

# QUALITY ASSURANCE POLICY

## SCOPE

This policy underpins the quality assurance mechanisms used by The Office of Tasmanian Assessment, Standards and Certification (TASC) to quality assure its qualifications and the delivery and assessment of its courses, as legislated within the [Office of Tasmanian Assessment, Standards and Certification Act 2003](#) (*the Act*).

## PURPOSE

The purpose of this policy is to outline the mechanisms TASC has in place to ensure:

- relevant national and state standards for TASC accredited senior secondary courses and TASC issued qualifications, as stated in *the Act*, are monitored and met
- community confidence in the integrity and validity of qualifications issued by TASC
- robust quality assurance systems

## POLICY STATEMENT

This policy supports Goal 1 of [TASC's Strategic Plan 2018-2022](#) to provide premium qualifications that are meaningful and relevant, and is underpinned by TASC's values of integrity, and equity. TASC is committed to:

- upholding standards
- using processes that are open and transparent
- being fair and impartial

To maintain confidence in the integrity and validity of its qualifications, TASC has processes in place to ensure that its accredited courses are of a consistently high standard and quality. In accordance with the legislation, TASC sets the standards for Tasmanian senior secondary courses through a rigorous course accreditation process (see [the TASC Course Accreditation policy](#)).

TASC is responsible for the quality assurance of:

- its qualifications
- the delivery and assessment of TASC accredited courses

TASC uses a variety of mechanisms to quality assure the delivery and assessment of TASC accredited courses. All schools and other education providers who deliver TASC accredited courses and who require TASC to issue formal qualifications must register with TASC each year.

TASC's [Standards for the provision of TASC-accredited senior secondary courses](#) apply to all registered providers.

## REQUIREMENTS

This policy will be implemented in accordance with the legislative requirements in [the Act](#) including:

- Section 10(1)(d) which states that one of the functions of TASC is to “determine standards and qualifications in senior secondary education and other education, and provide for or determine related matters”
- Section 33 which states that registered education providers must meet the standards for provision and assessment of accredited senior secondary courses
- Section 56(e) which outlines TASC’s responsibility in determining that the conditions of providing an accredited course are being met.

## RESPONSIBILITIES

TASC stakeholders are required to fulfil their duties and obligations as outlined below.

Entity	Responsibilities
The Office of TASC	<p>The Executive Officer, TASC</p> <ul style="list-style-type: none"> <li>• ensures this policy and associated procedures are adhered to</li> <li>• has responsibility for the risk management of this policy and associated procedures</li> <li>• ensures appropriate, open and transparent quality assurance processes are used</li> </ul> <p>The Office of TASC</p> <ul style="list-style-type: none"> <li>• sets the Standards for the provision of TASC-accredited senior secondary courses</li> <li>• determines standards for courses it accredits</li> <li>• determines appropriate quality assurance models for courses it accredits and qualifications it issues</li> <li>• develops and publishes quality assurance requirements</li> <li>• provides timely information to schools and other providers in relation to quality assurance requirements for TASC accredited courses</li> <li>• undertakes quality assurance processes</li> <li>• provides feedback to schools/other providers on quality assurance outcomes to enable improved practice</li> </ul>
School Principals	<ul style="list-style-type: none"> <li>• comply with TASC school registration requirements</li> <li>• comply with the Standards for the provision of TASC-accredited senior secondary courses apply to all registered providers</li> <li>• act on quality assurance feedback from TASC</li> </ul>

## DEFINITIONS

**academic integrity** refers to high standards of honesty in the work students submit for assessment. TASC's external Rule 3(a) states that 'any material submitted by a candidate for external assessment must, except where the source of the information, images, ideas or words is explicitly acknowledged, be the work of the candidate'

**higher education** means education provided by tertiary education institutions

**internal moderation of assessments** is the process of ensuring comparability of assessments against the standards between teachers and schools in the same course

**other education** means formal studies undertaken in Years 11 and 12 that are not senior secondary or higher education courses, and are not Vocational Education and Training (VET) qualifications/units of competency

**a qualification** is an official record of achievement of successful completion of a course of study such as the Tasmanian Certificate of Education (TCE). It also means the award given for a TASC accredited senior secondary course at a particular level of complexity e.g. English Applied, Level 2, Satisfactory Achievement

**quality assurance** is a system of transparent processes which underpin confidence in the integrity and validity of TASC qualifications. A variety of quality assurance mechanisms is undertaken by TASC.

**senior secondary course** means a course that is usually undertaken in Years 11 and 12

**senior secondary education** means secondary education that is undertaken following the completion of the fourth year of secondary education, usually referred to as Years 11 and 12

**TASC accredited courses** means senior secondary courses that have been accredited by TASC

## VERSION CONTROL

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