



TASC Principal and TLO Forum

7 March 2024

Term I 2024

Acknowledgment of Country

The [Hermannsburg Potters](#) are a dedicated group of Western Australian artists that make vibrant handmade pots.

Regarded as master ceramicists, they exhibit across Australia and internationally.

The exhibition *Marna Mapa Mpaarama - Making Plenty Of Bush Foods* will be shown the Bett Gallery 12 April – 4 May.



© the artists/[Hermannsburg Potters](#).

Agenda



Standards for
Providers

Term I Start Up

Quality Assurance

Reasonable
Adjustments

Any Questions or
Comments?

The background is a blurred photograph of a healthcare environment. On the left, a person in a white lab coat is partially visible. In the center, a person in a white lab coat and cap is looking down. On the right, a person's arm is visible, wearing a colorful beaded bracelet and a white lab coat. A teal circle with a white center is overlaid on the image. The text "Standards for Providers" is centered within the white circle. There are several yellow dashed lines on the left side of the teal circle and a small teal semi-circle on the bottom right of the teal circle.

Standards for Providers

TAKE THE STAND

Actioning the Standards for
Providers of TASC Courses



Standards for
Providers | [Link](#)

What are the Standards for Providers?

The Standards for Providers are the ongoing requirements for schools. They ensure:

- consistency and comparability of courses
- results, fairness and equity for students
- that the qualifications issued are valid and reliable.

What is Take the Stand?


- a focus on the 10 Standards for Providers
- a regular reminder of key activities related to the Standards schools should complete
- a way of exploring how the Standards benefit students, teachers, schools and the Tasmanian education system.

Standards for Providers – What's Changed?

The [Standards for Providers: Provision of TASC-Accredited Senior Secondary Courses](#) have been updated (Version 4.1, January 2024).

Changes include:

- A note on AI text generation and student folio record-keeping, with course providers to keep sufficient evidence showing progression in the creation and development of a student's folio.
- School policies and procedures to include how students (and possibly the teacher) will be supported during dispute resolution.
- Refinement of the ATAR example in Appendix 3.
- Additional hyperlinks to key content across the TASC website.



TIP: Ensure you're viewing the most recent version of the Standards (4.1), by deleting your browsing history or doing a forced refresh.

Standards for Providers – Resources

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. 

The Focus Areas by Term poster provides a general overview of actions schools should complete each term to meet the Standards |

[Link](#)



See the Tools for Teachers page for additional QA resources |

[Link](#)

