

FOLIO COURSES

INFORMATION SESSIONS – August 2026

Summary of Questions and Responses

Purpose:

To provide a summary of the responses to the questions that were asked by teachers in the two folio course online drop-in information sessions that were held in August 2026.

QUESTION: *Has TASC or DECYP considered running an academic integrity course like what NSW expects students to do?*

TASC response:

- Standard 3 of the [QA Standards for Providers](#) requires schools to provide explicit instruction on academic integrity.
- TASC provides resources for students including the [TASC Academic Integrity Guide](#) and the [External assessment rules – TASC](#). By signing the relevant *TASC Student Folio Declaration Form* for their course, students declare that they have read and understood these resources.
- Some schools deliver DECYP's [Canvas Academic Integrity course](#) at the beginning of each year but it needs updating to include more current generative AI information.
- TASC is exploring how the current transitional arrangements for recognition of the [Everyday Adult Standard: Use of Computers and the Internet Standard](#) for TCE attainment might be modified to incorporate Digital Literacy. Please note that the transitional arrangements will apply until an updated Digital Literacy Standard is introduced as part of the TCE. Digital literacy will continue to be a fundamental element of the TCE as essential everyday adult skills for today's world.

QUESTION: GenAI policy from TASC – *To be fair and equitable, AI use policy should come from TASC to each course so that all teachers can implement rules at the same level. Policies between schools vary widely. Do you think anything TASC puts out/this policy alignment will be in place next year?*

TASC Response:

- TASC recognises the importance of a consistent approach to the use of generative AI across schools and courses.
- TASC is currently monitoring and considering whole-of-government policy directions and guidance relating to generative AI in education. Any future TASC guidance or policy will be informed by this broader policy environment and the need to ensure fairness, consistency and equity in assessment practices.
- TASC will communicate any specific requirements or guidance to schools once this work has been finalised.

QUESTION: Referencing AI use – There are quite a few ways to do this and acknowledge where and how GenAI has been used. Various universities and APA have guides on this. Could we perhaps have a few examples of these for students to consider and use if they use GenAI?

TASC's response:

- TASC recognises the need for clear and consistent guidance on acknowledging and referencing generative AI use.
- TASC do not stipulate a specific referencing method that must be used, beyond what is identified in each course document.
- TASC is considering the development of a FAQs information sheet, including practical examples of how students may appropriately acknowledge and reference generative AI usage, for use from 2027.

QUESTION: Teaching GenAI skills – Has any thought been given to assessing students' effective use of AI in their work and assessment, given it's already essential in jobs today?

TASC Response:

- Yes, TASC are most certainly looking at what might be done moving forward into 2027 to ensure TASC-accredited courses are contemporary and provide the learning opportunities to prepare learners for meaningful employment.
- TASC are working with DECYP's P-12 Provision team as part of the course accreditation process. TASC strongly encourage teachers to contribute to the broader conversation about how their courses might appropriately incorporate generative AI.
- Teachers can provide us with feedback on TASC-accredited courses at any time through our [TASC-Accredited Senior Secondary Courses Feedback Form](#). Feedback will be reviewed regularly, with relevant points referred to DECYP's Curriculum team as well as to TASC's Accreditation Advisory Panel (AAP) for consideration as part of the scheduled course review process.



QUESTION: It may be too late now, but state-wide subject-specific meetings to clarify AI use in folios would be helpful for next year so all teachers are on the same page about what would be considered acceptable use of AI.

TASC Response:

- Teachers are reminded that DECYP's P-12 Provision team have [responsibility](#) for developing curriculum; TASC are responsible for accrediting curriculum.
- TASC are looking at various ways to work with DECYP's P-12 Provision team to provide as much support for teachers in the area of acceptable AI use as possible. We will investigate some options for facilitating course-specific meetings in Term 1, 2027.

QUESTION: Appropriate assessment types – Are we at the point where folio courses are no longer the most appropriate way to assess students, given the increasing difficulties teachers are having around oversight over their development now that GenAI is such a large factor in many students' approach?

For example, the Criterion 8 communication criteria in Psych 3 will potentially be severely compromised... then again students may well have been using Grammarly unreferenced for yrs too!

TASC Response:

- TASC is considering a range of assessment approaches as part of broader work being led by DECYP through their '[Defining Success](#)' initiative and their Senior Secondary [Curriculum Audit](#).
- This work includes consideration of how assessment methods can continue to support the valid, reliable and equitable demonstration of student achievement in an evolving educational environment.

QUESTION: Folio for Media Production 3 – Print specialisation: Is there a required size that the printed folio (hard copy) needs to be? This is going to need to be delivered in person to TASC? It doesn't say a size, just says 160gsm in "some sort of protective casing".

