, statements of attainment or transcripts of results for recognised studies. (See page 2 of the *Application for credit transfer and/or relaxation of the completed Core requirement* form for further information).

### **QCAA**

On receipt of the *Application for credit transfer and/or relaxation of the completed Core requirement*, the QCAA will send an acknowledgment notice to the student, indicating receipt of the form.

Advice about credit claimed for recognised non-school studies will be provided in a second letter.

The QCAA will enter achievement into the learning account.

## **4.9 Relaxation of completed Core requirement and conceded semesters**

### **Completed core**

To be awarded a QCE, a minimum of 12 credits must come from completed Core courses of study. At least 1 credit must come from Core studies while enrolled at a Queensland school.

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

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

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

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

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

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

In addition, a relaxation of the completed Core requirement may apply to non-transfer students changing between Mathematics subjects or between English subjects, dependent on certain conditions being met. To be eligible, a student must:

- change subjects at the end of the first or second semester of study in that subject
- attain a minimum result of Limited Level of Achievement in the original subject
- attain a minimum result of Sound Level of Achievement in the final subject
- attain at least 12 credits from Core courses.

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

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

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

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

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

Students wishing to apply for relaxation of the completed Core requirement and credit transfer must use the form Application for credit transfer and/or relaxation of the completed Core requirement.

## Conceded semesters

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

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

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

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

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

### Example 1: Use of conceded semesters from two subjects to be eligible for a QCE

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

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

### Requirements for a QCE

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

## Example 2: Use of a conceded semester to be eligible for a QCE

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

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

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

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

### Example 3: Unable to use conceded semesters to be eligible for a QCE

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

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

### Requirements for a QCE

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

## Determining credit for results from partially completed Core studies

Award of credits for partial completion of Authority subjects and Authority-registered subjects is based on semesters completed, with 1 credit awarded for each semester when the subject is exited at a Sound Level of Achievement or higher. Similarly, partially completed VET Certificate II qualifications are based on 25%, 50% or 75% of the competencies attained, attracting 1, 2 or 3 credits respectively.

School principals may apply the QCAA policy — Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects — for students who do not participate sufficiently in an Authority or Authority-registered subject to enable judgments for a full four semesters. The policy is included in the QCAA handbook, *A–Z of Senior Moderation*, available at the QCAA website ([www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html)).

Partial completion of VET Certificate III or IV qualifications attracting up to 8 credits will be based on the percentage of competencies (25%, 50% or 75%) attained. Note that some VET Certificate III and IV qualifications attract fewer than 8 credits for completion. This will be automatically determined by the QCAA according to the proportion of total competencies completed and reported by the provider. Schools can find the most up-to-date information on credit associated with VET Certificate III and IV qualifications through the QCAA's Student Connect website (<https://studentconnect.qcaa.qld.edu.au>).

Partially completed components of recognised international learning programs undertaken as part of an educational program at a school (or similar education provider) may contribute towards the award of a QCE. Students need to lodge an *Application for credit transfer and/or relaxation of the completed Core requirement*.

See Section 4: 'Credit transfer procedures', which explains how to ensure students who transfer from one learning provider to another are not unnecessarily disadvantaged by partial completion of courses.

## 4.10 Procedures for a review of decision

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

Students wishing to have their decision reviewed must:

- use the form *Application for review of decision* — QCE credit transfer, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html)
- include any documentary evidence to support the reasons provided in the application for review.

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

# **5. Retention of documents — schools and VET**

## **5.1 Students in schools**

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

**Department of Education, Training and Employment (DETE) requirements for retention of student profiles and results**

Students at primary or secondary school/colleges (aged under 18 when left school/college)	Temporary Retain for 25 years from date of birth
Students at primary or secondary school/colleges (aged over 18 when left school/college)	Temporary Retain for 7 years after student has left school/college

## **5.2 Students transferring between schools**

The leaving school must retain students' folios until:

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

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

## **5.3 VET records**

For compliance with the AQF and state legislation, the QCAA retains student records on behalf of schools that are RTOs and report through SDCS. These records must be kept for 30 years.

