

Exemplar Resource – Standards for Providers

Acknowledgement

TASC acknowledges and thanks the schools and colleges that participated in the [2026 Standards for Providers Check-In process](#).

Thank you to Launceston College who generously agreed to share these quality assurance documents for the benefit of the broader sector.

These documents were submitted as evidence during the 2026 check-in process and are shared with permission as an example of one approach to documenting quality assurance practices.

About this Exemplar

TASC's [Standards for Providers Framework](#) has 7 standards, replacing the previous 10 Provider Standards. These documents were developed under the previous 10 Standards for Providers framework and have been selected as examples of effective quality assurance practice.

As part of the 2026 [Standards for Providers](#) Check-In process, TASC reviewed the documents against the revised 7 Standards for Providers to identify how existing quality assurance documentation may align with the new requirements.

The exemplars are provided to assist schools and colleges in reviewing and strengthening their own quality assurance documentation. While these documents were not developed against the current 7 Standards for Providers, they contain a range of practices, processes and approaches that may assist providers in considering how quality assurance can be effectively documented and implemented.

Providers should note that:

- These documents are shared as exemplars only and are not prescribed templates.
- Providers may meet the Standards for Providers in different ways.
- Not all aspects of these documents will be relevant to every school or college.
- Providers remain responsible for ensuring their policies, procedures and practices align with the current [Standards for Providers](#) and their own operating context.

TASC encourages providers to use these exemplars alongside the Standards for Providers, practice guides, checklists and other quality assurance resources available on the [TASC website](#).

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.

PURPOSE

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.

- Access Requirements - only some students may enrol as it is not designed for all.
- Resource Requirements - specialised equipment or resources needs for the course.
- Work Requirements - the course may specify minimal tasks or experiences that students must undertake.

PROCEDURES

The TASC AP and the college TLO will monitor these requirements with the assistance of the Learning Area AST. The Learning Area AST is expected to have a detailed understanding of the specific requirements for the subjects offered within their Learning Area. They will ensure that they use the current version of the [TASC course](#) and this information is outlined in the [Launceston College Staff Manual](#) and the [Enrolment Counsellors Guide](#). The college will ensure that all course counsellors undertake training prior to enrolling students into courses as per our Standard 10 policy.

- a. **ACCESS REQUIREMENTS** – only some students may enrol as it is not designed for all.

Art Studio Practice: Learners are required to successfully complete Art Production Level 3 (or equivalent) as a prerequisite.

Athlete Development: Learners must have a supporting reference from a sporting body, coach and/or other qualified individual (e.g. a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete's capacity to successfully complete the course, compete in a recognised sporting competition in the year they undertake the course, be involved in a physical preparation, sport-specific coaching and technical training program, be aware that while inclusive of learners with varying levels of talent and athletic attributes, this course has a focus on the athletic development of learners in competitive (not recreational) sports contexts.

Chemistry: Learners are required to be able to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. It is highly recommended that learners studying Chemistry have successfully completed Physical Sciences Level 3, and, as a minimum, have studied or are currently studying General Mathematics Level 3 or equivalent.

Essential Skills Maths and Essential Skills Reading and Writing: Access to this course is restricted to learners who cannot meet the learning outcomes before entry to the course. This means that students are unable to complete this course if they have met the needs of the course at a higher level. The course is restricted to students undertaking LAND (Literacy and Numeracy in Learning Support), CONNECT Ed (Provided for students who are 'at-risk' due to factors such as low attendance) or Launceston Virtual College (LVC). **English as an Additional Language or Dialect:** Access to this course is restricted to learners: for whom English is a second language or an additional language or dialect; and who have had no more than a total of six years of formal education in a school where English is the major language of instruction; and who have been resident in Australia for no more than six calendar years immediately before January 1 of the year in which this course is to be taken (See Appendix 3 for Instructions).

NIAL languages: The Syllabus is designed for learners who were raised in a community where the language is a major language of communication, and in that community have completed primary school, and have studied the language as a first language, at primary and/or secondary school.

Outdoor Leadership: Teamwork and interaction with others is a fundamental aspect of this course. The capacity to demonstrate fundamental technical skills applicable to selected outdoor activities is required to ensure that safety elements and educational challenges are aligned at an appropriate level.

Physics: Learners are required to be able to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. It is highly recommended that learners studying Physics have successfully completed Physical Sciences Level 3 and, as a minimum, have studied or are currently studying General Mathematics Level 3 or equivalent.

Technical Theatre Production: Learners must work in theatre production environments as a member of a production team. Some learners with disabilities may be unable to perform all tasks associated with the seven skill areas of theatre technical production described in this course.

Theatre Performance: Learners undertaking this course must possess competent acting/dramatic skills – see Course Content Area 1: Skills – Advancement of Acting/Dramatic Skills, and Stagecraft Skills for more details. It is highly recommended that students have completed Drama Level 3 before undertaking Theatre Performance. Due to the significance placed on ensemble work a minimum of three (3) learners is required for a provider to offer this course. A group of at least three (3) candidates is required for external examination purposes.

Working with Children: Learners MUST NOT undertake any of the practical components of this course involving interactions with children until they have obtained a Working with Vulnerable People Registration from the Tasmanian Department of Justice. A copy (scanned or photocopied) of each learner's Registration Card will be retained on file by the provider for a period corresponding to the provider's records and archive schedule/procedure.

b. RESOURCE REQUIREMENTS – Specialised equipment or resources needs for the course.

Course providers must ensure that adequate resources, including specialised equipment and materials, are available to facilitate the delivery of the course content effectively. This encompasses a range of subjects where hands-on experience and practical application are integral to the learning process. For example:

- **Engineering Design:** In this course, students engage in the practical application of engineering principles, often requiring access to specialized software, prototyping tools, and laboratory equipment. Course providers must ensure that students have access to computer-aided design (CAD) software, 3D printers, and relevant engineering materials to complete design projects effectively.
- **Drama:** The study of drama involves practical exercises, performances, and technical aspects such as stage lighting and sound. Therefore, course providers must equip learning spaces with appropriate theatrical resources, including stage platforms, lighting rigs, sound systems, and costume and prop storage facilities.

In addition to providing access to specialised equipment, course providers must maintain learning environments that are conducive to practical learning experiences. This includes ensuring that facilities are well-maintained, organised, and compliant with health and safety regulations. Regular maintenance schedules should be implemented to address equipment upkeep and repair needs, ensuring uninterrupted access to resources throughout the duration of the course.

Regular assessment of resource adequacy and effectiveness will allow Launceston College to adapt and improve their offerings to meet the evolving needs of students and the demands of the curriculum.

- c. **WORK REQUIREMENTS** - The course may specify minimal tasks or experiences that students must undertake. Each subject will have documented planning for delivery and assessment of the course. The development of these resources will be in align with TASC requirements.

Scope and Sequence (delivery and assessment plans)

- It plans for the delivery and assessment of the whole (entire) course
- It has a clear sequence indicating time AND the divisions are meaningful (e.g. divided into weeks of a term, not simply at the 'whole of term' level)
- Any sequence of instruction notes in the course document is followed (e.g. Model 1 must be taught before Module 2)
- Any requirements/recommendations noted in the course document regarding the amount of teaching and learning time to be allocated to particular units/modules are reflected in the documentation
- In addition to any school-based learning activities noted, the documentation clearly maps to the explicit modules/units/topics/sub-topics of the course document (e.g. uses the language of the course content)
- The scope and sequence includes planned individual assessment tasks, noting each title/descriptor and the criterion/ia (and standard elements as appropriate) to be assessed
- In totality of the assessment, all criteria/standard elements will be assessed
- In the totality of the assessment, students will be given opportunities to demonstrate improvement/consistency of achievement (i.e. a criterion/standard element is assessed several times)
- The matrix allows for students to be assessed on specific criteria at various stages over the year (e.g. a criterion associated with a topic covered in term 1 is re-assessed in Term 3 or 4)
- All Work Requirements defined by the course are addressed in the scope and sequence
- The relative weighting/significance of the individual task to the overall assessment of the criterion/ia is noted (e.g. with words such as 'minor' and 'major')
- A suitable variety of assessment methods are planned (e.g. observations, assignments, tests, peer and self-assessment, and oral/multi-modal presentations, inquiries, reports and essays)

Assessment Matrix (may be included with the scope and sequence). Any course Work Requirements are included in the assessment plans.

- **Assessment Matrix** (may be included with the scope and sequence):
The Assessment Matrix outlines how the course requirements will be assessed and ensures alignment with TASC standards.
- **Clarity of Assessment Tasks:**
Are the assessment tasks clearly titled to indicate their purpose and content? (e.g., 'Fractions Test #1', 'Shakespeare Essay', 'Response to Design Brief 2', 'End-of-Unit 3 Test')
- **Identification of Criteria/IA:**
- Are the criteria/inquiry areas (IA) to be assessed by each task clearly noted to guide students and assessors?
- **Applicability of Criteria/IA Standard Elements:**
- Are the standard elements of each criterion/ia applicable to the task clearly identified? (e.g., Criterion 1 - all Elements, Criterion 2 - Elements 1, 2, and 4)
- **Weighting of Assessment Tasks:**
Are the relative significance or weighting of assessment tasks to the overall assessment of relevant criteria clearly indicated? (e.g., major, minor, or using a color code with a key)
- **Recognition of Work Requirements:**
Are tasks that fulfill specific work requirements highlighted or marked to ensure their recognition? (e.g., by using a highlight or the letters 'WR')

- **Comprehensiveness of Assessment Coverage:**
Are all criteria/standard elements covered in the entirety of the assessment plan to ensure full coverage? (Any missed criteria/standard elements should be noted for revision)
- **Opportunities for Improvement and Consistency:**
Are there sufficient opportunities for learners to demonstrate improvement over time and consistency of achievement against each criterion/standard element? (Assessment tasks should be scheduled multiple times throughout the course to allow for ongoing evaluation and improvement)

ALIGNMENT ACROSS CLASSES AND COMPLIANCE WITH TASC STANDARDS

Teaching teams delivering the same course are expected to collaborate in the development and maintenance of shared delivery and assessment plans to uphold these standards.

To ensure compliance with the TASC Quality Assurance Standards for Providers (V4.2, 2025) and maintain equity for all learners, the following principles apply:

- Where a course is delivered to multiple classes, the delivery (including the scope and sequence) should be comparable across all classes to ensure an equitable learning experience.
- The sequence of learning and assessment must support valid, equitable, and consistent assessment processes for all learners enrolled in the course.
- Where common assessment tasks are used across multiple classes, the scope and sequence must allow for these to be administered, marked, and moderated in a consistent and comparable manner, ensuring that all students are adequately prepared through aligned teaching schedules.

Any variation from the agreed scope and sequence across classes must be documented and justified, with evidence that comparability and consistency are maintained.

QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT:

This section outlines the mechanisms in place to ensure ongoing quality assurance and improvement of course delivery and assessment.

Professional Learning Support:

Teachers will receive support from Launceston College through the Audit Ready Professional Learning program and the Audit Ready Self-Evaluation Tool. These resources are designed to enhance teachers' understanding of TASC requirements and facilitate their readiness for audits.

New teachers joining the TASC system will undergo Professional Learning (PL) at the beginning of the Academic Year as part of the Launceston College induction process. This PL aims to familiarize them with TASC policies, procedures, and expectations, ensuring a smooth transition into their roles.

The Learning Area (LA) Leader will provide additional support to new teachers, guiding them through the intricacies of planning and assessment to uphold Standard 1 requirements effectively.

Documentation and Storage:

All documentation pertaining to course delivery and assessment will be stored in the Launceston College Staff Manual and within dedicated Learning Area Microsoft Teams rooms. This centralized storage system enables easy access to course materials and facilitates collaborative review and sharing among staff members.

The availability of documentation in both digital and manual formats ensures that information is readily accessible and organized for efficient reference during audits and internal evaluations.

Participation in Audits:

Launceston College will actively participate in audits conducted by the Tasmanian Assessment, Standards, and Certification (TASC) board. This includes both desktop audits and on-site audits as instructed by TASC authorities.

Through engagement with audits, the college demonstrates its commitment to maintaining high standards of course delivery and assessment, while also ensuring compliance with TASC regulations and guidelines. Feedback obtained from audits serves as valuable input for refining practices and enhancing the overall quality of education provided by the institution.

SUMMARY

In summary, adherence to Standard 1 ensures that Launceston College delivers comprehensive course content, meets all specified requirements, and provides equitable access to learning opportunities for students. By monitoring access, resource, and work requirements, supported by thorough documentation and professional development initiatives, the college maintains high standards of course delivery and assessment. Through ongoing quality assurance measures, including participation in audits and continuous improvement efforts, we remain committed to enhancing the educational experience and outcomes for all students.

STANDARD 2:

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

PURPOSE

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

PROCEDURES

Our Attendance Flow Chart and Procedures (Appendix 1) supports this policy. The TASC AP, the college TLO and the AST of Attendance will ensure that the following procedures are followed to ensure that students are exposed to the learning required by the course:

Attendance Records Management:

- Teachers will maintain accurate attendance records for each student on a lesson-by-lesson basis. This information **must** be entered directly into the school's electronic system (Edupoint) in the first 10 minutes of the lesson. This will trigger an automatic text message (EDSMART) to parents if a student is absent from class.
- If a student 'arrives late' or 'leaves early' the records in Edupoint must be updated to reflect the time when a student arrived in class or left class.
- In the context of learning at Launceston Virtual College (LVC), attendance will be designated as 'Not Required – Not Scheduled' due to the unique nature of LVC's learning environment (see below for attendance recording).
- The AP and AST of Attendance will monitor the marking of attendance in Edupoint. Teachers of 'unmarked' classes will be emailed and asked to correct their attendance in Edupoint.

Student and Teacher Logbooks/Time Sheets: Launceston Virtual College (LVC) and Fitness Experiences (HPE)

In cases where course activities are conducted outside normal school hours or classroom environments, teachers and students may be required to maintain logbooks, time sheets, or use an app to document their participation and engagement.

- LVC- Attendance records will be managed by individual subject teachers, who will utilise data from the 'People' link in Canvas to monitor students' last log-in and the total time spent in the Canvas room. This monitoring aims to track student participation in course activities and ensure adherence to attendance expectations. These records will be maintained by the teacher and kept for a period of 12 months after the completion of the subject.
- Athlete Development, students will maintain a journal to show evidence of two (2) training sessions a week. This demonstrate their involvement in course-related activities, track progress, assess learning outcomes, and fulfill course requirements.
- Fitness Experiences - Students will use an app or logbook to demonstrate their involvement in course-related activities, track progress, assess learning outcomes, and fulfill course requirements.

Documented Policies (see Appendix 1 – Attendance Flow Chart and Procedures)

- Home group teachers will take overall responsibility for monitoring the attendance of students within their HG. Weekly reports will be emailed to HG teachers from Edupoint showing the attendance pattern of each student.
- Subject teachers will contact parents or carers when a student has been absent on three (3) occasions within a short timeframe. Evidence of this contact will be documented in SSS.

- Procedures for managing prolonged absences will include the use of email, canvas and LVC. Teachers will ensure that Subject Canvas rooms are updated regularly. It will be the student's responsibility to email the teacher to seek direction and guidance on the content of each lesson.
- Support mechanisms such as tutorials, catch-up sessions, supplementary materials, or alternative learning opportunities will be provided to students to ensure they can successfully re-engage with course content following prolonged absences. It will be expected that:
 - a. Students wishing to submit work after the due date will be treated fairly and consistently. The college policy is that students who have missed a deadline due to illness or an exempt absence will have extra time without penalty, providing they negotiate a new date with their teacher.
 - b. If a deadline is missed for a non-exempt absence, or without a good reason, an assessment task will be accepted for a reasonable amount of time after the due date but will be marked down on the relevant planning and organisation criterion.
 - c. If a test or in-class essay is missed, students may negotiate to take the assessment task (or equivalent assignment) in their own time within a reasonable period of time, under supervision. After more than a week following the original due date, it is up to the teacher to decide whether to accept a late piece for assessment and what will be the maximum ratings that can be achieved.
 - d. Students may re-sit a test on a date determined by their teachers. This will usually be during the allocated tutorial times approximately one (1) week after the initial test. Retests will be different from the initial test.

Communication of Attendance Policies:

- Attendance policies and procedures will be clearly communicated to students, parents, and staff members to ensure transparency and accountability.
- Students will be made aware of the consequences of unexplained absences and the support mechanisms available to assist them in maintaining regular attendance and academic progress.

Regular Review and Evaluation:

- Launceston College will regularly review and evaluate attendance records, logbooks, and time sheets to identify trends, patterns, and areas for improvement.
- Feedback from students, parents, and staff regarding attendance policies and support measures will be solicited and incorporated into ongoing revisions of the course's attendance management strategies.

Professional Development:

- Staff members responsible for managing attendance records and supporting students with attendance-related issues will receive appropriate training and professional development opportunities.

QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT:

This section outlines the mechanisms in place to ensure ongoing monitoring of attendance procedures and the way in which continuous improvement is driven.

Regular Audit of Attendance Records:

- Conduct routine audits of attendance records to ensure accuracy and completeness.
- Verify that attendance data is consistently recorded and maintained according to established procedures.
- Identify any discrepancies or trends that may require further investigation or corrective action.

Feedback Mechanisms:

- Establish feedback mechanisms for students, parents, and staff to provide input on the effectiveness of attendance policies and procedures.
- Use feedback to identify areas of improvement and implement necessary changes to enhance the attendance management system.

Analysis of Absenteeism Patterns:

- Analyse patterns of absenteeism to identify common reasons for non-attendance and potential barriers to student engagement.
- Use data analysis to develop targeted interventions and support strategies to address specific attendance challenges.

Data-Driven Decision Making:

- Utilise attendance data to inform decision-making processes related to curriculum planning, scheduling, and resource allocation.
- Make data-driven decisions to prioritise areas for improvement and allocate resources effectively to address attendance issues.

Continuous Review and Adaptation:

- Continuously review attendance policies, procedures, and support mechanisms to ensure alignment with evolving student needs and educational goals.
- Remain flexible and adaptable in response to changing circumstances and emerging trends in student attendance and engagement.

Celebration of Successes:

- Recognise and celebrate improvements in attendance rates and student engagement.
- Acknowledge the efforts of students, staff, and parents in promoting a culture of regular attendance and academic achievement.

SUMMARY

In conclusion, adherence to Standard 2 ensures that each student at Launceston College is provided with equitable opportunities for learning and assessment, supported by transparent attendance policies and robust procedures. Through ongoing evaluation, professional development, and feedback mechanisms, we continually strive to enhance attendance management strategies and promote a culture of regular attendance and academic success. By celebrating successes and remaining responsive to evolving student needs, we uphold our commitment to fostering a supportive learning environment for all.

STANDARD 3:

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

PURPOSE

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

PROCEDURE:

Launceston College aims to ensure that assessment tasks are transparent, accessible, and fair for all students, allowing them to demonstrate their learning effectively and achieve their full potential.

To ensure clarity and accessibility of assessment tasks, teachers will ensure that each assessment task has:

Clear Title/Heading:

- Ensure that each assessment task has a clear and descriptive title or heading that accurately reflects its content and purpose.

Identification of Criterion/ia:

- Clearly state the criterion/ia being addressed by each assessment task, providing students with explicit information on what aspects of their performance will be evaluated.

Access to Criteria Wording:

- Ensure that students have access to the wording of the criteria and standard elements against which their work will be assessed. This information should be readily available to facilitate understanding of assessment expectations.

Identification of Criterion/ia Standard Elements:

- Clearly specify the standard elements associated with the identified criterion/ia in each assessment task, enabling students to understand the specific aspects of their work that will be evaluated.

Relative Weighting/Significance:

- Clearly indicate the relative weighting or significance of each assessment task in relation to the overall assessment of relevant criteria.
- This information should be transparent to students to understand the importance of each task within the assessment framework.

Clear Performance Indicators:

- Provide clear performance indicators within the assessment task to guide learners on what is expected to achieve good marks.
- Performance indicators should outline expected formats, sizes of responses, and other relevant details to help students meet assessment criteria.

Assessment of Criterion/ia Standard Elements:

- Ensure that each assessment task allows for the assessment of the nominated criterion/ia standard elements relevant to the task.
- Tasks should align closely with the criteria being evaluated to accurately measure student performance.

Potential for Demonstrating Highest Standards:

- Design assessment tasks that provide students with the potential to demonstrate the highest defined standards, unless otherwise specified.
- Students should have the opportunity to showcase their abilities and achieve excellence, with task requirements aligning with the highest standards where applicable.

Equity and Inclusivity:

- Ensure that assessment tasks do not privilege, or disadvantage certain groups of students based on socio-economic, cultural, gender, or linguistic backgrounds.
- Assessment practices should be equitable and inclusive to promote fairness and equal opportunities for all students.

DEVELOPMENT OF MARKING GUIDES/TOOLS:

Teachers will create comprehensive marking guides or assessment rubrics for each assessment task, outlining the criteria, standard elements, and performance expectations. They will ensure that marking guides/tools are aligned with the requirements of the course and accurately reflect the learning outcomes and assessment criteria.

Consistency in Assessment:

- Use marking guides/tools consistently across all assessments to ensure uniformity and fairness in evaluation.
- Provide clear instructions to teachers on the use of marking guides/tools to promote consistent assessment practices.