TASC's response:

- The [External Assessment Specifications for Media Production](#) prescribes a specific page size for each type of print production. Page 10 details that a tabloid newspaper page is A3, magazine page is A4 and a booklet page is A5.
- The specifications also state that the printed work (with multiple page spreads) must be in a document tube or A3/A2 portfolio case so that there is no possibility of damage during transport.
- After completing the folio submission steps in TRACS (see [How to submit student folios](#)), the materials are to be posted or delivered to TASC at the following address:
Media Production (MED315117) – Folio Submission
Tasmanian Assessment, Standards and Certification
Post | GPO Box 333, Hobart TAS 7001
Location | Letitia House, 50 Olinda Grove, Mount Nelson (Reception is open Monday to Friday, 9:00 am – 4:30 pm).

QUESTION: Visual Art 3 written essays – do students need to strictly have their TASC ID and word count in the Header and Footer?

TASC's Response:

- Students must have their TASC ID and word count clearly visible in their document. If it is located in the Header and Footer, it makes it more streamlined for the markers to efficiently find the information necessary for the marking process as it is in a uniform position for all students.

QUESTION: Art display photographs – As we need to upload photographs in TRACS, is there a number of required photographs per student?

TASC's response:

- There is no prescribed number of photographs required per art display. A small number of photos that show body of artwork, including the student's TASC ID poster, should be provided.
- The key requirement is that the photographic record enables Marking Coordinators to identify and recall the work if required during the Assessment Panel process, which occurs after marking has taken place.
- TASC recommends that students photograph their own artwork and compile the images into a document (e.g: a Word or PDF document) and send the document to their teacher to upload into TRACS. The file should be named with the student's TASC ID. Schools can manage this process as they choose.
- For more information, see the next question about Art Studio Practice and TASC's response below.

QUESTION: Art Studio Practice – Display works that are externally assessed on-site, now have a requirement to upload photos of the work. But last year for level 3 I just submitted 'non-electronic folio submission' as told by supervisor at the time. I believe new changes were made this year, this is my first time running Art Studio Practice.

TASC's response:

- When submitting evidence of physical artworks (for example: paintings, drawings, ceramics or sculptures) in TRACS, teachers should select 'Non-electronic Art Folio Submission' and upload the accompanying photographic file. The photographic record supports assessment and review processes and does not constitute a separate assessment requirement.
- Teachers are to upload the photographs of the body of work at the same time as they are completing the folio submission endorsement process in TRACS.
- The External Assessment Specifications for Art Studio Practice and Visual Art were updated at the start of 2026. Teachers of these courses were directly [emailed](#) information on 2 June about the requirement for exhibition photos. Details were also included in the previous editions of the *TASC Update*.
- The update is consistent with other folio assessments with course teachers uploading evidence of the folio / student works in to TRACS.
- More information about how to upload folios in TRACS is in [How to submit student folios](#).

QUESTION: Re Visual Art – Is this not the same challenge with all performance-based assessments? They are not recorded or photographed. Marking panels make notes only.

TASC Response:

- While art and performance-based assessments share some similarities, they present different assessment contexts. Performance-based assessments are captured at a specific point in time, whereas bodies of work for art assessments are hung in advance of marking.

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- The requirement to upload a photographic record of displayed artwork provides a point-in-time documentation of the body of artwork. While the photographs do not replace the on-site assessment of the work, the record supports assessment panels and any subsequent review processes, helping to promote consistency, transparency, and equity in assessment.
- TASC continues to consider approaches to evidence collection and assessment across externally assessed courses, with a view to promoting consistency where appropriate.

QUESTION: Housing and Design – *Many of the software tools will automatically improve the students' work. Is that acceptable? Google SketchUp is an example.*

TASC's response:

- Computer-aided drafting (CAD) and modelling can be a useful tool, but it is not a requirement of the course and students are not disadvantaged if their folio is entirely hand-drawn. Decisions about CAD use are made at the school level, depending on access to technology, teacher expertise and time.
- The use of industry-standard software, including applications such as SketchUp, is permitted where it aligns with the requirements of the course. It should support the communication of a resolved design rather than replace early ideation, which should still begin with hand sketching and exploratory drawing.
- Students are encouraged to use recognised drafting or modelling software suited to architectural work if digital tools are available, and to avoid drag-and-drop design programs such as Coohom, Planner 5D, RoomSketcher, Floorplanner or HomeByMe, as these limit accuracy and the use of appropriate drawing conventions. Whether produced by hand, digitally or through a multimodal approach, drawings must be clear, scaled and follow accurate conventions.
- Software tools may include features that automatically enhance or refine aspects of a design. The key consideration is that the submitted work reflects the student's own knowledge, skills and decision-making. Students must be able to demonstrate ownership of the design process and explain the choices they have made in developing their work.
- Where software tools have contributed to the development, refinement or generation of work, students should appropriately acknowledge and reference the software or tool that was used. This supports transparency and assists in establishing the authenticity of the student's work.
- Teachers are reminded that the folio is not assessed against Criterion 1 (communication).

QUESTION: Cover pages for certain courses – *Are we still submitting cover pages for performance courses? Dance/Drama/Theatre Performance?*

TASC Response:

- Yes. Cover pages or performance proforma for these courses are available in the individual [Course](#) documents under 'Assessment Task Resources'.
- The cover page or performance proforma includes essential details supporting the assessment, which can include the name or genre of pieces performed, and is used in the in-person marking process of the performances.