Students requiring copies of records apply to the RTO. Schools that are RTOs apply to the QCAA to print records for distribution to the student.

## **5.4 QCAA printing service for VET certificates**

The QCAA currently offers a printing service for schools which are RTOs. There is a charge determined each year to print certificates and statements of attainment. Once printed, the certificates are returned to the school RTO for distribution. The school RTOs are responsible for issuing the certificates.

# **6. Recognised studies**

Owners of courses of study (or their authorised agents) may apply for their courses to be recognised by the QCAA.

Recognised studies may be:

- structured community learning (SCL), which is learning delivered in a real community context.
- structured workplace learning (SWL), which delivers a significant amount of learning in a real workplace.

Neither can be a component of a training package, an accredited VET course or a course approved or accredited by the QCAA.

Courses submitted for recognition must meet QCAA criteria and standards. They should generally:

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

Detailed guidelines and application forms for SCL and SWL are available on the QCAA website at [www.qcaa.qld.edu.au/4246.html](http://www.qcaa.qld.edu.au/4246.html).

## **6.1 Learning projects**

A learning project allows a learner to design and undertake an independent and unique short program of learning that is separate from any established school, training or other educational program.

The learner develops employability and lifelong learning skills in one of three contexts:

- Community
- Self-directed
- Workplace.

A learning project belongs to the Enrichment courses of study, where 'enriched' is defined as 'more highly developed knowledge and skills'. A learning project is about achievable and demonstrable learning, not just participation.

## **How does a learning project work?**

Learners decide what type of learning they want to undertake and then:

- choose the learning activities and experiences to be undertaken
- show how learning will be demonstrated
- complete and submit the proposal
- plan and implement the learning project
- prepare and submit the evidence of learning.

Each context — Workplace, Community, Self-directed — has a specific skill set that must be demonstrated.

## **How long does a learning project take?**

A learning project:

- lasts 55 hours, which includes:
  - planning (10 hours)
  - implementing and collating evidence of learning (45 hours)
- has to be completed within 18 months of project approval
- has to be submitted by the last day of Term 3, Year 12, if it is to contribute to the QCE that year.

Successful completion of a learning project contributes 1 credit from the Enrichment category towards the learner's QCE. A maximum of 8 credits is allowed from the Enrichment category. Only one project within a particular context may be undertaken from any given provider.

## 6.2 Employability and lifelong learning skills

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

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

## 6.3 Community learning projects

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

## **6.4 Self-directed learning projects**

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

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

## **6.5 Workplace learning projects**

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

## **6.6 Developing a learning project proposal**

Learners initiate and develop learning projects. The learner then seeks support of a sponsor and mentor and prepares the *Learning project proposal form* found on the QCAA website at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html). The sponsor submits this to the QCAA.

A learning project must be approved in advance by the QCAA before implementation. Information about developing a project is found in the guide, *Learning projects: A planning guide for the learner* on the QCAA website at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

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

### **Evidence of learning**

Evidence is the record of the learning from the project and, in particular, the demonstrated employability and lifelong learning skills throughout the project. This is recorded in Part B of the Learning project evidence form, the learning log. The Learning project evidence form is found on the QCAA website at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

Information about completing the learning log is found in the guide, *Learning projects: Collecting and recording evidence in the learning log* on the QCAA website at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

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

All forms and guides mentioned in this Section 6.6 are available online at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

## **6.7 Amending an approved learning project**

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

- apply to the QCAA in writing
- submit an amended learning project proposal that highlights the changes

- provide a copy of the original approved learning project
- give an explanation for changing the learning project.

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

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

## **6.8 Re-engagement strategy**

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

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

## **6.9 Appeals**

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

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

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

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

## **6.10 Roles and responsibilities for learning projects**

The role and responsibilities for the learner, mentor, sponsor and community organisation or employer are outlined in the Learning projects handbook found on the QCAA website at [www.qcaa.qld.edu.au/3182.html](http://www.qcaa.qld.edu.au/3182.html).

If planning a learning project that involves Aboriginal and Torres Strait Islander knowledge or culture, reference must be made to Section 6.11: ‘Aboriginal and Torres Strait Islander perspectives’ for appropriate cultural considerations and understandings.

