

STANDARDS FOR THE PROVISION OF TASC-ACCREDITED SENIOR SECONDARY COURSES

SCOPE

These Standards apply to all Tasmanian schools and colleges which register to deliver and assess senior secondary courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC).

PURPOSE

The purpose of the Standards is to set clear and measurable requirements for all schools/colleges registered to provide TASC-accredited senior secondary courses. They are intended to ensure:

- the correct delivery and assessment of TASC-accredited senior secondary courses
- fairness, equity and comparability of internal assessments
- the reliability, validity and integrity of qualifications issued by the Office of TASC
- clarity about roles and responsibilities regarding quality assurance and related matters
- clarity regarding required formal communications and record-keeping.

DEFINITIONS

TASC-accredited senior secondary course: a course of study designed for Tasmanian Year 11 - 12 students accredited by the Executive Officer, TASC under Section 26 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003 (the Act)*.

Course provider: a school, college, network or entity that registers with the Office of TASC to provide one or more TASC-accredited senior secondary courses to students.

Policy: a concise statement of intent, actions and position in relation to a particular matter.

Procedures: established methods or courses of action (such as steps involved in a formal process) used to achieve a particular result.

Quality assurance: formal activities aimed at ensuring levels of quality - reliability, validity and integrity - are maintained and enhanced through a focus on course delivery and assessment processes.

Scope: the set of TASC-accredited courses a school or college is registered to deliver and assess.

LEGISLATIVE FRAMEWORK

[The Office of Tasmanian Assessment, Standards and Certification Act 2003](#) Section 33 (1) gives the Office of TASC powers to, "set or adopt standards for the provision and assessment of accredited senior secondary courses."

THE STANDARDS

There are ten (10) Standards required by TASC that schools and colleges registered to provide accredited Tasmanian senior secondary courses must meet:

- Standard 1:** Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met
- Standard 2:** Course providers will ensure that individual students are exposed to the learning required by a course
- Standard 3:** Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable
- Standard 4:** Course providers will ensure that accurate assessment records are maintained
- Standard 5:** Course providers will have effective and documented procedures to ensure comparability of the interpretation and application of course standards to the evidence of student work
- Standard 6:** Course providers will have policies and procedures to ensure that any disputes regarding internal assessments are resolved prior to final reporting to TASC
- Standard 7:** Course providers will ensure that students are given explicit learning regarding academic integrity
- Standard 8:** Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the academic integrity of externally assessed folios are resolved
- Standard 9:** Course providers will undertake all quality assurance processes required by the Office of TASC
- Standard 10:** Course providers will ensure that their registered scope of courses and associated enrolments are accurate and up-to-date, that they have policies and procedures regarding student movement between courses, and that final reporting to TASC occurs by due dates

STANDARD I

Standard I: Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met

The focus of this Standard is to ensure that a course is delivered and assessed in its entirety, and that any course-specific requirements are met. Course-specific requirements may include:

- Access Requirements - only some students may enrol as it is not designed for all
- Resource Requirements - specialised equipment or resources are needed for the course
- Work Requirements - the course may specify minimal tasks or experiences that students must undertake.

Examples of evidence that Standard I is being met	Possible methods to monitor Standard I
<ul style="list-style-type: none">• documents (such as course counselling guidelines or diagnostic tests) demonstrating how a course's Access Requirements are monitored and met• school has met any Resource Requirements (e.g., specialised equipment required by the course)• use of the current version of the course document (as per the TASC website)• documented planning for delivery and assessment of the course<ul style="list-style-type: none">○ scope and sequence (delivery and assessment plans)○ assessment matrix (may be included with scope and sequence). Any course Work Requirements are included in the assessment plan• unit/lesson plans.	<ul style="list-style-type: none">• school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers)• TASC desktop-audits• TASC on-site audits.

STANDARD 2

Standard 2: Course providers will ensure that individual students are exposed to the learning required by a course

The focus of this Standard is to ensure that each student is provided with appropriate opportunities to undertake the learning, and formative and summative assessments required by a course.

Examples of evidence that Standard 2 is being met	Possible methods to monitor Standard 2
<ul style="list-style-type: none">• attendance records (lesson-by-lesson). Attendance information might be entered directly into a school's electronic system or from a paper-based register• student log books/time sheets (may be used in cases of course activities outside normal school hours/classroom environments)• documented policies and procedures addressing issues such as:<ul style="list-style-type: none">○ attendance expectations / how unexplained absences are managed○ how students with prolonged absences are supported in their learning.	<ul style="list-style-type: none">• school-based monitoring and audits• TASC desktop-audits• TASC on-site audits.

STANDARD 3

Standard 3: Course providers will ensure that assessment tools meet the requirements of the course and are fair, valid and equitable

The focus of this Standard is to ensure that summative assessment instruments used to measure student achievement are fit for purpose and fair.

Examples of evidence that Standard 3 is being met	Possible methods to monitor Standard 3
<ul style="list-style-type: none">• individual assessment tasks:<ul style="list-style-type: none">○ note the criterion/ia (and standard elements as appropriate) that are being assessed○ indicate the relative weighting/significance of the individual task to overall assessment of the criterion/ia○ give students clear performance indicators (what has to be done). While these are typically based on the criterion/ia standard elements to be assessed, performance indicators can serve to contextualise standard elements in light of the specific requirements of a particular assessment instrument○ do not privilege certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds○ actually allow assessment of the nominated criterion/ia, and for the potential to demonstrate the highest defined standards (unless otherwise noted)• marking guides/tools are developed and used to ensure consistency of assessment• all Work Requirements defined by the course are addressed in the overall assessment regime• a suitable variety of assessment methods are used (e.g. observations, assignments, tests, peer and self-assessment, and oral/multi-modal presentations, reports and essays).	<ul style="list-style-type: none">• school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers)• TASC desktop-audits• TASC on-site audits.

