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# Delivering Senior Secondary Courses in Tasmania: A Guide for New Providers

Essential steps for registering to deliver senior secondary education with TASC

# Introduction to TASC and Senior Secondary Education



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# Understanding TASC's role in Tasmania



## UNDERSTANDING EDUCATION REGULATION

### TASC Regulatory Role

TASC is Tasmania's education regulator for senior secondary education. TASC accredits courses, sets external assessment, course standards, and certifies student achievement at the end of Year 12.

TASC is governed by the TASC Board, [Legislation](#), Ministerial Expectations and a Corporate Plan.

### **Quality Assurance and Sector-Wide Consistency**

TASC ensures fairness and credibility across government, Catholic, independent, and other education providers statewide. This is achieved through [quality assurance](#) (QA) mechanisms.

TASC promotes quality senior secondary education through resources, QA and guidance beyond compliance.

### **Key Systems and Resources**

TASC provides platforms like the [website](#) and [TRACS](#) to support course documentation, reporting, and compliance.

# Registration process

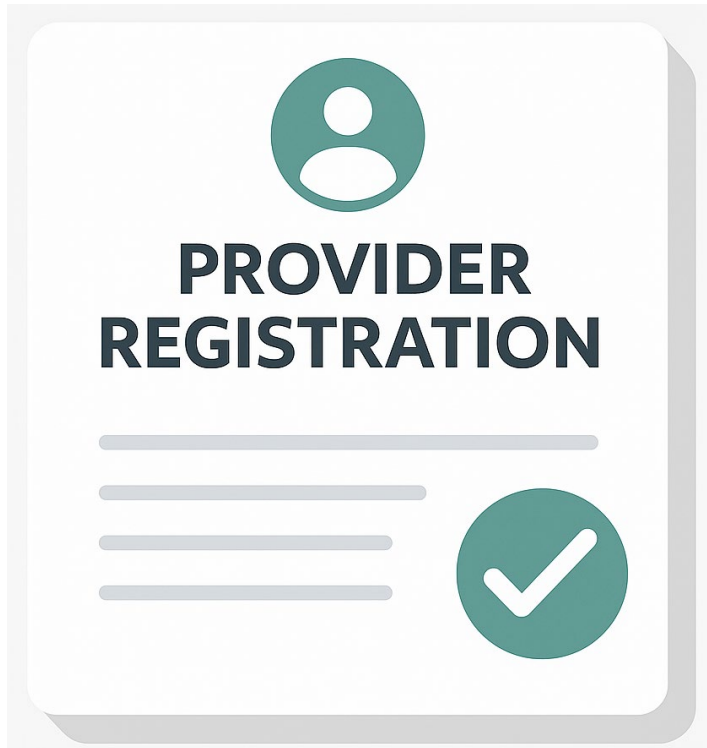


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# Provider registration

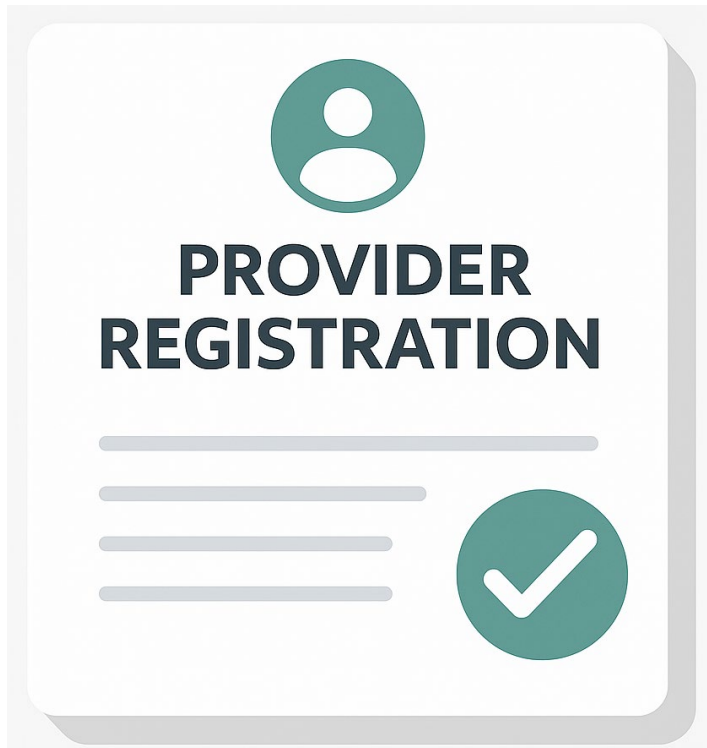


## Annual Registration Requirement

As per the Provider Registration Policy, all schools and other education providers that intend to deliver TASC-accredited courses, must register with TASC each year. TASC can then issue formal qualifications to students.

Schools registering with TASC for the first time, or re-registering after a lapse in registration, must ensure the required evidence and processes set out in the TASC Standards for Providers are in place before registration can be approved.

# Registration process – annual renewal



## 1. Register your school with TASC via TRACS Registration Task

- Open the registration task in TRACS
- Principal must complete this registration by agreeing to the conditions
- Instructional guide is here [How to register your school](#)
- If you need further assistance, please contact [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)
- You will receive a letter from our Deputy Director indicating you are registered

## 2. Nominate your TLO

- For DECYP schools assign a TLO through MyLogin
- For non-government schools assign by providing the nominated name and email address to TASC
- TASC has training for TLOs and New teachers to TASC which we recommend for any relevant staff

## 3. The TLO can then work in TRACS to nominate the scope of subjects you would like to deliver.

- Instructional guide is here [How to submit your scope](#)
- If you need further assistance, please contact [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)

## Registration process – providers offering pre-Yr 11 enrolments only



If you do not have senior secondary students, but would like to offer TASC courses, you must register with TASC and apply.

