REGISTERING WITH TASC - GUIDELINES

Tasmanian schools and colleges who are registering to deliver TASC-accredited senior secondary courses need to meet the 10 Standards for Providers. These standards are set by TASC (under the *Office of Tasmanian Assessment, Standards and Certification Act 2003*) to ensure that:

- courses are delivered and assessed as per the course documents
- internal assessments are fair, equitable and comparable
- there is clear understanding of the roles and responsibilities, communications and recordkeeping for quality assurance of the courses
- the qualifications issued to students are valid, have integrity and are reliable.

First step: Complete an 'Intention to register with TASC' form

What you will need to complete the online form on TASC's website:

- name, contact phone number and email address of person completing the form
- principal name and email address
- name and email address of intended TASC Liaison Officer (TLO)
  (a TLO manages the administrative requirements and supports students and teachers in their communication with TASC)
- intended year of registration
- courses intended for delivery in first year of registration.

Upon completion of the registration form you will be provided with a generic email which will contain links to beneficial information on the TASC website.

- TASC Updates
- Contacting TASC
- TASC Policies
- Student queries information
- TASC Quality Assurance
- TRACS

The person completing the form and the intended TLO's email address will be added to the TASC distribution list and they will begin receiving the fortnightly *TASC Update*. Items, actions and dates in the *TASC Update* may not apply until the year of registration but provide insight into TASC processes, communications and timelines.

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Checklists: planning to meet standards for providers of TASC Accredited Senior Secondary Courses

These checklists help schools understand the requirements to meet the Standards for Providers.
Checklist 1 – Getting Prepared
Checklist 2 – Ongoing Actions

Checklist 1. Getting Prepared

To confirm your school will meet the standards for registered providers of TASC-accredited senior secondary courses, you will need to develop the following written policies and procedures.

Policy and/or procedure required		Provider Standard
☐	student enrolment policies and procedures (including processes to verify students meet course access requirements and for student movement between courses during the year)	Standard 10
☐	student attendance and engagement policies and procedures	Standard 2
☐	academic integrity policies and procedures	Standards 7 and 8
☐	policies and procedures to ensure comparability of the interpretation and application of course standards to student work	Standards 3 and 5
☐	assessment reporting and policies, procedures and systems to resolve any disputes regarding final internal ratings and school decisions on endorsing the academic integrity of externally assessed folios	Standard 6

Checklist 2. Ongoing Actions (in each year of registration)

The following actions are required annually, from the first year of registration.

Action required		Provider Standard
☐	assign a school TASC Liaison Officer (TLO)	Standard 10
☐	register with TASC annually via TRACS (the TASC Registration, Assessment and Certification System)	Standard 10
☐	provide a list of the TASC accredited courses intended for delivery (TASC School Scope). The TASC School Scope is uploaded to TRACS at the start of the academic each year	Standard 10
☐	provide staff, class and student data annually (independent and Catholic schools **only**)	Standard 10

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☐	support the creation of individual teachers' course delivery and assessment plans, including *some* planned internal assessment instruments for the year	Standards 1 and 3
☐	ensure there is a centralised (at the class level) recordkeeping system for attendance and assessment records	Standards 2 and 4
☐	provide internal ratings to TASC annually by the due date	Standard 4
☐	ensure teachers are aware of TASC quality assurance requirements in a given year	Standard 9
☐	support staff to participate in external assessment	Standard 5

Implementing the Provider Standards – Template

The template (Attachment 1) helps schools and colleges understand the requirements to meet the Standards for Providers, the resources available, and to plan specific actions to ensure they are meeting all the standards.

- **The suggested actions are highly recommended** to ensure all standards are fully met.
- The actions will also provide strong evidence the standards will be followed and can be demonstrated during quality assurance processes once registered.
- Schools may use other or additional actions if these will comprehensively fulfill the standards and achieve the same outcomes.

Want more information on the standards?

- See the Take the Stand Campaign - Standards for Providers on the TASC website
- See Quality Assurance on the TASC website at www.tasc.tas.gov.au
- Contact TASC at QualityAssurance@tasc.tas.gov.au at or phone 6165 6000.