STANDARD 4

Standard 4: Course providers will ensure that accurate assessment records are maintained

The focus of this Standard is to ensure that assessment judgements are formally recorded, and that the records are clear and easy to interpret, and are secure.

Examples of evidence that Standard 4 is being met	Possible methods to monitor Standard 4
<ul style="list-style-type: none">• assessment records include the:<ul style="list-style-type: none">○ student's name○ date of the assessment○ assessment task/tool title/description○ criterion/ia (and standard elements as appropriate) assessed○ relative weighting/significance of the individual task to overall assessment of the criterion/ia○ level of achievement demonstrated (e.g. C+, 52%, 7/10)• articulated final assessment rubrics are given that clearly indicate how final judgements are made for each criterion (the 'rules' used to determine the final rating)• assessment records are up-to-date• assessment records are secure from:<ul style="list-style-type: none">○ unauthorised access○ loss (e.g. they are backed-up)• assessment records are stored on an official, centralised system (in addition to any mark-book held by a teacher).	<ul style="list-style-type: none">• school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers)• TASC desktop-audits• TASC on-site audits.

STANDARD 5

Standard 5: Course providers will have effective and documented procedures to ensure comparability of the interpretation and application of course standards to the evidence of student work

The focus of this Standard is to ensure the reliability and comparability of internal assessment judgments. Effective implementation of this Standard is required in order to ensure the reliability, validity and integrity of qualifications issued by the Office of TASC.

Principles underpinning the Standard include: equity; fairness; and justice.

The Standard means:

- an individual teacher's interpretation and application of a course's criteria standards is comparable with that made by other teachers in the state (i.e. a piece of student work would be given a similar assessment by 'teacher X' in Hobart and 'teacher Y' in Smithton)
- in cases where a school has more than one class of a course with different teachers, assessment judgements are consistent between classes (i.e. a piece of student work would be given a similar assessment by all teachers of the same course at a school).

In addressing the Standard schools need to have articulated policies and procedures that include:

- why and how the school undertakes activities to implement the Standard:
 - internal moderation (within-school, and within networks where applicable)
 - formal Moderation Days
 - TASC quality assurance activities (e.g. Quality Assurance Meetings)
 - teachers' on-going professional development and learning (including participation in TASC external assessment as Markers etc.)
 - NOTE: it is an expectation that schools registered with TASC will release staff as required by the Office to participate in external assessment processes
- the school's commitment to resourcing such activities
- expectations, roles and responsibilities regarding these activities
- school-based guidelines regarding the number and scope of assessment tasks that will be common to all classes of a specific course (and the use of associated marking guides and internal moderation)
- how formal advice and feedback (such as TASC Quality Assurance Meeting Reports and Audit Reports, and Level 3 and 4 internal/external rating data sets) are used to inform assessment judgements, and how this is monitored within the school.

Standard 5 continued

Examples of evidence that Standard 5 is being met	Possible methods to monitor Standard 5
<ul style="list-style-type: none">• documented policies and procedures addressing the Standard• staff know about - and understand the significance of - the school's methods to address the Standard and their own roles and responsibilities• strong correlations in data sets<ul style="list-style-type: none">○ TASC Quality Assurance Meeting Reports (Provider vs Meeting assessments)○ Level 3 and 4 internal/external rating data• feed-back from Moderation Days.	<ul style="list-style-type: none">• school-based monitoring and audits• TASC desktop-audits• TASC on-site audits• analysis of TASC-provided data sets.

STANDARD 6

Standard 6: Course providers will have policies and procedures to ensure that any disputes regarding final internal assessments are resolved prior to reporting to TASC

The focus of this Standard is to ensure that any disputes regarding final internal assessments are determined prior to a school sending ratings to TASC in Term 4 each year.

In order to achieve this schools must have systems in place to: inform students about their predicted final internal ratings for each course studied; undertake any requested review in fair and just manner; and make and record the determination of the process.

Schools will have policies and procedures that address the following:

- when and how students are informed of their final internal ratings for each TASC-accredited senior secondary course studied:
 - schools need to be mindful of timelines: the need to ensure that all assessments have been completed, recorded and final assessment judgments made (using articulated rubrics); and the need to report final ratings to TASC in Term 4 each year (Level 3 & 4 courses prior to Level 1 & 2)
 - the method used to inform students should be formal (e.g. a form noting the course, criteria and final internal ratings for each (and perhaps predicted award), a place for the student to indicate if they seek a review (and for which criterion/ia), a place for the student and teacher to sign and date the form, a copy for the student and a copy for the school's central recording system. An example form is available on the webpage: [Tools for Teachers](#))
- how students are informed of their right to request a review of a final internal rating (e.g. in a Student Handbook and on the form noted above)
- how a review is conducted by the school:
 - who will undertake the review? (e.g. the school's learning area head and a class teacher, or a panel appointed by the principal)
 - what are the timelines? (noting the process must be completed prior to the date of reporting to TASC)
 - what evidence might be considered? (e.g. checking application of the final assessment rubric to the assessments recorded, re-assessment of one or two major pieces of work (it is not expected that all work would be re-marked), undertaking an additional assessment task)
 - who else will be involved? (e.g. parents/guardians)

Standard 6 continued

- how is the outcome of a review communicated to the student, and recorded:
 - the method used to inform the student of the determination of the review should be formal (e.g. a letter or formal email)
 - all associated documents (forms, evidence considered, meeting records and determinations made (by whom and when) and communications) must be formally filed in the school's central records system.

