

TCEA

An Overview for TLOs



TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT

THIS CERTIFIES

Avery Anonymous

HAS BEEN AWARDED THE
TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT

ON THE BASIS OF THE ACHIEVEMENTS DESCRIBED
IN THE FOLLOWING STATEMENT



Registrar
Tasmanian Assessment, Standards and Certification
This certificate was issued on 18 December YEAR by Tasmanian Assessment,
Standards and Certification without alteration or erasure.

The Tasmanian Certificate of Educational Achievement (TCEA)

The Tasmanian Certificate of Educational Achievement or TCEA is a quality-assured certificate issued by TASC to eligible students at the completion of senior secondary schooling.

It recognises students' participation and achievements through descriptive text and provides an alternative certification option for those whose achievements are not fully represented by the Tasmanian Certificate of Education (TCE) or Qualification Certificate (QC).



The Tasmanian Certificate of Educational Achievement (TCEA)

The TCEA is **not**:

- issued in addition to a TCE
- a substitution for the TCE

It is important to note:

- that students who are on a pathway for, and capable of achieving a TCE, are not the intended recipients for the TCEA.
- TCE attainment occurs when all requirements are met. This can be either at the end of Year 12 or afterwards.
- Students on a TCE pathway who do not achieve a TCE by the end of Year 12 can explore other options, including Safety Net Tests, VET pathways, RFL or Year 13 (if supported by their school).
- The TCE can be achieved at any point in their life.

The Tasmanian Certificate of Educational Achievement (TCEA)

TASC's responsibilities in certifying students for a TCEA are to:

- ensure the TCEA is being used appropriately and offered to eligible students only
- quality assure the certification of eligible students
- ensure that the *Descriptive Text* has value to the student and community.

The Tasmanian Certificate of Educational Achievement (TCEA)

- TCEA continues to grow each year.
- TASC needs the support of TLOs to review and ensure that applications made genuinely meet the eligibility criteria and intent of the TCEA.



The TCEA Application Process: TLO role

TLO's should assist their schools in identifying who might be eligible for TCEA. This may mean helping teachers consider:

- ❑ if a TCE pathway is possible and explore avenues for TCE attainment, rather than TCEA application.
- ❑ that a Qualifications Certificate will be issued to all students who complete courses at the end of senior secondary study:
 - ❑ it provides the outline of courses undertaken and results.
 - ❑ for some students, this may be all that is required as a school leaver's certificate.
- ❑ [Qualifications Certificate - TASC](#)
- ❑ if VET pathways may be an option to support students reaching the required TCE points.
- ❑ if the option for Year 13 is available and supports students to meet requirements over another year.
- ❑ that the TCEA criteria do not support eligibility based on disengagement and non-attendance.
- ❑ that schools need to be able to comment positively and form a substantial *Descriptive Text* for the student.

The TCEA Application Process: TLO Role

- From 2026, we will undertake a registration process for schools to nominate Year 11 students on a TCEA pathway.
- Applications for TCEA are open in Term 2 for Year 12 Students. Always check [TASC Key Dates](#) for application opening and closing timeframes.
- The TLO may not be the person filling in the TCEA Application form, but is responsible for ensuring:
 - that application forms are filled in completely
 - that the correct supporting evidence is uploaded to TRACS
 - that the process is completed within the timeframe specified by TASC.
- Application forms can be downloaded from the [TCEA webpage](#) on the TASC website.

Note: In response to TLO feedback, the parent signature section has been replaced from 2026 with a tick box declaration.

Eligibility and Supporting Evidence

Eligibility Criteria 1:

- Where an impairment, disability and/or condition impacts upon one or more aspects of student learning

Evidence:

- Learning Plan and
- School Statement

Evidence explained:

A Learning Plan needs to be attached to the application in TRACS, and a *School Statement* is provided in the relevant section on the application form.

The expectation is that for a known impairment, disability and/or condition that impacts learning, the school will have a Learning Plan in place.

We ask for a *School Statement* for **each** application to summarise the factors that make a student eligible for the TCEA pathway, the impact on learning, and the school's management plan.

Eligibility and Supporting Evidence

Eligibility Criteria 2:

- Where personal circumstances and/or family circumstances and/or trauma related experiences have had a significant impact on learning or caused difficulties in learning.