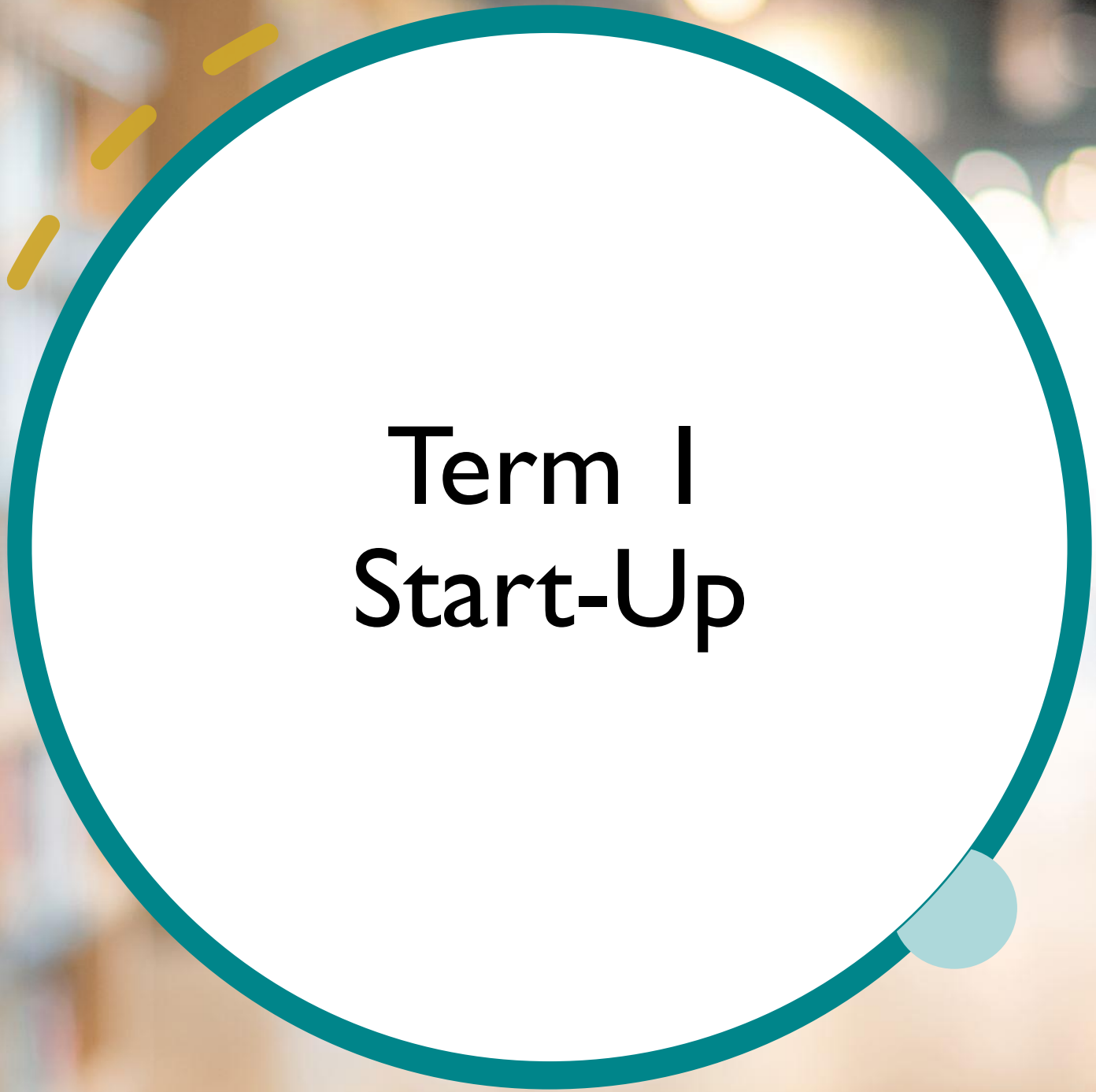


Focus Areas by Term Poster

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.		<div>SCHOOL </div> <div>TEACHER </div>
YEAR ROUND <ul style="list-style-type: none"> 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 <p>Annual registration and scope of courses to be delivered by your school:</p> <ul style="list-style-type: none"> Register with TASC accredited courses Register the school's scope of courses in TRACS as part of the school registration process.  <p>Teaching and assessing TASC courses:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <p>Ensure unexplained absences are managed and students with prolonged absences are supported to catch up in their learning. </p> <p>Focus on internal moderation, ensuring course standards are consistently applied and maintaining reliability and comparability of internal assessment. </p> <p>Monitor students' folio development process to develop sufficient knowledge of each students' work as the basis for signoff of folio authenticity. </p>	Start of TERM 3 <ul style="list-style-type: none"> 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 towards the 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 	Late TERM 3 & 4 <ul style="list-style-type: none"> 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. 

Question:

Are there any items you would like to see added to the Focus Areas by Term poster?
| [Link](#)



