

WORK REQUIREMENTS

Purpose

This policy outlines TASC's position on work requirements included in TASC-accredited course documents.

Work requirements identify some of the learning tasks and the associated summative assessment items students complete throughout a course. They provide opportunities for students to demonstrate achievement that is measurable against the standards of one or more assessment criterion for the course.

This policy supports course developers to identify and articulate appropriate work requirements for proposed TASC accredited courses during the course design process. It also enables teachers to have a clear understanding of work requirements to inform the setting of assessment items.

Policy statement

Work requirements:

- **Provide opportunities for students to demonstrate achievement of the learning outcomes**

Work requirements provide an appropriate mix of assessment types and demonstrate clear links between the learning outcomes, course content, criteria and standards.

- **Appropriately reflect the level of complexity of the course**


Work requirements will align with the characteristics of the relevant level in the Australian Qualifications Framework (AQF); that is, a Level 1 course will align with the characteristics of AQF Level 1. The work requirements for a course will demonstrate consistency with other courses at the same level. If an everyday adult standard is embedded into a course, work requirements will also map to the Australian Core Skills Framework as appropriate, consistent with TASC's Everyday Adult Standards policy.

- **Support an understanding of the course content parameters**

As an integral part of the teaching and learning program, work requirements provide clear guidance to teachers in relation to the nature, scope and scale of the assessment requirements for each course. Any parameters outlined in the work requirements, such as word limits or time allowances, provide guidance for teachers on the volume of work that may be expected of students for that specific assessment item during the course.

- **Describe learning activities and the associated assessment requirements of a course**

Work requirements facilitate a common understanding on the assessment outputs required by students to enable teachers to make sound, evidence-based assessments of students' learning and achievement. The specified outputs are generally intended as summative tasks. Teachers may choose to set additional assessment items, providing



greater opportunities for students to engage in learning and demonstrate their knowledge and skills.

- **Will be included in every new TASC accredited course**
- **Use consistent language**
The same language should be used to describe comparable requirements in different courses. The use of terms to describe work outputs will be consistent with the established, clearly articulated use and/or definition.

If a student does not complete all of the activities outlined in the work requirements, unless otherwise stated, the teacher may determine the appropriate rating for the relevant criteria by considering, on balance, evidence of achievement from completed assessment tasks, including any additional assessment items the teacher may set.

Related policies

- [Everyday adult standards](#)

Related procedures

- No related procedures

Supporting information

- Attachment 1: Glossary of common assessment types
- [Australian Qualifications Framework](#)
- [Australian Core Skills Framework](#)
- [Level of Complexity – Senior Secondary Education](#)
- Work Requirements Guidelines (in development)

Definitions

No further definitions.

Legislation

TASC determine matters relating to the assessment of TASC accredited courses under sections 31 and 33 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

Authorised by	Wendy Spencer, Executive Officer, TASC
Contact	Quality Assurance Team
Version	1.0 – 25/5/21
Last significant review	25 May 2021
Review by date	25 May 2025
This document replaced	NA

Attachment I: Glossary of Common Assessment Types


Assessment Type	Definition
Analytical text	An analytical text is a text with a primary purpose to identify, examine and draw conclusions about information, topics, or events. Analytical texts may develop an argument or consider or advance an interpretation.
Brief	<p>A brief is a written or verbal instruction to or from a developer outlining a task.</p> <p>A design brief is used to demonstrate knowledge, skills and understanding of course specific content. A design brief supports the creation of a prototype or may substitute a product where required.</p>
Case study	A case study is a detailed study of a specific subject which may be a person, place, object, organisation, event, or phenomenon. A case study has a particular structure and characteristics specific to a particular context. Learners may use case studies as the basis for an inquiry or investigation or may produce them as the result of an inquiry/investigation.
Critical response	<p>A critical response is an application of critical thinking skills to examine and interrogate a question, position, event, text, or topic.</p> <p>A critical response is often in the form of an essay and may be written in first or third person.</p> <p>A critical response requires:</p> <ul style="list-style-type: none">• wide reading and academic research• the use of an appropriate referencing and citation system <p>Examples of a critical response may take the form of:</p> <ul style="list-style-type: none">• an analytical text• a compare and contrast task• an evaluation.
Essay	<p>An essay is a composition with a defined format which focuses on a specific topic, supported by evidence. An essay may be communicated through differing modes and mediums e.g., written, photographic etc. An essay can inform or persuade. The specific features will vary dependent on purpose of the essay.</p> <p>Essays can be formal or informal and may form part of other artefacts such as projects or folios.</p> <p>An essay usually has a prescribed size or word count and is developed over a defined timeframe.</p>