Examples of evidence that Standard 6 is being met	Possible methods to monitor Standard 6
<ul style="list-style-type: none">• policies and procedures that address the noted requirements• documents such as Student Handbooks and newsletters that give information about the processes• staff and students know about, and can discuss the processes• filed records from past reviews.	<ul style="list-style-type: none">• school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers)• TASC desktop-audits• TASC on-site audits• number/nature of complaints made to TASC regarding a school's final internal assessment judgements.

STANDARD 7

Standard 7: Course providers will ensure that students are given explicit learning regarding academic integrity

The focus of this Standard is to ensure that students are given appropriate learning opportunities regarding:

- the nature and significance of authenticity and academic integrity
- how to reference/cite other people's information, images, ideas or words (including material from the internet) in their own work
- how to create appropriate reference lists/bibliographies
- and, for students undertaking Level 3 or 4 courses that involve externally assessed folios, the significance of [TASC's External Assessment Rule](#) (#3: 'Externally assessed folios and other project work').

Most Level 2, 3 and 4 courses have criteria with standard elements explicitly referring to academic integrity and referencing. While Level 1 courses generally lack such standard elements, schools should teach students undertaking such courses the basic principles of academic integrity, and citation.

TASC has prepared an [Authenticity and Academic Integrity Guide](#) for students. This can be downloaded from the TASC website and freely copied/distributed to students.

It is expected that teachers model the best practice of academic integrity (e.g. cite the use of other people's information, images, ideas or words used in information sheets or assessment tasks given to students).

In addition to academic integrity, schools will teach students about the significance of time management and submitting work by due dates (e.g. the penalties for late submission of externally assessed folios, and any school-based penalties for late submission of internally assessed tasks).

Standard 7 continued

Examples of evidence that Standard 7 is being met	Possible methods to monitor Standard 7
<ul style="list-style-type: none">• school-based policies and procedures regarding academic integrity: how it is taught; and how internal breaches and late submissions of work are managed by the school• use of additional/supplementary assessment techniques in cases where academic integrity is questionable (e.g. oral assessments or comparing work with tasks done under test conditions)• teacher-developed learning materials model best practice• staff and student awareness of academic integrity (e.g. ability to discuss and apply the principles).	<ul style="list-style-type: none">• school-based monitoring• TASC desktop-audits• TASC on-site audits• TASC's requirement of evidence from a school if possible breaches of External Assessment Rule (#3) are found.

STANDARD 8

Standard 8: Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the authenticity and academic integrity of externally assessed folios are resolved

The focus of this Standard is to ensure that any issues related to a school's refusal to endorse the authenticity and academic integrity of a student's Level 3 or 4 externally assessed folio or project work are managed in a fair, reasonable and timely manner.

This Standard is closely related to the context set by Standard 7.

TASC requires that schools endorse the authenticity and academic integrity of students' externally assessed folio or project work. In cases where such authenticity is in question, the endorsement should not be made. For example: a completed folio is submitted but the teacher has not seen prior drafts; the 'voice' of the work does not appear to be the student's; citation has not been used; or unreferenced copying from the internet has been identified. To deal with such potential cases the school must have policies and procedures regarding:

- how teachers will develop sufficient knowledge of each learner's work, knowledge and skills so that they have a sound and reasonable basis for endorsing a folio's authenticity
- how students' externally assessed folio or project work is monitored (e.g. teacher-student discussions on progress with recorded notations, various drafts of the folio kept on file)
- how the school will manage a situation where the teacher of a student undertaking an externally assessed folio or project work is not available at the time endorsement is required
- how a student will be informed of the school's inability to endorse the authenticity and academic integrity of their work (e.g. verbally *and* by formal letter or email), and their right to seek a review of the decision not to endorse
- how a review is conducted by the school:
 - who will undertake the review? (e.g. the school's learning area head and a class teacher, or a panel appointed by the principal)
 - what are the timelines? (noting the process needs to be completed as soon as possible after the folio due-date)
 - what evidence might be considered?
 - who else will be involved? (e.g. parents/guardians)

Standard 8 continued

- how is the outcome of a review communicated to the student and TASC, and recorded?
 - the method used to inform the student of the determination of the review should be formal (e.g. a letter or formal email)
 - the Office of TASC must be informed of the outcome as soon as possible - if the folio is endorsed on review it must be externally assessed. If the folio is not endorsed it will be treated as not submitted (i.e. give 'z' ratings on all relevant criteria, hence capping the award at PA)
 - all associated documents (forms, evidence considered, meeting records and determinations made (by whom and when) and communications) must be formally filed in the school's central records system.

