

## Ministerial Direction

# Statement of Policy Expectations 2020-21 – Office of Tasmanian Assessment, Standards and Certification

July 2020

I, Jeremy Rockliff, as Minister for Education and Training, issue the following Ministerial Direction – Statement of Policy Expectations 2020-21 – Office of Tasmanian Assessment, Standards and Certification in accordance with section 13 of the *Office of Tasmanian Assessment Standards and Certification Act 2003* (the Act).



Hon Jeremy Rockliff MP

Minister for Education and Training

Date: 1-7-20

## **Ministerial Direction: Statement of Policy Expectations 2020-21 – Office of Tasmanian Assessment, Standards and Certification**

The purpose of this Statement is to provide policy expectations for the Office of Tasmanian Assessment, Standards and Certification (TASC) in exercising its powers and functions under the Act.

Tasmanian students have been impacted by disruptions to their learning as a result of the COVID-19 pandemic. There is particular concern regarding the impact of this disruption on Years 11 and 12 students. The Minister and TASC are focussed on ensuring that no Tasmanian student is further disadvantaged as a result of the impact of COVID-19, and that student wellbeing is at the forefront in any decision making processes.

These policy expectations apply for the period 1 July 2020 to 31 March 2021 and include:

- delivery of an adjusted approach for the 2020 Tasmanian Certificate of Education (TCE)
- reporting to the Minister on the delivery of the assessment program for 2020
- advice to the Minister on matters relating to qualifications and certification.

This Statement of Expectations is to be published as soon as practicable on TASC's website and in TASC's Annual Report in accordance with section 13(3) of the Act.

### **Policy Expectation 1: Delivery of an adjusted approach for the 2020 TCE**

In recognition of the impact of COVID-19 on student learning, TASC has made a number of adjustments to its accredited courses. This has included adjustments to the course considerations for 2020 only, to ensure effective continuity of learning while maintaining the integrity of course requirements.

Adjustments have also been made to external assessments for Level 3 and Level 4 courses, in line with the adjusted course considerations and in consultation with TASC's External Assessment Specifications Advisory Panel. The adjustments to external assessments have been reviewed for overall consistency and equity by a cross-sector Working Group. These adjustments fall into four categories:

- Adjustments to reflect 2020 adjustments to course considerations
- Adjustments to written exams to streamline content
- Adjustments to some folio due dates
- Adjustments to externally assessed performances.

TASC is to align its work program to ensure the adjusted external assessments are delivered in 2020, and that the final results for the TCE reflect these adjustments.

TASC is also required to ensure that the risks associated with students not completing their Vocational Education and Training (VET) qualification are addressed through a range of adjustments, including:

- recognition of formal qualifications (such as Department of Education certified short qualifications), and
- adjusting the way VET contributes to the TCE, to ensure no learner is disadvantaged by not completing a VET qualification.

TASC is to ensure that scenario planning continues to make sure that any further disruptions to student learning as a result of COVID-19 are taken into account in course considerations and any necessary further adjustments to external assessments and adjustments to recognition of VET in the TCE.

This scenario planning is to include consideration of the use of Common Assessment Tasks.

TASC is to develop a detailed work plan setting out the processes by which it will ensure delivery of its key functions as set out in the Act, including:

- accreditation of courses
- collecting, recording and distributing data to the Secretary of the Department of Education, Catholic Education Tasmania and Independent Schools Tasmania
- delivery of the adjusted external assessments for 2020.

The work plan is to include:

- key deliverables or outputs
- key dates by which outputs will be delivered
- a timeline, schedule, or Gantt chart which maps how outputs will be delivered, including interdependencies
- articulation of roles and responsibilities
- identification of risks and appropriate risk mitigation strategies
- a comprehensive stakeholder engagement and communication strategy
- provision for regular progress reports to the Minister.

The work plan is to be completed and submitted to the Minister for Education and Training no later than four (4) weeks after this Statement of Expectations has been issued.

### **Policy Expectation 2: Reporting to the Minister on the Statement of Expectations**

TASC is to provide the Minister with regular reports on the progress of the implementation of the work plan, an outline of stakeholder engagement undertaken since the last report, changes or updates to risks including emergent risks or changes to existing assessments, and any emerging issues which may impact on its ability to deliver the plan in 2020. Each report is to include an update on progress towards delivering key outputs and detail processes in place to deal with any emerging issues or risks.

Progress reports are to be provided to the Minister on or before the following dates for the term of this direction: 31 August 2020; 30 September 2020; 31 October 2020; 30 November 2020; 31 December 2020; 31 January 2021; 28 February 2021 and 31 March 2021.

### **Policy Expectation 3: Advice to the Minister on matters relating to qualifications and certification**

TASC is responsible under the Act for the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in senior secondary schooling across all educational sectors in Tasmania.

The Minister may request TASC to provide him with advice on any other matters arising in the exercise of TASC's powers and functions under the Act, including but not limited to the impact of the COVID-19 pandemic on the delivery of the adjusted assessment program for 2020.