QUALITY ASSURANCE MEETINGS 2022

INFORMATION KIT

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OVERVIEW

WHY IS QUALITY ASSURANCE IMPORTANT?

The community, employers, parents and learners have confidence in the reliability and integrity of qualifications issued by the Office of Tasmanian Assessment, Standards and Certification (TASC). Quality assurance is a systematic and transparent way by which such confidence can be maintained and enhanced.

TASC issues learners with qualifications based on provider-reported learner achievement against course criteria and standards. In order to do so, TASC must have confidence in the validity of this information. TASC's quality assurance methodologies provide this.

Several different quality assurance methodologies are available: the one selected for any given course is noted in the accredited course document. The method chosen depends on factors such as: relative risk to the integrity of the TCE; whether the course has external assessment; the nature of any course-specific work requirements; the nature of the evidence of learner work produced during the course; and available resources.

WHAT ARE THE BENEFITS OF ATTENDING MEETINGS?

Meetings provide the required quality assurance processes, as well as opportunities for professional learning and networking for participating teachers.

Attendees' engagement in peer discussions about bodies of student work and criterion standards in order to reach consensus assessment decisions can be powerful professional learning, and is a valuable means by which teachers can gain a common understanding of the application of standards to authentic learner work.

Meetings also provide opportunities for professional discussions, sharing and networking between teachers of specific courses.

ARE THE MEETINGS COMPULSORY?

Yes.

Providers agree to undertake all required quality assurance processes as part of their registration. TASC may refuse to accept reported learner achievement from providers who fail to comply with this agreement.

Representation at – and participation in – TASC quality assurance meetings is a requirement of registration to deliver, assess and report on courses with a meeting-style quality assurance methodology.

Providers of all other courses noted on the following page must be represented at a course meeting.

If a school representative is unable to attend a meeting (for example, because of sudden ill health) they should contact their school immediately and ask the school to make alternative arrangements to get the materials to the meeting (if a physical meeting) and appoint a new representative. Schools are asked to please contact the Office of TASC as soon as possible to keep us informed of such last-minute issues (phone: (03) 6165 6000, email: Qualityassurance@tasc.tas.gov.au).

Please note: student work <u>may not</u> be tabled by a third party (e.g. a teacher from another school attending the meeting).

WHICH COURSES HAVE QUALITY ASSURANCE MEETINGS?

In 2022 the following Level 2 courses have quality assurance meetings:

Course	Code	Providers Required
Computer Graphics and Design – Foundation	CGD215118	All
English Applied	ENA215114	All
English Foundations	ENG215117	All
History and the Environment	HAE215120	All
Introduction to Sociology and Psychology	BHX215118	All
Legal Studies – Foundation	LST215117	All
Media Production Foundations	MED215117	All
Religion in Society	RLP215120	All
Tasmanian Aboriginal Studies	TAS215118	All
Work Readiness	WRK215117	All
Workplace Maths	MTW215120	All

NOTE: At the time of publication (Feb 2022) we are exploring the possibility of trialling the introduction of *General Mathematics – Foundation* Level 2 to the Meeting Method of quality assurance. The trial would involve only selected providers in 2022, and individual schools would be approached with details should this trial proceed this year.

WHEN AND WHERE ARE THE MEETINGS HELD?

The meetings are generally held in the first few weeks of September each year, after Years 9 to 12 Learning Moderation Day.

Some courses will have on-line meetings via MS TEAMS, others will have physical meetings (typically held in Hobart, Launceston and/or the NW coast). Specific details about venues, dates and times are published on the webpage below when they become available. This is usually published in early August, so as to take account of any late enrolments that may impact the number/location of meetings.

www.tasc.tas.gov.au/providers/quality-assurance/quality-assurance-meetings/

ARE COSTS COVERED FOR THE MEETINGS?

Providers are responsible for costs associated with:

- the provision of materials
- teacher attendance at the quality assurance meetings
- any accommodation costs
- provision of a relief teacher (where necessary).

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WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN TASC QUALITY ASSURANCE MEETINGS AND YEARS 9 TO 12 LEARNING MODERATION MEETINGS?

