TASC PRINCIPAL AND TLO FORUM

July 2021

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& CERTIFICATION

ACKNOWLEDGEMENT OF COUNTRY

Agenda

Welcome

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Guidelines - Levels of complexity

TASC Health Check – Tranche 1

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What's coming next…

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Course information
English as an Additional Language or Dialect (EALD)

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External assessment logistics communication | Reasonable Adjustments

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Levels of Complexity – Tasmanian Senior Secondary Education

The Levels of complexity for Level 1 to Level 4 are taken from the Australian Qualifications Framework (AQF). The AQF is recognised as Australia's national qualifications policy and aims to provide a national framework that is contemporary, flexible and supports individuals' lifelong learning goals[1].

	Preliminary to Level 1	Level 1	Level 2	Level 3	Level 4
	Courses at Preliminary to Level 1 require learners to:	Courses at Level 1 require learners to:	Courses at Level 2 require learners to:	Courses at Level 3 require learners to:	Courses at Level 4 require learners to:
Summary	have with personalised educational adjustments, limited knowledge and skills for personal growth, community involvement and/or further learning	have knowledge and skills for initial work, community involvement and/or further learning*	have knowledge and skills for work in a defined context and/or further learning*	have theoretical and practical knowledge and skills for work and/or further learning*	have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning*
Prior learning	apply, with personalised educational adjustments, relevant prior knowledge, skills and experience	apply relevant prior knowledge, skills and experience	apply foundational prior knowledge, skills and experience	apply specific prior knowledge, skills and experience	apply specialist prior knowledge, skills and experience
Context	demonstrate, with personalised educational adjustments, consolidation and development of knowledge, skills and understanding in personal and other known contexts	demonstrate consolidation and development of knowledge, skills and understanding in personal and other known contexts	demonstrate consolidation and development of knowledge, skills in familiar and defined changing contexts	demonstrate consolidation and development of knowledge, skills and understanding in a variety of known, and some unfamiliar and changing contexts	demonstrate consolidation and development of knowledge, skills and understanding in a wide variety of known, unfamiliar and dynamic contexts
Knowledge	demonstrate, with personalised educational adjustments, personal knowledge and early conventional knowledge	demonstrate foundational knowledge for everyday life, further learning and preparation for initial work*	demonstrate basic factual, technical and procedural knowledge of a defined area of work and learning*	demonstrate factual, technical, procedural and some theoretical knowledge of a specific area of work and learning*	demonstrate broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning*
Skills	exhibit some cognitive, technical and communication skills to: • undertake simple routine activities • identify and report simple and defined issues and problems	demonstrate foundational cognitive, technical and communication skills to: • undertake defined routine activities • identify and report simple issues and problems*	demonstrate basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: • undertake defined activities • provide solutions to a limited range of predictable problems*	demonstrate a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: • complete routine activities • provide and transmit solutions to predictable and sometimes unpredictable problems*	demonstrate a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems*
Application of knowledge and skills	apply knowledge and skills to demonstrate limited autonomy in highly structured and familiar contexts and within narrow parameters	apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters*	apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters*	apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters*	apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters*

* taken from the *Australian Qualifications Framework*[2]

1 Australian Qualifications Framework – introduction Levels Summaries and Learning Outcomes Criteria, p. 12 Australian Qualifications Framework, Second Edition January 2013 (https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf)
2 AQF qualification type Learning Outcomes Descriptors - Levels Summaries and Learning Outcomes Criteria, p. 12 Australian Qualifications Framework, Second Edition January 2013 (https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf)

Version 1.0 14/7/2021

TASC Policy Documents

• Guidelines - Levels of complexity

Course renewal and Tranche 1

- Large number of course renewals applications have been received and assessed

- Small number of submissions requested a renewal with minor amendments

- Course renewal information will be published on the TASC website – Tuesday 3 August

- For courses with minor amendments a brief comment noting that nature of the amendment will be published

Course accreditation – TASC

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Student Survey Findings

2021 TASC Student Survey: Information Students Want to Know

Student Declaration Forms
the move online

A Student Declaration must be completed by all students who are undertaking one or more TASC courses. Students agree to comply with the TASC academic integrity requirements when completing the student declaration.

Overview of the changes to the Student Declaration process:

- The online Student Declaration is a two-step process – a confirmation is sent to the student's nominated email address following submission of the Student Declaration

- Students will no longer be required to register to receive their results via email as this is now a part of the Student Declaration process

- A report with student TASC IDs will be able to be generated from TRACS to support schools to manage the student declaration process *from August*

- In future years the Student Declaration process will be open as soon as student enrolments are uploaded into TRACS

[Student-Declaration-what-has-changed-.pdf (tasc.tas.gov.au)](Student-Declaration-what-has-changed-.pdf)

Student Declaration - TASC

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Course information
English as an Additional Language or Dialect (EALD)

- English as an Additional Language or Dialect, Level 2
2021 Quality Assurance Meeting has been cancelled in anticipation of a change to the Quality Assurance mechanism used for this course.

- English as an Additional Language or Dialect, Level 3
2021 External Assessment – Written Exam
Teachers are advised to reflect on the External Assessment Specifications
Part 3 – Texts, noting: Attachment 1
in preparation for the 2021 exam.
A departure from historic practice for stimulus material.

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OPERATIONAL

Communication – logistical operations external assessment

Reminder - Contact TASC directly in response to requests for information or if you have a query regarding logistical operations for external assessment

Reasonable adjustments – update

- approx. 100 of 603 new applications to process

- approx. 40 waiting on information – intent to apply or TASC have asked for further information

- reminder supporting reports or medical certificate/letter required to accompany application forms

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Employment with TASC

- Marking opportunities for some courses available
  [TASC Courses with External Assessment requiring Marking Coordinators and Markers - TASC](#)

- Applications for Supervisors open
  [Microsoft Word - Supervisor Coordinator and Supervisor Employment Guide 2021 - DRAFT.docx (tasc.tas.gov.au)](#)

Marker Information Sessions – Friday 3 September

9:00am – 9:45am, 11:00 am to 11:45 am, 1:30 pm to 2:15 pm

- [Session 1 - click here to join the meeting](#) - 9:00am - 9:45am
- [Session 2 - click here to join the meeting](#) - 11:00am - 11:45am
- [Session 3 - click here to join the meeting](#) - 1:30pm - 2:15pm

[Employment - TASC](#)

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GENERAL QUERIES

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