Examples of evidence that Standard 8 is being met	Possible methods to monitor Standard 8
<ul style="list-style-type: none"> • policies and procedures that address the noted requirements • documents that give information about the processes (such as Student Handbooks and information presented to students as part of a school's response to Standard 7) • staff, and students undertaking courses with externally assessed folios know about, and can discuss the processes • filed records from past reviews. 	<ul style="list-style-type: none"> • school-based monitoring and audits • TASC desktop-audits • TASC on-site audits • TASC's requirement of evidence from a school if possible breaches of External Assessment Rule (#3) are found.

STANDARD 9

Standard 9: Course providers will undertake all quality assurance processes required by the Office of TASC

The focus of this Standard is to ensure clarity about the roles and responsibilities of schools/colleges and the Office of TASC regarding formal quality assurance activities. Robust quality assurance is required in order to ensure the reliability, validity and integrity of qualifications issued by the Office of TASC.

Under Sections 11(ab & e), 31, 33(1-3), 56(1)(e & gd), 56(2), 57 and 64(2)(a) of *the Act*, the Office of TASC is given legislative powers and responsibilities to undertake a variety of quality assurance activities. Principals – on behalf of their school/college – are responsible for ensuring that all TASC quality assurance requirements are met.

TASC Quality Assurance Activity	School/College Responsibility
Quality Assurance Meeting for selected courses. This activity is typically used to monitor aspects of Standard 5.	<ul style="list-style-type: none">• ensure teachers of selected courses understand the requirements; and are prepared (e.g. student bodies of work are collected and copied, assessment made as per TASC requirements, required record sheets completed)• ensure a teacher <u>attends the scheduled meeting</u> as the school's representative, and has all required materials• payment of costs associated with meeting attendance (travel, relief etc)• ensure school-based analysis and actioning of Quality Assurance Meeting Reports (Term 4 of meeting year, and second report in early Term 1 of the following year).

Standard 9 continued

TASC Quality Assurance Activity continued	School/College Responsibility
<p>Desk-top Audits:</p> <ul style="list-style-type: none"> of materials to be sent to TASC as per individual course requirements (<i>Work Readiness Level 2, Project Implementation Level 2, and Student Directed Inquiry Level 3</i>) of selected courses / providers (as notified by TASC) <p>These activities are typically used to monitor aspects of Standard 1, 2, 3 and 4.</p> <ul style="list-style-type: none"> in response to requests (e.g. late enrolment changes or changes to scope of courses offered). 	<ul style="list-style-type: none"> ensure required materials are sent to TASC by due date/s undertake any remedial action required by TASC in a timely manner. <p>See Standard 10</p>
<p>Regional Quality Assurance Workshop: This activity is used to give schools/colleges formal opportunities for self-monitoring of Standards 1 – 8, and the development of plans to address identified needs.</p> <p>Schools/colleges selected on an annual basis</p>	<ul style="list-style-type: none"> ensure school representation at workshop, with nominated materials out-of-workshop refinement of Quality Assurance Improvement Plan, principal's endorsement and lodging with TASC.
<p>Site-visit Audits:</p> <ul style="list-style-type: none"> focused audit of a particular course/s provider audits (extended). <p>These activities are typically used to monitor Standards 1, 2, 3, 4, 5, 6, 7 & 8.</p>	<ul style="list-style-type: none"> undertake necessary pre-visit actions (e.g. supplying policy documents, confirming arrangements) ensure arrangements are in place for on-site visit (e.g. room provided, principal/ representative and course teacher/s available at agreed times, documents and other materials forming the evidence-base for audit are available) undertaking remedial actions as necessary (i.e. as identified by any Requirement audit findings).

For information regarding TASC's expectations regarding record keeping and archiving, [see Appendix 1](#).

STANDARD 10

Standard 10: Course providers will ensure that their registered scope of courses and associated enrolments are accurate and up-to-date, that they have policies and procedures regarding student movement between courses, and that final reporting to TASC occurs by due dates

The focus of this Standard is to ensure schools and colleges maintain accurate and up-to-date scope registrations and enrolments, and undertake final reporting to TASC by due dates. While the principal is responsible for a school's compliance with all Standards, it is expected that much of the actioning of Standard 10 will fall under the responsibilities of the TASC Liaison Officer (TLO).

- Principals must nominate their school's TLO at the time of annual registration. See www.tasc.tas.gov.au/providers/information-for-schools/tasc-liaison-officers for details regarding the role of the TLO.

This Standard is aimed at ensuring:

- the timeliness and accuracy of qualifications (including the TCE) issued by TASC to individual students
- the integrity of Standards 1 – 4 in cases where late changes to enrolment are required
- that errors/omissions in matters of scope, enrolment or final reporting are used as opportunities to inform continuous improvement
- TASC's quality assurance processes take account of courses being delivered and assessed by individual schools
- TASC's external assessment arrangements in Level 3 and 4 courses are planned and undertaken efficiently and effectively.

As part of the annual registration with TASC, schools propose which accredited courses they wish to deliver and assess via the TASC Reporting, Assessment and Certification System (TRACS). Once approved by TASC the list becomes the school's official *scope* of courses for that year. Requests for amendments to scope (addition/removal of courses) must be made in a timely manner. While it is understood that some changes may be required early in the academic year, TASC will require evidence of delivery and assessment for requests related to scope additions (see examples below).

TASC will notify schools when individual students are to be officially enrolled in specific courses via the TRACS system.¹ It is a school's responsibility to ensure that enrolment information is kept up-to-date and accurate.

