



ACT BSSS Course Register 2026

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Overview

A key function of the BSSS is to establish guidelines for course development and accreditation (**Refer to Attachment 1**).

The BSSS Course Register (**Refer to Attachment 2**) records courses accredited for recognition on the ACT Senior Secondary Certificate (*Refer to Board of Senior Secondary Studies Act 1997, Part 5,29*).

The BSSS Course Register is a cultural artefact. It is an expression of our community's aspirations for young adults. The BSSS Course Register defines the role and purpose of senior secondary education in the ACT.

The BSSS Course Register comprises 11 course frameworks and 113 unique courses, some with multiple classifications.

Courses include:

- 83 available at T classification
- 91 available at A classification
- 84 available at M classification
- 10 available at H classification
- 28 courses integrating a VET Training Package.

The ACT BSSS Course Register intersects with national and local priorities and includes:

- curriculum developed in partnership with expert teachers, meeting the BSSS vision and principles for senior secondary curriculum outlines in the *BSSS Policy and Procedures Manual (Refer to Attachment 3)*
- curriculum that articulates the learning entitlement for all students in the ACT, meeting the goals outlined in *The Alice Springs (Mparntwe) Education Declaration (Refer to Attachment 4)*
- a Senior Secondary Certificate qualifying individuals with knowledge, skills, and values for diverse pathways to further learning, work and effective participation in civic life, meeting requirements outlined in the *Australian Qualifications Framework (Refer to Attachment 5)*
- both equity and quality thus fulfilling a major principle outlined in the *Future of Education, An ACT Education strategy for the next 10 years (Refer to Attachment 6)*

'T' classification is given to a senior secondary course which is considered by the Board to prepare students for higher education.

'A' classification is given to a senior secondary course which is deemed by the Board to be educationally sound and appropriate for students in years 11 and 12.

'M' classification is given to a senior secondary course which is considered by the Board to provide appropriate educational experiences for students who meet specific intellectual disability criteria.

'E' classification courses are vocational programs recognised by the BSSS that are registered with ASQA, lead to a nationally recognised vocational qualification (Certificate or Statement of Attainment), and are delivered by an external Registered Training Organisation.

'H' classification is given to a senior secondary course which is designed and accredited by the BSSS and an Australian university and where successful completion of the course can be recognised towards an undergraduate degree with that university.

'R' classification is given to registered school based participation units that provide a learning experience designed to develop capabilities for students in years 11 and 12.

What is senior secondary education?

Education is *senior secondary education* if it is normally provided to students in the final 2 years of full-time secondary schooling.

The main functions of the board are as follows:

- (a) to accredit or register courses taught by recognised educational institutions
- (b) to approve, consistent with national agreements, recognised educational institutions for teaching vocational education courses
- (c) to establish guidelines for the development of courses by the board or by a recognised educational institution
- (d) to establish principles and procedures for the assessment of attainments of students and the moderation of the assessments
- (e) to provide to people who have undertaken courses, or units of courses, certificates, and transcripts of their attainments
- (f) to provide information on—
 - (i) the performance of students and former students; and
 - (ii) the policies and procedures of the board
- (g) to review its own operations and the operation of this Act
- (h) to advise the Minister on any matter mentioned in this section (including something mentioned in section 5A to section 5D).

Attachment 2

Framework	Mathematics	English	Humanities and Social Science	Science	Language	Commerce	The Arts	Health, Outdoor and PE	Industry and Services	Integrated Learning	Technologies
A/T/M/V Courses	Bridging Numeracy A/M	Bridging Literacy A/M	Ancient History A/T/M	Agriculture A/T/M	Advanced Modern Languages A/T/M	Accounting A/T/M	Dance A/T/M	Athlete Development A/T/M	Automotive Technology A/M/V	Connected Learning A/M	Data Science A/T/V
	Essential Mathematics A/M	EAL A/T	Early Childhood Studies A/T/M	Biology A/T	Beginning Classical Languages A/T/M	Business A/T/M	Drama A/T/M	Exercise Science A/T/M	Business Services A/M/V	Education Studies T	Design and Emerging Technologies A/T/M
	Further Mathematics Integrated T	EAL-English Integrated A/T/M	Geography A/T/M	Chemistry T	Beginning Modern Languages A/T/M	Commerce Integrated A/T/M	Media A/T/M/V	Public Health A/T/M	Construction Pathways A/M/V	Interdisciplinary Inquiry A/T/M	Design and Graphics A/T/M
	Mathematical Applications T	English T	Global Studies A/T/M	Earth and Environmental Science A/T	Continuing Classical Languages A/T/M	Economics A/T/M	Music A/T/M/V	Outdoor and Environmental Education A/T/M	Digital Products A/M/V	Pacific Studies A/T/M	Design and Technology Integrated A/T/M/V
	Mathematical Methods T	English/ Literature Integrated T	History Integrated A/T/M	Food Science and Nutrition A/T/M	Continuing Modern Languages A/T/M	Tourism and Event Management A/T/M/V	Photography A/T/M	Outdoor Recreation A/M/V	Food Studies A/M	Pathways to Work and Learning A/M/V	Design and Textiles A/T/M/V
	Specialist Mathematics T	Essential English A/M	Indigenous Language and Culture A/T/M	Health Science A/T/M	Translating and Interpreting T		Visual Arts A/T/M	Physical Education Studies A/M	Furniture Making Pathways A/M/V		Designed Environments A/T/M
	Specialist Methods T	Literature T	Legal Studies A/T/M	Interdisciplinary Science A/T/M			Specialised Dance A/T/M		Horticulture A/M/V		Digital Technologies A/T/M/V
			Modern History A/T/M	Physics T			Specialised Drama A/T/M		Live Production and Services A/M/V		Engineering Studies A/T
			Philosophy A/T/M	Psychology A/T			Specialised Media A/T/M/V		Metal Products A/M/V		Hospitality A/M/T/V
			Politics A/T/M				Specialised Music A/T/M/V		Sport, Fitness and Recreation A/M/V		Information Technology Integrated A/T/M/V
			Pre-Modern History A/T/M				Specialised Photography A/T/M		Timber Products A/M/V		Networking and Security A/T/V
			Religious Studies A/T/M				Specialised Visual Arts A/T/M				Robotics and Mechatronics A/T/M/V