***Steps 1 to 3 are the same as the previous slide:***

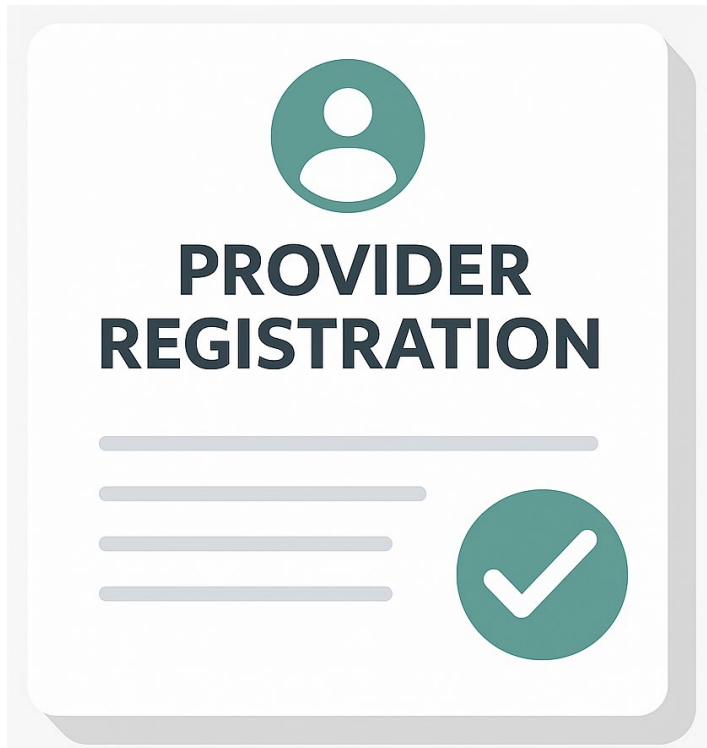
1. Register your school with TASC via TRACS Registration Task
2. Nominate your TLO
3. Nominate the scope of subjects you would like to deliver.

***Next step:***

**4. Pre-Year 11 application process can be completed after registration.**

- Application: Pre-Year 11 enrolments in TASC-accredited courses - TASC
- Applications close at the end of February each year (check TASC Key Dates)
- The application requires supporting documentation including:
  - a list of the students who are applying for a formal enrolment in a TASC-accredited course
  - a rationale statement for **each student** with evidence demonstrating the student's strength or ability in the relevant area of study and their preparedness for the course, and their pathway intentions
  - intended communications for students and their parents/guardians outlining the requirements specific to senior secondary education (*providers can utilise draft templates that are available on the website*)

## Registration process – new provider



If you are a provider new to senior secondary education in Tasmania, then initially there are more steps to plan and prepare for registration. This also applies if you have not had continuous registration with TASC.

You need to contact TASC through [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au) to raise the intention to register with TASC.

To proceed with registration, TASC will ask for information about:

- your anticipated delivery model such as face-to-face, online or blended
- the intended cohort, including projected numbers or other viability data you may have explored
- if you have considered any specific scope of courses to deliver
- your intended workforce: teacher experience and/or context including have they taught in Tasmania and/or senior secondary education in other jurisdictions.

# TASC Standards for Providers

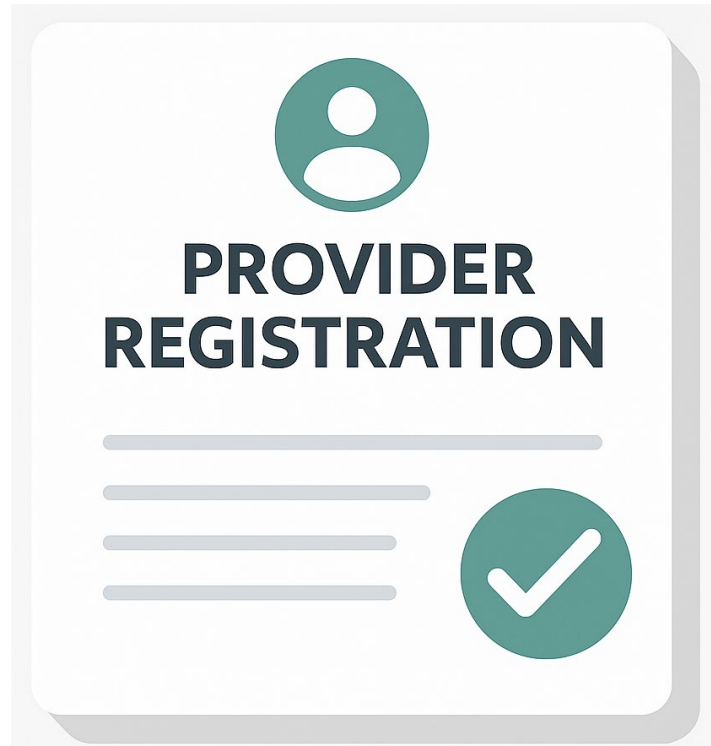


To further prepare for registration, providers must develop Policies and Procedures to meet the *TASC Standards for Providers*.