¹ See [Appendix 2](#) regarding the enrolment of pre-Year 11 students in TASC courses.

Standard 10 continued

It is vital that all courses with enrolments are on a school's scope, including each individual course that has been 'packaged' or 'bundled' into a set by a school.

Schools should not have courses on scope that have no associated enrolments. While it is understood that courses with a small size value (e.g. 5) might not be delivered until later in the year, students should still be enrolled in such courses pending commencement of class. TASC may remove courses from scope that have no associated enrolments.

Schools will have formal policies and procedures to address student movement between courses. It is understood that once teaching and learning has commenced some students may find a chosen course too demanding, or may wish to choose a more demanding course. This may lead to a learner moving, for example, from a Level 2 to a Level 3 course in the same learning area, or from a Level 3 to a Level 2 course. In such cases schools must:

- give careful consideration to the re-assessment of previously completed assessment tasks against the criterion/ia and standards of the 'new' course (See Standards 3, 4 & 5)
- ensure that all the course contents and Work Requirements of the 'new' course are completed by the learner (see Standards 1 & 2)
- be mindful of the impact of such changes on TASC quality assurance requirements and processes (see Standard 9).

It is expected that movement of students between courses would be completed early in the academic year as individuals' needs become apparent. Early intervention is required so as to give students as much time as possible to complete course contents and Work Requirements, and to have adequate opportunities for formative and summative assessments against the criteria and standards of the 'new' course.

In Term 3 each year enrolments are fixed. Any subsequent changes require TASC approval on a case-by-cases basis.

During Term 4 each year schools report final internal rating to TASC. Schools are notified of the due date well in advance. All internal assessments and final assessment judgements must be made prior to the due date (see Standard 6). It is a school's responsibility to ensure that final reporting to TASC is completed by the due date, and that formal verification of reported results is undertaken. For more information see 'Appendix 4: Final Reporting, Verification, and Post-verification Changes', and the TASC website page: www.tasc.tas.gov.au/teachers/internal-assessment (under the **internal ratings verification reports** heading). Any changes to internal ratings after verification requires TASC approval on a case-by-cases basis.

Standard 10 continued

Examples of issues related to Standard 10 and TASC's requirements

Issue/Request	Examples of evidence required by TASC
Removal of a course from scope during Term 1	<ul style="list-style-type: none"> • Official request from TLO/principal.
Addition of a course to scope in Term 3	<ul style="list-style-type: none"> • Official request from TLO/principal • Evidence of delivery and assessment to date (e.g. scope and sequence, assessment records, attendance records) • Details of cause of scope error and future actions (e.g. updating of school procedure) to ensure error does not re-occur (continuous improvement).
Removal of a student enrolment during Term 4 (e.g. left school)	<ul style="list-style-type: none"> • Official request from TLO/principal.
Enrolment of a student in a course during Term 4 due to a change of course	<ul style="list-style-type: none"> • Official request from TLO/principal • Individual's attendance records for 'old/new' course, examples of completed assessment tasks • School's policy and procedure for change of courses, and how these were applied in this specific case • Evidence of management of course change (e.g. prior tasks re-assessed for 'new' course, changes made to assessment record, identification of 'new' course work requirements needing to be undertaken, mapping of 'old' and 'new' course contents, and plan to address identified gaps in content) • Evidence of delivery and assessment to date (e.g. scope and sequence, assessment records, attendance records).

Standard 10 continued

Examples of issues related to Standard 10 and TASC's requirements - continued

Issue/Request	Examples of evidence required by TASC
Enrolment of a student in a size value 5 course during Term 4	<ul style="list-style-type: none">• Official request from TLO/principal• Scope and sequence (and assessment matrix) detailing how course will be delivered and assessed within the remaining timeframe.• Examples of student's completed assessment tasks and assessment record to date• Student's attendance record to date• Details of any special arrangements made (e.g. use of study lines/supervised out-of-class opportunities to undertake required learning).
Requested change to a final internal rating after school's verification process completed	<ul style="list-style-type: none">• Official request from TLO/principal• Assessment record for individual student (including final assessment rubric). Examples of completed major assessment tasks may be required• Copy of documents used in school's process to inform the student of final rating (see Standard 6)• Details of cause of reporting error and how checking process did not identify issue• Details of future actions (e.g. updating of school's checking procedure) to ensure error does not re-occur (continuous improvement).

ASSOCIATED DOCUMENTS AND MATERIALS

Document/materials	Description
tracshelp.tasc.tas.gov.au/topics	TRACS help (including how to register a school and submit scope)
www.tasc.tas.gov.au/wp-content/uploads/2017/07/Authenticity-and-Academic-Integrity-Guide-1.pdf	Authenticity and Academic Integrity Guide designed for student use
www.tasc.tas.gov.au/wp-content/uploads/2017/07/Registration-Policy-2.pdf	TASC Registration Policy document
www.tasc.tas.gov.au/wp-content/uploads/2017/07/Data-and-Reporting-Policy-2.pdf	TASC Data and Reporting Policy document
www.tasc.tas.gov.au/providers/information-for-schools/tasc-liason-officers	Information for TASC Liaison Officers
www.tasc.tas.gov.au/providers/quality-assurance	TASC Quality Assurance

VERSION HISTORY

Version 1 – 20 March 2020

Version 2 – 6 November 2020.