Calibration of Marking:

- Conduct regular subject-based moderation sessions among teachers to ensure alignment in marking standards and interpretations.
- Discuss sample student work and compare assessments to calibrate understanding and application of marking criteria.

Training and Support:

- The LA Leader will provide training and support to teachers on the effective use of marking guides/tools for assessment purposes.
- State-wide moderation will offer opportunities to enhance teachers' understanding of assessment principles and practices.

Feedback and Review:

- Encourage teachers to provide feedback on the usability and effectiveness of marking guides/tools for ongoing improvement.
- Regularly review and update marking guides/tools based on feedback, changes in curriculum requirements, and evolving assessment practices.

Transparency and Communication:

- Ensure that students have access to marking guides/tools to understand how their work will be assessed and graded.
- Communicate the use of marking guides/tools clearly to students, parents, and stakeholders to promote transparency in assessment processes.

WORK REQUIREMENTS

Launceston College will ensure that all TASC Work Requirements are incorporated into the overall assessment regime for each subject, thereby meeting the necessary standards and expectations set by TASC.

Alignment with Assessment Regime:

- At the start of each year, compare TASC Work Requirements with the existing assessment regime for each subject to identify any gaps or discrepancies.
- Ensure that assessment tasks and activities are designed to address and assess each of the identified Work Requirements.

Integration into Assessment Criteria:

- Incorporate TASC Work Requirements into the assessment criteria and rubrics used for evaluating student performance.
- In Subject Handbooks, clearly articulate how each assessment task aligns with specific Work Requirements to provide transparency to students and teachers.

Regular Assessment Review:

- Periodically review the assessment regime to ensure that all TASC Work Requirements are adequately covered and assessed throughout the course.
- Identify any areas where additional assessment tasks or modifications are needed to address any overlooked Work Requirements.

Documentation and Communication:

- Document the alignment between TASC Work Requirements and the assessment regime in course materials, including syllabi, handbooks, and assessment guides.
- Communicate the importance of addressing all Work Requirements to teachers, ensuring they understand their role in implementing these requirements in their teaching and assessment practices.

Training and Professional Development:

- Provide training and professional development opportunities for teachers to enhance their understanding of TASC Work Requirements and their integration into the assessment regime.
- Offer support and guidance to teachers in aligning their assessment practices with TASC standards and expectations.

Quality Assurance Measures:

- Implement quality assurance measures to monitor the inclusion of TASC Work Requirements in the overall assessment regime.
- Conduct regular audits and assessments of assessment tasks to ensure compliance with TASC standards and requirements.

ASSESSMENT METHODS

Launceston College can promote student engagement, enhance learning outcomes, and provide a more comprehensive assessment of student achievement across different subjects and disciplines.

Assessment Method Selection:

- Identify a diverse range of assessment methods that align with the learning outcomes and objectives of the course.
- Consider the nature of the subject, the skills being assessed, and the preferences and needs of the students.

Mix of Formative and Summative Assessment:

- Include both formative and summative assessment methods to provide students with ongoing feedback and opportunities for improvement.
- Formative assessments can include activities like quizzes, homework assignments, and peer feedback, while summative assessments can include tests, assignments, and essays.

Consideration of Learning Styles:

- Cater to different learning styles and preferences by incorporating various assessment methods, such as visual, auditory, kinaesthetic, and tactile activities. For example, use visual aids for visual learners, interactive activities for kinaesthetic learners, and audio recordings for auditory learners.

Peer and Self-Assessment:

- Integrate opportunities for peer and self-assessment, where students evaluate their own work and provide feedback to their peers. This encourages metacognition and self-reflection while fostering collaboration and communication skills.

Use of Technology:

- Utilise technology-enhanced assessment methods, such as online quizzes, digital portfolios, and multimedia presentations.
- Incorporate digital tools and platforms to facilitate assessment activities and engage students in interactive learning experiences.

Ongoing Review and Adaptation:

- Regularly review the effectiveness of assessment methods in measuring student learning and engagement.
- Adapt and modify assessment strategies based on student feedback, performance data, and changes in instructional practices.

Equity and Inclusivity:

- Ensure that assessment methods are accessible and fair for all students, regardless of their background or abilities.
- Provide accommodations and support for students with diverse needs to participate fully in assessment activities.

SUMMARY

To reinforce the focus of this standard, course providers at Launceston College will implement rigorous school-based monitoring mechanisms to ensure that assessment tools align with TASC requirements and uphold principles of fairness, equity, and validity. This proactive approach aims to maintain compliance with TASC standards, preparing the institution for successful outcomes in TASC desk-top and on-site audits.

STANDARD 4:

Course providers will ensure that accurate assessment records are maintained.

PURPOSE

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.

PROCEDURE:

To uphold the integrity and clarity of assessment practices, Launceston College emphasises meticulous maintenance of assessment records.

Assessment Records:

- Assessment records include the student's full name to ensure accurate identification.
- Each assessment is dated to provide a clear timeline of assessment activities.
- Assessment tasks or tools are clearly titled or described for easy reference.
- Criterion/ia assessed, along with standard elements as appropriate, are clearly documented for each assessment.
- The relative weighting or significance of the individual task to the overall assessment of the criterion/ia is indicated to provide context.
- The level of achievement demonstrated, such as letter grades, percentages, or numerical scores, is recorded to reflect the student's performance accurately (e.g. B-, 29/45, 83%).

Final Assessment Rubrics:

The final assessment rubric is an articulation of the rules or factors used to derive that single, final rating for each criterion, from the various marks recorded. Articulation of these 'rules' is important because it:

- Removes single-person dependence (e.g. What if the teacher was away when final ratings were due? Would someone else be able to derive final ratings as the teacher intended?).
- Ensures consistency, accountability, and transparency (the same 'rules' apply to all students in the class).

While final assessment rubrics will differ between courses, and may differ between different classes of the same course (if different assessment tasks are completed), there are some common principles:

- End-points in learning. Assessments done later in the course are typically more important (carry more weight/significance) when determining a final rating than assessments done earlier. Achievement in a criterion is NOT averaged to determine a Final Rating.
- Consistency of demonstrated achievement is considered (a single A in a sea of C's at the end of a course does not necessarily mean a final rating of A).
- The relative weighting/significance of an individual task to the final assessment of that criterion is considered (achievement of an A on a minor test does not carry the same significance as a C- on a major, 4-week project)
- Course Work Requirements may be more significant than teacher-selected tasks.

An example of a Final Assessment Rubric may be:

"The overall rating for each criterion is determined by considering the relative weighting and timing of assessments. Tasks with higher weighting and those submitted later in the year receive greater consideration. Minor tasks are used to make adjustments to a criterion rating, while consistency of

demonstrated achievement is taken into account. For instance, a single B rating does not override three t ratings. Additionally, receiving a Z rating on a major task would cap the overall rating for a criterion at a C level, whereas obtaining a t rating on a major task would cap it at a B level.”

Assessment Records are Up-to-date:

- Teachers will adhere to a regular schedule for recording assessment results immediately following the completion of each assessment task, ensuring that all relevant information such as student names, assessment dates, task titles, and achievement levels are accurately documented.
- Ongoing monitoring of student progress will be conducted, with teachers updating assessment records promptly to reflect any changes in performance, adjustments to criteria weighting, or modifications to assessment tasks.
- Regular communication and collaboration among teaching staff will be encouraged to ensure consistency in record-keeping practices, allowing for timely updates and alignment of assessment records across different courses and classrooms.

Assessment Records are Secure from Unauthorised Access and Loss:

- Access to assessment records will be restricted to authorised personnel only, with teachers taking necessary precautions to safeguard records from unauthorised access by maintaining password protection and encryption for digital records.
- Comprehensive backup procedures will be implemented to prevent loss of assessment records, including regular backups to secure servers or cloud-based storage systems (Microsoft Teams), ensuring redundancy and resilience against data loss due to hardware failure or other unforeseen circumstances.
- In the event of physical records, such as mark-books, teachers will ensure that they are stored in locked cabinets or secure storage areas when not in use, minimising the risk of loss or theft and maintaining the confidentiality of student information. Scanned copies of assessment will be regularly uploaded into Microsoft Teams or OneDrive.

Assessment Records are Stored on an Official, Centralised System:

- Launceston College will use Microsoft Teams as a centralised system for storing assessment records, accessible to authorised personnel through secure login credentials, providing a centralised repository for all assessment data.
- Integration of assessment records into the college's official learning management system (Microsoft Teams) will be prioritised, allowing for seamless access, retrieval, and management of records by teachers, administrators, and relevant stakeholders.
- Regular audits and checks will be conducted to ensure compliance with data protection regulations and institutional policies regarding the storage and handling of assessment records, with periodic reviews of access permissions and data retention policies to maintain security and integrity.

SUMMARY

In conclusion, the rigorous maintenance of accurate assessment records by our teachers at Launceston College underscores our commitment to academic integrity and student success. These records serve as a cornerstone for informed decision-making and ensure compliance with regulatory standards, reinforcing our readiness for both school-based evaluations and external audits conducted by TASC.

STANDARD 5:

Course providers will ensure will have effective and documented procedures to ensure the comparability of the interpretation and application of the course standards to the evidence of student work.

PURPOSE

The focus of this Standard is to ensure the reliability and comparability of internal assessment judgments. Effective implementation of this Standard is required to ensure the reliability, validity and integrity of qualifications issued by the Office of 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 Launceston and 'teacher Y' in Hobart).
- In cases where 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).

PROCEDURE:

The College recognises the paramount importance of maintaining the quality and consistency of assessments to ensure fairness and accuracy in evaluating student performance.

Internal Moderation:

Internal moderation is essential for safeguarding the integrity and credibility of the assessment process. It ensures that assessments accurately reflect the learning outcomes and standards set by the curriculum, thereby providing students with a fair and reliable measure of their achievement.

By promoting consistency and comparability in assessment practices, internal moderation enhances the validity and reliability of assessment results, enabling educators to make informed decisions about student progression and attainment.

Moreover, internal moderation fosters professional development and collaboration among staff, promoting a culture of continuous improvement and shared responsibility for maintaining academic standards.

Methods and Procedures:

- The Senior Leadership Team meet regularly to discuss assessment practices, with assessment being a standing agenda item. The Senior Leadership Team supports staff in ensuring comparability within courses, focusing on aspects such as marking schema, assessment rubrics, and collaborative planning.
- The College encourages collaboration in all aspects of teaching, learning, and assessment. The Senior Leadership Team leads and monitors comparability of internal assessments, conducting annual reviews for to address any discrepancies and implement corrective measures.
- The College employs various methods, including the preparation of marking guides and rubrics, cross marking, double marking, and blind marking, to ensure consistency in the interpretation and application of course standards to student work.
- At least two validation (internal moderation) activities are planned and undertaken by all teachers of each subject. These may include common tasks or tests and will include the marking of the mid-year exams/folios for Level 3/4 subjects. They should include "blind" marking of a sample set of assessment work so that each

sample is marked by another teacher in the subject area. Solo teachers are paired with another LC teacher who has taught the subject before or a colleague from another school/college.

