

# TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (TCEA)

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## INFORMATION SESSION 2021



OFFICE OF TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

# Tasmanian Certificate of Educational Achievement (TCEA) – in 2021

- Received 203 applications for the TCEA
- Notification of the outcome of applications will be made via TRACS in the coming weeks

| TCEA       | 2021 | 2020 | 2019 |
|------------|------|------|------|
| Applicants | 203  | 119  | 78   |

# TCEA Descriptive Texts in 2021



Resources to support the writing of TCEA Descriptive Texts

- New descriptive text template – includes example prompts for each category
- New Writing Conventions Guidelines
- New example certificates
- New example descriptive texts

[TASC Website – TCEA](#)



# New Writing Conventions Guidelines

| TCEA Applicants | 2021 | 2020 | 2019 |
|-----------------|------|------|------|
|                 | 203  | 119  | 78   |

[TASC Website – TCEA](#)

**TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT**  
**WRITING CONVENTIONS**

The TCEA is an information-rich certificate that describes a student's participation and achievement in education. The statement describes the student's highest achievements against their individual learning goals in a meaningful way to employers, trainers and others in the community. It only identifies illness, impairment, or disability where this directly impacts their learning. The students' teachers prepare the statement or descriptive text.

Ideally, the TCEA is limited to four pages, so in addition to conforming to specific writing conventions, statements must be brief and focus on the most relevant achievements in their senior secondary studies. It is also essential that inclusive language is used in the descriptive text. To maintain a consistent tone and community statements of achievement against the categories must adhere to these guidelines. TCEA sample certificates are available on the TASC website to provide further guidance.

**FORMAT**

The TCEA statement must:

- be submitted on the TASC template
- be less than 600 words
- have a balance of descriptors across each category (where possible)

**CONTENT OF THE DESCRIPTORS**

Descriptors of a student's achievement should:

- include a clear and specific description of demonstrated knowledge and skills, and achievement against their Individual Education Plan | Individual Learning Program
  - **do not** repeat the same knowledge or skill across category organisers
- focus on achievement, what the student 'does', 'applies', or 'shows', rather than ability, what the student 'can do', 'may be able to do', 'is able to' or 'has the ability to'
  - **do not** describe attitudes or behaviour, such as 'behaves well' or 'displays appropriate behaviour'
  - **do not** use 'participates' or 'attends' unless participating or attending is the achievement, such as 'participation in extra-curricular activities'
- be a coherent statement that is fair, equitable, supportive and consistent and provides information that may be meaningful within the community
  - **do not** make value judgments or predictions, such as 'will do well' or 'will be suitable for'.
- is expressed positively with qualifiers placed at the end of the statement, as in 'completes information on forms with support'
  - **do not** place a comma before the qualifier

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## Where to now:

Resources to support the writing of TCEA Descriptive Texts

- Notification of TCEA approval will come via TRACS
- Schools to begin process of writing descriptive texts

Descriptive texts due to **TASC 15 October 2021**

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Pilot program – submitting descriptive text via online portal



Contact: [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au) | 61 656000 if you would like to be involved



# QUESTIONS

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