

# TASC INFORMATION SESSION

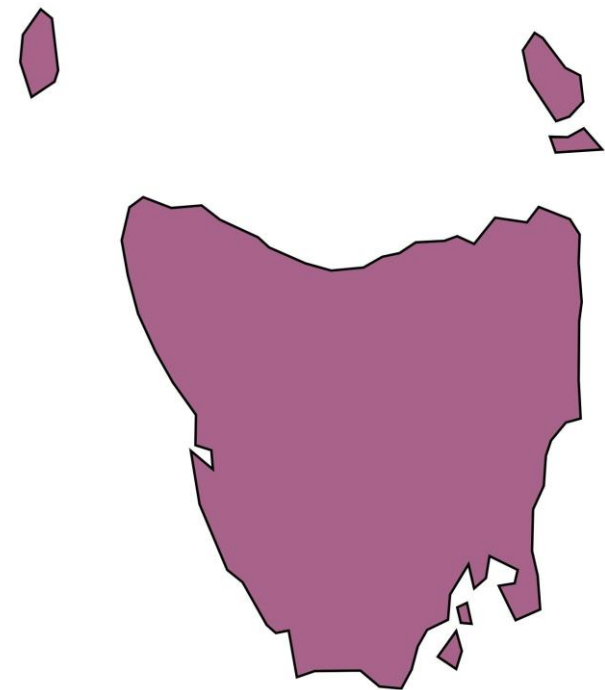
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## TASC LIAISON OFFICERS (TLO)



OFFICE OF TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

# ACKNOWLEDGEMENT OF COUNTRY



# AGENDA

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Welcome

TASC  
Qualifications and  
Certificates

Student centred  
approach – enrolments  
through to resulting

Student supports

TASC Standards  
and Quality  
Assurance

Communication  
with TASC



OFFICE OF TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

# WELCOME

Stay in touch and establish a relationship with the team at TASC.

- ▶ Keep in touch with TASC throughout the year.  
Contact TASC on 61656000 or [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)
- ▶ Naomi Colbeck – School Support and Liaison Officer  
[naomi.colbeck@tasc.tas.gov.au](mailto:naomi.colbeck@tasc.tas.gov.au)  
61655388



Welcome

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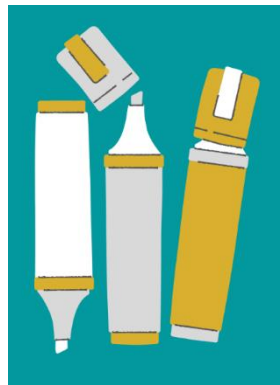
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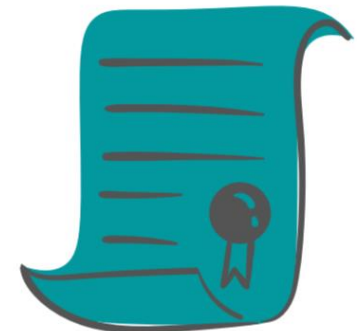
# The Office of Tasmanian Assessment, Standards and Certification



