

TASC FORUMS 2020

MARCH REGIONAL FORUMS



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AGENDA

WELCOME

COVID-19 CONTINUITY OF LEARNING

QUESTIONS

REASONABLE ADJUSTMENTS

GENERAL QUERIES



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CONTINUITY OF LEARNING

<https://l1andl2.education.tas.gov.au/>

<https://l1andl2.education.tas.gov.au/faq/>

SCHOOL BASED ASSESSMENT

All schools are required to have a policy regarding the delivery and assessment of TASC accredited courses, however, should be flexible in their delivery of assessment.

Schools should:

- undertake school-based assessment for students, where feasible
- keep a record of any student work and school-based assessment already undertaken in 2020
- plan ahead for students to undertake assessments later in the year



EXAMS AND OTHER ASSESSMENT

As things stand today, TASC still intends to proceed with all planned end of year assessments including folios and written exams in November.

TASC is closely monitoring the situation and will provide updated advice should there be any changes



UNIVERSITY ENTRANCE

TASC is working with the University of Tasmania as the Tertiary Admissions Centre for Tasmania, regarding managing opportunities for entrance to tertiary studies in 2021.

QUESTIONS

REASONABLE ADJUSTMENTS

- Special Provisions Project – 17 recommendations
- Special Provisions – Implementation plan
- Reasonable adjustments:
 - TASC Reasonable Adjustments Policy
 - Application forms

• Special Provisions Project – 17 recommendations

2019 TASC SPECIAL PROVISIONS PROJECT

TASC and schools share responsibilities and obligations under the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005* to make reasonable adjustments to enable students eligible on the grounds of disability, to participate in programs, and associated assessments, on the same basis as other students.

TASC is committed to ensuring a contemporary, fair and equitable process for eligible senior secondary students.

Following a Request for Quotation process, TASC appointed consultant John Firth to undertake a Special Provisions Project throughout June 2019. In October 2019, Mr Firth provided TASC with the Project Report, *Special Provisions in the Tasmanian Certificate of Education* outlining 17 Recommendations.

The Statement of Requirements for the Review were to:

- review and document current special provision arrangements in Tasmania
- review and document current special provision arrangements in other jurisdictions
- document recommendations to ensure TASC adopts best practice.

Key stakeholders of the senior secondary community were represented at group and individual consultations across the state throughout May 2019 including school representatives, school psychologists, the University of Tasmania, the Australian Education Union, the Independent Education Union, the Department of Education, Independent Schools Tasmania, Catholic Education Tasmania, the Tasmanian Association of State School Organisations, disability advocates and TASC staff.

RECOMMENDATIONS

RECOMMENDATION 1

The Office of TASC should develop a formal policy on the purpose, nature and scope of arrangements for examinations for students with disabilities to ensure that all students are able to demonstrate what they know, understand and can do in relation to the learning outcomes of TCE subjects.

Recommendation 1 is **accepted** noting that language in the policy will focus on students requiring reasonable adjustments rather than students with disabilities.

RECOMMENDATION 2

The Office of TASC should adopt more inclusive and positive language to describe the arrangements provided for students with disabilities to undertake TCE examinations.

Recommendation 2 is **accepted** noting that this recommendation builds on work already underway in liaison with other Australian jurisdictions to achieve a consistent and inclusive strengths based approach to the provision of reasonable adjustments.

RECOMMENDATION 3

The Office of TASC should introduce an early application process for students with ongoing disabilities and evidence of successful support for their learning. The timing should allow for provisions to be approved before the students begin their TCE course.

Recommendation 3 is **accepted in principle**, noting that TASC is limited in its ability to require schools and colleges to undertake actions in relation to students who have not yet commenced TASC-accredited courses.

¹ TASC Special Provisions project recommendations – October 2019

- Special Provisions – Implementation plan

**IMPLEMENTATION PLAN
TASC SPECIAL PROVISIONS PROJECT**

TASC and schools share responsibilities and obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 to make reasonable adjustments to enable students, eligible on the grounds of disability, to participate in programs and associated assessments, on the same basis as other students.

TASC is committed to ensuring a contemporary, fair and equitable process for eligible senior secondary students.