If planning a learning project that involves the use of animals, requirements of the *Animal Care and Protection Act 2001* (Qld) must be taken into account (see Section 6.13: Animal welfare).

## **6.11 QCAA delegate**

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

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

## **6.12 Aboriginal and Torres Strait Islander perspectives**

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

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

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

### **Collaboration and consultation**

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

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

### **Copyright and intellectual property**

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

Regardless of the outcome, it is imperative that Aboriginal peoples' and/or Torres Strait Islander peoples' involvement within a learning project is acknowledged, particularly in publicly available

products. Where community knowledge is shared knowledge, the language group of origin should be recognised. Identifying key contacts or representatives who have the right to share community knowledge is an important part of developing a learning project. For larger projects, or projects with a commercial component, contractual agreements may need to be made by both parties.

## Cultural rites, responsibilities and sensitivity

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

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

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

The teaching of culture is the responsibility of Aboriginal peoples and Torres Strait Islander peoples only. However, as circumstances may arise in their learning project in which it is necessary to adhere to the protocols surrounding one (or more) of these cultural practices, learners need to be aware of these sensitive areas.

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

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

## 6.13 Animal welfare

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

- *Animal Care and Protection Act 2001* (Qld)  
([www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AnimalCaPrA01.pdf](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AnimalCaPrA01.pdf))
- guidelines set down by the Queensland Schools Animal Ethics Committee (QCAEC), available from the Department of Education, Training and Employment website  
(<http://education.qld.gov.au/curriculum/area/science/animal-ethics.html>).

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

- promote the responsible care and use of animals
- provide standards for the care and use of animals that:
  - achieve a reasonable balance between the welfare of animals and the interests of persons whose livelihood is dependent on animals

- allow for the effect of advancements in scientific knowledge about animal biology and changes in community expectations about practices involving animals
- protect animals from unjustifiable, unnecessary or unreasonable pain
- ensure the use of animals for scientific purposes is accountable, open and responsible.

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

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

The guidelines promote the principles of:

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

# **7. Tailored training programs**

## **7.1 Introduction**

A tailored training program (TTP) is an individually tailored, cohesive course of study that contributes towards a QCE.

A TTP:

- comprises 12 or more units of competency at Australian Qualifications Framework (AQF) Level 2 or above
- meets particular industry needs, provides a vocational outcome and has currency in the workplace
- does not constitute a qualification within the AQF
- is built from accredited vocational education and training (VET) units of competency taken from one or more training packages or courses at Certificate II level or above
- when completed, contributes 4 credits towards a QCE.

## **7.2 Considerations prior to planning a tailored training program**

Before planning a TTP it is important to know that:

- credits towards a QCE may be obtained for completion or partial completion of a Certificate II qualification. A TTP is not a recognised Certificate II qualification and only contributes to a QCE if it is completed. No credits are available for partial completion of a TTP.
- Certificate II competencies that are part of another course you are doing (or intend to do) cannot be included in a planned TTP.

Most Certificate II courses will be simpler to complete than a TTP because:

- most existing Certificate II courses will also have about 12 competencies, but often some of those will be more basic ‘core’ competencies (or perhaps level I competencies), whereas a TTP must have at least 12 competencies, all at Certificate II level.
- some level II competencies have one or more ‘prerequisite’ competencies. These must be completed before the competency you wish to include in your TTP. If the prerequisite competency is also at level II it may be included in the TTP, however, many prerequisites are at level I and therefore cannot be included in the TTP. You may therefore have to complete more than just 12 competencies for your TTP.
- some Level 2 competencies have one or more co-requisite competencies. These must be completed with the competency you want in your TTP. They must be at Level 2 to be included in the TTP. Information on pre-requisites and co-requisites can be found in relevant training packages.

## **7.3 Steps for developing a tailored training program**

During the development of the young person's SET Plan, the young person may express an interest in a career pathway with a work role that is unfamiliar to the career adviser and for which limited satisfactory information can be found. In this case, the young person may want to consider developing a TTP.

The career adviser and other school personnel may provide guidance and assistance to the young person to develop a TTP.