**ASSESSMENT**



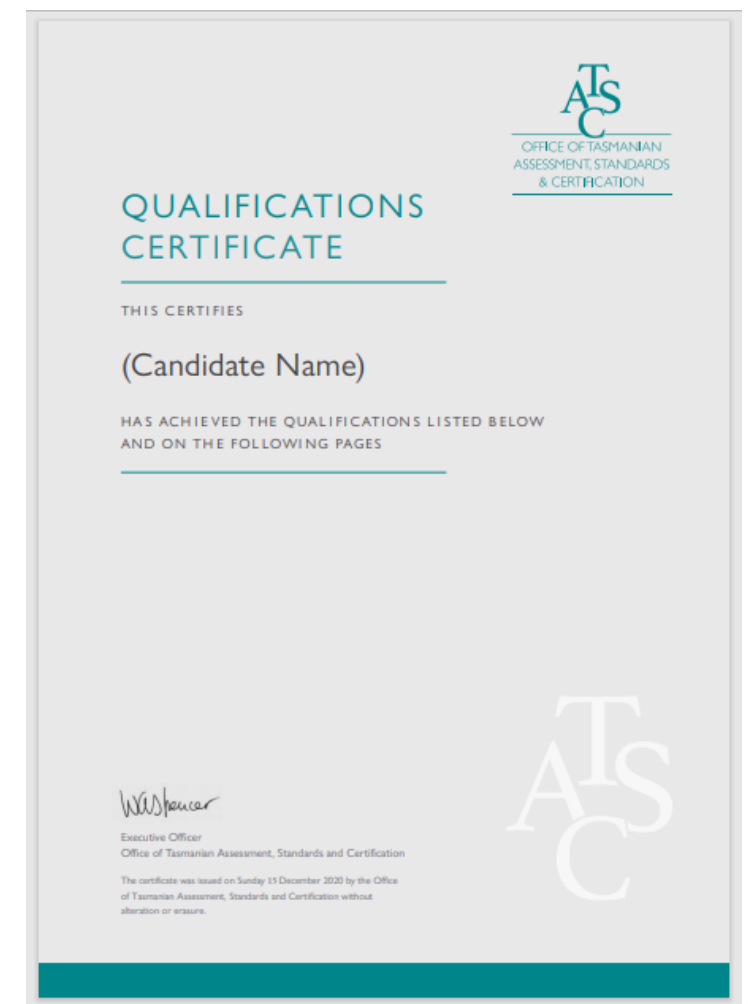
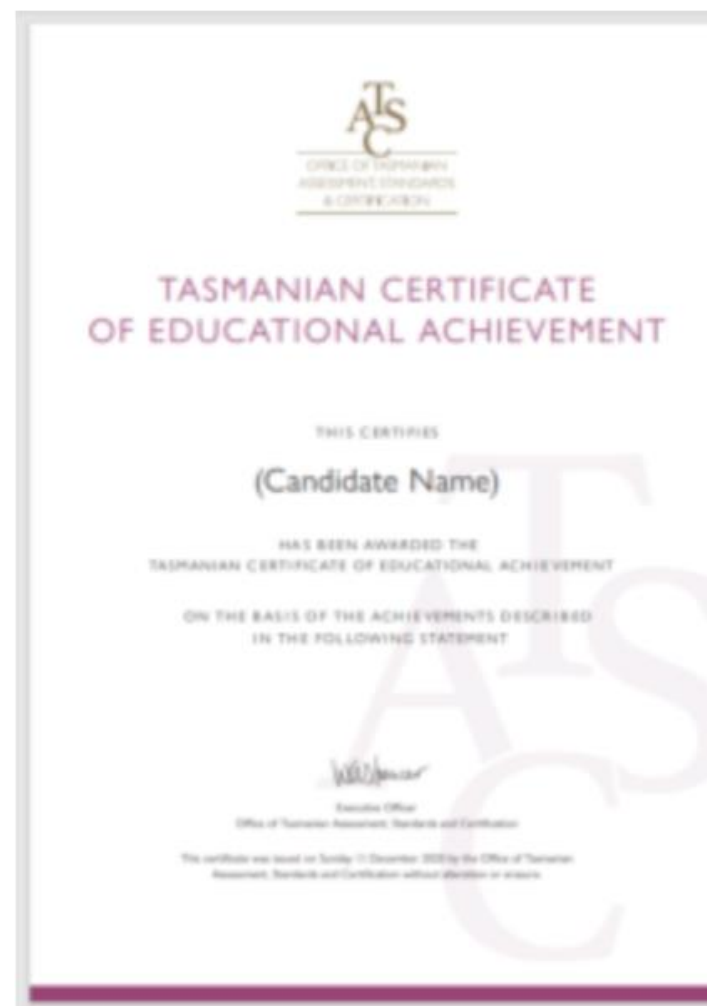
**STANDARDS**



**CERTIFICATION**

[About the Office of TASC. Supporting Tasmanian Students to Achieve](#)

# THE OFFICE OF TASMANIAN ASSESSMENT, STANDARDS AND CERTIFICATION (TASC) CERTIFICATES



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Are you familiar with the eligibility requirements to attain the  
TCE, TCEA or the QC?