To register, these Policies and Procedures are to be submitted to TASC with the application.

To check what is needed, providers can refer to the [Standards for Providers – Provider Checklist](#). This is an overview of what TASC looks for in compliance checks with providers.

More detailed information on each of the standards can be found on the TASC website: [Quality Assurance Standards for Providers - TASC](#)

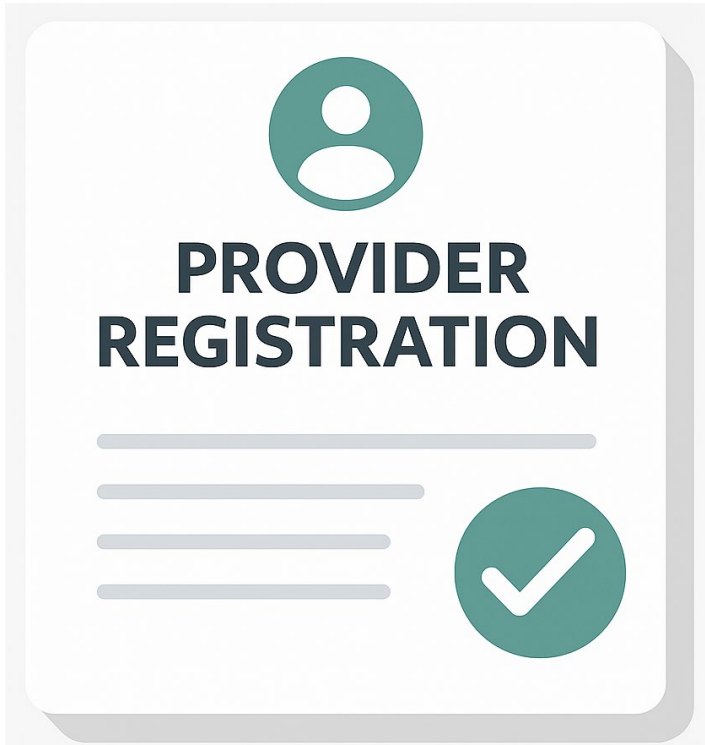


## Developing Systems

To meet TASC requirements, providers must agree to have their own policies and procedures to ensure they comply with the TASC *Standards for Providers*. These Standards set clear and measurable requirements for all Tasmanian providers who are registered to deliver and assess TASC-accredited senior secondary courses.

Policies and processes must cover all items in the *Standards for Providers checklist* including:

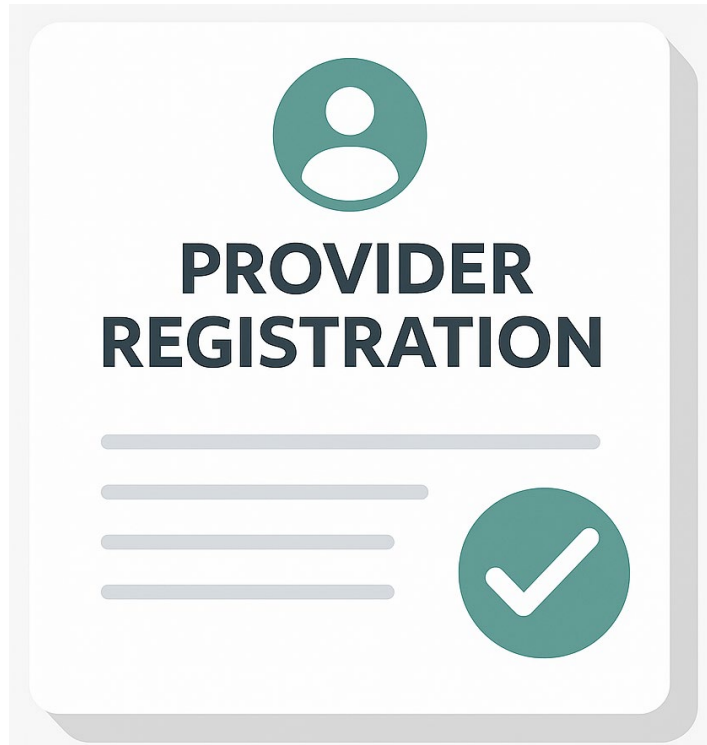
- internal assessment and review
- teacher planning and moderation
- record-keeping
- Academic Integrity
- Provider governance



Once registered, providers are responsible for compliance with the *TASC Standards for Providers*.

Overarching responsibilities to TASC are related to:

- Course delivery management
- Providing and maintaining course delivery records



## Course Delivery Management

Once registered, providers must supply TASC with a list of courses they intend to deliver for approval. Providers must maintain this to support accurate enrolments which ensure students are recognised appropriately in courses of study.

## Providing Course Delivery Records

Each year in February, non-DECYP providers (Catholic and Independent schools) are asked to provide staff, class and student information to TASC using templates which are supplied directly to schools.

DECYP school student course enrolment data is maintained in EduPoint.

## Maintaining Course Delivery Records

- Providers must keep their course delivery records accurate and up to date throughout the year:
- DECYP school student course enrolment data is maintained via EduPoint.
- Non-DECYP school course student enrolment data is maintained via TRACS.