TASC Quality Assurance Meetings	Moderation Meetings
These meetings are organised and co-ordinated by the Office of Tasmanian Assessment, Standards and Certification (TASC).	State-wide meetings are organised and co-ordinated by Years 9 to 12 Learning. Internal moderation (within-school and/or in local networks) is organised and co-ordinated by course providers.
Involvement in the quality assurance process is a formal requirement for all providers of the nominated courses (Course Provider Standards 5 and 9).	Within-provider and between-provider moderation are requirements of the Department of Education's Assessment and Reporting Procedure. Years 9 to 12 Learning's cross-sectorial Moderation Meetings provide an opportunity for large scale between-provider moderation.
Primary purpose: the meetings are an essential part of a TASC quality assurance process to give TASC confidence in the reliability, integrity and validity of final results reported by providers. Professional Learning is an outcome for most involved in the process.	Primary purpose: to ensure comparability of standards across all Senior Secondary providers – this occurs through moderation of samples and bodies of work provided by teachers. Planning of future tasks and Professional Learning are also features.
Only Level 2 courses with a meeting-model quality assurance (as noted in the course documents) have a quality assurance meeting.	Most Level 2, 3 and 4 courses are involved in Moderation procedures. Preliminary courses are also Moderated.
Teachers involved in the process formally represent their school/college in order to fulfil TASC quality assurance requirements.	Teachers are involved in the process as individuals sent by their school/college to engage in between-provider moderation and for the professional development opportunity offered.
Assessment judgements are made based on the evidence of tabled bodies of student work using TASC processes.	Assessment judgements are made based on the evidence of tabled bodies of student work after following an agreed or provided protocol.
Tabled student work is authentic and created as part of the courses' work requirements.	Tabled student work may include pre-agreed common assessment tasks or criteria.
Criteria are selected for assessment based on their match to the nature of the work to be tabled.	Criteria are often selected because of the PL potential of discussion about them and the application/interpretation of their standards.
The process tracks awards generated by modified course award algorithms. Generally, four criteria are required in order to do so. Changes to the criteria selected are not typically required by the process.	A limited, focused number of criteria are selected and the criteria are regularly changed.
Meeting outcomes and any requirements are formally reported by TASC to the provider.	Meeting outcomes are shared Years 9 – 12 Learning with all teachers in the learning community.

WHAT ARE THE 'BODIES OF STUDENT WORK' AND RECORD SHEETS? WHAT DO I DO WITH THEM?

Explanatory notes are given in the Frequently Asked Questions section of this document.

WHAT HAPPENS IF A SCHOOL DOES NOT HAVE THE MATERIAL TO TABLE?

Requirements for the bodies of student work are usually drawn from course work requirements and/or tasks that will have been completed by September (as per any course requirements regarding the delivery sequence).

If a school has less than four (4) students enrolled, they should bring samples from each student (or 'nil return' coversheets if a student has not submitted work, with an explanation noted on the Provider Sheet).

If a school does not have samples at the required borderlines (such as three (3) at the PA/SA borderline), samples as near as possible to the requirement can be tabled. See the Frequently Ask Questions section below for more information.

WHAT HAPPENS IF THE BODIES OF STUDENT WORK DO NOT MEET THE REQUIREMENTS OR ARE NOT SUBMITTED?

TASC may negotiate with providers to ensure compliance with the requirements. In such cases a TASC-appointed subject expert/s will assess the bodies of student work. Providers will be required to pay for this service on a cost-recovery basis.

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PROCESS

WHAT DO I BRING TO THE MEETING?

- Bodies of student work as required - see individual course information sheets available at:
  www.tasc.tas.gov.au/providers/quality-assurance/quality-assurance-meetings/

- Completed *Provider Record Sheets*, and *Meeting Record Sheets* with identification section (only) completed. One (only) of each Sheet kind per body of student work is required. See below for more details about how to complete these sheets. Course-specific sheets are available at:
  www.tasc.tas.gov.au/providers/quality-assurance/quality-assurance-meetings/

- A copy of the course document (printed or e-copy).

HOW DOES THE MEETING MODEL 'WORK'?