Evidence:

- School Statement
- If a learning plan exists, this must be included.

Evidence explained:

A *School Statement* must be provided in the relevant section of the Application form.

Students may also be on a Learning Plan to manage their differentiated learning needs and goals. If a student applying through Eligibility 2 has a Learning Plan, you must include it as supporting evidence.

If the student's personal circumstances have been ongoing and are known to the school, it is reasonable to have a Learning Plan in place to manage differentiated learning goals.

If the student is not on a Learning Plan, use the *School Statement* on the Application form to outline how the school is tailoring a learning program for this student.

STUDENT INFORMATION

Please complete the table below with the relevant details for the student:

TASC ID	
Student name	
Year	<input type="checkbox"/> Year 12 <input type="checkbox"/> Year 13
School	
Eligibility type	<input type="checkbox"/> Eligibility 1 (impairment, disability and/or condition) <input type="checkbox"/> Eligibility 2 (personal/family circumstance and/or trauma)
Supporting evidence <i>(uploaded to TRACS with this application form)</i>	<input type="checkbox"/> Learning Plan Required for Eligibility 1/ encouraged for Eligibility 2. <input type="checkbox"/> School Statement Required for all applications, completed on this form.

SCHOOL STATEMENT

For TASC to assess this application for the TCEA, a school statement must be provided summarising the student's circumstances, their eligibility for this pathway, and how the school is tailoring their learning program.

Eligibility 1:

- > Summarise the impairment, disability and/or condition.
- > Describe the impact on learning.
- > Outline how the school is tailoring a learning program for the student.

Eligibility 2:

- > Summarise the personal/family circumstances or trauma experience.
- > Describe the impact on learning.
- > Outline how the school is tailoring a learning program for the student.

Please be sensitive to student privacy. A brief outline of the circumstances, with a focus on the impact on learning, is sufficient.

SCHOOL STATEMENT - SUMMARISE ELIGIBILITY:

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SCHOOL DECLARATION

- The school, the student and their parent/caregiver or authorised advocate* have explored the possibility of TCE attainment, and the student is unlikely to meet the requirements. They agree that a TCEA, which provides a *Descriptive Text*, is the most suitable attainment pathway for this student in senior secondary education.

*See [TCEA Guidelines](#) for definitions and guidance.
- This will be the student's final year of senior secondary education (Year 12 or 13)
- The student agrees to engage with their Learning Plan and/or individual learning goals to the best of their ability so that a meaningful *Descriptive Text* can be developed on their behalf.
- The school agrees that the student applicant meets the eligibility criteria. If this changes at any time, or if the student disengages with their education, the school agrees to inform TASC and withdraw the application.

Including all relevant details in the *School Statement* supports the students' application. In this statement TASC needs to know:

- The student's circumstances and what makes them eligible for a TCEA pathway
- How the school has tailored their learning program to support a TCEA pathway

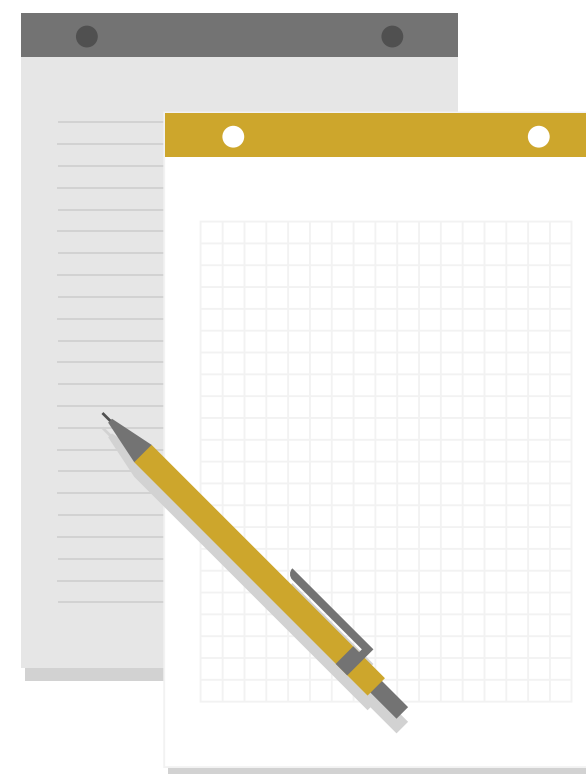
Where this is insufficient, TASC may have further questions or not progress the application further.