Application of Intention to  
Register and Deliver Senior  
Secondary Accredited Courses



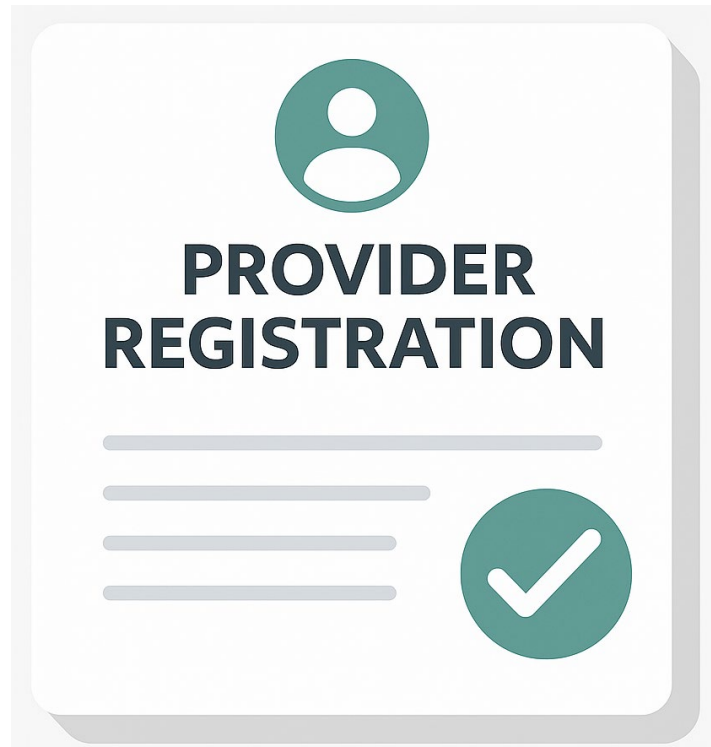
## Intention to Register

Providers new to delivering Senior Secondary courses in Tasmania must complete the *Intention to Register to deliver Senior Secondary Education in Tasmania Application*.

This includes Providers who have had a 'gap' in registration.

The application form can be accessed via the QR code or this link: [Application of Intention to Register and Deliver Senior Secondary Accredited Courses](#)

# Provider registration and quality standards



## Guidance for Applicants

- The application form is used to notify TASC of a new provider's intention to seek registration and approval to deliver senior secondary accredited courses for students seeking the Tasmanian Certificate of Education (TCE).

Submission of this application form:

- **does not** constitute registration or approval
- enables TASC to:
  - assess readiness and risk
  - identify support or conditions required
  - plan regulatory oversight
- is required prior to a formal registration and course approval process

Providers **must not** enrol students in TASC-accredited senior secondary courses until formal registration and course delivery approval are granted.

# Registration and Standards for Providers



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There are a number of Policies and Procedures schools must have in place to demonstrate how they meet the TASC Standards for Providers.

**A Policy** is a formal statement of intent and principles. It explains what the school expects and why. A policy:

- Sets the rules, values, and expectations of the school
- Articulates the standards the school commits to uphold
- Is usually approved at the governance or leadership level
- Applies broadly across the organisation
- Changes infrequently

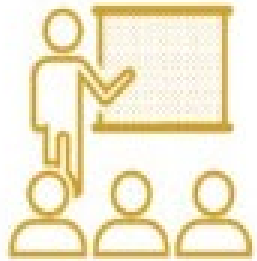
**A Procedure** explains how the policy is put into practice on a day-to-day basis. A procedure:

- Describes the steps staff follow to implement the policy
- Assigns roles and responsibilities
- Provides practical guidance for consistent action
- Can vary by context (subject, year level, assessment type)
- Is updated more frequently than policy

TASC require that all staff are aware of these policies and procedures and their roles in implementation

## TASC Standards for Providers





## Teaching and Learning

Delivering high-quality learning experiences aligned to course requirements

### To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

#### Standard 1: Teaching and Learning

##### *Access and resources*

- Resourcing of adequate facilities and specialist equipment needed to deliver courses nominated on the scope
- How a course's access and resource requirements are monitored and met by the school

##### *Full course delivery*

- Using TASC website to access the course document
- Course delivery mapping that includes:
  - Scope and sequence with timeline, activities, work requirements (if relevant) and coverage of notional hours
  - Assessment Matrix that shows assessment aligned to course delivery

##### *Consistency and moderation*

- Regular review and update of teacher planning documents
- Teacher engagement in moderation practices

##### *Attendance tracking and intervention*

- Attendance expectations and how absences are managed
- How students with prolonged absences are managed



## Assessment Validity and Reliability

Ensuring consistent, fair  
and standards aligned  
assessment practices

To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

### Standard 2: Assessment Validity and Reliability

*Valid, fair and equitable assessment tools*

- Assessment task features that include:
  - criteria and elements being assessed
  - relative weighting of the task (as relevant)
  - performance indicators for students
  - tasks that allow them to achieve the full range of standards
- A range of types and modes of assessment tools

*Assessment matrix*

- Mapping of tasks to criteria and elements assessed to show full coverage of the course
- Relative weighting of tasks (as relevant)
- All work requirements
- Opportunities for students to demonstrate consistency of achievement and to improve over time
- A balance of the number of times each criteria is formally assessed



## Assessment Validity and Reliability

Ensuring consistent, fair  
and standards aligned  
assessment practices

**To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:**

### **Standard 2: Assessment Validity and Reliability**

#### *Teacher Rationale*

- Rationale for determination of final student ratings that includes how final judgements are made incorporating:
  - any weighting of tasks
  - student consistency or trends
  - teacher professional judgement