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# Tasmanian Certificate of Education (TCE)





# Tasmanian Certificate of Education (TCE)

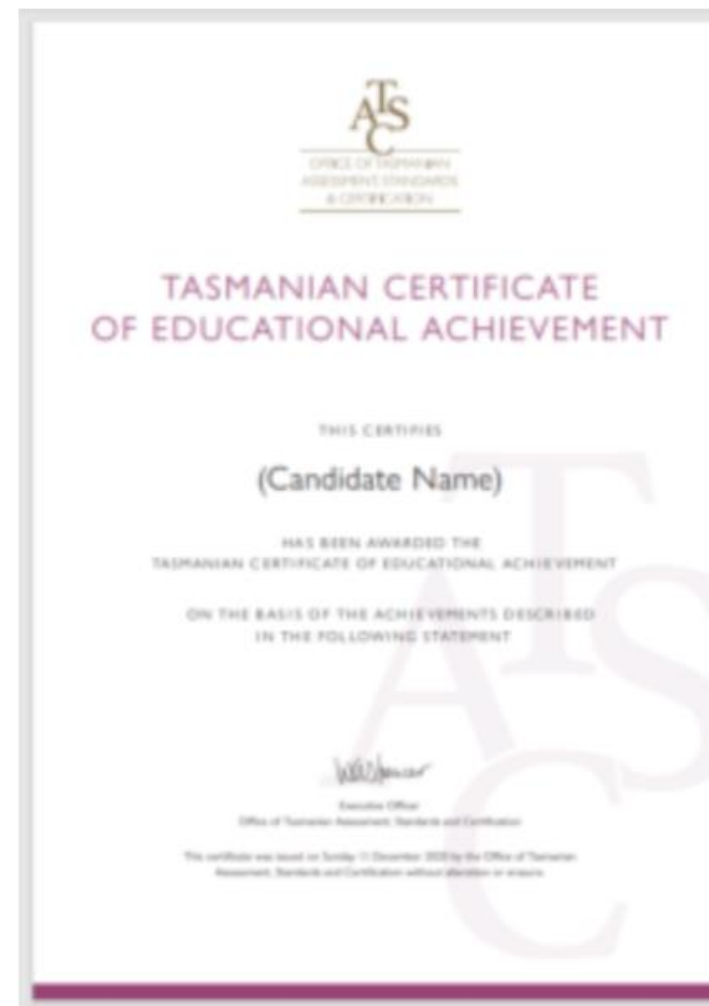
## TCE standards

To achieve the TCE, you need to meet all of the TCE standards:

- **Participation and Achievement Standard:** 120 credit points (with at least 80 credit points in studies at Level 2 or higher).
- **Everyday Adult Standards:**
  - Reading, Writing and Communication (in English)
  - Mathematics
  - [Use of Computers and the Internet.](#)



# Tasmanian Certificate of Educational Achievement (TCEA)



[Tasmanian Certificate of Educational Achievement \(TCEA\) - TASC](#)

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# Qualifications Certificate (QC)

[Qualifications Certificate - TASC](#)



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# TASC COURSE OFFERINGS

172 COURSES

## A-Z Courses

[More information](#)

14 COURSES

## English

[More information](#)

16 COURSES

## Health and Physical Education

[More information](#)

33 COURSES

## Humanities and Social Sciences

[More information](#)

22 COURSES

## Languages

[More information](#)

12 COURSES

## Mathematics

[More information](#)

13 COURSES

## Mixed Field

[More information](#)

11 COURSES

## Science

[More information](#)

26 COURSES

## Technologies

[More information](#)

25 COURSES

## The Arts

[More information](#)

58 ITEMS

## UTAS - High Achiever Program

[More information](#)

16 ITEMS

## UTAS - University Connections Program

[More information](#)

19 ITEMS

## Recognised Formal Learning

[More information](#)

[Courses - TASC](#)

# LEVELS OF COMPLEXITY

## Level of Complexity

How hard or demanding the course is...

## Size Value

How big or long the course is...



More information [here](#)

# LEVELS OF COMPLEXITY

## 2022

Level 4	Level 3	Level 2	Level 1	Level Pre
<b>Mathematics Methods</b> MTM415117 15 TCE credit points	<b>Mathematics Methods - Foundation</b> MTM315117 15 TCE credit points	<b>General Mathematics - Foundation</b> MTG215114 15 TCE credit points	<b>Everyday Maths</b> MTE110114 10 TCE credit points	<b>Preliminary Mathematics Stage 1</b> PRM005119 0 TCE credit points
<b>Mathematics Specialised</b> MTS415118 15 TCE credit points	<b>General Mathematics</b> MTG315120 15 TCE credit points	<b>Essential Skills - Maths</b> MTN210114 10 TCE credit points		<b>Preliminary Mathematics Stage 2</b> PRM005219 0 TCE credit points
		<b>Workplace Maths</b> MTW215120 15 TCE credit points		<b>Preliminary Mathematics Stage 3</b> PRM005319 0 TCE credit points
				<b>Preliminary Mathematics Stage 4</b> PRM005419 0 TCE credit points