### **Step 1: Develop a list of skills**

Develop a list of skills required for entry to the chosen career. This is done in consultation with an employer in the chosen industry, or with a registered training organisation (RTO) with thorough knowledge of the industry. Access the Student Connect website ([www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)) for comprehensive career information.

Research training packages and match the industry skills areas required. (Refer to the [training.gov.au](http://training.gov.au) website.)

### **Step 2: Identify a primary training package**

Choose a training package that provides the best match to the list of skills identified.

- Group skills into training package (similar occupation) groups. Consult with trainers to identify suitable training packages.
- Research training packages that match the industry skills areas identified (use the [training.gov.au](http://training.gov.au) website). Identify competencies by code and title — record these for possible inclusion in the TTP. Record the certificate code and title in which the competencies appear in the training package for inclusion on the TTP application form (see Section 7.5: 'Tailored training program application form').
- Start with the training package with the most overlap with the list of skills identified above. Call this the 'primary training package'. Match the competencies listed in the training package to the list of skills. Record the code and title of the competencies selected.
- Training packages contain clear guidelines about the selection of competencies for each certificate. These guidelines are called 'packaging rules'. Refer to these qualification packaging rules to identify an existing course structure in this training package that is closest to the list of competencies identified. Call this the 'core qualification'.
- Repeat the process described in the two points above for a secondary training package with a view to using the flexibility permitted in this training package. Depending on the list of skills identified, this process may need to be repeated with other training packages.
- Verify which the primary training package is and record the code and title for inclusion on the TTP application form. Verify and record the 'core qualification' by code and title for inclusion on the TTP application.

### **Step 3: Identify suitable RTOs**

Identify those RTOs able to offer the chosen competencies. Discuss the TTP with trainers at the RTOs. Record contact details on the application form.

When selecting RTOs, consider the following:

- the sequencing of the competencies — try to complete the competencies in the core qualification first
- RTO timetabling arrangements to coincide with availability of the young person
- location of the RTO or training site for acceptable travel arrangements
- course costs for the young person — no government funding is available for TTPs.

## **Step 4: Complete the TTP application form**

Complete the form and outline alternative courses that offer significant overlap with the chosen competencies or skills.

- Where more than half of the chosen competencies in the TTP can be accommodated within the core certificate, record the packaging rules for that qualification, indicating the competencies required to complete the qualification, and attach them to the application.
- Check that the TTP list of competencies does not include competencies that are or may be included in existing or proposed VET enrolments. To gain 4 credits towards a QCE, there must be no overlap between at least 12 competencies in this TTP with other courses being studied.

## **Step 5: Set up a meeting between the careers adviser, the young person and parents or carer**

A meeting between all parties is necessary to ensure that everybody is made aware of the range of possible pathways. These include full certificate courses, as well as the TTP. The possible implications of choosing a TTP over a certificate pathway include:

- the TTP will result in 4 credits towards a QCE only if fully completed
- awareness that the TTP will not contribute towards a QCE if only partially completed
- the importance of the ‘core qualification’ and reason for priority completion of these competencies if the young person wishes to change from a TTP to a certificate qualification before completing the TTP.

The young person and parent or carer sign the TTP application form.

## **Step 6: Submit the completed application to the SEP Business Processes Unit of the QCAA**

Submission may be made by the student or the career adviser, on behalf of the student. Attach a copy of the packaging rules for the core qualification.

## **Step 7: QCAA processes application**

The QCAA processes the application and:

- checks the young person’s personal data and Learner Unique Identifier (LUI)
- checks that the ‘young person’s understanding’ section of the application form has been completed and signed
- accesses the NTIS website to check that the data related to training packages, qualifications and competencies entered on the form for the TTP is accurate
- checks that a copy of the packaging rules for the nearest full qualification is attached
- communicates any errors to the learning provider contact person

- checks that the proposed TTP has not been previously approved by QCAA for another young person. If previously approved, the approval code is recorded on the application
- forwards the TTP application for approval.

## **Step 8: QCAA considers the application**

QCAA contacts the appropriate Industry Skills Council for any recent developments related to the core training package. Any recent or emerging reviews that might impact on the TTP proposal are passed on to the young person or school contact.