The meeting model of quality assurance collects data from two points (the provider, and a meeting of teachers) about individual learners' achievement based on the evidence of tabled bodies of student work. These two sets of data are recorded by TASC and sent to the provider. In cases where there is clear correlation between the provider's and the meeting's assessments, the provider may have confidence in the validity of their application of a course's standards to the assessment of a body of student work. In cases where there are discrepancies between the two sets of data, the provider is expected to investigate the issue and take any necessary action. TASC may also require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately when finalising learners' results.

TASC will compare provider and meeting assessments with the final results reported by providers for nominated individual learners. Where discrepancies are noted, further action – such as formal dialogue and/or strategic audits – may be required.

WHAT HAPPENS AT A MEETING?

On arrival, Attendees remove the *Provider Record Sheet* from their own provider's four bodies of student work and hand them to the Chair. These are removed from the meeting process and are retained for TASC office use. After arrival and welcome, attendees are asked to arrange themselves in small groups. The bodies of student work – together with their *Meeting Record Sheets* – from each provider in each small group are placed in a pile, and the pile is then passed to another small group.

The small group then assesses its' new bodies of student work. Typically this involves each group member viewing a body of work seeking evidence to make professional judgements about ratings for the nominated criteria. When everyone in the small group has done this for a particular body of student work, each member discusses their ratings and in a moderation process a consensus decision is reached for each criterion. This might involve notation of a borderline rating (such as C-, or B+/A-). These ratings are then used to calculate an overall award. The small group's consensus ratings and the award are written on the body of student work *Meeting Record Sheet*. Any issues (such as a lack of evidence in the body of student work against a criterion) can be recorded on the *Meeting Record Sheet*.

The process involves close reference to the course's criteria standards. Attendees are asked to ensure that they have a copy of the course document with them.

The assessed bodies of student work are then handed to a second small group. The second small group assesses the works and any discrepancies between the assessments of the two small groups are noted on the *Meeting Record Sheet*.

After all bodies of student work have been assessed, the *Meeting Record Sheets* are collected by TASC.

If the course related to the meeting is one where an SA award or high is used as an indicator that a learner has achieved a TCE standard ('everyday adult' reading and writing, or use of computers and the internet, or mathematics), attendees will be invited to discuss issues about this use of the course.

Attendees are invited to collect their provider's bodies of student work at the end of the meeting.

On-line meetings follow a similar process, the main differences being:

- Electronic copies of student work and coversheets are sent to TASC (not brought to the meeting)

- TASC uploads the work into on-line groups and assigns representatives from other schools to the each group

- Representatives are given time to make individual assessment judgements

- Individual assessments are discussed in the small groups in order to arrive at a consensus assessment for each of the nominated criteria, and the award

- Assessment judgements are recorded by the TASC meeting Chair.

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MEETING PROTOCOLS

- Please be at the meeting promptly at its advertised starting time, and with the necessary bodies of student work and separately completed Provider Record and Meeting Record Sheets.
- The focus of the meeting is – in small groups – to arrive at overall assessment decisions about bodies of student work by applying the standards of nominated criteria.

This involves:

- o seeking evidence of the standards by close scrutiny of the body of student's work and the standard elements in the course document
- o normal protocols for group work – all members of a small group have equal rights to the discussion and assessment decision-making process.
  This does not involve:
- o correcting or annotating student work
- o making any comments about a learner as an individual or the provider named on the *Meeting Record Sheet*.

- Attendees assess work other than that from their own learning community during the meeting.
- Attendees have no verbal or other contact with those who may be assessing bodies of student work from their learning community.
- It must always be remembered that small groups are assessing the evidence of learner work. They are not criticising or making judgements about the provider's assessments.
- Attendees may not advocate for a learner from their learning community or seek to communicate about bodies of student work from their learning community.
- All information gained about individual learners and/or providers at the meeting must be treated as confidential.
- Copies of student work from other schools may not be retained or used for any other purpose.
- If bodies of student work contain items that require special equipment to view/listen to (such as a laptop to view a PowerPoint presentation), it is the provider's responsibility to ensure that such equipment is available at the meeting.
- Please do not ask to see the *Meeting Record Sheets* for your provider's bodies of student work. A report of the outcomes will be sent to your school/college early in Term 4.