Version 3.1 – 20 September 2022.

Version 4 – 7 March 2023. Addition of Appendix 4 and 5. Updating of Appendix 1.

APPENDIX I: RECORD KEEPING AND ARCHIVES

During any given year TASC may ask schools to provide copies of documents such as:

- policies and procedures related to the delivery and assessment of TASC courses
- scope and sequence documents (and associated assessment matrices)
- assessment records
- attendance records
- assessment tasks
- examples of completed student work.

Schools need to archive – as per school-based policies/legal requirements - official records such as:

- policies and procedures
- assessment records
- attendance records
- records of reviews associated with Standards 6 and 8.

In some circumstances TASC may ask to be provided with copies of such archived documents.

Generally, TASC would not ask for copies of student work completed in a past academic year unless this is specifically required within a specific course's Quality Assurance (see below). In rare cases where a school requests a change to final internal results in the year after a qualification was issued by TASC such work may be requested as supporting evidence (see Standard 10).

Some TASC Level 2 courses have specific archiving requirements. These are noted in the course document's Quality Assurance section. There are two (2) kinds of requirements:

1) Archived major folios of all learners: Some recently accredited Level 2 courses have the following requirement, "*Providers must retain electronic copies of each learner's major folio in a centralised storage system for three (3) years. TASC may require these to monitor the integrity of folios produced in other courses in subsequent years.*"

In addition to retaining such folios of work it is expected that course providers will have documented processes that address issues such as:

- how and when teachers of a course with this requirement are reminded that they need to capture the folios
- how the folios will be captured (e.g. scanned, filing cabinet)
- how the archive will be maintained (at school or faculty/department, not individual teacher level)
- responsibilities for forwarding folios to TASC, if requested.

2) Archived Samples at borderline: Some Level 2 courses include in their Quality Assurance section the stated requirement for, “*archived samples of individual student’s work sufficient to illustrate the borderline between that judged as an SA or PA award.*” Each archived sample needs to:

- be at the SA/PA (or in some cases SA/NN) borderline, not the borderline of higher awards as it is on this borderline that the contribution of a course to the TCE’s ‘everyday adult’ skill sets standards rests
- of sufficient scope and depth that each sample can be used to make final assessment judgements against all the course’s criteria and – by application of the award algorithm – the final award that would be generated (i.e., each sample is a substantial body of work, not a single assessment task)
- have notations regarding the final assessment ratings and the reasons for each.

In addition to such samples, it is expected that course providers will have documented processes that address issues such as:

- how and when teachers of a course with this requirement are reminded that they need to capture such bodies of work when borderline cases are identified (so that arrangements can be made to collect/copy the work)
- how the body of work will be captured (e.g., scanned, filing cabinet)
- the need for notations about why the learner’s achievement was borderline, the final assessments, and the reasons for them
- how the archive will be maintained (at school or faculty/department, not individual teacher level)
- how the archive will be used.

While such archives allow TASC auditors to sample assessment processes and decisions made that directly impact on the integrity of the TCE, they also provide a rich source for:

- within-provider moderation tasks
- between-provider moderation tasks
- the professional development of teachers new to a course
- professional conversations about the application of standards
- points of reference in making final assessment decisions for the same course in other cases/years.

The number of samples in an archive will depend on how many borderline cases have arisen in the time that the course has been offered by a provider. As a general guide, between four and six samples from the past few years would suffice if this number had naturally arisen in that timeframe.

It is recommended that providers offering a course for the first time or with limited samples investigate borrowing such samples from other schools/colleges so as to 'seed' their own archive and be able to make use of its intended purpose.

It is expected that assessment rubrics used to determine final internal ratings would make reference to the use of such an archive in making borderline assessment judgements in relevant courses.

APPENDIX 2: ENROLMENT OF PRE-YEAR 11 STUDENTS IN TASC COURSES

It is TASC's position that the F-10 Australian Curriculum – as authorised by the Ministerial Council – is the curriculum that is taught pre-Year 11. TASC-accredited senior secondary courses are designed for study by students after the completion of Year 10. In some special cases – and as extensions (not replacement) to the F-10 Australian Curriculum – TASC accredited courses might be delivered to Year 10 students.

See the Policy Statement: <https://www.tasc.tas.gov.au/wp-content/uploads/2021/11/TASC-Policy-Statement-Enrolment-of-pre-year-11-students-in-TASC-accredited-courses.pdf>.

Further information and an Applications for enrolment of Pe-Year 11 students in TASC-accredited courses form is available via this link - [Pre-Year 11 enrolments in TASC-accredited courses - TASC](#)

APPENDIX 3: CONCURRENT ENROLMENT, REPEATING A COURSE, AND COMPLETION OVER TWO YEARS

Concurrent Enrolment in the Same Course

TASC will *not* issue qualifications (or 'count' associated TCE Participation and Achievement Standard credit points) in cases where a student completes the same TASC-accredited course more than once in the same academic year.