## **Step 9: QCAA approves and records the TTP approval on the QCAA database**

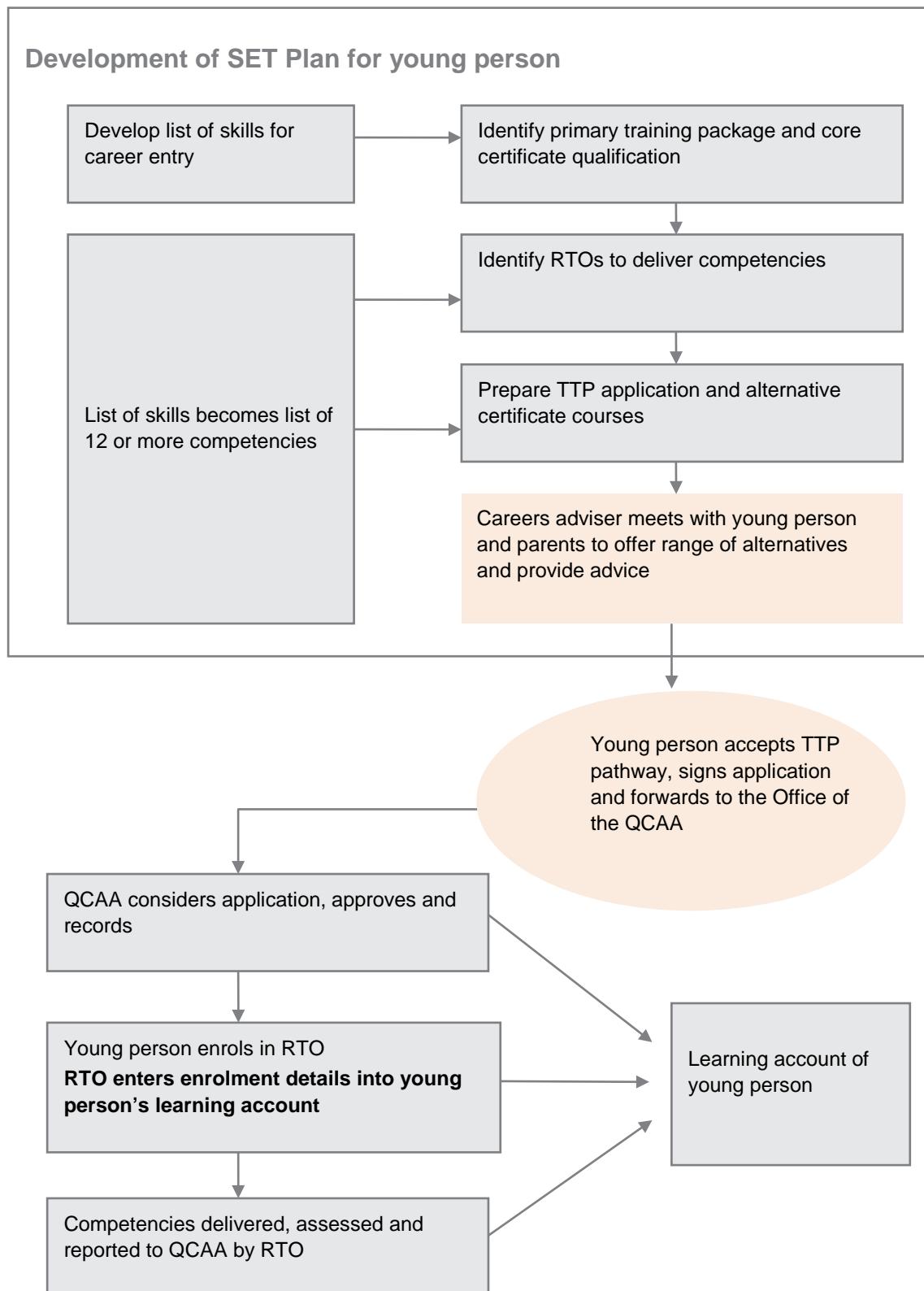
The QCAA notifies the young person in writing that the TTP has been approved and that they may now enrol with the necessary RTO/s.

