STANDARDS FOR PROVIDERS
PROVISION OF TASC-ACCREDITED SENIOR SECONDARY COURSES

CONTENTS

Scope

These Standards apply to all Tasmanian schools which register to deliver and assess senior secondary courses accredited by Tasmanian Assessment, Standards and Certification (TASC).

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

Purpose

The purpose of the Standards is to set clear and measurable requirements for all schools registered to provide TASC-accredited senior secondary courses. They are intended to ensure:

- the correct delivery and assessment of TASC-accredited senior secondary courses
- fairness, equity and comparability of internal assessments
- the reliability, validity and integrity of qualifications issued by TASC
- clarity about roles and responsibilities regarding quality assurance and related matters
- clarity regarding required formal communications and record-keeping.

Definitions

- **TASC-accredited senior secondary course**: a course of study designed for Tasmanian Year 11–12 students accredited under Section 26 of the *Tasmanian Assessment, Standards and Certification Act 2003* (the TASC Act).
- **Course provider**: a school, college, network or entity that registers with TASC to provide one or more TASC-accredited senior secondary courses to students.
- **Policy**: a concise statement of intent, actions and position in relation to a particular matter.
- **Procedures**: established methods or courses of action (such as steps involved in a formal process) used to achieve a particular result.
- **Quality assurance**: formal activities aimed at ensuring levels of quality, reliability, validity and integrity are maintained and enhanced through a focus on course delivery and assessment processes.
- **Scope**: the set of TASC-accredited courses a school is registered to deliver and assess.

Legislative Framework

The *Tasmanian Assessment, Standards and Certification Act 2003* Section 33 (1) gives TASC powers to, "set or adopt standards for the provision and assessment of accredited senior secondary courses".

Under Sections 11, 31, 33, 56, 57 and 64 of the TASC Act, TASC is given legislative powers and responsibilities to undertake a variety of quality assurance activities.

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The 10 Standards

There are ten (10) Standards required by TASC that schools 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 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.

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Standard 1

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:	Possible methods to monitor Standard 1:
- 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 (eg 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.	- school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers) - TASC desktop audits - TASC on-site audits.

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Standard 2

Standard 2: Course providers will ensure that individual students are exposed to the learning required by a course.

The focus of this Standard is to ensure that each student is provided with appropriate opportunities to undertake the learning, and formative and summative assessments required by a course.

Examples of evidence that Standard 2 is being met:	Possible methods to monitor Standard 2:
- attendance records (lesson-by-lesson). Attendance information might be entered directly into a school's electronic system or from a paper-based register - student log books / time sheets (may be used in cases of course activities outside normal school hours/classroom environments) - documented policies and procedures addressing issues such as: - attendance expectations / how unexplained absences are managed - how students with prolonged absences are supported in their learning.	- school-based monitoring and audits - TASC desktop audits - TASC on-site audits.

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Standard 3

Standard 3: Course providers will ensure that assessment tools meet the requirements of the course and are fair, valid and equitable.

The focus of this Standard is to ensure that summative assessment instruments used to measure student achievement are fit for purpose and fair.

Examples of evidence that Standard 3 is being met:	Possible methods to monitor Standard 3:
- individual assessment tasks: - note the criterion/criteria (and standard elements as appropriate) that are being assessed - indicate the relative weighting/significance of the individual task to overall assessment of the criterion/criteria - give students clear performance indicators (what has to be done). While these are typically based on the criterion/criteria standard elements to be assessed, performance indicators can serve to contextualise standard elements in light of the specific requirements of a particular assessment instrument - do not privilege certain groups of students because of varying socio-economic, cultural, gender, and linguistic backgrounds - actually allow assessment of the nominated criterion/criteria, and for the potential to demonstrate the highest defined standards (unless otherwise noted) - marking guides/tools are developed and used to ensure consistency of assessment - all Work Requirements defined by the course are addressed in the overall assessment regime - a suitable variety of assessment methods are used (eg observations, assignments, tests, peer and self-assessment, and oral/multi-modal presentations, reports and essays).	- school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers) - TASC desktop audits - TASC on-site audits.

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Standard 4

Standard 4: Course providers will ensure that accurate assessment records are maintained.