IMPLEMENTATION SCHEDULE

RECOMMENDATIONS	HOW	WHEN
RECOMMENDATION 1 The Office of TASC should develop a formal policy on the purpose, nature and scope of arrangements for examinations for students with disabilities to ensure that all students are able to demonstrate what they know, understand and can do in relation to the learning outcomes of TCE subjects. Recommendation 1 is accepted , noting that language in the policy will focus on students requiring reasonable adjustments rather than students with disabilities.	TASC has developed a policy, formalising the Reasonable Adjustments process. This policy articulates the policy principles, eligibility and responsibilities for all stakeholders. TASC Reasonable Adjustments Policy	Published March 2020 - reviewed January 2021
RECOMMENDATION 2 The Office of TASC should adopt more inclusive and positive language to describe the arrangements provided for students with disabilities to undertake TCE examinations. Recommendation 2 is accepted , noting that this recommendation builds on work already underway in liaison with other Australian jurisdictions to achieve a consistent and inclusive strengths based approach to the provision of reasonable adjustments.	TASC has adopted more inclusive and positive language through changing the name of the support mechanism from special provisions to reasonable adjustments.	January 2020
RECOMMENDATION 3 The Office of TASC should introduce an early application process for students with ongoing disabilities and evidence of successful support for their learning. The timing should allow for provisions to be	TASC will open applications for future students from October of the year prior to enrolment and assessment in a TASC accredited course.	October 2022

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TASC Special provisions project recommendations - October 2017

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Special Provisions – Implementation plan

- TASC Reasonable Adjustments Policy (2020)
- Inclusive language (2020)
- Early application process (2021/22)
- Incorporation of applications into TRACS (2022)
- Targeted resources (2021)
- Re-design application forms (2020)
- Remove borderline as a reasonable adjustment (2020)
- Tailored form for medical practitioners (2020)
- Convene panel of experts (2020)
- Responsibility for managing process is shared (currently in place)

Special Provisions – Implementation plan

- Flow chart for decision making and appeals process (2020/21)
- Work with other ACACA agencies in developing consistent definitions of eligible categories (ongoing)
- Liaise with school sector authorities, Department of Health and human Services to provide advisory materials (2020/21)
- Differentiate provisions for different examinations (2020)
- Smaller and separate rooms (2020)
- Supervisor Coordinators (2020)
- Implementation plan (2020)



TASC REASONABLE ADJUSTMENTS POLICY

Bringing together all of the information...

- Policy statement
- Grounds for eligibility and ineligible grounds
- Assessment of applications
- Appeals process
- Responsibilities – TASC and Schools
- Additional advice and definitions

TASC REASONABLE ADJUSTMENTS Forms

Consolidating and re-organising...

Form RAI – Reasonable Adjustments Application Form

- Diagnosed condition, impairment or disability
- Students from a refugee background/humanitarian entrant

Where a diagnosed condition, impairment, or disability will continue to have a functional impact, regardless of possible intervention or treatment, it may be assessed by TASC as an ongoing or permanent condition. When this is the case, the student's reasonable adjustments will be applied for every year they participate in the external assessment of TASC accredited courses. A new application will only be necessary if new or additional reasonable adjustments are required.

Applications close end of May to provide a reasonable time for applications to be assessed before mid-year examination time.

For 2021 - applications will be open from the start of the 2021 school year

For 2022 - applications will be open from October of 2021

TASC REASONABLE ADJUSTMENTS Forms

Consolidating and re-organising...

Form RA2 – Reasonable Adjustments Misadventure / Personal Circumstances Application Form

- Eligibility due to an incident (accident/injury) beyond the student's control resulting in a functional impact
- Eligibility due to an interruption to schooling due to family / cultural obligations

Applications close mid October to provide a reasonable time for applications to be assessed before exam centre materials are finalised.

TASC REASONABLE ADJUSTMENTS Forms

Consolidating and re-organising...

Form RA3 – Reasonable Adjustments Re-approval Application Form

Where a student Year 12 or Year 13 student has been approved for reasonable adjustments in the previous year for a diagnosed condition that is not recognised by TASC as ongoing or permanent and they still require the same reasonable adjustments, they are required to submit a Re-approval form (RA3).

In 2020 TASC contacted schools with pre-populated forms for students whose condition was not recognised as permanent for re-submission where required.

TASC DERIVED RATINGS POLICY – TASC MEDICAL CERTIFICATE

Meeting the gap...

Derived Ratings are not considered a reasonable adjustment. They are applied when an exemption from an examination has been approved.