Framework	Mathematics	English	Humanities and Social Science	Science	Language	Commerce	The Arts	Health, Outdoor and PE	Industry and Services	Integrated Learning	Technologies
A/T/M/V Courses			Social and Community Work A/T/M/V				Stage Performance A/M/V				
			Sociology A/T/M				Studies of Dance A/T/M				
			Studies of Religion A/T/M				Studies of Drama A/T/M				
			World Religions A/T/M				Studies of Media A/T/M/V				
							Studies of Music A/T/M/V				
							Studies of Photography A/T/M				
							Studies of Visual Arts A/T/M				
Framework	Mathematics	English	Humanities and Social Science	Science	Language	Commerce	The Arts	Health, Outdoor and PE	Industry and Services	Integrated Learning	Technologies
H Courses		UC H Course Creative Writing	UC H Course Politics and Democracy	UC H Course Meeting Environmental Challenges		UC H Course Business Decision Making		UC H Course Performance Analysis in Sport			UC H Course Visual Communication Theory and Principles
				UC H Course Understanding People and Behaviour							UNSW H Course Cybersecurity
				UC H Course Systemic Anatomy and Physiology							UNSW H Course Systems Architecture

R Units
College Based R Units
Community Service R Units
Cultural R units
Sport and Recreation R Units
Work Exploration R Units

3.1.1 Vision

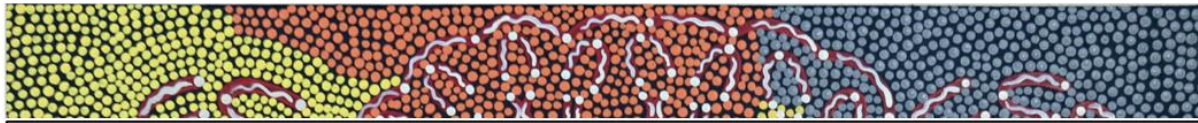
The Board is committed to a curriculum that:

- promotes quality teaching and learning
- is flexible by enabling ACT colleges and teachers to determine how best to plan, teach and assess students according to needs of those students
- inspires young adults to learn and become confident, creative, active, and informed citizens who make a valuable contribution to society
- reflects coherence and cohesion.

3.1.2 Principles

The Board is committed to a curriculum that:

- provides a platform for high quality learning
- upholds high expectations for achievement of all young adults and makes provision for diverse learners
- is rigorous and displays consistency, purpose, and quality design
- is responsive to community expectations and developed collaboratively
- provides opportunities for all young adults to develop ethical and intercultural understandings
- ensures multiple pathways for all young adults to attain work and life skills including functional literacy and numeracy.



The Education Goals for Young Australians

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

Senior Secondary Certificate of Education qualification type descriptor	
Purpose	The Senior Secondary Certificate of Education qualifies individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life
Knowledge	Graduates of a Senior Secondary Certificate of Education will have foundational knowledge across a range of learning areas and some specialist discipline or technical knowledge
Skills	<p>Graduates of a Senior Secondary Certificate of Education will have:</p> <ul style="list-style-type: none"> • literacy, numeracy and communication skills and use information communication technologies skills to present knowledge and ideas to others • cognitive skills to access, record and act on information from varied sources appropriate to subject disciplines and to move across subject disciplines to develop new expertise • cognitive, technical, communication and creative skills for particular disciplines and to integrate disciplines to solve problems, to underpin flexible and analytical thinking and to work with others
Application of knowledge and skills	<p>Graduates of a Senior Secondary Certificate of Education will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • with depth in some areas to tasks or functions in known or changing contexts • in particular contexts within civic life, work and lifelong learning as successful learners, confident individuals and team members and active and informed citizens • in contexts that include taking individual responsibility with some direction and some accountability for the quality of outcomes
Volume of learning	The volume of learning of a Senior Secondary Certificate of Education is typically 2 years



EQUITY

Student achievement sets aside economic, social and cultural barriers.

Equity means students are supported according to their personal needs rather than being treated identically. All children and young people deserve the support they need to achieve a good education. Community members, parents, students, teachers and education experts all believe that equity is important. Quality education systems must be equitable.⁶

Equity requires a differentiated approach, recognising that students have different backgrounds and starting points in their learning. Some students may (at times and with some of their learning) require more assistance in order to achieve their best.

Education is an opportunity to develop ALL our kids into the best people they can be. All over the world a good education appears inversely proportional to poverty. Education not only provides a springboard of opportunity but promotes dignity, health and freedom.

- Parent

As a signatory to the *Melbourne Declaration on Educational Goals for Young Australians*, the ACT Government is committed to promoting equity and excellence in schooling.