# LEVELS OF COMPLEXITY

[Levels-of-Complexity-Tasmanian-Senior-Secondary-Education.pdf](#)

## 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<sup>1</sup>.


	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:
<b>Summary</b>	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*
<b>Prior learning</b>	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
<b>Context</b>	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
<b>Knowledge</b>	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*
<b>Skills</b>	exhibit some cognitive, technical and communication skills to: <ul style="list-style-type: none"> <li>undertake simple routine activities</li> <li>identify and report simple and defined issues and problems</li> </ul>	demonstrate foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> <li>undertake defined routine activities</li> <li>identify and report simple issues and problems*</li> </ul>	demonstrate basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> <li>undertake defined activities</li> <li>provide solutions to a limited range of predictable problems*</li> </ul>	demonstrate a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>complete routine activities</li> <li>provide and transmit solutions to predictable and sometimes unpredictable problems*</li> </ul>	demonstrate a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>complete routine and non-routine activities</li> <li>provide and transmit solutions to a variety of predictable and sometimes unpredictable problems*</li> </ul>
<b>Application of knowledge and skills</b>	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*





# TASC COURSES


**LEVEL 3**


**15**  
TCE  
CREDIT  
POINTS


 **COURSE CODE**  
MTG315120


 **COURSE SPAN**  
2020 — 2022

 **COURSE STATUS**  
LIVE

 **READING AND WRITING  
STANDARD**  
NO

 **MATHEMATICS  
STANDARD**  
YES

 **COMPUTERS AND  
INTERNET STANDARD**  
NO



 Add to course plan

- Course delivery times indicate the size of the course
- 1 point = 10 hours of course delivery
- 15 points or 150 hours
- 10 points or 100 hours
- 5 points or 50 hours
- The size of a course can be found in the course code, e.g. MTG315120 = 15 hours course delivery
- A PDF version of each course can be downloaded from the course page *as a point in time version only.*



# VET



- Students can include Vocational Education and Training (VET) in their study programs for meeting the **Participation and Achievement Standard** of the TCE
- TASC recognises VET that is:
  -  Nationally recognised and listed on the National Register of VET ([training.gov.au](http://training.gov.au))
  -  Delivered, assessed and reported by Registered Training Organisations (RTOs)
  -  Delivered and assessed in accordance with the VET Quality Framework

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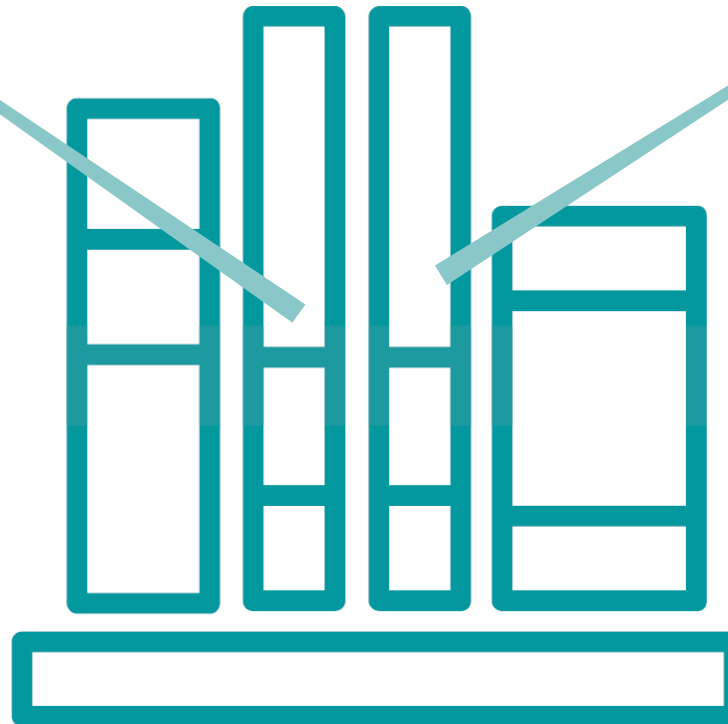
# VET

## Level of Complexity

How hard or demanding  
the qualification is...