## **Step 10: The young person enrolls in the competencies at one or more RTO/s**

The RTO enrolls the young person in the competencies. This is recorded in their learning account. The RTO submits electronic AVETMISS enrolment data to the Department of Education, Training and Employment (DETE). The RTO provides training and assessment. When competency is determined, the RTO provides electronic AVETMISS completion data to DETE for each competency. This is entered into the young person's learning account. The RTO issues appropriate statements of attainment.

**Note:** If, after beginning the TTP, the young person decides to complete the 'core certificate' rather than the tailored training program, the young person should inform the training provider and career adviser. The training provider will alter the enrolment to a full certificate course and provide relevant data to the QCAA.

## 7.4 Process flowchart for a tailored training program



## 7.5 Tailored training program application form

To be completed by the applicant

Applicant details			
Family name			
Given names			
Date of birth	LUI		
Address			
	Phone		
Contact school (if applicable)			
School contact			
Career goal			
Reasons why no existing course is suitable as a pathway into this industry:			
Industry or training personnel consulted			
Name	Date	Organisation	Position
Proposed training program			
Primary package code		Title	
Details of nearest full qualification based on majority of the above units			
Code		Title	
Attach a copy of the packaging rules for this certificate.			

## Proposed Tailored Training Program — competencies

Unit of competency code	Unit of competency name	Drawn from which qualification	Prerequisite competency code	Co-requisite competency code
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

**Note:** There must be at least 12 units of competency.

### Student's understanding

I, \_\_\_\_\_ [full name], understand that the above training program will not result in an AQF qualification, and that I will only receive statements of attainment for the VET units of competency achieved. I understand that:

- lodging this tailored training program is not enrolment for the units of competency and I need to enrol with the RTO/s separately
- the approval of this training program is for the purposes of gaining credit towards the QCE only and in no way represents QCAA endorsement of the program as an approved facilitated pathway into the industry
- I will receive four credits towards my QCE only if I complete this tailored training program.

The information you provide on this form will be used in administering and managing tailored training programs for the QCE as part of legislative functions described in the Education (Queensland Curriculum and Assessment Authority) Regulation 2014. Personal information will be accessed by authorised QCAA staff, and handled in accordance with the *Information Privacy Act 2009*. We will contact applicable industry or training personnel about your application.

Young person's  
signature:

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Parent/carer's name:

.....

Parent/carer's  
signature:

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

# **8. Meeting literacy and numeracy requirements using a notional Sound**

Section 3.2 ‘Literacy and numeracy requirements’ lists the subjects that can be used to meet the requirements with a notional Sound.

Even if a student exits one of these subjects with a Limited or Very Limited Level of Achievement, literacy or numeracy requirements are deemed to have been met if a single semester is assessed as ‘notional Sound’.

## **8.1 Determining a notional Sound**

When making a decision about whether the requirements for a notional Sound have been reached in a single semester, a similar approach to that employed for atypical folios is used.

Further information about atypical folios is available in the QCAA handbook, *A–Z of Senior Moderation*, available from the QCAA website ([www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html)).

The learning provider will:

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

Please note:

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

## **8.2 Quality assurance**

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

Learning providers need to make themselves familiar with the contents of the QCAA handbook, *Quality assurance of Authority-registered subjects and short courses*, available from the QCAA website ([www.qcaa.qld.edu.au/10773.html](http://www.qcaa.qld.edu.au/10773.html)).

## **8.3 Random sampling**

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

# 9. QCE scenarios

## 9.1 A general course of study meeting all requirements for a QCE

### Context

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

#### Student's program

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

#### Requirements for a QCE

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

## 9.2 A general course of study with some changes

### Context

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

### Student's program

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

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

## 9.3 The use of conceded semesters from two subjects to be eligible for a QCE

### Context

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

### Student's program

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

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

## 9.4 The use of a notional Sound to be eligible for a QCE

### Context

A student undertook a course of six Authority subjects — English, Mathematics A, Accounting, Home Economics, Drama and Physical Education. They struggled with English but persisted for four semesters and exited at a Limited Level of Achievement.