#### *Assessment Records*

- Records must include student name, date, name of task, criteria assessed, relative weighting of tasks
- Records must be stored on a centralised school system

#### *Comparability and Moderation*

- Internal moderation, State-wide Moderation Days, QA activities, teacher professional learning
- How feedback from TASC is used to inform assessment judgements, covering:
  - Audit Reports
  - Level 3 and 4 internal/external rating data sets (if applicable)
- Consistency of marking across multiple classes of a specific course (if applicable)



## Assessment Validity and Reliability

Ensuring consistent, fair  
and standards aligned  
assessment practices

To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

### Standard 2: Assessment Validity and Reliability

#### *Advising students of final internal ratings*

- When students are formally informed of their final internal ratings
- The formal method/s used to inform students of their final internal ratings
- Processes for students to receive a copy and for a copy to be stored on a centralised school system

#### *Right to request a review of final internal ratings*

- How students are informed of their right to request a review of a final internal rating
- How the student indicates if they wish to seek a review

**To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:**

### **Standard 3: Academic Integrity and Ethical Assessment**

#### *Explicit instruction on academic integrity*

- When and how academic integrity is taught to students
- How teacher-developed learning material models best practice of academic integrity

#### *Management of plagiarism and verification of student work*

- The management of identified/suspected breaches of academic integrity, including:
  - how internal breaches are managed by the school
  - verification of student's assessment submissions
  - management of late submission of student work

#### *Student Declarations*

- Processes for completion of the [Student Declaration](#)

#### *Folio specific endorsement processes*

- How the [External Assessment Rules](#) are communicated to students and families
- The endorsement process for externally assessed folios
- Processes for record-keeping of integrity breaches and outcomes



## **Academic Integrity and Ethical Assessment**

Upholding ethical assessment  
and academic integrity  
practices



## Monitoring Student Attainment

Monitoring and supporting student progress towards successful TCE completion

**To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:**

### **Standard 4: Monitoring Student Attainment**

#### *Student progress*

- The school's processes for ensuring 'packaged' or 'bundled' courses are registered individually with TASC (if applicable)
- The school's tracking processes for students (if applicable):
  - undertaking concurrent enrolments in the same course
  - repeating a course in separate academic years
  - completing a course over two academic years

#### *Tracking intervention and support strategies*

- Tracking intervention and support strategies for students at-risk of non-completion or satisfactory completion of the TCE



## Assessment Rating Review and Appeal

Providing clear and fair  
processes for reviewing and  
resolving assessment issues

**To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:**

### **Standard 5: Assessment Rating Review and Appeal**

#### *Assessment dispute resolution*

- Staff and student awareness of assessment resolution procedures
- Relevant timelines for internal assessment review processes and external folio endorsement disputes
- How reviews are conducted in a fair and just manner, including:
  - who will undertake the review
  - what evidence might be considered
  - support mechanisms for the student and mediation protocols
- How the outcome of a review is communicated to the student



## Assessment Rating Review and Appeal

Providing clear and fair  
processes for reviewing and  
resolving assessment issues

To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

### Standard 5: Assessment Rating Review and Appeal

#### *Endorsing externally assessed folios*

- The endorsement of externally assessed folios, including:
  - how teachers will gain sufficient understanding of student work to endorse the folio's authenticity
  - how student's project work is monitored
  - how the school handles teacher unavailability to endorse an externally assessed folio
  - how the student will be informed of the school's decision to not endorse the folio, and the student's right to provide additional evidence

#### *Breaches of Exam Rules*

- Defined support processes for students if there are any breaches of the Exam Rules

## To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

### Standard 6: Governance and Compliance

#### *School registration*

- The school's processes for registering with TASC annually, including:
  - nominating the school's TASC Liaison Officer (TLO)
  - ensuring the TLO fulfills all functions in the [role description](#)
  - TLO attendance at all TASC TLO forums and communication through TRACS for all queries
  - processes for tracking deadlines and responsibilities through the TLO, including distributing the TASC Update information to all relevant staff
  - processes for complying with the TASC *Standards for Providers*, which are represented in school documentation and embodied in teacher practice
  - processes for providing professional learning and support to teachers, particularly those new to TASC courses

#### *Registered scope of courses*

- The school's processes for registering their scope of courses with TASC annually, including:
  - requesting amendments to scope
  - submitting scope and sequence documentation for each course on scope to TASC annually



### **Governance and Compliance**

Meeting regulatory obligations  
through accurate reporting  
and active participation



## Governance and Compliance

Meeting regulatory obligations through accurate reporting and active participation

# To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

## Standard 6: Governance and Compliance

### *Participation in QA activities*

- School participation in all quality assurance activities, including QA meetings and workshops, and TASC audits

### *Accurate reporting of enrolments, student movement, and scope*

- The provision of valid student data to TASC
  - maintaining accurate enrolments
  - requiring that all courses on scope must have associated enrolments
- The school's management of student movement between courses, including:
  - early intervention
  - seeking approval from TASC for course movements after closing dates

### *Secure and accurate record-keeping*

- School records associated with the Standards for Providers are kept and stored in a centralised location
- Processes to meet TASC's archiving requirements if applicable, including:
  - archived major folios
  - official records such as policies and procedures, assessment records, attendance records, and records of internal reviews

To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:

## Standard 6: Governance and Compliance

*Applications for Pre-Year 11 Enrolments, TCEA, Reasonable Adjustments*

- Submitting applications to TASC by the deadline
- Application processes for Pre-Year 11 enrolments, TCEA and Reasonable Adjustments as applicable

*Submission of final internal ratings and folios, including verification requirements*

- Submitting all external folios and final internal ratings by the due date
- Ensuring accuracy of final ratings data and processes for formal verification of reported final internal ratings
- Seeking approval from TASC for post-verification changes

*External Assessment and Exam Centre processes*

- Meeting the requirements for External Exam Centres (if applicable) as per the MoU
- Staff participation in external assessment processes, such as exam setting and critiquing, external marking and exam supervising



### Governance and Compliance

Meeting regulatory obligations through accurate reporting and active participation

**To comply with TASC Standards for Providers, schools must have Policies and Procedures related to:**

### **Standard 7: Continuous Improvement**

#### *Continuous improvement mechanisms*

- Evidence of an annual review of school Policy and Procedure in alignment with the Standards for Providers Framework
- School processes for documenting improvement actions
- Evidence of how feedback from TASC QA processes and data sets are used to inform planning and delivery of TASC-accredited courses
- Tracking of improvement actions
- Evidence of ongoing staff engagement in improving planning and development for delivery of TASC-accredited courses



#### **Continuous Improvement**

Using evidence and feedback  
to refine practice and  
strengthen course delivery  
quality

# The TASC Liaison Officer (TLO)



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## Purpose and responsibilities of the TASC Liaison Officer (TLO)



### TLO Role Overview

When a school registers with TASC to deliver TASC-accredited courses, the principal must appoint a staff member as the TASC Liaison Officer (**TLO**).

- This is one of the obligations of being a TASC provider school.
- TASC does not fund the **TLO** role.

The TLO acts as the main link between TASC and the school, ensuring smooth communication and compliance. TASC considers this a key leadership position.

### **The TLO role:**

- is the conduit between the school and TASC and ensures the school complies with all TASC policies, procedures and reporting requirements
- is under the supervision of the school principal/principal delegate
- is located at the specific school (a member of the school staff)
- will require a time release – considerations for how much time include the number of students studying TASC-accredited courses in a school will determine the loading/allocation of time release required to undertake the role
- is ideally suited to a teacher who is a full-time, permanent employee in the school, although this is not a prerequisite
- you can access more detailed information here: [TLO Position Description](#)

## Purpose and responsibilities of the TASC Liaison Officer (TLO)



### **Supporting Staff and Compliance**

The TLO supports staff understanding TASC policies and ensures quality assurance and regulatory compliance.

TASC expects the TLO to provide advice and support related to TASC matters in their school. TASC expect the TLO to:

- use our resources and contact us for information and support
- have a platform and opportunities to inform staff in their school around TASC requirements and provide advice and/or support on how to comply
- support students in their school with TASC related application and requirements
- monitor TASC Key Dates and ensure the school meets any deadlines relevant to them. This can be anticipated through the TASC Annual Focus Tasks Flowchart.

## Purpose and responsibilities of the TASC Liaison Officer (TLO)



### Training and Operational Role

TLOs participate in mandatory training and forums, operating under principal supervision with variable workloads.

It is expected that TLOs actively engage with:

- the annual in-person TLO Forum held early in Term One each year
- TLO online forum in Term Two, Three and Four
- communications through the TRACS portal
- coordination of staff involved in quality assurance processes

## Purpose and responsibilities of the TASC Liaison Officer (TLO)



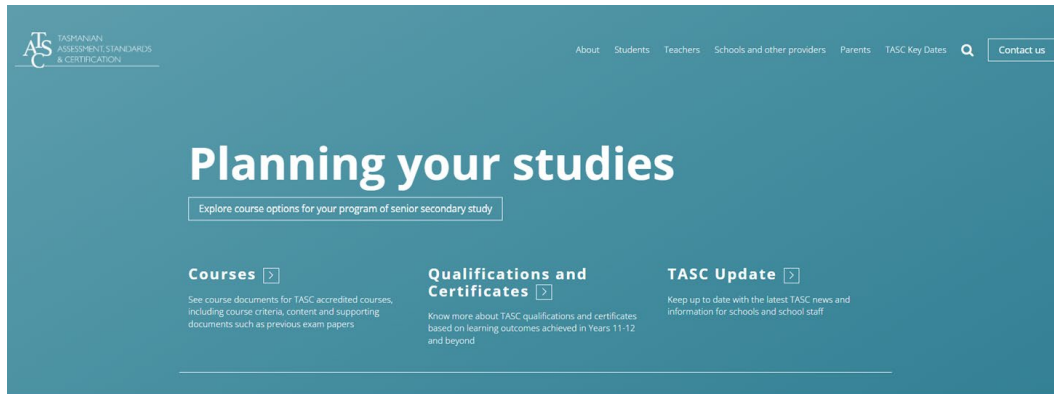
### Overarchingly, TLOs ensure that:

- the school complies with any directions made by TASC under Section 33 of the Tasmanian Assessment, Standards and Certification Act 2003 in relation to the provision or assessment of a TASC accredited course
- their school meets the requirements in the Standards for Providers. The Annual Focus Tasks for TLOs (Focus Areas by Term) poster helps TLOs, schools and teachers keep track of the key areas to focus on year-round and by school term
- internal assessment made by the school that contributes to results certified by TASC has an adequate level of reliability, validity and fairness
- assessment materials are collected and provided to TASC when required
- students are correctly and clearly identified in any data provided to TASC
- data provided to TASC is complete and accurate
- applications for reasonable adjustments and extensions to external folio deadlines are endorsed
- information is provided to TASC to identify school policies, procedures and practices.