The focus of this Standard is to ensure that assessment judgements are formally recorded, and that the records are clear and easy to interpret, and are secure.

Examples of evidence that Standard 4 is being met:	Possible methods to monitor Standard 4:
- assessment records include the: - student's name - date of the assessment - assessment task/tool title/description - criterion/criteria (and standard elements as appropriate) assessed - relative weighting/significance of the individual task to overall assessment of the criterion/ criteria - level of achievement demonstrated (eg C+, 52%, 7/10) - articulated final internal assessment methodologies are given that clearly indicate how final judgements are made for each criterion (the 'rules' used to determine the final rating) - assessment records are up-to-date - assessment records are secure from: - unauthorised access - loss (eg they are backed-up) - assessment records are stored on an official, centralised system (in addition to any mark-book held by a teacher).	- school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers) - TASC desktop audits - TASC on-site audits.

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Standard 5

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.

The focus of this Standard is to ensure the reliability and comparability of internal assessment judgements. Effective implementation of this Standard is required to ensure the reliability, validity and integrity of qualifications issued by TASC.

Principles underpinning the Standard include: equity, fairness and justice. The Standard means:

- An individual teacher's interpretation and application of a course's criteria standards is comparable with that made by other teachers in the state (i.e. a piece of student work would be given a similar assessment by 'teacher X' in Hobart and 'teacher Y' in Smithton).
- If a school has more than one class of a course with different teachers, assessment judgements are consistent between classes (i.e. a piece of student work would be given a similar assessment by all teachers of the same course at a school).

In addressing the Standard, schools need to have articulated policies and procedures that include:

- why and how the school undertakes activities to implement the Standard:
  - o internal moderation (within school, and within networks where applicable)
  - o formal Moderation Days
  - o TASC quality assurance activities (eg Quality Assurance Meetings)
  - o teachers' ongoing professional development and learning (including participation in TASC external assessment as Markers etc.)
    - ➢ NOTE: it is an expectation that schools registered with TASC will release staff as required by TASC to participate in external assessment processes
- the school's commitment to resourcing such activities
- expectations, roles and responsibilities regarding these activities
- school-based guidelines regarding the number and scope of assessment tasks that will be common to all classes of a specific course (and the use of associated marking guides and internal moderation)
- how formal advice and feedback (such as TASC Quality Assurance Meeting Reports and Audit Reports, and Level 3 and 4 internal/external rating data sets) are used to inform assessment judgements, and how this is monitored within the school.

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Examples of evidence that Standard 5 is being met:	Possible methods to monitor Standard 5:

- documented policies and procedures addressing the Standard
- staff know about – and understand the significance of – the school's methods to address the Standard and their own roles and responsibilities
- strong correlations in datasets
  o TASC Quality Assurance Meeting Reports (Provider vs Meeting assessments)
  o Level 3 and 4 internal/external rating data
- feedback from Moderation Days.
	- school-based monitoring and audits
	- TASC desktop audits
	- TASC on-site audits
	- analysis of TASC-provided datasets.

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Standard 6

Standard 6: Course providers will have policies and procedures to ensure that any disputes regarding final internal assessments are resolved prior to reporting to TASC.

The focus of this Standard is to ensure that any disputes regarding final internal assessments are determined prior to a school sending ratings to TASC in Term 4 each year.

To achieve this schools must have systems in place to: inform students about their predicted final internal ratings for each course studied; undertake any requested review in fair and just manner; and make and record the determination of the process.

Schools will have policies and procedures that address the following:

- when and how students are informed of their final internal ratings for each TASC-accredited senior secondary course studied:
  - schools need to be mindful of timelines: the need to ensure that all assessments have been completed, recorded and final assessment judgements made (using articulated final internal assessment methodologies); and the need to report final ratings to TASC in Term 4 each year (Level 3 & 4 courses are done prior to Level 1 & 2)
  - the method used to inform students must be formal (eg a form noting the course, criteria and final internal ratings for each (and perhaps predicted award), a place for the student to indicate if they seek a review (and for which criterion/criteria), a place for the student and teacher to sign and date the form, a copy for the student and a copy for the school's central recording system. An example form is available on the webpage: Tools for Teachers)
- how students are informed of their right to request a review of a final internal rating (eg in a Student Handbook and on the form noted above)
- how a review is conducted by the school:
  - who will undertake the review? (eg the school's learning area head and a class teacher, or a panel appointed by the principal)
  - what are the timelines? (noting the process must be completed prior to the date of reporting to TASC)
  - what evidence might be considered? (eg checking application of the final internal assessment methodology to the assessments recorded, re-assessment of one or two major pieces of work (it is not expected that all work would be re-marked), undertaking an additional assessment task)
  - who else will be involved? (eg parents/guardians)
  - how will the student (and possibly the teacher) be supported through the process?
- how the outcome of a review is communicated to the student, and recorded:
  - the method used to inform the student of the determination of the review must be formal (eg a letter or formal email)