- The College ensures equity in assessment through equivalent authentication, supervision, timelines, and drafting, considering Individual Learning Plans (ILPs) and TASC Reasonable Adjustments where applicable.
- Level 3 and 4 internal and external rating data reports reveal a strong correlation between students' performance on the external exam and their internal ratings for criterion. In instances where disparities arise, proactive measures are recommended to address any inconsistencies and enhance alignment between internal assessments and external outcomes.
- Archived samples of individual student's work sufficient to illustrate the borderline between that judged as an SA or PA award will be kept, along with additional work samples illustrating assessment at a range of levels. This work is archived in the subjects Microsoft Teams folder.

Formal Moderation Days:

The DECYP (9 – 12 Learning) organises senior secondary cross-sectoral moderation to assist schools in meeting their regulatory requirement. Launceston College supports teacher participation in Statewide Moderation throughout the academic year to ensure alignment with external standards. Moderation Days provides an opportunity for teachers to share expertise and build confidence that achievement standards are consistently understood. This supports consistency across the state regardless of the sector, class, subject or school.

Expected outcomes:

- Improve teacher understanding and consistency in their approaches to making judgements against the standards for the course.
- Enhance student learning outcomes as this understanding is applied to student feedback.
- Enable teachers to engage in structured conversation to articulate evidence of student learning in work samples at a point in time.
- Give teachers the opportunity to compare how they derived their own ratings with colleagues from different schools with a range of learners.

Launceston College expectations:

- The AP of 9 – 12 Learning emails staff information regarding the registration process including the timetable and registration link.
- The LA AST schedules staff registration into each of the meetings which form part of the school scope for a Learning Area.
- There may be some instances where we do not have staff available to attend Moderation meetings. If this is the case, please can the following happen:
 - a. LA Leaders let the AP of 9 – 12 Learning know the subject that will not be covered by any LC staff.
 - b. Teachers who teach this subject to click the box below in the Moderation sign up:

I am unable to attend a moderation meeting, however I still wish to participate in moderation for the following learning area:

- ☐ English Learning Area
- ☐ Health and Physical Education Learning Area
- ☐ Humanities and Social Sciences Learning Area
- ☐ Languages Learning Area
- ☐ Mathematics Learning Area
- ☐ Mixed Field Learning Area (including preliminary to Level 1 courses)
- ☐ Sciences Learning Area
- ☐ Technologies Learning Area
- ☐ The Arts Learning Area

Note: Participants will get access through the CANVAS course only. Meeting minutes will be available on the Years 11 and 12 website following moderation.

- c. LA Leaders to ensure that an in-house opportunity for moderation of the subject occurs for these teachers before the end of Term 1.

- Teachers are encouraged to take on the role of Moderation Leader, with the school supporting this role by providing relief for preparation prior to the meeting (relief payment – 9 – 12 Learning).
- Teachers actively take part in the moderation activities, ensuring that the samples are assessed, and ratings are submitted as per the instructions.
- There is a close correlation between the provider v's the meeting feedback and discussions. Feedback from the meeting is considered for future assessment and the report is shared with the subject team.

TASC Quality Assurance Activities (See Standard 10 for further detail)

Launceston College supports teacher participation in quality assurance processes throughout the academic year to ensure alignment with external standards. This includes funding relief, travel, and time for the preparation of the materials. Teachers value participation in these activities and take responsibility for the preparation of materials.

1. Desk-Top Audits – Work Readiness and Project Implementation
Teachers of the subject are responsible for the preparation of the required documentation under the supervision of the Learning Area AST and the TLO.
 - Work Readiness – Scope and Sequence, Assessment Matix (End of February)
 - Project Implementation – Learning Design (Term 2, Week 8)
2. Quality Assurance Meetings – As per the [schedule](#)
 - The Learning Area AST nominates a teacher responsible for the preparation of the course specific requirements. The teacher will submit bodies of students' work, sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by TASC. The work, while not necessarily fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award.
 - The Learning Area AP and AST are responsible for ensuring the actioning of the school-based Quality Assurance Meeting Reports: Term 4 of meeting year – Through the meeting cycle, action any recommendations prior to the completion of the Final Internals Ratings reports. Second report in early Term 1 of the following year – Action and recommendations by the end of Term 1.

TASC External Assessment as Markers/Marking Coordinators

Launceston College teachers who teach a Level 3 or 4 subject are expected to take part in the assessment of external folios, displays and exams.

1. The TLO will advertise this opportunity once applications open. The Learning Area AST will monitor applications of their team members.
2. TASC will provide Launceston College with a spreadsheet, listing teachers taking part in this process along with their nominated role.
3. Teachers will be released to take part in the training days associated with the role of marking coordinator and as a marker of folios, practical and written exams.
4. Teachers will be encouraged to mark as part of a team onsite at Launceston College or at another centre where teachers have meet to mark.
5. Teachers will assist the Marking Coordinator in the preparation of the Assessment Report.

SUMMARY

In conclusion, Launceston College is committed to upholding the principles of equity, fairness, and justice in its assessment practices, ensuring the reliability and comparability of internal assessment judgments. Through robust internal moderation processes, collaboration, and participation in quality assurance activities, we strive to maintain the integrity and credibility of our assessments, ultimately supporting student learning outcomes and enhancing the validity and reliability of qualifications issued by TASC.

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.

PURPOSE

The focus of this Standard is that any disputes regarding final internal assessments are determined prior to a school sending ratings to TASC in Term 4 each year (See appendix 4 – Assessment and Reporting Policy)

INTERNAL ASSESSMENT REQUIREMENTS POLICY**Launceston College will:**

- Inform students of their final internal ratings for each TASC-accredited course.
- Ensure students understand their right to request a review, and how to do so.
- Accurately record and verify all ratings in SARIS.
- Conduct reviews in a fair, evidence-based, and timely manner.
- Record all determinations and outcomes of the review process.

ADVISING STUDENTS OF FINAL INTERNAL RATINGS**Student Notification Process:**

- Students will receive FINAL INTERNAL RATINGS REPORTS via email at least one (1) week prior to SARIS submission.
- These reports replace paper-based sign-off sheets and act as digital acknowledgment.
- Students in Preliminary, Level 1, and Level 2 courses may complete further work during the exam period to improve results.

AST School Data Responsibilities

- Communicate key dates and processes to staff at the end of Term 3 and start of Term 4.
- Prepare SARIS for data entry.
- Schedule and send FINAL INTERNAL RATINGS REPORT emails to students at least one week before submission.
- Use the MISSING RATINGS REPORT provided by the TLO from TRACS to check for and follow up on outstanding data issues.
- For bundled courses, ensure each syllabus within the bundle is reported in SARIS:
 - One bundled course combines Sport and Recreation (10 points) and Fitness Experiences (5 points).
 - The second bundled course is Computing 2, which includes Essential Skills – Using Computers and the Internet (5 points), Computer Applications (5 points), and Project Implementation (5 points).
 - These are marked with “bundle” in the course code.

Teacher Responsibilities

- Finalise all assessments and make judgements using articulated rubrics.
- Enter data for all TASC-accredited courses by the due date (typically Term 4, Week 3 – Tuesday).
- For bundled courses, confirm that each individual syllabus within the bundle has ratings entered in SARIS:
 - e.g. *Sport and Recreation + Fitness Experiences*
 - e.g. *Computing 2* (includes *Essential Skills – Using Computers and the Internet, Computer Applications*, and *Project Implementation*)
- Support students in Level 1, Level 2, or Preliminary courses who are submitting additional work during the exam period.

INTERNAL RATING REPORTS – RESPONSIBILITIES

AP / TLO Responsibilities

- Notify students and parents via email, SMS, and social media when internal ratings are released.
- Ensure FINAL INTERNAL RATINGS REPORT emails include information on how to request a review.
- Provide a communication guide for teachers to ensure consistency.

AST School Data Responsibilities

- Ensure student result templates include the course name, criteria, report date, and algorithm.
- Electronically file all FINAL INTERNAL RATINGS REPORTS for senior staff access.

Subject Teacher Responsibilities

- Allocate class time for students to check their ratings.
- Explain how students can request a review if needed.

Student Responsibilities

- Review all FINAL INTERNAL RATINGS REPORT emails.
- Speak with their teacher about any concerns.
- If not resolved, submit an Internal Ratings Request Form within two (2) days of receiving the report.

VERIFICATION PROCESS

AST School Data Responsibilities

- Run the MISSING DATA REPORT in SARIS to check for missing ratings or unentered data.
- Notify staff of any issues, including missing individual criterion ratings or classes with no data.
- For bundled courses (e.g., *Sport and Recreation + Fitness*, *Essential Skills – Using Computers and the Internet*), ensure each syllabus within the bundle is reported. Bundled courses include "bundle" in the course code.

- Distribute INITIAL VERIFICATION REPORTS to subject teachers via email. Instruct them to check, correct, and return reports to their Learning Area Leader.
- Assist teachers in reissuing FINAL INTERNAL RATINGS REPORTS, if required (e.g., further work submitted or a review upheld).
- Email FINAL VERIFICATION REPORTS (TASC Data) to subject teachers for checking. Instruct staff to verify data, update SARIS if necessary, justify any changes, and return the signed report to Admin.
- Use the MISSING RATINGS REPORT provided by the TLO from TRACS to identify and follow up on outstanding data issues.

Teacher Responsibilities:

- Complete the INITIAL VERIFICATION REPORT check by comparing it to SARIS and marking correct/incorrect ratings.
- Make corrections in SARIS before returning the report.
- For bundled courses, ensure each syllabus is verified.
- Submit INITIAL VERIFICATION REPORTS to LA Leaders by end of Term 4, Week 3.
- Review the FINAL VERIFICATION REPORT (TASC Data), ensure any changes are documented (e.g., due to admin error, retest, or review).
- Return the FINAL VERIFICATION REPORT to Admin for collation.

LA Leader Responsibilities:

- Collect and review all INITIAL VERIFICATION REPORTS for their Learning Area.
- Follow up with teachers if reports are missing.
- Support teachers during the verification period.
- Follow up any missing FINAL VERIFICATION REPORTS as requested by Admin.

TLO Responsibilities:

- Assist with the follow-up of missing ratings.
- Manage the Internal Rating Review process for students.
- Access TRACS and provide the FINAL VERIFICATION REPORTS to the AST School Data.
- Run the MISSING RATINGS REPORT in TRACS and send it to the AST School Data to complete data checks.
- File collated FINAL VERIFICATION REPORTS, ensuring any rating changes include documented justification.
- Maintain communication and respond to TASC queries through TRACS.

Admin Responsibilities:

- Collate FINAL VERIFICATION REPORTS against the school's subject scope.
- Follow up missing reports with teachers, informing the AST School Data and TLO.
- Submit the completed dataset to the TLO for final filing.

