

Queensland Certificate of Individual Achievement

Legislative guidelines

November 2007

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1. Introduction

1.1 Legislative framework

This document contains guidelines for the Queensland Certificate of Individual Achievement (QCIA). Guidelines are statutory instruments that provide detailed information of policy or procedures required to complete the legislative framework.

Relevant legislative provisions for the QCIA can be found in:

- *Education (Queensland Studies Authority) Act 2002* (the Act)
- Education (Queensland Studies Authority) Regulation 2002 (the Regulation).

Specific references to guidelines in the Regulation are quoted in this document to clearly identify the connections between the Regulation and the guidelines.

Use the following links to access relevant legislation documents:

- *Education (Queensland Studies Authority) Act 2002*
<www.legislation.qld.gov.au/legisln/current/E/EducQStAuA02.pdf>
- Education (Queensland Studies Authority) Regulation 2002
<www.legislation.qld.gov.au/legisln/current/E/EducQStAuR02.pdf>.

1.2 Other sources of information

The QSA has published other information relating to the QCIA on its website, <www.qsa.qld.edu.au> and in print. Specifically, further information is available on:

- overview
- registration and learning accounts
- learning options and requirements
- guides and resources
- career guidance

1.3 Terminology

Terms used in this guideline are sometimes different to terms used in the Act and the Regulation. A list of terms with synonymous meanings is provided below.

Term(s) used in guideline	Term(s) in the Act or Regulation
Program of study (for an individual learning program)	Achievement activity
Curriculum plan	Individual learning plan
Course of study, course	Studies
Learning account	Student account
Learner Unique Identifier (LUI)	Student account number
Registration	Opening a student account
Senior phase of learning	Senior secondary education*

* The term senior phase of learning is not exactly equivalent to the term “senior secondary education” as learning from Year 10 can be considered part of the senior phase of learning.

2. Guidelines

2.1 Certification studies

Section 46A of the Regulation states,

46A Certification studies—contributing studies for Queensland certificate of individual achievement

- (1) For the Act, schedule 2, definition *certification studies*, achievement activities are **contributing studies** for a Queensland certificate of individual achievement.
- (2) For this section—
achievement activity means an activity—
 - (a) described in a guideline as an achievement activity for the Queensland certificate of individual achievement; and
 - (b) completed by a person—
 - (i) while enrolled at a school; and
 - (ii) as part of an individual learning program developed for the person at the school.

These guidelines describe *achievement activities* for the Queensland Certificate of Individual Achievement and their relationship to an individual learning program.

2.2 Categories of achievement activity

Achievement activities for the Queensland Certificate of Individual Achievement (QCIA) are undertaken by nominated students as part of the individual learning program developed by the school. Achievement activities are grouped into two categories; those that produce results:

- for a Statement of Achievement; or
- for a Statement of Participation.

Statement of achievement category

Achievement activities in the Statement of Achievement category are further identified under six headings called curriculum organisers.

Schools can include some or all of the six curriculum organisers to describe the achievement activities in the student's individual learning program. The six curriculum organisers are:

- **Areas of study and learning** that could include information about performance in school subjects or broad areas of learning that the school identifies and develops to meet the educational needs of students.
- **Communication and technologies** that could include information about how the student communicates, e.g. in literacy and numeracy - including the use of devices adapted for calculation, reading, writing, listening, speaking or speech equivalent and viewing. It could also include information about the use of computers and other communication tools.

- **Community, citizenship and the environment** that could include information about involvement in and contribution to the local and wider community through activities that may centre on the environment, nature, the human-made world, and using community facilities.
- **Leisure and recreation** that could include information about the student's taking part in competitive individual and team sports, outdoor pursuits, fitness and physical development programs, and the use of leisure time in active and constructive ways. It could cover health and wellbeing, safety, cooperative and group skills.
- **Personal and living dimensions** that could include information about personal development and management, setting goals, making decisions, getting around a locality, health, nutrition, interpersonal skills, being independent, and living with others.
- **Vocational and transition activities** that could provide information about vocational and work activities in either school-based or accredited courses. It may also include information on how the student accesses local and community resources to plan for the future.

Statement of participation category

Achievement activities in this category include the names or titles of activities a student has undertaken or completed. No explanation or description of the activity is required nor is there a need to refer to standards of achievement that might be associated with the activity. Achievement activities that can be included in this category relate to:

- community-based learning
- work placement or work experience
- extracurricular activities
- enrichment programs
- community access programs
- mentor programs with employers.

2.3 Individual learning program

Individual learning program

For an achievement activity to contribute to the QCIA it must be completed by a nominated student as part of an individual learning program developed for the student by the school. Individual learning programs are programs designed for students with impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Schools can identify programs of study as components of the individual learning program. Programs of study for an individual learning program may be:

- Modified versions of subjects derived from an Authority-approved senior syllabus or Study Area Specification.
- School-developed programs of study. These may be derived from parts of syllabuses such as the QSA Years 1–10 Key Learning Areas (KLAs) syllabuses or be generated by the school.
- External programs of study other than components of Australian Quality Training Framework (AQTF) certificate courses.

Curriculum plan and eligibility form

The individual learning program is documented on the Curriculum Plan section of the eligibility form used to nominate the student for the QCIA. This form must be completed and submitted to the Queensland Studies Authority.

A copy of this plan is available on the QSA website at <www.qsa.qld.edu.au> under Years 10-12 > Certificates & qualifications > Queensland Certificate of Individual Achievement > Guides and resources.

The curriculum plan is used for verification purposes in the student's exiting year to ensure that the certificate information for the student is a valid interpretation of the student's achievement activities.

2.4 Achievement activities and the QCE

As contributing studies for the QCIA, achievement activities:

- Do not have credit value for the QCE,
- Do not contribute to credit value for the QCE, and
- Do not contribute to the required pattern for the QCE.

Students nominated for the QCIA can also have achievements for studies that contribute to the QCE recorded in their learning accounts.

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