*A student can apply to have derived exam ratings applied to their results if they are unwell or experience an emergency on the day of their exam. To receive derived ratings a TASC senior secondary external assessment medical certificate, a police report or a statutory declaration must be submitted to TASC. **The TASC senior secondary external assessment medical certificate must be dated on the day of the exam, or not more than seven days before the exam.** Derived exam ratings require the principal's support/endorsement before approval. TASC will contact school principals on receipt of the medical certificate.*

TASC 2020 Student Examination Guide – 2020 Senior Secondary External Assessment Medical Certificate published later in the year.

REASONABLE ADJUSTMENTS 2020

Operational elements...

- TASC website has been updated to reflect updated information, forms and process
- Reasonable Adjustments Policy and application forms seek to provide all of the required information. (To be reviewed in January 2021 based on feedback from schools)
- Applications open Thursday 26 March. (RA1 applications close end of May 2020, RA2 applications close mid October 2020, RA3 applications have been provided to schools)
- Application forms, queries/questions should all be made through TRACS.
- TRACS Help > Reasonable Adjustments > How to lodge a reasonable adjustment application
- Please upload individual applications against the student's profile
- Please communicate within the one/initial correspondence

Questions

Academic Integrity Guide

ACADEMIC INTEGRITY GUIDE

UNDERSTANDING ACADEMIC INTEGRITY

All senior secondary students in Tasmania are expected to have academic integrity. If you have academic integrity, it means that you undertake your studies in a way that is honest and fair.

In short, it means that when you use someone else's ideas, images, information, words, data, or music in your work, you must acknowledge where you got that idea (or image, information etc) from. This is done by including accurate references throughout your work.

Referencing allows markers to clearly see what parts of your work are your own, what parts you have borrowed from other people's work, and where you found it. It is okay to refer to other people's work – this shows that you have undertaken research and preparation – but you must always make sure you reference appropriately.

SOME EXAMPLES OF WHEN TO REFERENCE

IF YOU HAVE (just as an example):

- quoted someone, paraphrased what they have written, or summarised their ideas
 - used a picture that was taken or drawn by someone else
 - sampled music you didn't record yourself
 - used data published on a website
 - reproduced a post from social media
- You have used someone else's work and you must reference it.

If you hand something in to be marked and have not referenced where you have used other people's work, you are being untruthful. In fact, this is a form of cheating.

In many TASC accredited courses you will be formally assessed on how well you use referencing in your work, as part of the requirements of the course.

Speak with your teachers about what you will be assessed on in each course, and the penalties that might be applied if you do not reference your internal (class-based) assessments appropriately.

Penalties for any form of cheating or dishonesty in your externally assessed folios or project work may include having your results for that particular assessment cancelled or, in extreme cases, having all of your results for the entire year cancelled.

STUDENT DECLARATION FORM

TASC takes the issue of academic integrity very seriously.

Each year that you study a TASC course, you will receive a Student Declaration Form to complete and return to your school. It is important that you read and understand this form before signing it.

By signing this form, you are declaring that you will follow the external assessment rules. This includes the obligation to make sure that any material you submit for external assessment, except where the source of the information, image, ideas or works is explicitly acknowledged, is your own work. A copy of the external assessment rules are available on the TASC website.

<https://www.tasc.tas.gov.au/>

For more information access the TASC website



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QUALITY ASSURANCE 2020



DESKTOP AUDITS

Course-specific:

- *Student Directed Inquiry* Level 3
- *Work Readiness* Level 2
- *Project Implementation* Level 2

Selected:

- *Essential Skills – Reading and Writing* Level 2
- *Essential Skills – Maths* Level 2
- *Essential Skills – Using Computers and the Internet* Level 2
- Others to be announced



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SITE-VISIT AUDITS



Provider Audit:

- *held over a full day and involves the formal review of materials from four or more courses. While resource-intensive such audits assist in the identification of systemic patterns, and the use of school-level policies and procedures.*

Focused Audit:

- *held over a few hours and involve the formal review of materials from one or two courses. Such audits are useful for monitoring delivery and assessment of individual courses.*



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REGIONAL QUALITY ASSURANCE WORKSHOPS

- schools from a geographic area send representatives and materials to a TASC Workshop
- focus on capacity building and continuous improvement
- through guided self-evaluation processes – that mirror a TASC audit – representatives review the materials they have brought to the workshop, and note the positive features they see and any areas requiring further consideration
- outcomes of self-evaluation are developed by a school into a Quality Assurance Improvement Plan (QAIP)
- QAIP informs continuous improvement at the school level and is used by TASC as a reference point in other quality assurance processes
- allows for participating schools to build and enhance their interactions and networks.

