SENIOR SECONDARY

ACCREDITATION FRAMEWORK



VISION

To provide for relevant, high quality and engaging learning and assessment that prepare all learners for life beyond school.

PRINCIPLES UNDERPINNING THIS FRAMEWORK

ACCESS

The diversity of senior secondary courses provides appropriate opportunities for all students to engage in learning that meets their individual needs, interests and pathways.

EXCELLENCE

Senior secondary courses are designed to enable learners to achieve high standards and growth in their learning, no matter what the starting point.

ACHIEVEMENT

Senior secondary courses have clear, meaningful work requirements that facilitate authentic demonstration of achievement and well-defined assessment criteria and standards aligned with stakeholder expectations.

PRIORITIES FOR THE ACCREDITATION OF SENIOR SECONDARY COURSES

WE WILL ACCREDIT COURSES THAT:

Provide meaningful pathways

by ensuring learners have purposeful opportunities to build on their existing capabilities and enable them to meet their future work or learning aspirations.

Prepare life-ready learners

by maximising learners' potential to engage with and effectively participate in work, community life and learning beyond senior secondary school.

Support retention, engagement and attainment

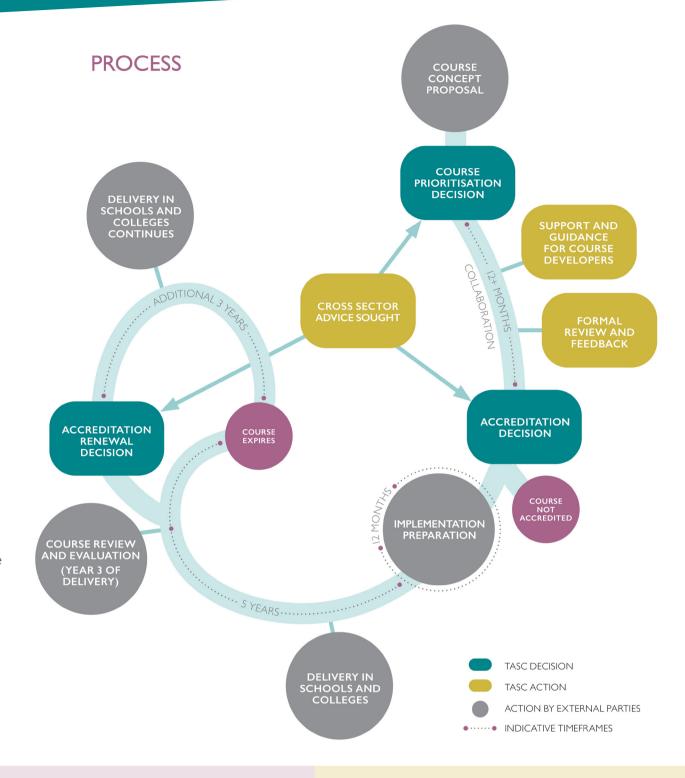
by providing relevant and engaging learning that meets student needs, interests and priorities.

Build a future-focused Tasmania

by equipping learners to actively contribute to Tasmania's social, cultural and economic future.

Position learners to be competitive in national and global contexts

by ensuring learners have skills, knowledge and qualifications that are broadly valued and widely recognised.



STANDARDS WHICH MUST BE MET FOR A SENIOR SECONDARY COURSE TO BE ACCREDITED

GENERAL REQUIREMENTS

An accredited course will include the following components:

- course description
- access and resource requirements
- course content
- work requirements
- learning outcomes
- assessment criteriacriterion elements
- standards and associated descriptors
- relevant appendices.

The course will:

- achieve direct outcomes for students in at least three of the priorities for the accreditation of senior secondary courses
- have identified, purposeful pathways into, and out of the course
- match the proposed size value and level of complexity
- be explicit in communicating expectations to ensure consistent interpretation
- be designed so that all formal teaching and assessment is undertaken by registered teachers or qualified trainers and assessors
- be substantially different to other TASC-accredited courses
- include fair and reasonable access and resource requirements as appropriate.

The course description will:

- clearly and succinctly describe the course
- be written for a student audience
- stand alone and be applicable for use in course promotion materials.

The course document will:

- comply with the Department of Education's The Good Writing Guide, including the use of plain English and clear definition of terms where required
- meet Web Content Accessibility Guidelines (WCAG) 2.x AA
- be accompanied by all relevant supporting documents, including:
 - » evidence of meaningful consultation with all relevant stakeholders
 - » description of how any necessary tools and resources (human and material) will be secured for the effective delivery and assessment of the course
 - » suitable external assessment specifications as required.

SCOPE

The content of the course will:

- sufficiently and clearly outline what students undertaking the course will study
- include a core of at least two-thirds common learning.

Work requirements will:

- provide suitable opportunities for students to demonstrate achievement of all the assessment criteria
- represent a reasonable volume of work, allowing teacher and learner agency.

LEARNING OUTCOMES

Learning outcomes will:

- clearly identify and describe the skills, knowledge and understanding to be gained from the course
- be unique within the course (separate and distinct from one another)
- be collectively exhaustive (collectively, cover the skills, knowledge and understanding the student will gain by the end of the course).

ASSESSMENT

Assessment criteria will:

- directly relate to the learning outcomes
- specify the skills and knowledge that will be assessed, and the level or performance or understanding that is expected
- be distinct and of equal substance
- allow for meaningful award distinctions to be articulated in award algorithms.

Criterion elements will:

- identify discrete components or characteristics of each criterion
- not indicate order of importance
- include, where relevant, a criterion element relating to referencing.

Standards will:

- specify how student achievement of the criterion will be measured
- include descriptors for each element providing specific measures of student achievement
- identify a clear progression from C to B to A ratings
- be written from the students' perspective.

AUSTRALIAN CURRICULUM

If there is a relevant Australian Curriculum Senior Secondary subject, then:

- a significant proportion of the course will align with the relevant Australian Curriculum
- all applicable achievement standards in the relevant Australian Curriculum will be recognisable in the course
- the standards in the course will align with the relevant Australian Curriculum achievement standards.