Term I Start-Up

Resulting Data



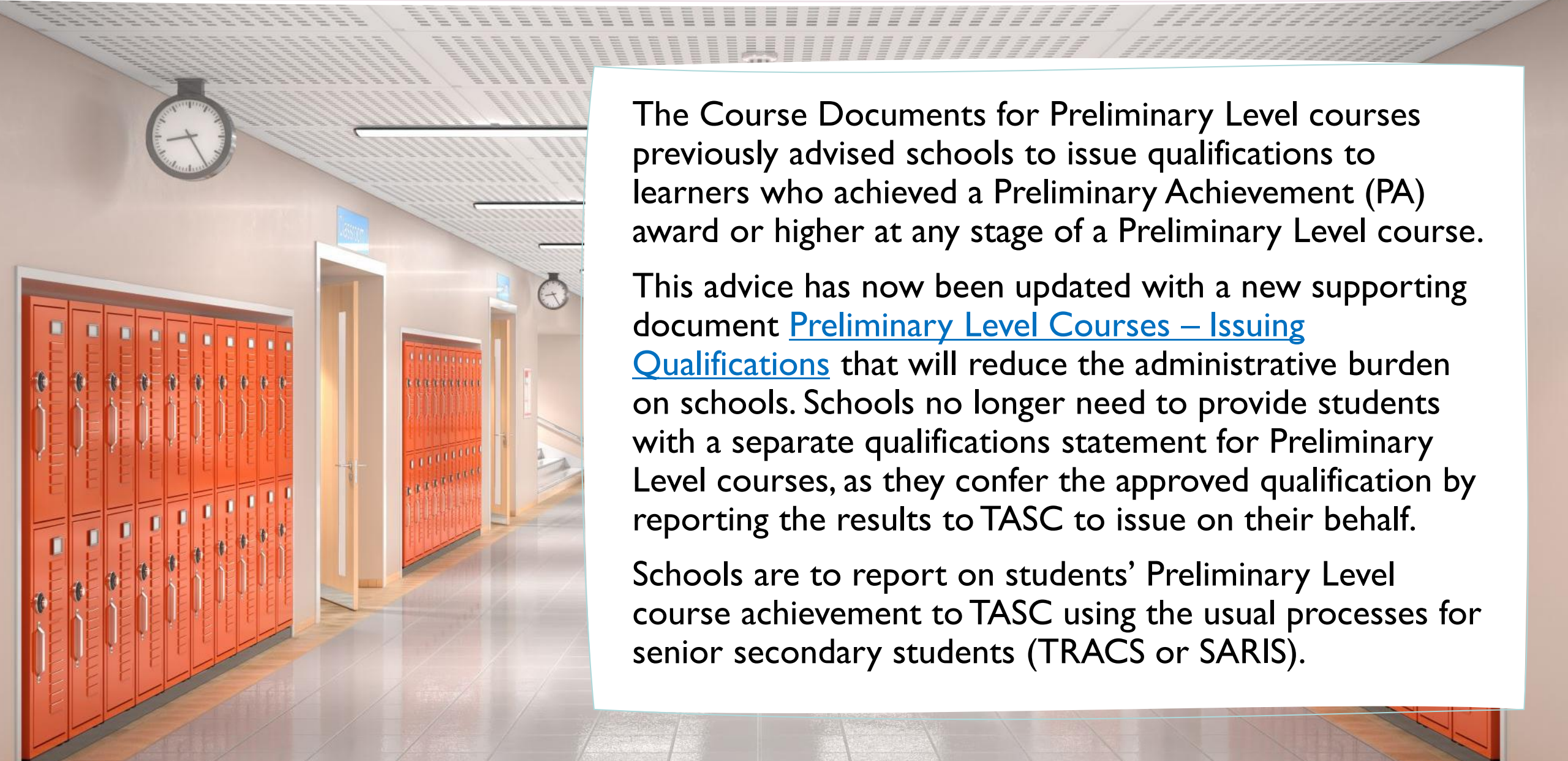
Preliminary Data Reports

- Preliminary data based on students' results as of 12 December 2023 was provided to schools last year.
- The final attainment figures will be verified with schools and be available in the second half of 2024.
- See the [How to Access Your Students' Results Guide](#) for assistance.

2023 Internal vs External Differences Report

- Reports are now available in TRACS.

Updated Advice – Preliminary Level Courses

A photograph of a school hallway. On the left, there is a long row of orange lockers. Above the lockers, a round analog clock is mounted on the wall. The hallway has a polished floor and a drop ceiling with recessed lighting. In the background, there are open doors leading to other parts of the school.