Example	Notation
<ul style="list-style-type: none"> A student enrolls in, and completes, <i>English Applied</i> Level 2 in two classes in the same academic year. 	<ul style="list-style-type: none"> Only one qualification (such as <i>English Applied</i> Level 2 Satisfactory Achievement) will be issued and shown on the Qualifications Certificate, and only one set of credit points (in this case 15 points at Level 2) will contribute to the TCE's Participation and Achievement Standard.
<ul style="list-style-type: none"> A student enrolls in, and completes, <i>Project Implementation</i> Level 2 (size value 50 hours) twice during the same academic year. 	<ul style="list-style-type: none"> Only one qualification (such as <i>Project Implementation</i> Level 2 Satisfactory Achievement) will be issued and shown on the Qualifications Certificate, and only one set of credit points (in this case 5 points at Level 2) will contribute to the TCE's Participation and Achievement Standard.

Repeating a Course in Separate Academic Years

A student may repeat a TASC-accredited course in a separate academic year. In such cases the qualifications issued in each year will appear on the learner's Qualifications Certificate and both sets of credit points will contribute to the TCE's Participation and Achievement Standard. In the case of Level 3 and 4 courses, only the highest scored achievement will contribute to the calculation of ATAR.

Example	Notation
<ul style="list-style-type: none"> A student completes <i>Career and Life Planning</i> Level 2 in Year 11 and gains a PA award. They do the same course again in Year 12 and gain an SA award. 	<ul style="list-style-type: none"> Both qualifications (<i>Career and Life Planning</i> Level 2 Preliminary Achievement (in year x) and Satisfactory Achievement (in year y)) will be issued and shown on the Qualifications Certificate, and both sets of credit points (in this case $5 \times 2 = 10$ points at Level 2) will contribute to the TCE's Participation and Achievement Standard.

Appendix 3 (Repeating a Course in Separate Academic Years) continued

Example	Notation
<ul style="list-style-type: none">A student completes <i>English Literature</i> Level 3 in Year 11 and gains an SA award. They repeat the same course in Year 12 and gain a CA award.	<ul style="list-style-type: none">Both qualifications (<i>English Literature</i> Level 3 Satisfactory Achievement (in year x) and Commendable Achievement (in year y)) will be issued and shown on the Qualifications Certificate, and both sets of credit points (in this case $15 \times 2 = 30$ points at Level 3) will contribute to the TCE's Participation and Achievement Standard. The SA award means that the student demonstrated achievement of the TCE's 'everyday adult' reading and writing standard, and the CA award has no impact on this standard's achievement.<i>English Literature</i> Level 3 contributes to the calculation of ATAR, but only one – not both – achievements will be used in its calculation. As the highest achievement is used, the score gained from the Year 12 study of the course (where a CA award was achieved) will be used.

Completion of a Course Over Two Years

TASC-accredited courses are designed for - and intended to be delivered and assessed - within a single academic year. In exceptional circumstances a school might apply to TASC to split delivery and assessment over two academic years. For example, a student may undertake an international student exchange – leaving Tasmania part way through their Year 11, and returning part way through their Year 12 – and wish to continue in courses they had commenced in Year 11. In such a case TASC would require the following to be stored in the school's central system:

- the student's attendance record (up until the date they left for their exchange placement)
- a copy of the teacher's scope and sequence for the course, with clear notations showing what course content had been delivered to the student and which assessment tasks they had undertaken

Appendix 3 (Completion of a Course Over Two Years) continued

- copies of the student's summative assessments to the date they left, the marks/grades gained and any relevant teacher comments
- a copy of the assessment records to the date the student left.

Given that there is a strong possibility that the teacher of the course in Year 11 may not be the same person teaching the course in Year 12 it is vital that the records noted above have clarity, and that their storage is known to - and accessible by - a number of senior staff at the school.

A school would also need to carefully check the accreditation period of the course. If the course being studied in Year 11 was expiring at the end of that academic year it is possible that it might not be accredited for use the following year (when the student returns from their exchange) or that major changes to the course occur during its re-development. If the original course simply expired the student would not be able to continue studying it on their return and would not gain any 'credit' for the work they had done in the year prior. If the course was replaced by a similar course, changes in content and assessment requirements would need to be identified and new/different content and assessments be added to the student's Year 12 learning.

It is important to note that in the example given it is the special circumstance of a student that has led to the situation. TASC does not expect schools to plan to deliver and assess courses to a class over more than one academic year. Similarly TASC does not expect schools to plan the partial delivery of any accredited course.

APPENDIX 4: FINAL REPORTING, VERIFICATION, AND POST-VERIFICATION CHANGES

Providers should be aware that TASC actively monitors the various stages of the processes noted in this Appendix and may request clarification and/or supporting evidence for data entry/changes.

Finalising Internal Assessment and the Reporting Process

Registered providers of TASC-accredited courses report the final internal ratings for their learners each year at times specified by TASC (Level 3 and 4 courses are reported prior to Level 1 and 2 courses, and Preliminary courses). It is a school's responsibility to ensure that final reporting to TASC is completed by the due date, and that formal verification of reported results is undertaken.

During this data entry period there are issues that must be considered:

- **Finalising assessment:**

There are acknowledged tensions between staff desires to give students opportunities to demonstrate success and the deadline set by TASC. For example, setting a deadline for student work too close to the TASC deadline can place great pressure on teachers to complete the necessary assessments, update records, re-calculate final ratings and input the new data.

Questions for consideration:

- at what date will 'late' student work no longer be accepted / re-assessment opportunities no longer be available at your school/college?
- has this date been made clear to students?
- is the date consistent across classes of the same course / the school?
Exceptional individual circumstances aside, issues of fairness and justice come into play if the rules are not the same for all learners at a school.