REQUESTING A REVIEW

School and TLO Responsibilities

- Subject Handbooks must include a section outlining the internal ratings review process.
- The FINAL INTERNAL RATINGS REPORT email must explain that students can request a review.
 - Suggested wording:
“Talk to your teacher if you have any questions about your internal ratings. Your teacher can advise you on how to request a review.”

Student Responsibilities

- Speak with their teacher if they believe a discrepancy exists.
- If unresolved, submit the [Internal Ratings Review Form](#) within two (2) business days of receiving your Preliminary Final Internal ratings.
- Be prepared to provide two major work samples for the review panel.

PROTOCOLS FOR CONDUCTING A REVIEW

LA Leader / Assistant Principal

- Meet with the student to discuss the review request.
- If proceeding, notify the student and parent in writing.
- If the LA Leader’s rating is under review, the Assistant Principal leads the process.

Senior Assessment Team

- The LA Leader and one other member review the student's ratings and evidence.
- Use the Internal Ratings Review Form to ensure fairness and consistency.
- Review the application of the rubric and, if necessary, reassess one or two major tasks only.

Subject Teacher

- Provide the student’s assessment record, including weighting and explanation of how ratings were determined.

Student

- Provide two major work samples that support the review request.

School-Level Record Keeping

- The Principal keeps a record of the review.
- A copy of the outcome is provided to the student, teacher, LA Leader, and Assistant Principal.
- If the rating is changed, the teacher updates SARIS. The LA AST verifies these updates as part of the final checks.

SUMMARY

In conclusion, Standard 6 ensures that Launceston College maintains a clear, fair, and consistent process for resolving any concerns about internal assessments before final ratings are submitted to TASC. Through timely

communication and defined procedures, students are made aware of their results and their right to request a review.

The verification process—supported by accurate data entry and collaboration between staff—safeguards the integrity of internal ratings. Review protocols are followed carefully to ensure fair outcomes for all students.

This standard reflects the college’s ongoing commitment to transparency, accountability, and equity in its assessment practices.

INTERNAL RATINGS REQUEST FORM

Appendix 1

Microsoft Forms: [Internal Ratings Review Form](#)

INTERNAL RATINGS REVIEW FORM*Appendix 2***Student:** _____**Subject:** _____**Teacher:** _____

At least two (2) members of staff must conduct the review.

The subject teacher must provide the panel with:

- Students Assessment Record – This will show the weighting of minor and major tasks and indicate how the final ratings for criteria are decided.

The student must provide the panel with:

- Work Samples – The student must provide the panel with two major work samples which would provide evidence for the criteria being reviewed.

Panel Members:	Position

STEP 1 - CHECKING THE APPLICATION OF THE FINAL ASSESSMENT RUBRIC TO THE ASSESSMENTS RECORDED

	Final Rating Awarded (subject teacher)	Final Rating Awarded (panel members)	Justification:
Criterion 1			
Criterion 2			
Criterion 3			
Criterion 4			
Criterion 5			
Criterion 6			
Criterion 7			

Criterion 8			
Criterion 9			

STEP 2 – ASSESSMENT OF WORK SAMPLES

Sample 1: _____

	Panel Comments:
Criteria Assessed (Elements within the criteria)	
What ratings were assigned by the teacher?	
What evidence supports the rating (or ratings) the teacher has given?	
Was there evidence to support a higher rating?	
Recommendation	

Sample 2: _____

	Panel Comments:
Criteria Assessed (Elements within the criteria)	
What ratings were assigned by the teacher?	
What evidence supports the rating (or ratings) the teacher has given?	

Was there evidence to support a higher rating?	
Recommendation	

STEP 3 – REVIEW FEEDBACK

The panel has suggested the following:

	Final Rating Awarded (panel members)	Justification:
Criterion 1		
Criterion 2		
Criterion 3		
Criterion 4		
Criterion 5		
Criterion 6		
Criterion 7		
Criterion 8		
Criterion 9		

Actions

- Internal Ratings Review Form – Filed online by the Executive Assistant
- Email sent to teacher/student/parent to inform them of the outcome of the review
- Assessments changed in SARIS. These changes are checked by the LA AST as part of the verification process.

Standard 7:

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

PURPOSE:

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 TASC's [External Assessment Rule](#) (#3: 'Externally assessed folios and other project work')

ACADEMIC INTEGRITY POLICY

Why do we have this policy?

At Launceston College, we take academic integrity seriously and are committed to maintaining a culture of academic honesty and integrity. All members of the college community are expected to uphold the highest standards of academic integrity in all aspects of their work, including coursework, research and other academic activities.

What is academic integrity?

Academic integrity is when you act with the principles of honesty, trust, fairness, respect and responsibility when undertaking your studies and submitting course work for assessment.

An attempt to unfairly gain academic advantage is a breach of academic integrity and is often referred to as 'academic dishonesty' or 'academic misconduct'.

Actions that compromise academic integrity*:

Copying	Using the same (or similar) words, ideas, or images from a source of information without appropriately referencing or using in quotation marks.
Collusion	Unpermitted engagement with other people to complete work that is intended to be independent.
Contract cheating	Having another person complete all, or some, of one's work and submitting it as one's own. This also includes the offer of, and accepting of, bribes.
Inappropriate referencing	Incorrectly, or entirely not, citing the source of information or image. This includes fabricating sources of citations.
Plagiarism	Fraudulently passing off someone else's work as one's own without crediting the source. This includes the unauthorised use of artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to generate ideas, structure, or content that is

	submitted as the student's own work without teacher permission and correct crediting.
Recycling	Involves the author reusing previously submitted work without acknowledging it.
Inappropriate paraphrasing	Rearranging or changing words from a source of information while retaining the same idea and not crediting the original source.

*Actions are based on the Plagiarism Policy from the University of New South Wales

A breach of academic integrity also includes cheating, or helping someone cheat, either intentionally or unintentionally.

Responsibilities of the Principal & TLO:

- Regularly review the documented policies and procedures regarding Academic Integrity, and make sure they are easily accessible in the Launceston College Staff Handbook (Canvas).
- Ensure that all teachers are aware of, understand, and follow the College's policy and procedures, as well as the [TASC Academic Integrity Guide and Procedures](#).
- Adopt a consistent approach to implementing the policy across all subject areas, and integrate it into teaching and learning activities.
- Through the HG program, provide students with learning activities that address the Launceston College Academic Integrity Policy, and monitor their progress to identify those who may require additional support or intervention.
- Remind students annually of the requirement to complete the TASC Student Declaration online form.

Responsibilities of the Teacher:

- Demonstrate a thorough understanding of the Launceston College Academic Integrity Policy and model best practices in academic integrity, including proper citation and acknowledgement of sources in lesson materials.
- Ensure that all students are familiar with and understand the Launceston College Academic Integrity Policy, as well as the TASC Academic Integrity Guide and Procedures, by providing clear and comprehensive information through their subject teaching and the HG program in Term 1.
- Include specific information about academic integrity in subject handbooks, whether in an online or paper-based format.
- Provide students with clear and unambiguous guidance on preferred citation methods, tailored to the specific subject and level.
- Provide clear instructions on whether AI tools (e.g., ChatGPT, Microsoft Copilot) may be used for a task. If permitted, specify how students should use and acknowledge the tool, and what constitutes a breach of integrity.

Wording for assignment sheets or a Canvas page: *"AI tools (e.g., ChatGPT) may be used in this task to assist with research or idea generation only if explicitly permitted by the teacher. All AI use must be acknowledged in the submission."*

- Develop and implement teaching and learning strategies that foster authenticity and academic integrity, such as using Turnitin in Canvas, that are appropriate for the specific level of a subject.
- Follow Launceston College procedures for addressing any breach of the Academic Integrity Policy, ensuring that appropriate measures are taken to uphold academic integrity and promote a culture of honesty and fairness.

Responsibilities as the student

- Be familiar and adhere to the Launceston College Academic Integrity Policy as well as the [TASC Academic Integrity Guide and Procedures](#).
- Actively engage in learning activities that focus on academic integrity and follow the Launceston College Academic Integrity Policy and the TASC Academic Integrity Guide and Procedures, this includes taking part in the HG Academic Integrity program and online quiz.
- Seek clarification from teachers on any questions or concerns relating to academic integrity and actively participate in lessons and/or a Canvas course to understand academic integrity concepts and standards.
- Use original work for assignments, exams, and other assessments, including folios, audio-visual recordings, and items that are constructed.
- If using someone else's work, identify and acknowledge the specific parts borrowed and the original author or creator using the appropriate referencing style for the subject for which the work is being submitted.
- Only use AI tools (e.g., Microsoft Copilot, ChatGPT) when explicitly permitted by my teacher. If I use AI with permission, I will clearly acknowledge how it was used (e.g., research summary, idea generation) using the correct referencing style.
- Refrain from engaging in any form of academic dishonesty, including plagiarism, cheating, fabrication, and falsification of data.
- Avoid sharing or copying another student's work or giving unauthorised assistance to others in academic work. Report any suspected violations of academic integrity to a teacher.
- Understand the possible consequences of academic dishonesty, including possible academic penalties or disciplinary actions.
- Complete the [TASC Student Declaration Online Form](#) each year.

College Actions for Breaches of Academic Integrity Policy:

In the event of a breach of the Academic Integrity Policy, the severity of the breach will be assessed based on factors such as when it occurred, any prior breaches, and feedback given to the student. Depending on the level of severity, intervention may be required by the teacher, AST/Leader of the Learning Area, AP, or Assessment Review Panel. By upholding the responsibilities outlined above, breaches of the policy can be minimized.

Level 1 Minor Breach	1. If copying, collusion, contract cheating, inappropriate referencing, plagiarism, recycling, or the unauthorised use of AI tools is suspected by a teacher, they will discuss the matter with the student and refer to the relevant guidelines, explaining the appropriate methods. 2. The teacher will offer the student the option to either resubmit the task or complete a similar task without incurring any penalties. 3. The teacher will then record the incident in the assessment records and in the Student Support Services (SSS) system.
Level 2 Serious Breach or Repeat Offences	1. The teacher will refer the breach to the AP, AST and of the Learning Area for assessment. 2. The subject teacher will complete Section A of the Academic Integrity Report. 3. The student's parents will be notified by the AST and invited to attend the meeting with the student. 4. After investigation, Section B of the Academic Integrity Report will be completed, and a penalty will be imposed, which could include resubmitting tasks, lowering of assessments, or even cancellation of a student's enrolment in that subject.

	5. The student and parent will receive feedback regarding the breach. 6. The teacher will note the breach in the assessment records and the Student Support Services system (SSS).
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Note: Academic Integrity Reports and Documentation to be filed by Principal's Admin Assistant in file marked 'Breaches of Academic Integrity' maintained by Admin Assistant and a copy also placed in the student's file. These records are to be kept until the following December. A copy will also be placed in the student's file which will be archived as per usual DoE procedures.