The Course Documents for Preliminary Level courses previously advised schools to issue qualifications to learners who achieved a Preliminary Achievement (PA) award or higher at any stage of a Preliminary Level course.

This advice has now been updated with a new supporting document [Preliminary Level Courses – Issuing Qualifications](#) that will reduce the administrative burden on schools. Schools no longer need to provide students with a separate qualifications statement for Preliminary Level courses, as they confer the approved qualification by reporting the results to TASC to issue on their behalf.

Schools are to report on students' Preliminary Level course achievement to TASC using the usual processes for senior secondary students (TRACS or SARIS).

Registration

2024 Registration

Principals must submit registration for their school in TRACS annually. The deadline for registration has passed and most Principals have already successfully registered their schools.

If your school has **not** completed the registration, please contact TASC as the window to complete this yourself has closed.

The status of a registration can be checked in TRACS.

Enrolments

The background of the slide is a photograph of a classroom. In the foreground, the back of a student's head and their raised hand are visible. In the background, other students are also raising their hands, suggesting an interactive lesson or a Q&A session. The lighting is warm and the focus is soft.

TRACS will be populated with 2024 enrolment data following the system changeover on **1 April 2024**.

Catholic and Independent Schools

- Student and class data spreadsheets are due to TASC by **Friday 8 March**.
- Further information and spreadsheets have been provided by email.
- Helpdesk support will be available to schools and staff are new to the process.



NIAL

Nationally or Interstate Assessed Languages (NIAL)

Applications close **Friday 22 March**.

These courses are not taught, so individual students will need to conduct their own exam preparation with the school's assistance

Note: The dates and times for [NIAL](#) exams are determined by the interstate jurisdiction coordinating these exam (e.g. NESA, SACE or VCAA), not TASC.

Assessment Reports

2023 Assessment Reports

(Level 3 and 4 TASC Courses)

- Assessment reports provide course-specific advice to students and teachers, based on the previous year's external assessments.
- 2023 assessment reports are being uploaded on a rolling basis to the TASC website.
- Access these by navigating to the 'Supporting documents, including external assessment material' section of the relevant course page.



TIP: Navigate to the course page via the TASC website (*not a Google search*) to ensure you access the most up-to-date information and documents.

The background of the image features a stack of blue notebooks on a light grey surface. On top of the notebooks is a small, spiral-bound calendar with a cream-colored page. The calendar shows dates 4, 11, 18, and 25. A large white circle with a teal border is centered over the image. To the left of the circle, there are several short, dashed yellow lines. A small teal circle is positioned at the bottom right edge of the white circle.

Quality Assurance

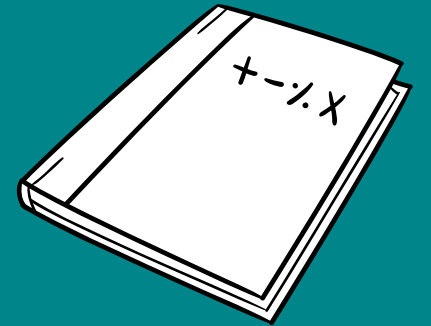
Quality Assurance Meetings

The Quality Assurance Meeting Kit and specific requirements for the following **Level 2** courses are now available on the TASC website.



Quality Assurance Meetings
| [Link](#)

- *General Mathematics*
- *English Inquiry*
- *English Foundations*
- *English Studio*
- *History*
- *Introduction to Sociology & Psychology*
- *Digital Technologies*
- *Studies of Religion*
- *Tasmanian Aboriginal Studies*
- *Work Readiness*
- *Essential Mathematics - Personal*
- *Essential Mathematics – Workplace*



Teachers should familiarise themselves with the requirements for the bodies of work they will need to bring to meetings in September | [Link](#)

Regional Workshops



Quality
Assurance
Regional
Workshops |
[Link](#)

Providers from a select geographic area are required to send representatives and materials for review to **Quality Assurance Regional Workshops**.

