

Summary of Teacher Survey Feedback

AI use in TASC-accredited courses with externally assessed folios

Purpose: To summarise the key themes from the June 2026 survey of teachers of courses with an externally assessed folio about AI use, and priority actions for TASC.

Who we heard from

277 teachers of courses with a folio sent the survey	111 survey responses	40% participation rate	36 provider schools delivering folio courses
			

Key message from the survey

Teachers report that AI is fundamentally reshaping folio assessment, creating uncertainty about expectations, increasing workload, and raising significant concerns about maintaining academic integrity. There is strong demand for system-level guidance and assessment redesign with an urgent need to clarify purpose of assessment in an AI-enabled context.

What TASC heard: teacher perspectives about the current situation in schools

1. Lack of system-wide clarity and guidance

- Current practice varies significantly between schools and courses which is creating equity issues for students and uncertainty for teachers
- Teachers consistently requested more explicit guidance on AI use

2. Authenticity is increasingly difficult to verify and becoming a workload issue

- Many teachers report they cannot reliably prove AI use and indicate that common strategies (draft checkpoints, in-class work, tracking version history and undertaking oral questioning to know student voice) are time-intensive but only partially effective
- AI detection tools are widely seen as unreliable, can produce false positives/negatives, and are open to student manipulation
- Many teachers believe that verification processes are adding substantial time to marking and monitoring which is increasing stress and creating an unsustainable administrative burden
- Managing suspected AI use is seen as time consuming and is damaging relationships with students and parents

3. Mixed confidence, high concern

- Some teachers acknowledge the benefits of AI, but many express high concern about AI risks and low to moderate confidence in managing AI use and maintaining academic integrity

4. Shifts in student learning behaviours

- Teachers report that some students appear to have reduced critical thinking, creativity and persistence. Many students seem increasingly reliant on AI as a first step and a substitute for their own thinking

5. Current 'AI not permitted' approaches are ineffective

- Many teachers prohibit AI use, but report that students continue to use it.
- Tensions exist between reflecting authentic real-world AI use while maintaining assessment integrity

6. Folio assessment model under pressure

- Teachers expressed strong concerns that AI is exposing limitations in current folio assessment designs, prompting questions about the sustainability of folio-only assessment approaches.

What TASC heard: what teachers want moving forward

1. Engagement in system-level, sector-wide approaches

- The opportunity to participate in a sector-wide conversation about the purpose of folio assessment and the skills we are trying to assess in an AI-enabled world
- Clarity about permitted, restricted and prohibited AI uses with consistency of understandings across schools and marking processes
- Course-specific examples of acceptable practice with clarity of graduated permissions depending on task purpose (e.g. brainstorming vs final submission)
- A clearly communicated statewide direction with decisions to be formulated at a sector-wide level to ensure fairness.

2. A redesign of assessment approaches

- Greater support for process-based evidence, with supervised and in-class components and oral validation (e.g. Viva/discussion)
- Consideration of current models for assessment

3. Improved AI capabilities for teachers and students

- Targeted professional learning on ethical AI use, AI literacy and designing AI-resilient assessments
- Consistent messaging for students to develop responsible, ethical and critical use of AI

4. Strengthening of authentication support

- A standardised approach to verifying student work
- Clarification of responsibilities when AI use is suspected
- Development of practical tools and protocols for teachers

5. Workload impacts to be addressed

- Recognition of folio authentication as a system-level workload issue
- Streamlined requirements and reduced duplication
- Shared accountability across system levels

TASC's next steps

Responding to 'What teachers want: *Engagement in system-level, sector wide approaches*'

- TASC are committed to working with relevant stakeholders to provide increased clarity for schools, teachers and students about how AI can and cannot be used in folio development for TASC-accredited courses.
- TASC will develop guiding resources and FAQs for stakeholder feedback, refinement and implementation in schools.
- TASC will work closely with the Marking Coordinators and Markers of all courses with an externally assessed folio during the 2026 marking process to record and synthesise feedback and, where relevant, further refine the course documentation, specifically the External Assessment Specifications (EAS), the Student Folio Endorsement Information Sheet and the Student Folio Declaration Form.
- TASC will provide targeted TLO professional learning in Term 1 2027 as part of the in-person regional TLO training workshops and offer drop-in workshops for teachers of courses with folios during Term 1 and/or 2, if requested.

Responding to 'What teachers want: *A redesign of assessment approaches*'

- Any changes to courses will require DECYP's P-12 Provision's coordination. TASC will work in consultation with them for potential course changes to be developed in 2027 with delivery in 2028.
- Through the Accreditation Advisory Panel, TASC are in the initial stages of a review of external assessment, including consideration of exam length and the number of assessment instruments. Key considerations include maintaining equity, academic integrity, and appropriate workload. This work is at an early stage, and no changes have been determined. This work will continue in 2026, with feedback sought from stakeholders during 2027. Any proposed change will be made after extensive consultation.

Responding to 'What teachers want: *Improved AI capabilities for teachers and students*'

- TASC's role as an education regulator is to develop appropriate standards, accredit courses, coordinate external assessment, and certify student achievement in senior secondary education in Tasmania. While TASC are not responsible for coordinating or delivering professional learning for teachers from a curriculum or pedagogical perspective, we will communicate sector-wide resources, policies and processes developed by DECYP as they are available through the TASC Update.
- TASC will develop student resources for stakeholder feedback, refinement and implementation in schools.

Responding to 'What teachers want: *Strengthening of authentication support*'

- TASC are committed to working with relevant stakeholders to provide increased clarity for schools, teachers and students about the processes to undertake if AI is suspected in student folios.
- TASC will work closely with the Marking Coordinators and Markers of all courses with an externally assessed folio during the 2026 marking process to record and synthesise feedback and, where relevant, further refine the course documentation, specifically the External Assessment Specifications (EAS), the Student Folio Endorsement Information Sheet and the Student Folio Declaration Form.

Responding to 'What teachers want: *Workload impacts to be addressed*'

- TASC will continue to seek feedback from stakeholders regarding how to ensure efficient and effective processes are in place for the delivery and assessment of TASC-accredited courses with externally assessed folios.
- As appropriate, TASC will refine and streamline folio processes to reduce duplication.