SUMMARY

Standard 7 mandates that course providers, like Launceston College, ensure students receive explicit education on academic integrity, covering topics such as authenticity, referencing, and avoiding plagiarism. The policy outlines responsibilities for the principal, teachers, and students, as well as actions to be taken in the event of breaches, aiming to foster a culture of honesty, trust, and fairness within the academic community. The policy also addresses the appropriate and ethical use of artificial intelligence in academic work, recognising the need for clarity around digital tools and responsible use.

ACADEMIC INTEGRITY REPORT

SECTION A: To be completed by Subject Teacher

Name of Student	
Subject & Level	
Name of Teacher	
Title of Assessment Task/s	(Attach copy of task and assessment details.)
Date Submitted	
Explain and attach documentation and evidences describing the nature of the breach/es and forward to AP and AST of the Learning Area.	

Teacher Signature:	Date:

SECTION B: To be completed by AST and Assistant Principal (Assessment Review)

Details of the investigation (including evidences and discussion with teacher, student, parent and others as required):
Outcome of the investigation (include penalty imposed, feedback to student and parent, effect on assessment, work can be resubmitted, feedback to teacher etc.):

Please attach dated documentation of discussion with teacher, parents, student and others if required and other information as necessary.	
Panel Members:	
AP Signature:	Date:
Letter to student and parent (date):	Report attached and filed in student file (date):

(Note: *Academic Integrity Reports and Documentation* are to be filed by Principal's Admin Assistant in file marked 'Breaches of Academic Integrity' maintained by Admin Assistant and a copy also placed in the student's file and SSS)

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.

ACADEMIC INTEGRITY – FOLIOS**PURPOSE**

The purpose of this policy is to define academic integrity and the significance of maintaining academic integrity when submitting folios in relation to senior secondary courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC).

PROCEDURES

Learners undertaking folio-based externally assessed courses are supported throughout the academic year by their subject teacher and AST of the Learning Area.

In this process the teacher specifically addresses the important points outlined below and taken from <https://www.tasc.tas.gov.au/students/years-11-and-12/preparing-for-exams/rules/>

The teacher follows the process described in the [TASC Student Folio Declaration Form](#) and the respective Information Sheet.

- a) Any material submitted by a candidate for external assessment must, except where the source of the information, images, ideas or words is explicitly acknowledged, be the work of the candidate.
- b) An externally assessed folio or other project work will be assessed as specified in the folio guidelines published by TASC that year.
- c) TASC will only accept candidate folios of work for assessment if:
 - the authenticity of the student work is verified by the class teacher on behalf of the course provider
 - the Declaration Form is completed by both the candidate and the responsible teacher acting on behalf of the provider (this form is archived by the school)
 - the folio is officially received at the designated collection centre (usually a school or college) on or before the published due date (and by no later than 5.00 pm) unless TASC has given to the candidate written approval before this date for a particular later submission date through the folio extension process.

FOLIO PROTOCOLS

To uphold academic integrity and meet TASC requirements for externally assessed folios, Launceston College implements the following internal procedures across all folio-based subjects:

1. Student Information and Documentation

All students receive clear information about academic integrity expectations in their subject handbooks (digital or print). They are also required to complete the ***Academic Integrity and Submission Checklist – External Assessments 2025*** at the commencement of their folio work. This checklist outlines expectations for referencing, draft checkpoints, plagiarism checks, and final submission protocols.

2. Parent Communication

Teachers send a formal letter to parents/carers outlining the requirements of the externally assessed folio or presentation. This includes the TASC due date, extension policies, the purpose of the *Academic Integrity and Submission Checklist – External Assessments 2025*, and relevant college policies (e.g. Completion of Work). This ensures families are informed early and can support their young person in managing the task.

3. **Draft Monitoring and Evidence Collection**

Teachers are required to sight and retain evidence of student drafts at a **minimum of three checkpoints** throughout the year, as aligned to each course's scope and sequence. Students should retain their own copies of drafts either digitally (e.g. Google Docs) or in hard copy.

4. **Ongoing Feedback and Resolution of Concerns**

At each checkpoint, feedback is provided. Any concerns regarding academic integrity are identified and addressed in consultation with the student to ensure timely resolution.

5. **Use of Turnitin and Similar Tools**

Turnitin or other plagiarism detection tools are used in some learning areas to support student understanding of referencing and citation requirements and to verify originality of final work.

6. **Internal Due Dates and College Completion Policy**

A formal **internal due date** is set at least one week prior to the TASC submission deadline. This allows time for final feedback, academic integrity checks, and—if required—communication with students and families. Late or incomplete submissions are managed in line with the **Launceston College Completion of Work Policy**.

7. **Declaration and Final Sign-Off**

Students must be physically present to sign the TASC **Student Folio Declaration Form** on or before the final due date. Teachers will only sign the declaration once all integrity checks have been met and the work is verified as the student's own.

8. **Exceptional Circumstances**

Where students are unable to complete draft checkpoints due to **illness or extended absence**, the subject teacher and TLO will assess the situation. Where appropriate, **advice will be sought from TASC** before final sign-off.

9. **Unresolved Concerns and TASC Consultation**

If unresolved integrity concerns remain at the point of final sign-off, the subject teacher and/or TLO will contact the relevant **TASC Officer** to seek guidance and determine appropriate next steps.

FOLIO-SPECIFIC CONCERNS & RESOLUTIONS

If the subject teacher of the folio-based course does not support the final Academic Integrity and Submission Checklist and/or the TASC Student Folio Declaration Form, the following steps will be undertaken:

1. The Learning Area Leader for the relevant course and the Assistant Principal (Curriculum/TASC) will be notified.
2. A review of the evidence will be undertaken by a panel convened by the Assistant Principal. This panel may include the Learning Area Leader and the TLO. A record of the panel meeting will be filed using the appropriate template.
3. In the event that the Learning Area Leader is the teacher concerned, another senior staff member will join the panel in their place.
4. Parents/carers will be notified that a review is underway. This communication will be recorded in SSS.
5. Once the panel (led by the AP) has completed its evaluation of the evidence and concerns, a recommendation will be made. This may be:

I. The student's submission is verified and endorsed; the folio is submitted to TASC.

II. The college is unable to endorse the authenticity of the submission. The folio is not submitted and receives a 'z' rating for all externally assessed criteria, capping the award at PA.

Note: Students (or parents/carers on their behalf) may lodge a *Student Request for Review: Non-Signing Student Declaration Form*. All documentation related to this request must be filed by the Principal's Admin Assistant in the folder titled *Student Requests: Review of Assessment*, with a copy also placed in the student's official file. These records must be retained until the following December in accordance with DoE procedures.

SUMMARY

Standard 8 requires course providers to establish policies and procedures to address disputes arising from a school's refusal to endorse the academic integrity of externally assessed folios.

Launceston College implements a clear set of internal protocols to support and verify student submissions. These include the use of the **Academic Integrity and Submission Checklist – External Assessments 2025**, multiple draft checkpoints, plagiarism detection tools (e.g. Turnitin), and teacher sign-off prior to submission to TASC.

In cases where academic integrity cannot be verified, a review panel is convened. If endorsement is not granted, the submission is treated as **not submitted** and receives 'z' ratings for all relevant criteria, capping the final award at **Preliminary Achievement (PA)**.

STUDENT REQUEST FOR REVIEW: NON-SIGNING STUDENT DECLARATION FORM

Section A: To be completed by Parent/Carer or Student

Name of Student	
Subject & Level	
Name of Teacher	
Date Submitted	
Reason for Review:	
Please attach documentation and evidences to substantiate the claim/s.	
Student Signature:	Date:
Parent Signature:	Date:

Section B: To be completed by Assistant Principal (Assessment Review Panel)

Name of Student			
Subject & Level			
Name of Teacher			
Date Submitted			
Details of the investigation (include evidences and discussion with teacher, student, parent and others as required):			
Outcome of the investigation (include feedback to student and parent, effect on assessment, feedback to teacher):			
Please attach dated documentation of discussion with teacher, parents, student and others if required and other information as necessary.			
Panel Members:			
AP Signature:		Date:	
Letter to student and parent (date):		Report attached and filed in student file (date):	

Note: **'Student Request For Review: Non-Signing Student Declaration Form'** and documentation to be filed by Principal's Admin Assistant in file marked 'Student Requests: Review of Assessment' maintained by Admin Assistant and a copy also placed in the student's file. These records are to be kept until the following December. A copy will also be placed in the student's file which will be archived as per usual DoE procedures.

STANDARD 9:

Course providers will undertake all quality assurance processes required by the Office of TASC.

PURPOSE

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

Under Sections 11(ab & e), 31, 33(1-3), 56(1)(e & gd), 56(2), 57 and 64(2)(a) of the Act, the Office of TASC is given legislative powers and responsibilities to undertake a variety of quality assurance activities. Principals – on behalf of their school/college – are responsible for ensuring that all TASC quality assurance requirements are met.

PROCEDURE

TASC Quality Assurance Activity:	Launceston College Responsibility
Submission of Learning Designs and Scope and Sequence Documentation	Launceston College ensures compliance with TASC's Quality Assurance requirements for the submission of learning designs and documentation for the following courses: • Project Implementation Level 2 • Work Readiness Level 2 (if delivered) The TLO is responsible for informing the Learning Area AST and course teacher of submission requirements and due dates at the start of each year, via Microsoft Teams and email. The Learning Area AST and course teacher are responsible for preparing the required documentation and providing it to the TLO by the due date. The TLO will submit materials to TASC via a Quality Assurance task in TRACS. Submission requirements: • Project Implementation Level 2: Learning design submitted before course delivery (Term 3) • Work Readiness Level 2: Scope and sequence documentation submitted by the end of February. Learning designs and documentation must address: • Inquiry approval processes • Risk management • Resource allocation • Assessment strategies The Learning Area AST ensures that: • Teachers are informed of what needs to be submitted, when, and where.