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FREQUENTLY ASKED QUESTIONS: BODIES OF STUDENT WORK AND RECORD SHEETS

THE BODIES OF STUDENT WORK:

What is 'a body of student work'?	Each 'body of student work' is made up of assessment tasks produced by a single learner. In some cases the body of student work may be a single, large assessment task (such as a project or folio). In other cases it might be made up of a variety of smaller tasks. Information sheets for each course will describe the nature of the body of student work required. These sheets are available at the webpage: *www.tasc.tas.gov.au/providers/quality-assurance/quality-assurance-meetings/.*
How many bodies of student work are required per provider?	Unless otherwise stated, four (4) bodies of student work are required per provider for each course meeting. Each provider must table the required number of bodies of student work, irrespective of the number of classes a school/college runs. E.g. If a provider has three classes of a course, only four (4) bodies of student work in total (not per class) are required.
How much material should there be in each body of student work?	The size/volume of the bodies of student work need to be enough to provide evidence for assessment judgements against all the required criteria, and when indicated in specific courses, against relevant TCE standards. At the same time each body of student work **needs to be of a size that can be assessed (not corrected or marked) in a reasonable amount of time (e.g. no more than 15 minutes)**.
Can the bodies of student work be 'marked'?	The bodies of student work are usually tasks that have already been assessed by the classroom teacher, but they should be free from any assessment comments, grades, ratings or marks as these could influence meeting decisions. Mathematics bodies of work should have questions marked as correct – or not (e.g. tick/cross) but not graded in other ways (e.g. not noted as C+).
Should the bodies of student work be photocopied for physical meetings?	It is preferred that the bodies of student work are photocopied in case of accident or loss during the physical meeting process.
Should information about the assessment task/s (like essay or project topics, questions or task guidelines) be included?	A brief context statement <u>may</u> be given with a body of student work (e.g. the assessment task such as the essay question or project topic that the work responds to). During the meeting process it must be remembered that it is the evidence provided by the body of student work measured against the criterion/ia standards that is the focus of assessment, not the degree to which learner's work answers a specific assessment task.

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Why isn't a common assessment task set and used so that we are assessing responses to the same task?	The nature of the task/s required for quality assurance meetings are detailed within the course-specific requirements published early each year. These are based on work requirements in the relevant course document. From this point of view the work is 'common' (e.g. meeting a work requirement of a course) and authentic. The setting of a specific common task (such as a set essay topic or problem) has the potential to impose work on students that does not address individual needs and interests, and may limit the focus and direction of learning desired by the teacher. There is also a potential risk that assessment judgements might be focused on comparing students' responses to the specific question/problem rather than making judgements about the evidence of *a* student's work against the criterion standards of the course.
Can a body of student work be from more than one learner (e.g. a group task, or made up of pieces of work from more than one learner)?	No. TASC quality assurance meeting methodologies track the achievement of individual learners.
What if I don't have enough bodies of student work with the required characteristics?	Individual course quality assurance meeting requirement sheets usually note characteristics of work to be tabled, such as four bodies at the SA/PA borderline. If you do not have enough bodies of work with the required characteristics (for example, only three students at that borderline), please make up the balance of the required number of bodies with the 'closest match' you have. It is understood that if you have less than four students enrolled at your school/college (including any FLN learners) you will not be able to table all the required bodies of work. Please inform the Meeting Chair of this at the start of the meeting and make a notation on the attendance list.
Can I use 'z' ratings?	Please avoid selecting student work that does not offer any evidence for the required criterion/ia (i.e. is a 'z' rating). Having 'z' means the application of an award algorithm will automatically result in a PA.
Can I use work from a student who is in my class but who is enrolled at another school?	Please avoid selecting work from a student who is enrolled with another provider but who is attending your class under between-provider arrangements. TASC reports are sent to the enrolling provider.
Does the work have to be from the current academic year?	Yes.
Can I table material that I know (or suspect) breaches the principles of academic integrity (e.g. copied from the internet)?	No. Such material should not be tabled.
Do I need to bring equipment such as a laptop if the bodies of student work contain items that can't be physically tabled?	Yes. It is the provider's responsibility to ensure that any equipment needed for small groups to view/listen to the learners' work is available at the meeting.