This is the section of the application form where schools to complete the *School Statement*.

- It should **not** be in a separate document.
- The application **cannot** be processed without this.

TCEA Application Process: Evidence

- Often, the key information around the impairment/disability/condition is not easy to find within the Learning Plan. Ensure this is highlighted in the School Statement to support eligibility.
- **NOTE:** Avoid vague statements like “*Due to circumstances, we believe this student is eligible for this pathway.*” This is **not** a suitable school statement. The school needs to describe how the student meets eligibility, and TASC needs to see the evidence base to approve an application.
- Once the students’ supporting evidence is gathered and the application completed, these are uploaded to TRACS using a TCEA Application task.
- See [How to lodge a TCEA Application](#) for detailed instructions.



TCEA Guidelines

The [TCEA Guidelines](#) document has been updated to capture the most common, recurring scenarios and questions around TCEA.

To help us develop a FAQ section for the TCEA webpage, you can give us your feedback on:

- your questions around TCEA as a qualification or a process
- any parts of the process that are unclear
- any concerns or issues you may have encountered undertaking this process.



TCEA Application Process: Issues & Solutions

- ❑ TCEA is for **Educational Achievement** – highlighting student achievement despite medical or circumstantial difficulties.
- ❑ There has been an increase in applications for students who have disengaged with school, which does not align with the intended purpose or the eligibility criteria. There is now a student declaration in the application form. This is to highlight to students that to obtain a TCEA, they need to engage meaningfully and to the best of their ability in this pathway.
- ❑ If a student has not engaged with their Learning Plan or made educational achievements that year, a meaningful and substantial *Descriptive Text* can not be produced.
- ❑ If the school feels that a quality *Descriptive Text* cannot be developed for a student, then the application should be withdrawn and the TCEA no longer pursued.
- ❑ Please ask TASC if you are unsure and advise us if you are withdrawing an application based on disengagement.

TCEA Application Process: Deadlines

TASC must ensure students receive their TCEA at the same time as other TASC-issued certificates. To do this, schools must be prepared to meet the published due dates.



The deadlines in place allow just enough time to complete each phase of the process before moving on to the next phase.

Once applications are approved, the TCEA Submission tab becomes available in TRACS within the TCEA Application tasks. Once the TCEA Submission tab is available on approval, *Descriptive Texts* can be drafted at any time and submitted when finalised.

Where possible, submit early. This is especially relevant if key staff will be away leading up to the final due date.

Descriptive Text

- It is essential to engage with the TCEA webpage on the TASC website – [TCEA Descriptive Text Resources](#) section.
- There is also a *Writing Conventions* document for you to follow.
- There are three examples of *Descriptive Texts* on this webpage. These are to provide you with a clear sample of what we are looking for.

TCEA Descriptive Text Resources

[More information](#)

The TCEA is an information-rich certificate, describing a student's educational participation and achievement.

TCEA Descriptive Texts are entered directly into TRACS through the TCEA Application task type. This field is visible under the TCEA Submission tab once applications are assessed as eligible and approved by TASC.

TASC recommends that Descriptive Texts be drafted and retained as a Word document for school records and in case of any technical difficulty when entering Descriptive Texts into TRACS.

The Word document template for drafting Descriptive Texts is available here:

[*TCEA Descriptive Text template*](#)

Use the *Tasmanian Certificate of Educational Achievement – Writing Conventions* when creating the Descriptive Texts for your students.

Example Descriptive Texts:

- [TCEA Example Descriptive Text – Student 1](#)
- [TCEA Example Descriptive Text – Student 2](#)
- [TCEA Example Descriptive Text – Student 3](#)

Descriptive Text

STUDENT 2 EXAMPLE DESCRIPTIVE TEXT [STUDENT FULL LEGAL NAME] (TASC ID)

In secondary schooling, [STUDENT FULL LEGAL NAME] completed a program of study and attained the following skills and knowledge.