	• Documentation is complete and meets TASC standards. • Records are kept to confirm compliance. The TLO will check that submissions are completed each year and report any issues to the Principal.
Quality Assurance Meeting: This activity is typically used to monitor aspects of Standard 5.	1. The TLO is responsible for ensuring that the teachers of selected courses understand the requirements; and are prepared (e.g. student bodies of work are collected and copied, assessment made as per TASC requirements, required record sheets completed). This information is communicated via Microsoft Teams and email early in the year. 2. The Learning Area AST is responsible for nominating the teacher responsible for the QA of each subject within the college. Best practice would be for the teaching team to work together to ensure all moderate the samples prior to the QA Meeting. 3. The TLO is responsible of ensuring that a nominated teacher attends the scheduled meeting as the school's representative and has all required materials. The TLO will provide timetable details to the nominated staff meeting once the schedule is available. 4. The college is responsible for payment of costs associated with meeting attendance (travel, relief etc). 5. The TLO is responsible for emailing the school-based analysis from the Quality Assurance Meeting Report to the teacher representative, Learning Area AST and Learning Area AP. 6. The Learning Area AP and AST are responsible for ensuring the actioning of the school-based Quality Assurance Meeting Reports: • Term 4 of meeting year – Through the meeting cycle, action any recommendations prior to the completion of the Final Internals Ratings reports. • Second report in early Term 1 of the following year – Action and recommendations by the end of Term 1.
Desk-top 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.	1. The TLO inform teachers and the Learning Area AST of the requirements for any desk-top audits. 2. The Learning Area AST and teacher will ensure that they provide the audit materials to the TLO within the designated timeframe. 3. The TLO will ensure required materials are sent to TASC by due date/s. 4. The TLO will assist teachers and the Learning Area AST to undertake any remedial action required by TASC in a timely manner.

• in response to requests (e.g. late enrolment changes or changes to scope of courses offered).	
Regional Quality Assurance Workshop: This activity is used to give schools/colleges formal opportunities for self-monitoring of Standards 1 – 10, and the development of plans to address identified needs. Schools/colleges selected on an annual basis	1. Launceston College will ensure that a designated representative from the school attends relevant workshops, equipped with the necessary materials as nominated. This representative will actively participate in discussions and contribute to the refinement of the Quality Assurance Improvement Plan. 2. The college TLO will oversee the refinement of the Quality Assurance Improvement Plan following the workshop. This process will involve incorporating insights gained from the workshop. Subsequently, the plan will undergo review and endorsement by the principal before being formally lodged TASC.
Site-visit Audits: • focused audit of a particular course/s • provider audits (extended) These activities are typically used to monitor Standards 1, 2, 3, 4, 5, 6, 7 & 8.	1. Pre-visit Preparation: Prior to the audit visit, Launceston College will undertake necessary pre-visit actions, which may include supplying required policy documents and confirming logistical arrangements to ensure a smooth process. 2. On-site Visit Arrangements: Launceston College will ensure that all necessary arrangements are in place for the on-site visit. This includes providing a designated room, ensuring the availability of the principal or representative, course teachers, and relevant documents and materials required for the audit. 3. Remedial Actions: In response to any findings identified during the audit, Launceston College will promptly undertake remedial actions as necessary. These actions will address any requirements outlined in the audit findings, ensuring compliance and continuous improvement in accordance with audit standards.
Archiving of Student Work: Launceston College ensures compliance with TASC's requirements for the archiving of student work for externally assessed courses, including but not limited to English Studio and Engineering Design.	The TLO (TASC Liaison Officer) is responsible for informing Learning Area ASTs and course teachers of archiving requirements at the beginning of each year and again prior to final internal ratings submission. For applicable courses, teachers must archive a complete set of final folios or student work as outlined by TASC, along with a copy of the final internal ratings sheet. Archived materials are to be stored securely onsite in the Microsoft Teams Channel for the specific subject, managed and monitored by the Learning Area AST, with appropriate access controls and backups in place. Materials must be retained for a minimum of three years after the year of enrolment, as specified by TASC guidelines.

	The Learning Area AST is responsible for ensuring that: • Teachers are informed of what is required to be archived, where, and by when. • Archived materials are complete and meet TASC standards. • Records are kept to verify compliance. The TLO will: • Annually check that required archiving processes have been completed. • Maintain a register to confirm annual completion of archiving requirements for each relevant course. • Report any issues to the Principal. Current externally assessed courses at Launceston College requiring folio archiving include (but are not limited to): • English Studio 2 • Engineering Design 2 • Computer Graphics and Design 2
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SUMMARY

Launceston College is dedicated to meeting Standard 9 requirements by following all quality assurance processes mandated by the Office of TASC. Through our commitment to robust quality assurance practices, we strive to ensure the reliability, validity, and integrity of qualifications issued by TASC, in accordance with legislative mandates. Our approach involves thorough preparation for quality assurance activities, meticulous on-site arrangements, and prompt remedial actions in response to audit findings, demonstrating our ongoing commitment to excellence and improvement.

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.

PURPOSE

The focus of this Standard is to ensure schools and colleges 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).

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 individual schools.
- TASC's external assessment arrangements in Level 3 and 4 courses are planned and undertaken efficiently and effectively.

Policy and Procedure for Course Changes

This Policy and Procedure document aligns with the Launceston College Culture of Excellence to make a positive difference for every student, every day. Each year a procedure will be followed to ensure that the college is able to meet the internal and external assessment requirements of all courses of study within the college. This will ensure that Launceston College meets its legislative and regulatory obligations.

Course Change Process:

1. Timeline

Term 1

- Prior to the beginning of the academic year, students will have an opportunity to make course changes.
- At the start of a new academic year, all students *should* remain in the courses they selected. However, students can make course changes in consultation with their parents and Home Group teacher where there has been an error or a misunderstanding when course selection was taking place.
- Course changes can be made by an AP/AST until Week 6 of Term 1. After week 6, course changes will be made by an LA AST (Advanced Skills Teacher) or AP (Assistant Principal).
- Course changes must be communicated to both the teacher of the class the student is exiting, and the class the student is joining.
- Course changes can be initiated by a student, but they must have collected a course change form, and this **must** be signed by the HG teacher and their parent or guardian.

Term 2

- Course changes can only be initiated by a teacher or parent. If a teacher is initiating a course change, they must have had a conversation with the parent, and this must be entered in SSS. If a parent initiates a course change, this conversation must be entered in SSS

- Course changes must be made by a Network AST or AP. Subject teachers and HG teachers will be informed of changes for a student.

Term 3

- Course changes will be limited to students moving from a Level 3 to Level 2 course or an additional 50-hour course to support TCE (Tasmanian Certificate of Education) Attainment.
- All Preliminary, Level 1 and Level 2 requests must be completed by the end of week 4 or 31 August, whichever comes first.
- Students requiring a course change after the end of August will only be granted in exceptional circumstances on consultation with the teacher, AST, and AP of a learning area. This change will require approval by TASC on a case-by-case basis.

2. Process

SCHOOL LEVEL:

- All requests for course changes must be made according to the course change process timeline.
- Course changes are made using the Launceston College Online Enrolment System.
- The college will advertise this process to students and families through the weekly bulletin and social media.

TLO LEVEL:

- Ensure the school scope is managed through TRACS and students are only enrolled into subjects on our scope.
- Makes requests for addition/removal of a course when the course change is first planned.
- Ensures requests for a course change after the end of August are made through TRACS using the evidence supplied by the subject teacher/LA leader.

AST SCHOOL DATA LEVEL:

- Ensure the Launceston College Enrolment system is based on the school grid, using current courses that have been approved on our scope. System is live with course changes.
- Provide regular updates regarding course changes to PAP team in line with the LC Data Plan.
- Update and staff inform staff of closed classes and changes in the status of a class regularly.
- Follow the college internal ratings policy to ensure all final internal ratings are reported to TASC (Tasmanian Assessment, Standards and Certification) and verified before the due dates in Term 4

AP LEVEL:

- Manage the course enrolment process for their network, and ensure students are enrolled in courses that will support their learning. This includes liaising with LA leader to ensure the subject and level are appropriate for the student.
- Monitor course changes in their network and learning areas.
- Counsel and complete course changes from Term 2 onwards.

AST LEARNING AREA LEVEL:

- Track course changes within a subject area to ensure that classes are equally balanced
- Ensure that a student will be able to meet the work requirements for the new course within the timeframe of which they are undertaking the course.
- Work with subject teachers to ensure that:
 - there is evidence of mapping the previous and new course, with a plan to address identified gaps in content.
 - an updated scope and sequence is produced, along with assessment records to track student progress.

AST NETWORK LEVEL

- Monitor the course changes for Home Group students in their Network. This includes liaising between the student, parents and teachers.
- Monitor TCE Progress report and liaise with HG teachers to ensure students are on track.

HOME GROUP TEACHER LEVEL:

- Ensure that students are on-track to achieve 120 TCE points at Level 2 or above. With 80 of those points at Level 2 or above.
- Minimise any risks that may impact on a student's ability to achieve one of the Everyday Adult Standards (Literacy and Numeracy ticks).
- As appropriate, liaise with AST Student Engagement to ascertain suitability for LVC (Essential Skills – Reading and Writing, Essential Skills – Maths 2) **or** email TASC Liaison Officer to enrol in TCE Everyday Adult Standard safety net tests.

TEACHER LEVEL:

- Ensure they manage the process of the course change to ensure students can meet the criteria/standards and work requirements, this will include the mapping of previous and new course content and plans to address identified gaps in content.
- Ensure that there is evidence of delivery and assessment in the new course (e.g., updated scope and sequence, assessment records)
- Work with student to ensure they: - are engaged in the new course
 - demonstrates evidence of participation in the new course
 - meets the work requirements of the course

ADMIN LEVEL:

- Keep student enrolment details in Edupoint up-to-date and accurate over the year.

STUDENT LEVEL:

- Undertake the course work to the best of their ability, only requesting a course change to support TCE attainment.
- Ensure paperwork is signed by a parent or guardian and any requests for a course change are made after careful consideration.

SPECIFIC EXAMPLES OF ISSUES RELATED TO STANDARD 10 AND TASC's REQUIREMENTS:

Issue/Request	Examples of evidence required by TASC
Removal of a course from scope during Term 1	• 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 (e.g. scope and sequence, assessment records, attendance records). • Details of cause of scope error and future actions (e.g. updating of school procedure) to ensure error does not re-occur (continuous improvement).
Removal of a student enrolment during Term 4 (e.g. 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 (e.g. 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 (e.g. scope and sequence, assessment records, attendance records)
Enrolment of a student in a size value 5 course 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 (e.g. use of study lines/supervised out-of-class opportunities to undertake required learning).
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 assessment rubric). 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 (e.g. updating of school's checking procedure) to ensure error does not re-occur (continuous improvement).

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TASC and TCE > 2. LC Policies and Procedures



Name

Modified

Modified By

+ Add column



Assessment Policy

September 25, 2025

Crocker, Fiona



Completion of Work

4 minutes ago

Crocker, Fiona



Course Changes

February 3

Wenn, Amanda



Standards for Providers

December 10, 2024

Crocker, Fiona



Student Academic Policy + Resources

December 10, 2024

Crocker, Fiona



Policy and Procedures for Course Changes ...

February 17

Austin, Stuart

Purpose

This policy provides a consistent framework for the delivery and assessment of all TASC- and VET-accredited courses at Launceston College. It supports staff to plan, deliver, assess, and report on student learning in ways that are valid, fair, and inclusive. It is informed by TASC's quality assurance standards, the Standards for RTOs 2015, and Launceston College's own strategic intent to make a positive difference for every learner. The college values both academic and vocational pathways equally, recognising that each contributes to the diverse opportunities and future success of our students.