# Navigating the TASC Website



# Navigating key information and resources



## Source of Truth

The [TASC website](#) serves as the official and comprehensive source for senior secondary education information in Tasmania.

## Course Documentation Access

Access to [TASC-accredited courses](#) for detailed course criteria, content, and assessment requirements ensures consistent statewide teaching standards.

## Key Dates and Deadlines

The website provides critical deadlines for registration, submissions, applications and external exam timetables to support school planning.

## Quality Assurance and Support

Dedicated sections offer guidance on [quality assurance](#), [TRACS](#), and [TLO roles](#) to keep schools informed and compliant.

## TASC Update

TASC provides regular updates and reminders to Principals, TLOs and sector heads via our fortnightly e-newsletter, the *TASC Update*.

# Using TRACS



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## TRACS: TASCs Reporting and Certification System



### **TRACS is:**

- a complete student management system, used by TASC to manage student assessment and certification data and to support the management of Tasmanian senior secondary school results
- for schools, TRACS streamlines the management of student information and results through a portal. It is easy to use and simplifies the process for school registration, scope submission, correspondence and management of student data.



## What does TRACS do?

- **TRACS portal** – an online communication platform that makes it easy for schools to communicate with TASC; track and manage student data (such as enrolment and results) and streamlines many of the processes and tasks schools regularly complete.
- **TRACS central database** – an online database that securely manages student, school and teacher information and is the source of identity data for all students registered with TASC in Tasmania.
- **TRACS customer relationship management system** – an online system that manages all the interactions, data and assessment information about students, making it easy to access up-to-date information throughout the year.
- **TRACS exam control centre** – an online system which combines all the practical planning for exams including developing papers, managing exam centres, markers, supervisors and numbers of students sitting exams.
- **TRACS assessment database** – an online database where assessment data for all students is entered and used to formulate results for TASC certificates and qualifications.
- **TRACS reporting** – a system with capability to manage student data for senior secondary attainment and other government reporting including a new business intelligence reporting ability, ensuring continued reliability and integrity of all TASC data.



## Who uses TRACS?

- Staff in schools, and registered training organisations (RTOs), who work and communicate with TASC for the management of data, assessment and certification of senior secondary students in Tasmania are the main users of TRACS.
- Principals and TASC Liaison Officers, and staff in schools that support TASC processes are the people most frequently using TRACS.

**Key parts of the Home Page:**

The screenshot shows the TRACS Home Page interface. The top navigation bar is teal and contains the TRACS logo, the tagline "Supporting students to achieve", and the user's name "TONY ROSS-MCNAIR" next to a "SCHOOL / TLO" dropdown menu. Below this is a secondary navigation bar with icons for HOME, PROVIDER, STUDENTS, CLASSES, STAFF, ASSESSMENT, and REPORTS. A "Help" icon is also present. The main content area displays "Upcoming Events" (with "No upcoming events" below it) and "Correspondence".

Callouts highlight the following features:

- Your school and your role:** Points to the "SCHOOL / TLO" dropdown menu.
- Link to "How-to" guides in TRACS Help:** Points to the "Help" icon.
- Menus to search for specific student, class or staff information:** Points to the "STUDENTS", "CLASSES", and "STAFF" menu items.
- Notifications of new Events and new Correspondence from TASC (indicated by a red numbered dot):** Points to a red notification dot on the navigation bar.



## TLO responsibilities

As your school's TASC Liaison Officer (TLO), you should keep an eye on the following in TRACS:

- 1) The “bell” icon at top right. If TASC sends you a message, a white number in a red circle will appear over the bell icon. The new correspondence also appears under “Tasks” on your Home Page.
- 2) Watch “Upcoming Events” on the Home Page for TRACS-based actions you may need to take.

## TRACS Help

The [TRACS Help](#) page provides more information on how to use TRACS, FAQs, Corresponding with TASC and TASC processes.

# Managing the TASC Year

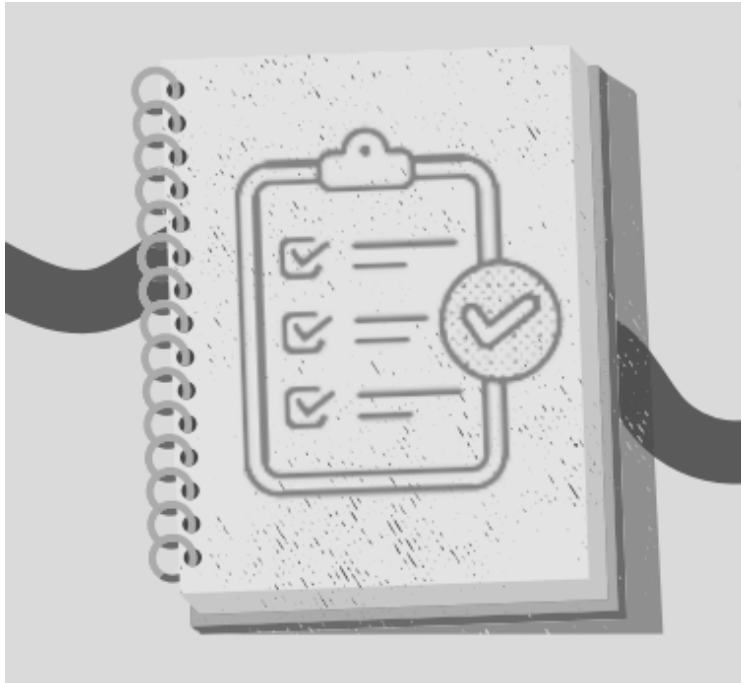


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# Key dates and annual responsibilities



All of TASCs application processes and important events are found in TASC [Key dates](#)

## Annual School Registration

Schools begin the year by completing the annual registration process and confirming course delivery scope to guide enrolments.