Assessment Type	Definition
Exhibition	<p>An exhibition has one of two primary forms:</p> <ul style="list-style-type: none"> • A multifaceted assignment that serves as a culminating academic and intellectual experience for students • A project, presentation, product, or portfolio used as a summative assessment <p>Exhibitions require a sense of audience, are developed over a defined timeframe, and culminate in a point in time presentation.</p>
Extended response	<p>An extended response is a comprehensive response in any form, mode, medium or type, e.g. analytical, imaginative, creative, reflective, informative, factual, persuasive, and interpretive.</p> <p>The structure, tone and language features of the extended response must be appropriate to the form, mode and type of response required.</p> <p>An extended response usually focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular question, situation, or stimulus.</p> <p>The word count or time limit facilitates greater detail or depth than a short response.</p>
Folio (external)	<p>Folio (external) is a term used to collectively represent a variety of external assessment mechanisms.</p> <p>A folio of work for the external assessment of a TASC external assessment may refer to a creative, inquiry and/or design-based collection of work. Course specific requirements are outlined in the external assessment specifications. The specific title for the folio (external) will be course specific e.g. Independent Study, Investigative Project, Writing Folio, Extended Research Inquiry, etc.</p> <p>The folio of work is externally assessed with specific reference to the TASC External Assessment Rules.</p>
Folio	<p>A folio is a purposeful collection of student work in any form, mode or medium that a learner has produced during a module or course and presents selected evidence of their learning achievements.</p>
Formal examination	<p>A formal examination is a measure of the level of student achievement at a given point in time (usually at the completion of a program of learning). When used at the completion of a program of learning, it provides summative data and evidence across a range of defined learning outcomes.</p>

Assessment Type	Definition
Imaginative text	An imaginative text is a text with a primary purpose to entertain or provoke thought through the imaginative use of appropriate text structures and features. Imaginative texts are recognised for their form, style and artistic or aesthetic value.
Inquiry	<p>An inquiry is an outcome, product, project, folio, or performance of assessment that has been derived from an inquiry-based learning pedagogical approach or process. Inquiries may be guided, or student directed.</p> <p>An inquiry values:</p> <ul style="list-style-type: none"> • student agency in learning, as appropriate • reflection, metacognition, and depth of thought • ongoing assessment and feedback opportunities. • learning that leads to an action or specific output. <p>An inquiry is carried out over an extended and defined timeframe and may contain several distinct but related parts.</p>
Investigation	An investigation is a research-based response to a specific problem, question, issue, design challenge or hypothesis evidenced by the collection, analysis, and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined timeframe.
Journal	<p>A journal is a purposeful collection of entries and a record of activities that represent a student's ideas and reflections.</p> <p>Types of Journals may include:</p> <ul style="list-style-type: none"> • Reflective journal (primary purpose is for personal reflection) • Learning journal (note taking, clarification of information/ideas). <p>*also see logbook for related concept</p> <p>A journal can be used to document a variety of information, ideas, thoughts, learning and working processes, decisions and reasons or justifications for these decisions and may use any form, mode or medium. It is developed over a defined timeframe, in chronological order and usually has a defined size or word count.</p>
Logbook	A logbook is documentary evidence of events and concise summaries of information, and it may show the progression of events.