TASC has contacted relevant schools about these workshops via TRACS. Schools must RSVP by **13 March**.

A [Quality Assurance Improvement Plan](#) is developed and later lodged with TASC.

This will inform continuous improvement at the school level and is used by TASC as a reference point in other quality assurance processes.

“This was a very supportive workshop which was excellent for really looking at improvement rather than feeling under pressure.”

[2023 Regional Workshop participant feedback.](#)

Desktop Audits & Site-visit Audits

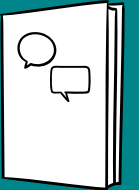
TASC runs two types of [desktop audits](#):

1. Course-specific desktop audits: used as part of on-going quality assurance for *Work Readiness Level 2*, *Student Directed Inquiry Level 3*, and *Project Implementation Level 2*. All providers offering these courses must submit required materials for TASC verification.

2. Selected desktop audits: each year TASC selects some specific courses and asks providers to send in copies of documentation for verification purposes. Schools and colleges will be contacted if they need to participate in 2024.

Site-visit audits involve TASC representatives [visiting schools](#) to view teaching and learning materials and discuss the evidence presented in person. TASC gives formal feedback to the provider.

More information will be published on the [Site-visit Audits](#) page soon and selected providers will be contacted with further advice.



A close-up photograph of a person's hand with light skin touching a book with Braille text. The book is open, showing multiple pages. A large, white circular graphic with a teal border is centered over the image. Inside the circle, the text "Reasonable Adjustments" is written in a bold, black, sans-serif font. Several short, yellow dashed lines are positioned along the top-left edge of the teal circle. A small, solid teal circle is located at the bottom-right edge of the teal border.

Reasonable Adjustments

Reasonable Adjustments Key Dates



5 March

New application form available on the TASC website.

5 March

Re-application form available.



3 April

New applications and re-applications can be submitted via TRACS.

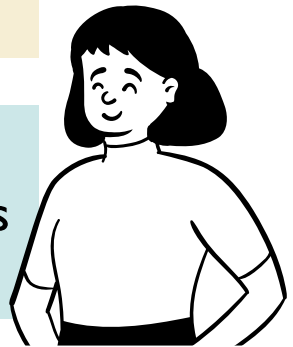
3 April

Assessment Team commence processing approvals for re-applications and new applications.



5 July

Applications for RA1, RA2 and RA4 close.



Reasonable Adjustments: Hints & Tips

- To submit a [Reasonable Adjustments](#) application for a student's Level 3 or 4 exams, create a 'Reasonable Adjustments Application' task linked to the *individual* student. (Don't create a task against the school profile or group multiple students in one task).
- Remember to attach the completed (and signed) application form to the TRACS task.
- A 'Reasonable Adjustments Enquiry' TRACS task can be used if you have a more general query (not related to an existing student application).
- Schools need to be mindful of their own resources when they request adjustment, especially with smaller/separate rooms and use of computer adjustments.

RA Application Form

- The Reasonable Adjustments application forms have been updated, so please don't use previous versions of the form.

Overview of Changes:

- There is now a separate form for humanitarian applications (RA4).
- RAI Application form: *Section B: Eligibility* is now broken into three parts. Only one of these parts needs to be completed.



Reasonable Adjustments webpage - [Link](#)

RAI Application Form | Section B: Eligibility

For RAI, you must complete **one** part of the Eligibility section (Section B):

Part 1 – Learning Plan

Completed by a school-based psychologist, social worker or counsellor, with Learning Plan and supporting medical evidence attached.

OR

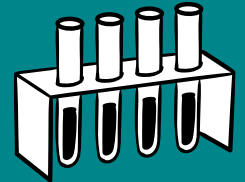
Part 2 – Medical Diagnosis

Completed by a medical practitioner, with medical evidence attached.

OR

Part 3 – School-based Assessment

Completed by a school-based psychologist, social worker or counsellor with supporting documentation provided. If the application relates to a medical condition, details of the original diagnosis must be provided.



Any Questions
or Comments?





Next forum:

9 May 2024

ATS
C