#### Student's program

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

#### Requirements for a QCE

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

## 9.5 A course of study enhanced with VET studies

### Context

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

### Student's program

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

### Requirements for a QCE

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

## 9.6 A course structured around a school-based apprenticeship

### Context

A student decided that during Years 11 and 12 he would undertake a school-based apprenticeship in carpentry and four Authority subjects. Over the two years, the student completed the 96 days of on-the-job training and the maximum 30% of competencies towards a Certificate III in Carpentry.

### Student's program

Subject	Semesters studied				Exit level of achievement	Credits
	Sem 1	Sem 2	Sem 3	Sem 4		
English	✓	✓	✓	✓	Sound	4
Mathematics A	✓	✓	✓	✓	High	4
Graphics	✓	✓	✓	✓	High	4
Science 21	✓	✓	✓	✓	Very High	4
School-based Apprenticeship	On-the-job training Certificate III competencies				96 days 25%	4 2
						<b>Total credits</b> <b>22</b>

### Requirements for a QCE

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

## 9.7 A student becomes QCE-eligible when completing an apprenticeship started at school

### Context

A student decided that during Years 11 and 12 they would undertake a school-based apprenticeship in carpentry and three Authority subjects. Over the 2 years, they completed the 96 days of on-the-job training and the maximum 30% of competencies towards a Certificate III in Carpentry.

#### Student's program

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

#### Requirements for a QCE

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

### Beyond Year 12

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

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

## 9.8 A student specialises with a variety of learning options

### Context

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

### Student's program

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

### Requirements for a QCE

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

## 9.9 A student makes multiple subject changes and withdraws from subjects

### Context

A student started Year 11 in a program of six Authority subjects. After Semester 1 they decided to exit Mathematics C and take up Geography. At the end of Semester 2 the student decided to swap into Mathematics A from Mathematics B and Science 21 from Chemistry. They also exited Physics.

### Student's program

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

### Requirements for a QCE

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

## 9.10 A student re-assesses their course of study and adds enrolments

### Context

A student started a course in Year 11 consisting of six Authority subjects — English, Mathematics B, Mathematics C, Chemistry, Physics and Physical Education. By the end of Year 11, after struggling in some subjects, they made several changes to their course. The changes have the potential to make the student QCE-ineligible and so the student decides to undertake a Certificate II and complete it in one year.

### Student's program

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

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

# 10. Credit transfer scenarios

## 10.1 Intrastate transfer student: Unable to continue a majority of subjects

### Context

At the new school the student is:

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

### Implications for the QCE

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

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

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

### Student's program

Original school enrolment		New school enrolment
Course	Semesters	Course
English	1, 2	English
Mathematics A	1, 2	Mathematics A
Tourism	1, 2	Tourism SAS
Economics	1, 2	Modern History
Philosophy and Reason	1, 2	Legal studies
Film, Television and New Media	1, 2	Drama

### Action

The student could apply for a relaxation of completed Core requirements using the form *Application for credit transfer and/or relaxation of the completed Core requirement*, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html).

### Other possibilities for the student to consider

The student could not apply for relaxation of completed Core requirements but have the potential to be QCE-eligible by:

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

## **10.2 Intrastate transfer student: Unable to continue some subjects**

### **Context**

At the new school the student is:

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

### **Implications for the QCE**

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

#### **Student's program**

<b>Original school enrolment</b>		<b>New school enrolment</b>
<b>Course</b>	<b>Semesters</b>	<b>Course</b>
English	1, 2	English
Mathematics A	1, 2	Mathematics A
Modern History	1, 2	Modern History
BCT	1, 2	BCT
Economics	1, 2	Legal studies
Film, Television and New Media	1, 2	Drama

### **Action**

No action required.

## **10.3 Intrastate transfer student: Chooses not to continue some subjects**

### **Context**

At the new school the student:

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

### **Implications for the QCE**

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

#### **Student's program**

<b>Original school enrolment</b>		<b>New school enrolment</b>
<b>Course</b>	<b>Semesters</b>	<b>Course</b>
English	1, 2	English
Mathematics B	1, 2	Mathematics B
Biology	1, 2	Biology
Chemistry	1, 2	HPE
Physics	1, 2	Legal studies
Mathematics C	1, 2	Tourism

### **Action**

No action required.