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o   all associated documents (forms, evidence considered, meeting records and determinations made (by whom and when) and communications) must be formally filed in the school's central records system.

Examples of evidence that Standard 6 is being met:	Possible methods to monitor Standard 6:
• policies and procedures that address the noted requirements • documents such as Student Handbooks and newsletters that give information about the processes • staff and students know about, and can discuss the processes • filed records from past reviews.	• school-based monitoring and audits, including use of TASC-provided resources (See Tools for Teachers) • TASC desktop audits • TASC on-site audits • number/nature of complaints made to TASC regarding a school's final internal assessment judgements.

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Standard 7

Standard 7: Course providers will ensure that students are given explicit learning regarding academic integrity.

The focus of this Standard is to ensure that students are given appropriate learning opportunities regarding:

- the nature and significance of authenticity and academic integrity
- how to reference/cite other people's information, images, ideas or words (including material from the internet) in their own work
- how to create appropriate reference lists/bibliographies
- and, for students undertaking Level 3 or 4 courses that involve externally assessed folios, the significance of External Assessment Rule #3: Externally assessed folios and other project work.

Most Level 2, 3 and 4 courses have criteria with standard elements explicitly referring to academic integrity and referencing. While Level 1 courses generally lack such standard elements, schools should teach students undertaking such courses the basic principles of academic integrity, and citation.

TASC has prepared an Authenticity and Academic Integrity Guide for students. This can be downloaded from the TASC website at Academic integrity and freely copied/distributed to students.

It is expected that teachers model the best practice of academic integrity (eg cite the use of other people's information, images, ideas or words used in information sheets or assessment tasks given to students).

In addition to academic integrity, schools will teach students about the significance of time management and submitting work by due dates (eg the penalties for late submission of externally assessed folios, and any school-based penalties for late submission of internally assessed tasks).

Examples of evidence that Standard 7 is being met:	Possible methods to monitor Standard 7:
- school-based policies and procedures regarding academic integrity: how it is taught; and how internal breaches and late submissions of work are managed by the school - use of additional/supplementary assessment techniques in cases where academic integrity is questionable (eg oral assessments or comparing work with tasks done under test conditions) - teacher-developed learning materials model best practice - staff and student awareness of academic integrity (eg ability to discuss and apply the principles).	- school-based monitoring - TASC desktop audits - TASC on-site audits - TASC's requirement of evidence from a school if possible breaches of External Assessment Rule (#3) are found.

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Standard 8

Standard 8: Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the authenticity and academic integrity of externally assessed folios are resolved.

The focus of this Standard is to ensure that any issues related to a school's refusal to endorse the authenticity and academic integrity of a student's Level 3 or 4 externally assessed folio or project work are managed in a fair, reasonable and timely manner.

This Standard is closely related to the context set by Standard 7.

TASC requires that schools endorse the authenticity and academic integrity of students' externally assessed folio or project work. In cases where such authenticity is in question, the endorsement should not be made. For example: a completed folio is submitted but the teacher has not seen prior drafts; the 'voice' of the work does not appear to be the student's; citation has not been used; or unreferenced copying from the internet has been identified. To deal with such potential cases the school must have policies and procedures regarding:

- how teachers will develop sufficient knowledge of each learner's work, knowledge and skills so that they have a sound and reasonable basis for endorsing a folio's authenticity
- how students' externally assessed folio or project work is monitored (eg teacher-student discussions on progress with recorded notations, various drafts of the folio kept on file – see advice on 'AI text generation and student folio record-keeping' on p.14)
- how the school will manage a situation where the teacher of a student undertaking an externally assessed folio or project work is not available at the time endorsement is required
- how a student will be informed of the school's inability to endorse the authenticity and academic integrity of their work (eg verbally and by formal letter or email), and their right to seek a review of the decision not to endorse
- how a review is conducted by the school:
  - who will undertake the review? (eg the school's learning area head and a class teacher, or a panel appointed by the principal)
  - what are the timelines? (noting the process needs to be completed as soon as possible after the folio due date)
  - what evidence might be considered?
  - who else will be involved? (eg parents/guardians)
  - how will the student (and possibly the teacher) be supported through the process?
- how the outcome of a review is communicated to the student and TASC, and recorded:
  - the method used to inform the student of the determination of the review should be formal (eg a letter or formal email)
  - TASC must be informed of the outcome as soon as possible – if the folio is endorsed on review it must be externally assessed. If the folio is not endorsed it will be treated as not submitted (i.e. give 'z' ratings on all relevant criteria, hence capping the award at PA)

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○ all associated documents (forms, evidence considered, meeting records and determinations made (by whom and when) and communications) must be formally filed in the school's central records system.

Examples of evidence that Standard 8 is being met:	Possible methods to monitor Standard 8:
• policies and procedures that address the noted requirements • documents that give information about the processes (such as Student Handbooks and information presented to students as part of a school's response to Standard 7) • staff, and students undertaking courses with externally assessed folios know about, and can discuss the processes • filed records from past reviews.	• school-based monitoring and audits • TASC desktop audits • TASC on-site audits • TASC's requirement of evidence from a school if possible breaches of External Assessment Rule (#3) are found.

AI text generation and student folio record-keeping

Course providers are **required** to keep sufficient evidence showing progression in the creation and development of a student's folio so that the course teacher is able to make an informed judgement on their signoff of the academic integrity of the folio. Requiring students to provide various versions/drafts of folios demonstrating their idea generation and development and becoming familiar with the typical language and expression used by the student (the student's voice) can assist teachers in identifying AI generated content.

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Standard 9

Standard 9: Course providers will undertake all quality assurance processes required by the TASC.

The focus of this Standard is to ensure clarity about the roles and responsibilities of schools and TASC regarding formal quality assurance activities. Robust quality assurance is required to ensure the reliability, validity and integrity of qualifications issued by TASC.

TASC has legislative powers and responsibilities to undertake a variety of quality assurance activities. Principals – on behalf of their school – are responsible for ensuring that all TASC quality assurance requirements are met.

TASC Quality Assurance Activity:	School/College Responsibility:
Quality Assurance Meeting for selected courses. This activity is typically used to monitor aspects of Standard 5.	- ensure teachers of selected courses understand the requirements; and are prepared (eg student bodies of work are collected and copied, assessment made as per TASC requirements, required record sheets completed) - ensure a teacher attends the scheduled meeting as the school's representative, and has all required materials - payment of costs associated with meeting attendance (travel, relief etc) - ensure school-based analysis and actioning of Quality Assurance Meeting Reports (Term 4 of meeting year, and second report in early Term 1 of the following year).
Desktop Audits: - of materials to be sent to TASC as per individual course requirements (Work Readiness Level 2, Project Implementation Level 2, and Student Directed Inquiry Level 3) - of selected courses / providers (as notified by TASC) These activities are typically used to monitor aspects of Standard 1, 2, 3 and 4. - in response to requests (eg late enrolment changes or changes to scope of courses offered).	- ensure required materials are sent to TASC by due date/s - undertake any remedial action required by TASC in a timely manner - see Standard 10.
Regional Quality Assurance Workshop: This activity is used to give schools formal opportunities for self-monitoring of Standards 1–8, and the development of plans to address identified needs. Schools selected on an annual basis.	- ensure school representation at workshop, with nominated materials - out-of-workshop refinement of Quality Assurance Improvement Plan, principal's endorsement and lodging with TASC.

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TASC Quality Assurance Activity:	School/College Responsibility:
Site-visit Audits: • focused audit of a particular course/s • provider audits (extended). These activities are typically used to monitor Standards 1–8.	• undertake necessary pre-visit actions (eg supplying policy documents, confirming arrangements) • ensure arrangements are in place for on-site visit (eg room provided, principal/ representative and course teacher/s available at agreed times, documents and other materials forming the evidence-base for audit are available) • undertaking remedial actions as necessary (i.e. as identified by any Requirement audit findings).