## Ongoing Student Management

Throughout the year, schools manage student enrolments, assessments, and quality assurance activities to ensure compliance.

## Examinations and Certification

Schools coordinate internal assessments, submit final ratings, and verify results so TASC can issue qualifications like the TCE and TCEA. To understand these processes, you can access our FAQs through [Quality Assurance Tools and Resources - TASC](#)

## Annual Planning and Coordination

Understanding the [TASC annual calendar](#) enables schools to plan staffing and professional learning proactively, reducing risks.

# TCE and TCEA



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# Senior secondary certification pathways



## Tasmanian Certificate of Education (TCE)

The TCE is the main senior secondary qualification recognising two years of post-Year 10 education for employment and study pathways.

## Tasmanian Certificate of Educational Achievement (TCEA)

TCEA offers an alternative certification with descriptive text for students affected by disability or trauma, ensuring fair recognition. For further information access: [FAQ-What-is-a-TCEA-and-who-is-it-for.pdf](#)

### **Role of Schools**

Schools identify eligible students, prepare evidence, and submit applications ensuring correct certification pathways are followed timely.

### **Importance of Distinction**

Understanding TCE and TCEA differences supports inclusion and quality assurance in recognising all student learning outcomes.

# Courses and Delivery



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## Developing and managing a scope of delivery



### **Defining Scope of Delivery**

The school's scope includes all TASC-accredited courses you intend to offer senior secondary students. Alternative course delivery, such as Vocational Education and Training (VET) delivered through Registered Training Organisations, and Recognised Formal Learning (RFL), does not need to be submitted to TASC against the school scope.

### **Considerations for Development**

Schools must consider staffing, facilities, assessment, and pathways when developing course scopes.

### **VET and RFL Partnerships**

Clear partnerships and documentation ensure appropriate recognition and credit reporting for VET and RFL courses.

### **Compliance and Outcomes**

Effective scope management supports compliance, sustainability, strong outcomes, and community alignment.

# Reporting, Resulting and Certification



TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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# Ensuring accurate outcomes for students



## **Assessment and Academic Integrity**

Schools ensure assessment evidence is valid, reliable, and aligned with course requirements before final submission.

## **Verification and Quality Assurance**

TASC conducts verification to confirm consistency and may request additional evidence from schools.

## **Certification and Student Support**

TASC issues official certificates:

- [Tasmanian Certificate of Education \(TCE\)](#)
- [Qualifications Certificate](#)
- [Tasmanian Certificate of Educational Achievement \(TCEA\)](#)

It is the responsibility of schools to help students understand results and pathways. TASC also provides information for students and families on our website.

## **Reporting Practices**

Transparent reporting ensures the integrity of the education system and recognition of student achievements. Schools undertake [Final internal rating submission and verification](#) to TASC.

# Further information



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TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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# School Sectors in Tasmania

TASC requirements for senior secondary education apply to three educational sectors, who are all responsible to the Minister for Education:

Government sector:

- Department for Education, Children and Young People (DECYP)

Non-government sector:

- Catholic Education Tasmania (CET)
- Independent Schools Tasmania (IST)

The TASC Standards apply to all, there are nuances to systems approaches.

Regardless of sector, all students are working toward the same qualifications under the same standards.



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# Government Schools: The DECYP Context

- Operate under delegated authority of the Secretary, DECYP
- Supported by Senior Secondary Provision in the Department (under Development and Support & Schools and Early Years portfolios)
- Provides data to TASC through SARIS reporting system
- Directly accountable to TASC for compliance
- Are responsible for senior secondary course development and review

Department for Education,  
Children and Young People  
RTO 60100



Tasmanian  
Government

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# Catholic Schools Context

- Governance through Catholic Education Tasmania (under the Archbishop)
- Dual accountability: CET + TASC, providing data to TASC directly through TRACS
- System-based and centrally coordinated with centralised policies for local implementation
- Includes a variety of models with K-12, 7-12 or 11-12 environments, providing transition options.



Catholic  
Education  
Tasmania

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# Independent Schools Context

- Governance is through individual school boards (not a centralised system) and represented by Independent Schools Tasmania.
- Direct accountability to TASC as regulator, providing data directly through TRACS
- Is a diverse sector comprised of both religious and non-religious schools.
- Schools are often K-12 or 7-12 with transition pathways for students.



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# Resources

As a new provider, you will need to access the following resources

- ✓ [Application Form](#): and supporting information from [School Registration - TASC](#)
  
- ✓ TRACS Help: [TRACS Resources - TASC](#)
  
- ✓ [Quality Assurance](#):
  - [Standards for Providers and Checklist](#)
  - [Frequently Asked Questions \(FAQs\)](#)