Study and Learning

- Applies mathematical and statistical models to investigate, represent and analyse real-world situations and solve problems
- Uses digital technology and other sources to develop mathematical ideas and find solutions to mathematical problems
- Describes how ideas, attitudes and voices are represented in texts and influence audiences
- Composes and crafts texts, oral presentations, multimodal texts and imaginative texts
- Applies academic integrity principles and referencing skills
- Understands how art can be used to convey a range of ideas, feelings and experiences
- Demonstrates an understanding of a range of art styles and modes
- Created a body of artwork which explores her personal experiences

Communication and Technologies

- Uses accurate and effective language to communicate ideas
- Selects and uses technologies, techniques and conventions to express artistic intentions
- Communicates ideas, emotions and information through artwork
- Completes and submits work electronically
- Uses a computer or handheld device to access information
- Demonstrates an understanding of cyber safety principles

Work Pathways and Transition Activities

- Demonstrates an understanding of workplace health and safety practices
- Has identified potential pathways for further study or work
- Identifies personal strengths and areas of interest
- Works cooperatively to achieve team goals

Citizenship and the Environment

- Shows respect and compassion for peers and staff within the school community
- Recognises and contributes to building a culture and environment that is positive, inclusive and supportive
- Encourages her peers to join in and make the most of their opportunities

Personal Development

- Applies time management, planning and negotiation skills
- Perseveres with challenging situations
- Identifies opportunities for personal development
- Adopts an independent and self-sufficient approach
- Builds connections and trust with staff and peers within the college environment

Statement of Participation in Extra-Curricular Activities

- Part time employment at a local café
- Participates in a local youth art program
- Attended the TasTAFE Info Week and UTAS Open Day

Additional Comment

[Student name] has shown dedication to the development of all areas of educational achievement. They showed enthusiasm towards their coursework and extra-curricular activities and built meaningful connections with staff and their peers. [Student name] was a valued member of the College community.

This is the Student Example 2 from the website.

This is to give you some guidance about what makes a reasonable Descriptive Text.

We expect these to be individualised and based on the student experiences over senior secondary education.

The *Descriptive Text* should highlight skills and/or knowledge development across these key areas:

- Study and learning
- Communication and technologies
- Work Pathways and transition activities
- Personal development
- Participation in extra-curricular activities
- Additional comments might include areas not covered above.

TASC recommends using the TCEA Descriptive Text template (Word document) to draft your Descriptive Text (available on the [TCEA webpage](#)).

This allows the school to:

- collaborate and get input from relevant teaching and support staff
- proofread and ensure a balance of content across all categories
- share the final *Descriptive Text* with the Principal for approval
- share with the student and their parent/guardian or authorised advocate (where appropriate) for review and authority to proceed
- retain a copy for school records
- ensure the final *Descriptive Text* is retained in case of technical difficulties when adding the Descriptive Text into TRACS

Descriptive Text – Final Checks

- ❑ We understand that TLOs may not be the person responsible for drafting the *Descriptive Texts*.
- ❑ As TLO, you are best placed to understand the school and student context and advise TASC.
- ❑ It is the TLO's responsibility to review the *Descriptive Text* before submitting to ensure it meets the quality standard we require.

The TLO review is to avoid errors and ensure requirements for the *Descriptive Text* are met. Issues we often see with submissions include:

- student names spelled incorrectly
- mix of pronouns used
- no formatting (dot points required) and spelling errors
- statements that contradict other statements
- negative and limiting language like “sometimes”, “when engaged”, “if subjects were of interest”
- repeated statements across multiple categories
- under 150 words

Descriptive Text – Quality Assurance

- ❑ TASC provides a quality assurance (QA) check on the final *Descriptive Text*. Our expectation is to see the finalised version of your submitted text, not rough drafts.
- ❑ TASC require that schools provide a substantial, formatted, spell-checked, final draft of their students *Descriptive Text*. This should be scrutinised on the same level as any reports or letters you send to families or publish publicly such as on a website.
- ❑ In our QA check, TASC reviews consistency of style, statements of achievement provided are positively framed and undertakes final proofreading.



If you have any questions or feedback on TCEA

- Create a TCEA Enquiry task in TRACS
- Talk to us



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION