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Standard 10

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.

The focus of this Standard is to ensure schools and maintain accurate and up-to-date scope registrations and enrolments, and undertake final reporting to TASC by due dates. While the principal is responsible for a school's compliance with all Standards, it is expected that much of the actioning of Standard 10 will fall under the responsibilities of the TASC Liaison Officer (TLO).

➤ Principals must nominate their school's TLO at the time of annual registration. See TASC Liaison Officers for details regarding the role of the TLO.

This Standard is aimed at ensuring:

- the timeliness and accuracy of qualifications (including the TCE) issued by TASC to individual students
- the integrity of Standards 1–4 in cases where late changes to enrolment are required
- that errors/omissions in matters of scope, enrolment or final reporting are used as opportunities to inform continuous improvement
- TASC's quality assurance processes take account of courses being delivered and assessed by schools
- TASC's external assessment arrangements in Level 3 and 4 courses are planned and undertaken efficiently and effectively.

As part of the annual registration with TASC, schools propose which accredited courses they wish to deliver and assess via the TASC Reporting, Assessment and Certification System (TRACS). Once approved by TASC the list becomes the school's official *scope* of courses for that year. Requests for amendments to scope (addition/removal of courses) must be made in a timely manner. While it is understood that some changes may be required early in the academic year, TASC will require evidence of delivery and assessment for requests related to scope amendments (see examples below).

TASC will notify schools when individual students are to be officially enrolled[1] in specific courses via TRACS. It is a school's responsibility to ensure that enrolment information is kept up-to-date and accurate.

It is vital that all courses with enrolments are on a school's scope, including each individual course that has been 'packaged' or 'bundled' into a set by a school.

Schools should not have courses on scope that have no associated enrolments. While it is understood that courses with a small size value (eg 5) might not be delivered until later in the year, students should still be enrolled in such courses pending commencement of class. TASC may remove courses from scope that have no associated enrolments.

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[1] See Appendix 2 regarding the enrolment of pre-Year 11 students in TASC courses.

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Schools will have formal policies and procedures to address student movement between courses. It is understood that once teaching and learning has commenced some students may find a chosen course too demanding, or may wish to choose a more demanding course. This may lead to a learner moving, for example, from a Level 2 to a Level 3 course in the same learning area, or from a Level 3 to a Level 2 course. In such cases schools must:

- give careful consideration to the re-assessment of previously completed assessment tasks against the criterion/criteria and standards of the 'new' course (See Standards 3, 4 & 5)
- ensure that all the course contents and Work Requirements of the 'new' course are completed by the learner (see Standards 1 & 2)
- be mindful of the impact of such changes on TASC quality assurance requirements and processes (see Standard 9).

It is expected that movement of students between courses would be completed early in the academic year as individuals' needs become apparent. Early intervention is required so as to give students as much time as possible to complete course contents and Work Requirements, and to have adequate opportunities for formative and summative assessments against the criteria and standards of the 'new' course.

In Term 3 each year, enrolments are fixed and cannot be altered by schools in TRACS. Any subsequent changes require TASC approval on a case-by-case basis.

During Term 4 each year, schools report final internal ratings to TASC. Schools are notified of the due date well in advance. All internal assessments and final assessment judgements must be made prior to the due date (see Standard 6). It is a school's responsibility to ensure that final reporting to TASC is completed by the due date, and that formal verification of reported results is undertaken. For more information see Appendix 4: Final Reporting, Verification, and Post-verification Changes, and www.tasc.tas.gov.au/teachers/internal-assessment/. Any changes to internal ratings after verification requires TASC approval on a case-by-case basis.