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Attachment 1 – Implementing the Provider Standards: Template

This template helps schools and colleges understand the requirements to meet the Standards for Providers, the resources available, and to plan specific actions to ensure they are meeting all the standards. **The suggested actions are highly recommended** to ensure all standards are fully met. The actions will also provide strong evidence the standards will be followed and can be demonstrated during quality assurance processes once registered.

Schools may use other or additional actions if these will comprehensively fulfill the standards and achieve the same outcomes.

<School/College Name> will meet the 10 Standards for Providers of TASC-accredited senior secondary courses by:

No	Provider Standard	Resources	*Actions:* What we will do	*Accountability:* Who is responsible / When will it be done
1	All the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met.	• Current Course document on the TASC website. • School's enrolment policies and procedures. • Standards for Providers – Appendix 2 and 3 on enrolment of students pre-Year 11, concurrent enrolment, repeating a course and completion over two years. • Teachers' course delivery and assessment plans.	To ensure a course is delivered and assessed in its entirety and any course specific requirements are met, we will: 1.1. *<Check access, resources and work requirements for the course (including checking students enrolled meet the requirements)>* 1.2. *<Plan the delivery and assessment of the course, including scope and sequence and assessment matrix (and unit/lesson plans as appropriate)>* 1.3. *<Any other activities>.*	*<List the key tasks/responsibilities and milestones for staff, including:* • *lead Year 11-12 or subject-specific teacher/s* • *TASC Liaison Officer* • *Assistant Principal/s* • *Principal.>*
2	Individual students are exposed to the learning required by a course.	• School's student attendance and engagement policies and procedures. • School's attendance recordkeeping system.	To ensure each student is provided with appropriate opportunities to undertake the learning, and formative and summative assessments required, we will: 2.1 *<Keep lesson-by-lesson attendance records>* 2.2 *<Use student log books / timesheets for course activities outside of normal hours / classrooms>* 2.3 *<Have documented policies and procedures addressing attendance expectations, how unexplained absences are managed and how students with prolonged absences are supported in their learning>* 2.4 *<Any other activities>.*	*<List the key tasks/responsibilities and milestones for staff, including:* • *lead Year 11-12 or subject-specific teacher/s* • *TASC Liaison Officer* • *Assistant Principal/s* • *Principal.>*

No	Provider Standard	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
3	Assessment tools meet the requirements of the course and are valid, fair and equitable.	• Policies and procedures to ensure comparability of the interpretation and application of course standards to student work. • Teachers' course assessment matrix/plans and tasks. • Information on Internal assessment on the TASC website.	To ensure the summative assessment instruments used to measure student achievement are fit for purpose and fair, we will: 3.1 <Check the suitability of planned individual assessment tasks and their weighting against the criteria, including use of a variety of assessment methods (e.g. observations, assignments, tests, peer and self-assessment, oral/multimodal presentations, reports and essays)> 3.2 Check that planned individual assessment tasks clearly note the criteria (and standard elements if appropriate) that will be assessed 3.3 Check that planned individual assessment tasks give students clear instructions regarding the required format and scope (e.g. formal essay/report/poster, expected word length) 3.4 <Set assessment tasks that give students clear performance indicators, have the potential for students to demonstrate the highest standards and that will not privilege or disadvantage certain groups of students> 3.5 <Develop marking guides/tools for consistency of assessment> 3.6 <Any other activities>.	<List the key tasks/responsibilities and milestones for staff, including: • lead Year 11-12 or subject-specific teacher/s • TASC Liaison Officer • Assistant Principal/s • Principal.>

4	Accurate assessment records are maintained.	• School's assessment recordkeeping system.	To ensure that assessment judgements are formally recorded, the records are clear and easy to interpret, and are secure, we will:
			
			4.1 <Keep full and up-to-date assessment records on an official and centralised system that includes the
			
			    o student's name
			    o date of assessment
			    o assessment task/tool title and description
			    o criteria (and standard elements, if appropriate) assessed
			    o relative weighting/significance of the task to overall assessment of the criteria
			    o level of achievement demonstrated (e.g. C+, 52%, 7/10)>
			4.2 <Keep an articulated final assessment rubric that clearly indicates how final judgements are made for each criterion>
			4.3 <Secure assessment records from unauthorised access or loss (i.e. they are backed up)>
			4.4 <Any other activities>.
				<List the key tasks/responsibilities and milestones for staff, including:
				• lead Year 11-12 or subject-specific teacher/s
				• TASC Liaison Officer
				• Assistant Principal/s
				• Principal.>

5	Effective and documented procedures to ensure the comparability of the interpretation and application of course standards to the evidence of student work.	• Policies and procedures to ensure comparability of the interpretation and application of course standards to student work. • Current Course document and information on Internal moderation of assessments on the TASC website.	To ensure the reliability and comparability of internal assessment judgements to maintain the validity and integrity of senior secondary qualifications, we will: 5.1 <Have documented policies and procedures on the activities the schools will undertake to make sure the course standards are consistently applied (may include internal moderation, formal Moderation Days, attending TASC Quality Assurance Meetings, ongoing professional development and learning, including participation as TASC Markers etc)> 5.2 <Commit to ongoing monitoring to ensure our teachers focus on reliability and comparability of internal assessment, and their roles and responsibilities> 5.3 <Maintaining awareness of and responding to data and analysis, including feedback from Moderation Days, TASC Quality Assurance Meeting Reports, and Level 3 and 4 internal/external rating data> 5.4 <Any other activities>.	<List the key tasks/responsibilities and milestones for staff, including: • lead Year 11-12 or subject-specific teacher/s • TASC Liaison Officer • Assistant Principal/s • Principal.>

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No	Provider Standard	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
6	Policies and procedures to ensure that any disputes regarding internal assessment are resolved prior to final reporting to TASC.	• School's assessment reporting policies, procedures and systems. • Policies, procedures and systems to resolve any disputes regarding final internal ratings & school's inability to endorse the academic integrity of externally assessed folios.	To ensure any disputes regarding final internal assessments are resolved before final ratings are provided to TASC in Term 4, we will: 6.1 *<Have policies, procedures and systems in place to inform students of their predicted final internal ratings, undertake any review in a fair and just manner, and keep records of the process>* 6.2 *<Use a formal notification that includes the teacher and student (and parent/guardian as appropriate) signing the internal ratings and notifying of the right to review process>* 6.3 *<Have a clearly outlined review process, including who completes the review, timelines, evidence considered etc>* 6.4 *<Any other activities>*.	*<List the key tasks/responsibilities and milestones for staff, including:* • *lead Year 11-12 or subject-specific teacher/s* • *TASC Liaison Officer* • *Assistant Principal/s* • *Principal.>*
7	Students are given explicit learning regarding academic integrity.	• School's academic integrity policies and procedures. • Information on Academic integrity on the TASC website, including the Academic Integrity Guide.	To ensure students are given appropriate learning opportunities on authenticity and academic integrity and correct referencing, we will: 7.1 *<Have school-based policies and procedures on academic integrity and how internal breaches and late submissions of work are managed (also to address Standard 8 – authenticity and academic integrity of externally assessed folios) >* 7.2 *<Have teaching staff model best practice of academic integrity in all their course materials and in the assessment tasks set for students>* 7.3 *<Distribute the Academic Integrity Guide to students and include information from the guide in discussions and course work>* 7.4 *<Any other activities>*.	*<List the key tasks/responsibilities and milestones for staff, including:* • *lead Year 11-12 or subject-specific teacher/s* • *TASC Liaison Officer* • *Assistant Principal/s* • *Principal.>*

8	Policies and procedures to ensure that any disputes regarding a school's refusal to endorse the academic integrity of externally assessed folios are resolved.	• School's academic integrity policies and procedures.
		• Information on Academic integrity on the TASC website, including the Academic Integrity Guide.
			To ensure any disputes related to the school not endorsing the authenticity and academic integrity of externally assessed folios/project work are managed in a fair, reasonable and timely manner, we will:
			