## Size Value

How big or long the  
qualification is...



More information [here](#)

## Level of Complexity

How hard or demanding the qualification is...

Certificate I	➡	Level 1
Certificate II	➡	Level 2
Certificate III	➡	Level 3

## Size Value

How big or long the qualification is...

As a general rule:

<b>10</b>	<b>=</b>	<b>1</b>
Nominal Hours		Credit Point

Cert I ≈ 15 points

Cert II ≈ 30 points

# VET

TASC RFL UTAS VET Quals **VET Units**

Search by course name or code...

Please, search or filter to narrow your results.

**2**  
CREDIT  
POINTS VET|U • 023/04  
Address customer requirements

**2**  
CREDIT  
POINTS VET|U • 023/03  
Address legal and administrative requirements

**0**  
CREDIT  
POINTS VET|U • 20328  
Address legal and administrative requirements

**0**  
CREDIT  
POINTS VET|U • 4R01  
Apply Advanced Skills in Reading Comprehension

**0**  
CREDIT  
POINTS VET|U • 4W02  
Apply Advanced Skills in Written Expression

**0**  
CREDIT  
POINTS VET|U • 4O05  
Apply Advanced Skills to Communication (Oral/Speaking)

**0**  
CREDIT  
POINTS VET|U • 4U03  
Apply Advanced Skills to English in Use - Integrated Skills

- How many points a student is eligible to receive is dependent on how the relevant qualification being delivered by the RTO has been packaged
- Once you know the **units of competency** that make up the qualification, you can calculate total points using the **TCE Course Planner**

As a general rule:

Cert I  $\approx$  15 points

Cert II  $\approx$  30 points

[TCE course planner - TASC](#)

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Total Year 12/13  
school students

5641

Did some VET

3394

VET Qual

2625

VET Qual + TCE

914

VET Qual + ATAR

220

## Top 5 Qualifications



315  
Community Services



228  
Hospitality



127  
Construction



127  
Animal Studies



125  
Tourism



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# VET

FIND OUT MORE:

## VET in the TCE Guidebook



[Vocational Education and Training \(VET\) - TASC](#)



Contact **Loga Nadar** @ TASC

Phone – 6165 6149

Email – [loga.nadar@tasc.tas.gov.au](mailto:loga.nadar@tasc.tas.gov.au)



Any questions?

In many ways the characteristics and size of your cohort determines the *ways* in which you will interact with TASC.



How would you describe your senior secondary landscape?



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Registration

School Scope

Quality Assurance

Course delivery

Assessment

Results

*Provider  
Standards*

[Standards for providers - TASC](#)

Welcome

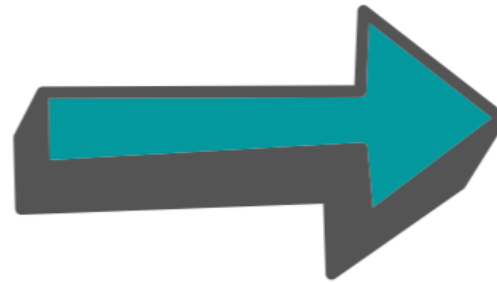
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# Enrolment

- What is the student's desired pathway?
- Which courses/learning are they enrolled in?
- Does this enrolment plan meet the requirements of their chosen pathway?
- Are there an external assessment requirement for courses?

# Participation

- Progress towards TCE?
- Are any safety nets required to support the student? Online Standard's testing opportunities.
- If they are studying a level 3 or 4 are they eligible for reasonable adjustments to support their participation in externally assessed written examinations?
- Is a TCEA more appropriate for this student?

# Results

- Internal ratings provided to TASC by the due date?
- What is this student eligible for at the end of their two years of study?