QUALITY ASSURANCE MEETINGS: SEPTEMBER 2020

Art Practice	ART215217
Computer Graphics and Design - Foundation	CGD215118
English Applied	ENA215114
English as an Additional Language or Dialect	EAL215114
English Foundation	ENG215117
History and the Environment	HAE215120
Introduction to Sociology and Psychology	BHX215118
Legal Studies Foundation	LST215117
Media Production Foundations	MED215117
Religion in Society	RLP215120
Tasmanian Aboriginal Studies	TAS215118
Visual Art	ART215117
Workplace Maths	MTW215120
Work Readiness	WRK215117

QUALITY ASSURANCE MEETINGS: SEPTEMBER 2020

Quality assurance

[back to Schools and other providers](#)

All from Quality assurance

[Regional Workshops](#)[Quality assurance meetings](#)[Audits](#)

TASC issues senior secondary qualifications – including the TCE – to Tasmanian learners based on final results reported by course providers (and external assessment results in Level 3 and 4 courses). Quality assurance is needed to ensure the validity, reliability and integrity of the qualifications we issue. The value of TASC-issued qualifications and the confidence the Tasmanian public can place in them is maintained and enhanced by quality assurance.

In addition to TASC's internal quality assurance mechanisms we require schools, colleges and other providers of TASC-accredited courses to register with our Office and agree to active involvement in a variety of quality assurance activities.

TASC's quality assurance mechanisms include: [audits](#); [quality assurance meetings](#); and [regional workshops](#). In addition to checking compliance with the standards, TASC quality assurance processes have a focus on supporting schools and colleges in their continuous improvement of course delivery and assessment.

Audits

[More information](#)

Regional Workshops

[More information](#)

Quality assurance meetings

[More information](#)



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**“It’s a new time management app.
When you click the icon, your
calendar disappears!”**

TWO WEEKS IN
SEPTEMBER AFTER
MODERATION DAY?



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STANDARDS FOR THE PROVISION OF TASC-ACCREDITED SENIOR SECONDARY COURSES

THE TEN STANDARDS



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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



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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



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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



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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



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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



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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."

Includes:

- explanation of what each Standard means for schools/students
- examples of evidence that each Standard is being met
- examples of how each Standard can be monitored
- details about what would be expected in school-based policies and procedures addressing a Standard
- clarification of QA roles/ responsibilities of schools and TASC
- real-life examples of issues/requests from schools, and what TASC needs to action them (e.g. scope and enrolment changes)
- clarification of common issues such as record keeping/archiving, and use of TASC courses in Yr 10.

TASC INFORMATION SHEET

INTRODUCING THE STANDARDS FOR THE PROVISION OF TASC-ACCREDITED SENIOR SECONDARY COURSES

What?

TASC has articulated ten (10) Standards that schools and colleges registered to provide TASC-accredited courses must meet. The Standards are given over-page.

Why?

While most aspects of the Standards are already TASC requirements, they had been articulated in a variety of different documents. By bringing these various requirements into a single list and refining the language used to describe them we aim to enhance clarity and transparency, and deepen understanding of TASC's expectations of schools and colleges providing Tasmanian senior secondary courses.

When?

The new numbering system and wording of the Standards will be progressively introduced during 2020.

TASC Quality Assurance activities will begin to use the Standards in 2020. Schools might wish to commence aligning their documents and procedures with them. For example, schools might re-word their current documents addressing the 'Standard for Within-Provider Within-Course Comparability of Internal Assessment' to the new, explicit wording of Standards 5 & 6.

What's new?

In addition to the clear language of the Standards and a numbering system, there are some new elements. These include:

- extension of the benefits of the prior 'Provider-level Standards' to include Level 1 and 2 learners (not only those studying Level 3 & 4 courses) – See Standards 6 & 7
- Standard 10 includes clarification of TASC's expectations regarding school's responsibilities to ensure registered scope of courses and enrolments are kept up-to-date, and how student movement between courses should be managed.

Where can I get more information?

The document 'Standards for the Provision of TASC-Accredited Senior Secondary Courses' is available via the TASC website. It details the Standards and discusses their significance, meaning and how they can be met and monitored.

What do you think?

We would like to know what you think about the Standards. Please email your comments, questions or concerns to: enquires@tasc.tas.gov.au with 'Comments on new Standards' in the header.

INFORMATION SHEET

When?

Progressively introduced during 2020

Feedback

What are your thoughts?



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Questions

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