## **10.4 Intrastate transfer student: Able to continue a school-based apprenticeship but unable to continue some subjects**

### **Context**

At the new school the student is:

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

### **Implications for the QCE**

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

#### **Student's program**

<b>Original school enrolment</b>		<b>New school enrolment</b>
<b>Course</b>	<b>Semesters</b>	<b>Course</b>
English	1, 2	English
Mathematics A	1, 2	Mathematics A
Furnishing Studies	1, 2	Building & Construction Studies
Industrial Graphics Studies	1, 2	
Marine Science	1, –	
HPE	1, –	
School-based apprenticeship	–, 2	School-based apprenticeship

### **Action**

No action required.

## **10.5 Intrastate transfer student: Previously studied International Baccalaureate subjects**

### **Context**

At the new school the student wishes to study subjects similar to the IBO subjects undertaken at the previous school.

### **Implications for the QCE**

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

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

### **Student's program**

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

### **Action**

The student should apply for a relaxation of completed Core requirements using the form *Application for credit transfer and/or relaxation of the completed Core requirement*, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html).

## **10.6 Intrastate credit transfer: Queensland school student studying with an RTO no longer operating in Queensland**

### **Context**

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

### **Implications for the QCE**

Successful completion may contribute to the QCE. Since the provider did not provide the results to DET or to QCAA, these results will not:

- be in the student's learning account
- contribute to the awarding of a QCE.

### **Action**

The student should contact QCAA to request the *Application for recording contributing studies results* form. In this situation, since the provider no longer operates in Queensland, QCAA will enter the results into SLIMS.

### **Other examples of such elements of a student's program**

The student has successfully completed:

- tertiary studies in Queensland before 2008
- recognised studies before 2008.

## **10.7 Interstate transfer student: Chooses to continue their program of study**

### **Context**

The student has completed a VET Certificate I in NSW.

### **Implications for the QCE**

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

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

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

### **Student's program**

Original school enrolment		New school enrolment
Course	Semesters	Course
English	1, 2	English
General Mathematics	1, 2	Mathematics A
Modern History	1, 2	Modern History
Drama	1, 2	Drama
Economics	1, 2	
Accounting	1, 2	
		Legal studies
		BCT

### **Action**

The student should apply for a relaxation of completed Core requirements using the form *Application for credit transfer and/or relaxation of the completed Core requirement*, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html).

This form also allows the student to seek recognition of the VET Certificate I towards the awarding of the QCE.

## **10.8 Interstate transfer student: Chooses to continue a minority of subjects in their program of study**

### **Context**

The student has undertaken subjects in a New South Wales school and completed an AMEB recognised course in New South Wales.

### **Implications for the QCE**

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

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

- English (continued)
- Mathematics B instead of Mathematics Extension 1
- No other subjects were continued
- The student cannot reasonably expect to be eligible for the QCE.

### **Student's program**

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

### **Action**

The student could apply for recognition of the recognised AMEB course using the form *Application for credit transfer and/or relaxation of the completed Core requirement*, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html).

### **Possible alternative course of study**

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

The student could then apply for a relaxation of completed Core requirements using the form *Application for credit transfer and/or relaxation of the completed Core requirement*.

## **10.9 Interstate credit transfer: Queensland school student studying an interstate VET qualification**

### **Context**

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

### **Implications for the QCE**

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

### **Student's program**

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

### **Action**

The student will inform the QCAA of the result using Section 3.6 of the form *Application for credit transfer and/or relaxation of the completed Core requirement*, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html).

## **10.10 International transfer student: No gaps in schooling pattern**

### **Context**

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

### **Implications for the QCE**

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

### **Action**

The student could apply for credit transfer for school courses done in England and a relaxation of completed Core requirements using the form *Application for credit transfer and/or relaxation of the completed Core requirement*, available on the QCE website at [www.qcaa.qld.edu.au/3180.html](http://www.qcaa.qld.edu.au/3180.html).