			8.1 *<Have school-based policies and procedures on academic integrity of folios/project work, including*
			   o *How teachers will develop sufficient knowledge of each students' work as a sound and reasonable basis for endorsing a folio's authenticity (note – TASC may require this evidence from a school if possible breaches of the external assessment rule are found)*
			   o *How the folio development process is monitored*
			   o *How a folio will be endorsed if the usual teacher is not available*
			   o *How a student (and parent/guardian as appropriate) are notified of the decision to not endorse and the right to review process*
			   o *Having a clearly outlined review process, including who completes review, timelines, evidence considered etc*
			   o *How TASC is notified of the review outcome ASAP>*
			8.2 *<Share information about the school policies and procedures with students, including how/when to update the teacher during the folio development process>*
			8.3 *<Any other activities>*.
				<List the key tasks/responsibilities and milestones for staff, including:
				
				• *lead Year 11-12 or subject-specific teacher/s*
				• *TASC Liaison Officer*
				• *Assistant Principal/s*
				• *Principal.>*

No	Provider Standard	Resources	Actions: What we will do	Accountability: Who is responsible / When will it be done
9	Undertaking all quality assurance processes required by the Office of TASC.	• Information on Quality assurance on the TASC website. • Standards for Providers – Appendix 1 recordkeeping and archives.	To ensure clear and robust formal quality assurance activities for the reliability, validity and integrity of TASC qualifications, we will: 9.1 *<Participate in TASC Quality Assurance Meetings as the school's representative for the selected courses, including being fully prepared with all required student work and record sheets>* 9.2 *<Undertake school-based analysis and actioning of Quality Assurance Meeting Reports (Term 4 of the meeting year and second report in early Term 1 the following year)>* 9.3 *<Submit materials to TASC for desktop audit as per course requirements (Work Readiness Level 2, Project Implementation Level 2 and Student Directed Enquiry Level 3)>* 9.4 *<Participate in desktop audits of selected courses/providers (as notified by TASC)>* 9.5 *<Participate in Regional Quality Assurance Workshops as selected by TASC>* 9.6 *<Facilitate site-visit audits held by TASC, including any pre-visit action, availability of facilities, staff and materials for the audit and commitment to undertaking actions identified in the findings>* 9.7 *<Any other activities>.*	*<List the key tasks/responsibilities and milestones for staff, including:* • *lead Year 11-12 or subject-specific teacher/s* • *TASC Liaison Officer* • *Assistant Principal/s* • *Principal.>*
10	The registered scope of courses and associated enrolments are accurate and up-to-date, having policies and procedures regarding student movement between courses and that final reporting to TASC occurs by due dates.	• School's enrolment policies and procedures on student movement/change of courses during the year. • TRACS – TASC's student assessment and certification data management system.	To ensure that the registered scope of courses and enrolments are accurate and up-to-date with any student movement, and the final reporting is completed by the due dates for resulting and qualifications, we will: 10.1 *<Register the school's scope of courses in TRACS as part of the annual provider registration process, and the TLO/Principal to make a requests for addition/removal of a course when the course change is first planned (Note – addition of a course to scope in Term 3 onwards requires specific evidence)>* 10.2 *<Keep student enrolment details in TRACS up-to-date and accurate over the year>* 10.3 *<Have school-based policies and procedures on student movement between courses, including how the course content and work requirements of the new course will be completed (Note –In Term 3, enrolments are fixed. Any subsequent change of enrolment to a new TASC course requires TASC approval and evidence of the management of the course change – students can be withdrawn from a course but the request must be made by the TLO/Principal immediately via TRACS)>* 10.4 *<Have a process to ensure all final internal ratings are reported to TASC and verified before the due dates in Term 4 (Note – change to a final internal rating after the verification process will require specific evidence to support the rating change)>* 10.5 *<Any other activities>.*	*<List the key tasks/responsibilities and milestones for staff, including:* • *lead Year 11-12 or subject-specific teacher/s* • *TASC Liaison Officer* • *Assistant Principal/s* • *Principal.>*

Want more information?

- See Quality Assurance on the TASC website at www.tasc.tas.gov.au
- See Standards for providers on the TASC website
- Contact TASC at QualityAssurance@tasc.tas.gov.au at or phone 6165 6000.

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