Assessment Type	Definition
Multimodal response	<p>A multimodal response is a combination of two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning and may take a range of differing forms. Digital multimodal responses can involve the use of communication technologies. Multimodal responses can also be paper based, or live performance.</p>
Negotiated study	<p>A negotiated study is an artefact that enables students to develop and refine an individual in-depth study on an approved topic of their interest.</p> <p>A negotiated study facilitates student voice and agency and is developed through negotiation between students and teachers.</p> <p>A negotiated study may prescribe output, format, and assessment criteria.</p> <p>A negotiated study may use any form, mode, medium or text type. It is a coherent work which may contain several related parts.</p> <p>A negotiated study is developed over a defined timeframe and usually has a defined size or word count.</p>
Oral Examination (external)	<p>An oral examination is an externally assessed conversation with at least two external examiners. Course specific requirements are outlined in the external assessment specifications.</p> <p>An oral examination has a maximum duration and is conducted under specified conditions as outlined in the TASC External Assessment Rules.</p>
Performance	<p>A performance is a task that requires students to perform in order to demonstrate knowledge, skills and understanding relevant to the program of learning.</p> <p>Performances share the key characteristic of accurately measuring one or more specific course criteria. They are complex, authentic, process/product oriented, and time bound.</p> <p>Assessments in performance-based learning can include:</p> <ul style="list-style-type: none"> • Presentations • Performances* • Project Presentation • Exhibits and Expo • Debates <p>Assessed performances acknowledge audience and audience agency.</p> <p>In the Arts, Performance* is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through embodied action.</p>

Assessment Type	Definition
Practical (external)	<p>Practical external assessment is a term used to collectively represent a variety of assessment types. A practical assessment may take the form of a performance, exhibition or presentation. Course specific requirements are outlined in the external assessment specifications. The specific title for the Practical (external) will be course specific e.g. Display of Works, Theatrical Production, Performance, etc.</p> <p>The folio of work is externally assessed with specific reference to the TASC External Assessment Rules.</p>
Product	<p>A product is an artifact, idea, prototype, service, or system developed or created in any form, mode or medium, that a learner has produced in response to their learning. A product provides opportunity for a learner to apply identified knowledge and skills in particular contexts.</p> <p>A product is developed over an extended and defined timeframe.</p>
Project	<p>A project is focussed on a problem-solving or exploratory process requiring the application of a range of cognitive, technical, and creative skills and theoretical understandings. The project is a coherent work that may include written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models.</p> <p>A project is developed over an extended and defined timeframe.</p>
Reflective response	<p>A reflective response is designed to convey deep thinking and personal reflection about an aspect of student learning through the application of a range of cognitive skills, and understandings e.g., thoughts, opinions feelings, reactions, interpretation, perspectives, points of view, evaluations, critical and creative thinking.</p> <p>A reflective response is developed over a defined timeframe and may involve external stimuli.</p>
Short response	<p>A short response is a defined and limited response in any form, mode, medium or type that allows the learner to address a single or discrete group of ideas, solve a problem, express ideas, answer closed questions, provide brief descriptions or convey specific information. For effective assessment, short responses are usually grouped, for example by theme, concept, topic, or technique. Short responses occur over a defined timeframe.</p> <p>The structure, tone and language features of the short response must be appropriate to the form, mode and type of response required.</p>



Assessment Type	Definition
Test	<p>A test is a measure to check the quality, performance or reliability of learning, knowledge, or skill. A test as a student assessment is used to measure learning at a specific point in time.</p> <p>Tests can be used for different purposes: diagnostic, formative, benchmark and summative.</p> <p>Tests usually occur within a limited and defined timeframe and are supported by agreed and specified conditions.</p>
Written Examination (external)	<p>A formal, externally assessed examination of specified course content, outlined in the external assessment specifications. A written examination is a timed assessment, under specified conditions outlined in the TASC External Assessment Rules.</p>