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# STUDENT SUPPORTS – REASONABLE ADJUSTMENTS

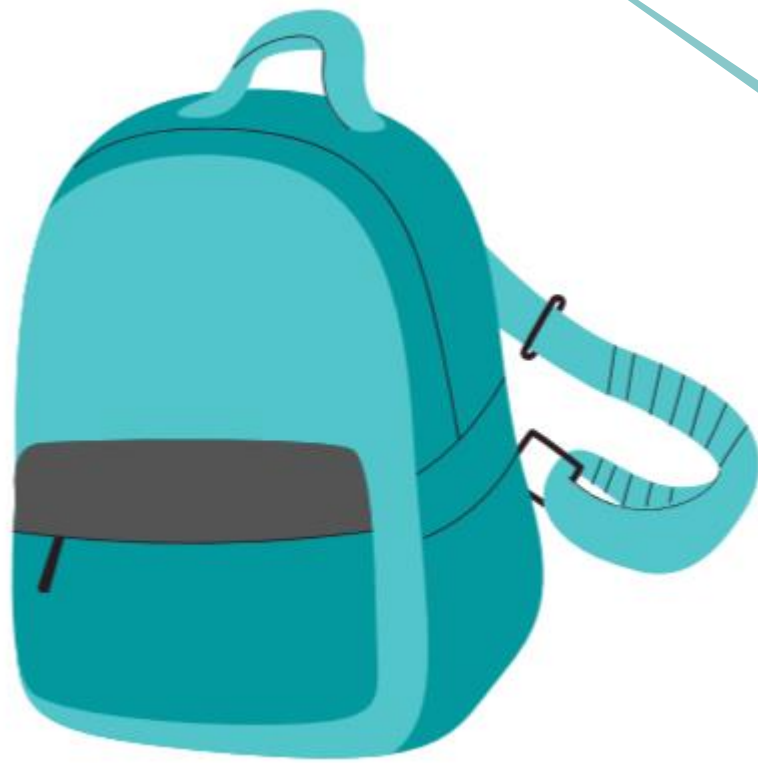
Supporting students to achieve

Eligibility requirements



# STUDENT SUPPORTS – REASONABLE ADJUSTMENTS

## School responsibilities



- School-based knowledge of impairment/disability and ongoing adjustments throughout learning
- Support to submit application for external assessment
- Understanding adjustment requirements to support students through the external assessment period
- Assistive technologies/equipment managed by the school

[Reasonable Adjustments - TASC](#)



Any questions?

# QUALITY ASSURANCE

- ▶ TASC conducts quality assurance activities:
  - to maintain and enhance community confidence in the integrity, reliability and validity of qualifications issued by TASC, including the TCE; and
  - to ensure all students have access to comparable learning and assessment opportunities.
- ▶ TASC's relationship is with the school, represented by the principal (and their TLO on day-to-day matters) not with individual teachers
- ▶ Schools deliver TASC courses and assess learning against course criteria/standards.
- ▶ A valuable product of QA processes is the formal identification of opportunities that can inform the continuous improvement of policies, procedures and systems for both course providers and TASC.



# QUALITY ASSURANCE

## Resulting information workflow

- ▶ Each year course providers report to TASC learners' final ratings against each course's criteria
- ▶ In Level 3 & 4 courses external assessment ratings are added to internal ratings and award algorithms are applied
- ▶ TASC issues qualifications.

[Quality assurance - TASC](#)



# THE STANDARDS

## TAKE THE STAND

Actioning the Standards for  
Providers of TASC Courses



**Why have Standards for Providers**

[More information](#)

**What are the 10 Standards**

[More information](#)

**Resources for schools**

[More information](#)

**Take the Stand: Actioning the Standards**

[More information](#)

**Take the Stand: Planning**

[More information](#)

Where do I find them?

Follow the links  
on our website:  
Teachers –  
Quality  
Assurance –  
Standards for  
Providers



OFFICE OF TASMANIAN  
ASSESSMENT, STANDARDS  
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# THE STANDARDS

There are ten (10) Standards required by TASC that schools and colleges registered to provide accredited Tasmanian senior secondary courses must meet:

- Standard 1: Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met
- Standard 2: Course providers will ensure that individual students are exposed to the learning required by a course
- Standard 3: Course providers will ensure that assessment tools meet the requirements of the course and are valid, fair and equitable
- Standard 4: Course providers will ensure that accurate assessment records are maintained
- Standard 5: Course providers will have effective and documented procedures to ensure comparability of the interpretation and application of course standards to the evidence of student work
- Standard 6: Course providers will have policies and procedures to ensure that any disputes regarding internal assessments are resolved prior to final reporting to TASC
- Standard 7: Course providers will ensure that students are given explicit learning regarding academic integrity
- Standard 8: Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the academic integrity of externally assessed folios are resolved
- Standard 9: Course providers will undertake all quality assurance processes required by the Office of TASC
- Standard 10: Course providers will ensure that their registered scope of courses and associated enrolments are accurate and up-to-date, that they have policies and procedures regarding student movement between courses, and that final reporting to TASC occurs by due dates