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PROVIDER RECORD SHEET:

Who is the 'provider'?	Provider – an institution that delivers a course and undertakes learner assessment, typically a school, college or educational trust. Registered providers agree to comply with TASC-specified conditions, including meeting quality assurance requirements (see *www.tasc.tas.gov.au/providers/quality-assurance/quality-assurance-meetings/* for more information). In some contexts, 'provider' may refer to an institution's authorised person or body (such as a principal, CEO, governing council or board).
Why are learners' 'TASC ID code' <u>and</u> 'name' required?	This information allows TASC to track provider and meeting reports on individual's bodies of student work, and final provider-reported results.
Do I have to give the students' TASC ID code <u>and</u> name?	Yes. This is **compulsory**.
How are the provider ratings against each nominated criteria derived?	Each rating must reflect a judgement based on the evidence provided by the body of student work in its entirety. If the body of student work is made up of different tasks, the rating reflects the achievement against the criterion standards for the sum total of the different tasks. E.g. If the body of student work comprises three different assessment tasks, the provider rating per criteria is a rating for the sum of all the tasks, not for each individual task. Hence only one (1) *Provider Record Sheet* per body of student work is to be used. Ratings reflect judgements about the body of student work against the criterion standards given in the accredited course document. In some cases there may be some standard elements (dot points) within a nominated criterion that cannot be applied because of the nature of the tasks making up the body of student work. E.g. a criterion may include a process (such as drafting or reading) that is not evidenced by the body of work tabled for the meeting. This is acceptable so long as the body of work can be used to assess the majority of a criterion's standard elements. Ratings reflect judgements about the body of work against the criterion standards given in the accredited course document. It is highly recommended that the provider ratings are derived via within-provider moderation. E.g. several teachers of the course (or similar courses) moderate the body of work and arrive at a consensus rating that is then recorded on the *Provider Record Sheet*. Ratings – as described in the course document –are z, t, C, B or A. As noted above, please avoid selecting work for which there is no evidence ('z' rating).
Can '+' or '-' signs be used?	Yes (e.g. B- or C+).

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	It is understood that some common sense judgements will need to be made if the full set of course criteria are not applied.
How can an overall award be given if there are not enough criteria assessed to apply the formal award algorithm?	A, A-, A, A- clearly gives an 'EA'.
	C, C-, C+, C clearly gives an 'SA'.
	In other cases, the judgement may not be so clear. Notation of a borderline award (e.g. SA/CA) is acceptable in such cases.
	If the borderline is between a PA and an SA award, the provider is asked to make a firm judgement either way.
	NOTE: the overall award is based on the ratings associated with the body of student work tabled for the meeting. It is <u>not</u> a 'prediction' of the learner's final award.
Can the Provider Record sheet contain contextual information, such as to note a learner's special needs or extenuating circumstances?	No. This is not relevant to the quality assurance task.

MEETING RECORD SHEET

What parts do I need to complete?	Providers only complete the Identification part of the *Meeting Record Sheet*, (student name and TASC ID).

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CHECKLIST – WHAT DO I BRING?

What to bring	✔
Required number of bodies of student work as per the current quality assurance requirements for the course and providing sufficient evidence to allow assessment judgements against the nominated criteria within a reasonable amount of time (15mins max).	
One *Meeting Record Sheet** with the identification section (only) completed attached to the front of each body of student work.	
One completed *Provider Record Sheet** attached to the matching *Meeting Record Sheet*, noting that these will be removed by a TASC Officer prior to the start of the meeting.	
A copy of the course document (especially the criteria/standards section) for reference during the meeting.	
Any equipment (such as laptops) needed for small groups to view items that make up the bodies of student work.	

* Please note: do not copy the Provider Record Sheet with the Meeting Record Sheet on the back of the same page. Both documents need to be separate, standalone items.