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Examples of issues related to Standard 10 and TASC's requirements

Issue/Request	Examples of evidence required by TASC:
Addition/removal of a course from scope after scope submission closes but during the first half of the year (from mid-Term 1 to end Term 2)	• official request from TLO/principal.
Addition of a course to scope in Term 3	• official request from TLO/principal • evidence of delivery and assessment to date (eg scope and sequence, assessment records, attendance records) • details of cause of scope error and future actions (eg updating of school procedure) to ensure error does not re-occur (continuous improvement).
Removal of a student enrolment during Term 4 (eg left school)	• official request from TLO/principal.
Enrolment of a student in a course during Term 4 due to a change of course	• official request from TLO/principal • individual's attendance records for 'old/new' course, examples of completed assessment tasks • school's policy and procedure for change of courses, and how these were applied in this specific case • evidence of management of course change (eg prior tasks re-assessed for 'new' course, changes made to assessment record, identification of 'new' course work requirements needing to be undertaken, mapping of 'old' and 'new' course contents, and plan to address identified gaps in content) • evidence of delivery and assessment to date (eg scope and sequence, assessment records, attendance records).
Enrolment of a student in a size value 5 course (i.e. 5 TCE credit points) during Term 4	• official request from TLO/principal • scope and sequence (and assessment matrix) detailing how course will be delivered and assessed within the remaining timeframe. • examples of student's completed assessment tasks and assessment record to date • student's attendance record to date • details of any special arrangements made (eg use of study lines/supervised out-of-class opportunities to undertake required learning).

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Issue/Request	Examples of evidence required by TASC:
Requested change to a final internal rating after school's verification process completed	• official request from TLO/principal • assessment record for individual student (including final internal assessment methodology). Examples of completed major assessment tasks may be required • copy of documents used in school's process to inform the student of final rating (see Standard 6) • details of cause of reporting error and how checking process did not identify issue • details of future actions (eg updating of school's checking procedure) to ensure error does not reoccur (continuous improvement).

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Appendices to the Standards for Providers

The following appendixes provide key further information and are part of the Standards for Providers:

- Appendix 1 – Record keeping and archives
- Appendix 2 – Enrolment of pre-Year 11 Students in TASC Courses
- Appendix 3 – Concurrent Enrolment, Repeating a Course and Completion over Two Years
- Appendix 4 – Final Reporting, Verification and Post-Verification Changes
- Appendix 5 – Packaging/Bundling Courses

Support Documents and Materials for Providers

Document/materials	Description
Standards for Providers hub	Information about actioning the Standards for Providers, including a Focus Area by Term poster, template Meeting the Standards for Providers of TASC-Accredited Senior Secondary Courses, and *Take the Stand* articles unpacking key aspects of the provider standards.
Tools for Teachers	Tools to assist schools and teachers to understand TASC Quality Assurance processes and requirements.
TASC Quality Assurance	Information about TASC quality assurance mechanisms, including audits, quality assurance meetings and regional workshops.
TASC Liaison Officers	Information about the TASC Liaison Officer role and duties.
TRACS Help topics	TRACS help topics (including how to register a school and submit your scope).
Academic integrity: • For teachers • For students + Academic Integrity Guide for Students	Information about the responsibilities of teachers and students to ensure the academic integrity of work submitted for assessment.
TASC Policies hub: • Assessment policy • Criteria, Criterion Elements and Standards policy • Data and Reporting policy • Enrolment of Pre-Year 11 Students in TASC-Accredited Courses policy • Registration policy	TASC policies set under the TASC Act.

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Document Overview

Subject	*Standards for the Provision of TASC-Accredited Senior Secondary Courses*
Responsible Section	Quality Assurance Team, TASC
Contact	• Email: QualityAssurance@tasc.tas.gov.au • Contact the Quality Assurance team via TRACS at tracs.tas.gov.au
Date of effect	10 March 2020
Version history	• Version 1 – 20 March 2020 • Version 2 – 6 November 2020 • Version 3.1 – 20 September 2022 • Version 4 – 7 March 2023 • Version 4.1 – January 2024 • Version 4.2 – January 2025
Recent changes	March 2023 – Addition of Appendix 4 and 5. Updating of Appendix 1. January 2024 – Addition of: note on AI text generation and student folio record-keeping (p.14); student/teacher support during dispute resolution (pp.10 & 13); appendixes moved to linked topic-specific webpages for easier cross-referencing; and refinement of ATAR example in Appendix 3. January 2025 – Font change, minor wording amendments for clarity, removal of 2024 note in Standard 8.
CM reference	
Relevant standard	10 Standards for Providers

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