## WHAT DO THEY MEAN?

## WHAT DO I HAVE TO DO?



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# UNPACKING THE STANDARDS

Standard 1: Course providers will ensure that all the knowledge, skills and experiences that comprise a course are delivered to students, and that all stated course requirements are met

The focus of this Standard is to ensure that a course is delivered and assessed in its entirety, and that any course-specific requirements are met. Course-specific requirements may include:

- Access Requirements - only some students may enrol as it is not designed for all
- Resource Requirements - specialised equipment or resources are needed for the course
- Work Requirements - the course may specify minimal tasks or experiences that students must undertake.

## Examples of evidence that Standard 1 is being met

- documents (such as course counselling guidelines or diagnostic tests) demonstrating how a course's Access Requirements are monitored and met
- school has met any Resource Requirements (e.g. specialised equipment required by the course)
- use of the current version of the course document (as per the TASC website)
- documented planning for delivery and assessment of the course
  - scope and sequence (delivery and assessment plans)
  - assessment matrix (may be included with scope and sequence). Any course Work Requirements are included in the assessment plan
- unit/lesson plans.

## Possible methods to monitor Standard 1

- school-based monitoring and audits
- TASC desktop-audits
- TASC on-site audits.

← The Standard

← What it means and why it is important

← Examples of what is needed and how you know if you are meeting the Standard

# SUPPORT



‘Take the Stand’ initiative – ideas and issues explored via TASC Updates

[Standards for providers - TASC](#)



Ask us!

Raise a TRACS task (Quality Assurance Related)  
Email: [QualityAssurance@tasc.tas.gov.au](mailto:QualityAssurance@tasc.tas.gov.au)



# TASC'S QUALITY ASSURANCE MODELS

- ▶ **Quality Assurance Meetings\***  
(for selected Level 2 courses held in September)
- ▶ **Audits\***  
(for selected schools, courses)
- ▶ **Regional Quality Assurance Workshops\***  
(2022 mode under consideration due to the circumstances of COVID and return to school operational plans)
- ▶ **Desktop Audits\*:**  
(materials sent to TASC)
  - **for specific courses**  
(e.g. Work Readiness, SDI, Project Implementation)
  - **from selected providers**
  - **in specific cases**  
(e.g. late movement between courses, late addition to scope, late reporting of results).

\*2022 - mode and facilitation under consideration due to the circumstances of COVID and return to school operational plans



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# COMMUNICATION



## TASC UPDATE

PRINCIPALS AND TASC LIAISON OFFICERS

Your fortnightly update - 8 February 2022

[TASC updates - TASC](#)

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## FOCUS AREAS BY TERM

For general reference only, not a comprehensive listing of all responsibilities under the Standards for Providers set under the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

SCHOOL 

TEACHER 

### YEAR ROUND

- Keep lesson-by-lesson attendance records (in-class and logbooks/timesheets for outside class). 
- Keep student enrolment details in TRACS up-to-date and accurate (enrolment changes close at end of August each year). 
- Manage student movement between courses, and ensure the school policy on how course content and work requirements of the new course are completed is understood and practiced by all staff. 
- Keep full and up-to-date assessment records on an official and centralised system, including an articulated final assessment rubric that clearly indicates how final judgements are made for each criterion. 
- Ensure assessment records are protected from unauthorised access or loss using a centralised location. 




### TERM 1

- Annual registration and scope of courses to be delivered by your school:
- Register with TASC to deliver TASC accredited courses
  - Register the school's scope of courses in TRACS as part of the school registration process. 
- Teaching and assessing TASC courses:
- Access the course document, and plan the delivery and assessment of the course, including scope and sequence and assessment matrix (and unit/lesson plans as appropriate). 
  - Check that enrolled students meet any access and work requirements for that course. 
  - Ensure there is a variety of assessment methods used. 
  - Develop marking guides/tools for consistency of assessment. 