- **Recording and communicating any changes to the final ratings:**

As outlined in Standard 6, schools will have policies and procedures regarding when and how students are informed of their final internal ratings, and processes for review.

Question for consideration:

- if any changes are made to final ratings due to the assessment of 'late work' or re-assessment opportunities, how will these be communicated to the student and recorded? For example, a change might be noted on a 'final ratings report' sheet given to students and kept on file by the provider, with countersigning by student and teacher, and the date of the change recorded.

- **Selecting the most suitable time to enter final internal ratings within the data entry period:**

TASC will advise providers of the dates for the data entry period of final internal rating.

Questions for consideration:

- when, during the final internal rating entry period, is it best to enter the final ratings?

- when might it be appropriate to leave entry until later within the designated timeframes? I.e., is there a strong possibility that a large number of students will submit late work, requiring additional assessment and possible changes to the final ratings during the data entry period?
- what internal quality assurance mechanisms will be in place to ensure that the entered data is accurate? How will this part of the process be built into the timeframe?

Entering Final Ratings

The final internal ratings entered by registered course providers are used by TASC to generate awards (such as Satisfactory Achievement), and associated qualifications. It is of **vital importance** that the final internal ratings are accurate. TASC may only be made aware of internal rating data errors when a student contacts their school or TASC to question their results. Students may be disadvantaged while they wait for their correct results, and perhaps their TCE and ATAR.

In view of such risks two (2) mechanisms are required:

- steps to ensure the accuracy of final ratings data as it is entered
- the verification of final ratings after the data entry period (see 'The Verification Process' below).

Steps to ensure the accuracy of final ratings data as it is entered

Given the significance of accurate data entry in this process, providers will:

- have formal means to remind teachers of the importance of accurate entry of final ratings
- ensure that that staff fully understand the data input method and have sufficient training in the relevant system (SARIS for Department of Education providers, and via TRACS for Catholic and Independent providers. See TASC's '[How to enter internal ratings into TRACS](#)' information guide)
- carefully consider the timing of data input (so as not to create a final rush to meet the TASC deadline), and the periods of time spent on data input (to reduce the risk of fatigue)
- employ quality control strategies to support valid data entry. These might include:
 - the teacher entering the data undertaking a systematic visual cross-check between the final ratings noted on the assessment record and those entered into SARIS/TRACS prior to moving to the next student's record
 - using a 'buddy' approach whereby one person reads the ratings and visually checks them on the screen as another undertakes the actual data entry.

The Post-data Entry Verification Process

TASC produces information sheets detailing the Verification Process for:

- [Department of Education Schools](#)
- [Catholic and Independent Schools](#).

The purpose of the verification period is to allow providers an opportunity to check and make corrections to reported final ratings prior to TASC issuing qualifications to learners.

Examples:

Appropriate correction ✓

- A simple data input error is identified (e.g., a C was recorded, but it should have been a B).
- A systems error has been identified that resulted in some data become corrupted.
- The final internal ratings for two students are found to have been entered inversely (e.g., student X's results were entered for student Z, and vice versa).

Inappropriate change ✗

- Since the final ratings entry period closed, a student produced more work, and this has changed a rating (upwards). *This is not appropriate as the final ratings are derived at the completion of assessment and prior to the TASC deadline for reporting. In such a case the student has an unfair advantage when compared with others.*
- Since the final ratings entry period closed, teachers had opportunities to undertake internal moderation and some changes have resulted. *This is not appropriate as the final ratings are derived at the completion of assessment and prior to the TASC deadline for reporting – including any internal moderation processes.*

During verification the cross-checking of Verification Report ratings with school-based final ratings must be completed in a systematic and careful way. Strategies such as the 'buddy' approach outlined above (with two people undertaking the check) are encouraged.

As part of its quality assurance activities TASC may request explanation and/or evidence for changes made during this process.

Post-Verification Changes

After the Verification Process, any further changes to final internal ratings must be formally requested via TRACS (using a 'Quality Assurance Related' task). Such requests should be accompanied by:

1. a detailed explanation of the source of the error, and why it had not been detected during the Verification Period
2. proposed methods to be employed to ensure the error does not occur in the future
3. evidence to support the requested change. Evidence might include a copy of the student assessment record, and the teacher/student final rating sheet (Standard 6).

APPENDIX 5: PACKAGING/BUNDLING COURSES

The terms 'packaging' and 'bundling' are sometimes used to describe school-based methods for presenting multiple courses to a learner. For example, a number of related short courses might be 'packaged' together so as to sit on a 150 hour timetable line, or a course provider might choose to present students with a number of individual courses 'bundled together' as a set (e.g., math, English and life-skills courses might be presented in a school's publication to learners as 'Studies for Life').

While such flexibility in how TASC courses are presented to learners is acceptable, TASC's expectations regarding the explicit and distinct delivery and assessment of each individual course in such a 'package' or 'bundle' remain. For each of the individual courses there must be:

- scope and sequence documentation that shows the contents of the course has been/will be explicitly addressed via teaching and learning activities (also showing relationships between the courses where necessary) and associated, course-specific assessment matrixes
- distinct assessment tasks (including all work requirements) for each course in the set
- course-specific assessment records
- attendance records that clearly showed which course was being undertaken.

Learners must be enrolled in each specific course with TASC, and final reporting to TASC must include the official course name / code and final ratings that directly reflect student achievement against the criteria standards of each specific course.