### TERM 1 continued

- Check that planned individual assessment tasks clearly note the criteria (and standard elements if appropriate) to be assessed. 
- Ensure the school Academic Integrity Policy is actively used in classroom practice and students understand:
  - the Academic integrity requirements
  - how internal breaches and late submission of work is managed. 
- 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*). 
- Participate in Regional Quality Assurance Workshops and Desktop Audits of courses/providers as selected by TASC. 


### TERM 2

- Ensure unexplained absences are managed and students with prolonged absences are supported to catch up in their learning. 
- Focus on internal moderation, ensuring course standards are consistently applied and maintaining reliability and comparability of internal assessment. 
- Monitor students' folio development process to develop sufficient knowledge of each students' work as the basis for signoff of folio authenticity. 

### Start of TERM 3

- Continue to include information from the Academic Integrity Guide in discussions and course work, and check the integrity of work submitted for assessment (i.e. reverse Google search to look for plagiarism). 
- Ensure enrolment changes are actioned before close of enrolment in end of August each year. 
- Maintain awareness of - and respond to - data and analysis, including feedback from TASC Quality Assurance Meeting Reports, Level 3 & Level 4 internal/external rating data and Moderation Days. 
- Participate in TASC Quality Assurance Meetings for the selected courses, including being fully prepared with all

### Late TERM 3 & 4

- Complete any reviews of the academic integrity of folios before submission to TASC for external assessment. 
- Provide students with their final internal ratings to sign off before submission via TRACS. 
- Complete any requested review of internal ratings in a fair and just manner, and keep records of the process. 
- Ensure all final internal ratings are reported to TASC and verified before the due dates in Term 4. 

[Focus Areas BY TERM - \(tasc.tas.gov.au\)](https://tasc.tas.gov.au)



# COMMUNICATION

## TLO | Communication



### UPCOMING EVENTS CONNECT WITH TASC

#### **TASC Principal and TASC Liaison Officer forums**

TASC will be holding online forums two times a term, for principals and TASC Liaison Officers in 2022.

Each forum will provide specific advice about upcoming events, new initiatives and an opportunity for schools to provide feedback directly to TASC.

[Events Archive - TASC](#)

# COMMUNICATION

## TRACS



TRACS

Supporting students to achieve

ATS

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### WELCOME TO TRACS

*Supporting students to achieve*

TRACS is TASC's Reporting, Assessment and Certification System. TRACS purpose is the effective management of assessment and certification of results for senior secondary students in Tasmania.

*Data management and integrity*

The Office of TASC is committed to the secure management of information it collects. TRACS has been developed utilising best-practice security and data integrity systems to ensure data is secure.

*Login and security*

Use of TRACS (the portal) is subject to agreement with the Personal Information Protection Act 2004. TRACS users are asked to acknowledge agreement with security and privacy protocols when they login to the system. In accordance with best-practice login protocols, TRACS will automatically log users out of the system if it is left idle for 10 minutes. This is an industry standard to ensure protection of private data.

*Enquiries and help*

Enquiries about TRACS can be directed to [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au) or phone +613 6165 6000.

ENTER USERNAME \*

Next

*Need help logging in?*

Government schools – your username and password are the same as you use to login to your DoE device.

Catholic and Independent schools – Contact your school's principal or TASC Liaison Officer for your username details or to reset your password OR contact the Office of TASC [+613 6165 6000](tel:+61361656000).

[TRACS - Portal \(tasc.tas.gov.au\)](https://tasc.tas.gov.au)

## Where to for support?

- ▶ TASC Enquiries  
[enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)
- ▶ Naomi Colbeck – School Support and Liaison Officer  
[naomi.colbeck@tasc.tas.gov.au](mailto:naomi.colbeck@tasc.tas.gov.au)  
61655388
- ▶ TASC Website - [tasc.tas.gov.au/](http://tasc.tas.gov.au/)
- ▶ Key Events Calendar - [tasc.tas.gov.au/events/](http://tasc.tas.gov.au/events/)
- ▶ TASC fortnightly updates [tasc.tas.gov.au/about/reports-and-publications/tasc-updates/](http://tasc.tas.gov.au/about/reports-and-publications/tasc-updates/)



Office of Tasmanian Assessment, Standards and Certification

Level 6, 39 Murray Street Hobart TAS 7000 Australia  
GPO Box 333 Hobart TAS 7001 Australia

**P** (03) 6165 6000 **E** [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au) **W** [www.tasc.tas.gov.au](http://www.tasc.tas.gov.au)



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