1. Planning for Course Delivery and Assessment

At Launceston College, both TASC-accredited courses and VET qualifications require clear planning and documentation to guide delivery and assessment. This ensures compliance with accreditation and training package requirements, promotes consistency across classes, and provides students with transparent expectations for learning and assessment.

TASC courses

Scope and Sequence

The scope and sequence provides a clear plan for course delivery. It ensures all required content is covered in the correct order and that assessment tasks are mapped logically across the year.

Launceston College – Scope and Sequence Master: [Scope Sequence Template.docx](#)

Teachers must prepare a scope and sequence that includes:

- A clear chronological plan showing weekly delivery of course content across terms
- Mapping of course content (modules, units, topics, sub-topics, activities, and resources) to each sequence entry, using the language and structure of the course document
- Delivery and assessment of the whole course, ensuring full coverage of all stated requirements, including Work Requirements
- A clear indication of which tasks are Work Requirements, and which are college-devised assessments
- Sequence of instruction consistent with course documents (e.g. modules taught in order)
- Time allocations that reflect any requirements or recommendations noted in the course document
- Planned individual assessment tasks, with title/descriptor and the criteria (and standard elements where appropriate) to be assessed

- Opportunities for criteria/standard elements to be assessed multiple times to show improvement and consistency
- Indication of the relative weighting/significance of each task (e.g. minor, medium or major)

Assessment Matrix

The assessment matrix shows how assessment tasks link to course requirements. It makes clear which tasks meet Work Requirements, how criteria are covered, and when assessments occur.

In conjunction with (or as part of) the scope and sequence, an assessment matrix must:

- List all assessment tasks with a clear title/descriptor
- Teachers must specify the due date for each assessment task and record the date students submit the work (if after the due date).
- Map each task to the relevant criteria and standard elements
- Identify which tasks meet the course Work Requirements (WR), as defined in the accredited course document
- Indicate the relative weighting/significance of each task toward final criterion ratings
- Ensure full coverage of all criteria and standard elements across the year, with no omissions
- Provide multiple opportunities for students to demonstrate improvement or consistency by reassessing criteria/elements later in the year
- Use a suitable variety of assessment methods appropriate to the course requirements

Additional expectations

- Teachers must store the scope and sequence and assessment matrix in Microsoft Teams under: Learning Area → Subject → Admin → Scope and Sequence/Assessment Matrix.
- Teachers must ensure students are taught in a sequence that supports successful assessment and that tasks occur at logical and progressive points in the year.
- Where multiple teachers deliver the same course, they are expected to collaborate closely to ensure alignment across classes, including shared assessment tasks, marking guides, scaling approaches, and moderation of judgements.
- Teachers should use the [TASC Self-Evaluation Toolkit for Assessment Documentation](#) to check that their scope and sequence, assessment matrix, assessment tasks, and records are aligned and complete.

VET programs

VET qualifications must be delivered and assessed in accordance with the relevant Training Package (available at training.gov.au). Trainers and assessors are responsible for maintaining documentation that ensures compliance and supports quality learning outcomes. This includes:

- A Training and Assessment Strategy (TAS)
- Session plans and mapping documents
- Assessment tools that are valid, reliable, flexible, and fair
- Evidence of industry engagement to ensure training reflects current workplace practices and expectations

These planning documents provide the foundation for consistent, high-quality learning and assessment across Launceston College. By following clear requirements for both TASC and VET programs, teachers ensure that students experience fair, transparent, and authentic learning opportunities that prepare them for future study and work pathways.

2. Access to Learning Opportunities

All students must be given equitable access to the learning and assessment required by each course.

College-wide expectations

- Attendance must be recorded every lesson in Edupoint (Canvas for online delivery).
- Students are to be provided with reasonable opportunities to complete all required learning and assessment.
- Missed assessments due to valid absence (e.g. illness or compassionate grounds) may be rescheduled without penalty, in accordance with the *Launceston College Completion of Work Policy – Student Version* (with procedures supported by the *Staff Version*).
- Extensions may be granted where appropriate, following the Completion of Work Policy.
- All teachers of Level 3 and 4 courses, and Level 2/VET where relevant, are expected to offer regular tutorials at times accessible to students. The offering of these tutorials should be shared equitably across the teaching team and clearly advertised to students.

TASC courses

- Students must have access to learning opportunities that prepare them for assessment in line with the accredited course document.
- Approved Reasonable Adjustments (RAs) must be respected and implemented by teachers to ensure equity.
- Teachers are expected to provide clarity about assessment expectations, timelines, and the impact of ratings on results.

VET programs

- Students must complete a suitability check (such as a Language, Literacy and Numeracy (LLN) assessment) prior to enrolment to ensure they have the required skills to access and successfully engage with the course.
- Students must be provided with reasonable adjustments to support access to training and assessment.
- Extensions may be granted where appropriate; however, all assessment evidence must still meet the *rules of evidence* (valid, sufficient, authentic, current) and the *principles of assessment* (fair, flexible, valid, reliable).
- Missed assessments may be rescheduled provided the integrity of competency-based assessment is maintained.

By applying these processes consistently, Launceston College ensures that all students—whether enrolled in TASC or VET programs—have fair and transparent access to the learning and assessment opportunities they need to succeed.

3. Assessment Design

Assessment tasks must be designed to provide all students with a fair and consistent opportunity to demonstrate their learning. Tasks must be clearly communicated, inclusive, and aligned to the accredited course or qualification.

College-wide expectations

- All assessment tasks must include clear instructions, conditions, submission requirements, and the criteria against which achievement will be judged.
- A variety of assessment methods must be used across the year to cater for different learning styles and to provide multiple opportunities for students to demonstrate understanding.
- Tasks must be designed so that approved reasonable adjustments can be applied without compromising assessment integrity.

TASC courses

- Students must be given clarity about assessment rules, including how task outcomes contribute to Final Results (see also Section 4 for final ratings rules and Section 7 for academic integrity expectations).
- All assessments must align with the accredited course document and clearly indicate the criterion/criteria and standard elements being assessed.
- Work Requirements must be identified in advance and explicitly communicated to students, including when they will be met during the year.

- Level 2–4 courses, assessment tasks must be designed to allow demonstration across the full range of performance standards (A–t). For Level 1 and Preliminary courses, assessment tasks must be designed to support demonstration of required skills and knowledge on a Pass/Fail basis.
- Where multiple teachers deliver the same course, subject teams must ensure comparability across classes by using shared assessment tasks, agreed marking guides, and common cut-offs or algorithms for tests and examinations.

VET programs

- VET assessments must enable students to demonstrate competence fairly and consistently, in line with the relevant unit of competency. Each task must:
 - Clearly state its purpose and instructions.
 - Be mapped to the unit elements, performance criteria, and foundation skills.
 - Outline conditions, submission requirements, and expected outcomes.
 - Use a range of assessment methods that meet the *rules of evidence* (valid, sufficient, authentic, current) and the *principles of assessment* (fair, flexible, valid, reliable).
- Reasonable adjustments must be provided for students with Learning Plans or documented needs. Adjustments must maintain assessment integrity and be documented in accordance with RTO procedures.

Well-designed assessments make expectations explicit, support equitable participation, and generate reliable evidence of student achievement and competency.

4. Maintaining Assessment Records

Maintaining accurate assessment records and making the basis of assessment decisions transparent to students are essential to ensuring fairness and consistency across the college.

Teachers must maintain clear, detailed, and up-to-date records that include:

- Student name, task title, and date
- Criteria and standard elements assessed (or unit requirements for VET)
- Achievement results (e.g. B, Competent/Not Yet Competent)
- Notes on approved extensions, absences, or adjustments (e.g. Learning Plans, TASC Reasonable Adjustments, or VET adjustments)

Records must be stored securely using Microsoft Teams, OneDrive, or Canvas and be accessible to relevant staff for moderation, validation, and audit. Learning Area Leaders/ASTs and Assistant

Principals must review and verify records at key points in the year to ensure accuracy, consistency, and audit readiness.

TASC courses

In addition to the college-wide requirements above, teachers must:

- Determine final ratings for each criterion using a documented Final Assessment Rubric.
- Take into account:
 - The weighting and timing of assessment tasks, with later and more significant tasks carrying greater weight
 - The consistency of demonstrated achievement across tasks
 - The relative importance of major versus minor tasks
 - The impact of Z and t ratings on the overall outcome for each criterion
- Record due dates and dates of assessment judgements for each task.
- Apply subject-team algorithms and agreed cut-off points (e.g. percentage ranges for A, B, C ratings) for tests and examinations to ensure comparability.

Teachers must provide students with clear information about these rules and how criterion ratings contribute to final results. Further guidance is available in the TASC information sheet: [Determining Final Ratings](#)

VET programs

In addition to the college-wide requirements above, VET assessment records must:

- Demonstrate competency decisions against each unit of competency
- Include assessment methods and mapping to unit requirements
- Record assessment outcomes (e.g. Competent / Not Yet Competent)
- Provide evidence of assessment decisions (e.g. annotated tools, observation checklists, portfolios, practical demonstrations, questioning, workplace supervisor reports, third-party reports)

Evidence must meet the rules of evidence (valid, sufficient, authentic, current) and the principles of assessment (fair, flexible, valid, reliable). Students must be given clear information about how evidence is judged and the process for addressing “Not Yet Competent” outcomes, including opportunities for reassessment where appropriate.

5. Moderation and Comparability of Judgements

Regular moderation and validation are essential to ensuring consistent, fair, and defensible assessment decisions across TASC and VET programs.

TASC courses

- Each subject team will participate in moderation activities at multiple points across the year (e.g. start, mid-year, and end), using methods such as blind marking, shared task moderation, and exam marking.
- All subject teams must moderate a common piece of student work within the first five weeks of the year to establish shared expectations, ensure consistency of judgements, and agree on assessment approaches.
- Subject teams must establish and use common algorithms and agreed cut-off points for each level of achievement (e.g. the percentage range required for an A, B, or C rating) to ensure comparability across classes.
- Structured subject meetings must be scheduled for moderation purposes, with minutes recorded to document decisions, cut-offs, and agreed approaches to assessment.
- All students must have at least one significant assessment task cross-marked by another teacher during the year (e.g. mid-year exam, major assignment, or folio checkpoint), to strengthen consistency of judgements and provide students with confidence in the fairness of marking.
- Work samples across the range of performance, including borderline examples, are to be archived for internal and external QA.
- Solo teachers may be supported by their Learning Area Leader, a partner teacher, or an experienced teacher from another learning area or provider.
- TASC internal–external result correlations will be monitored and reviewed where discrepancies arise.
- It is a college expectation that all teachers of Level 3 and 4 courses apply to mark external exams, folios, or oral presentations. This is considered essential professional learning and strengthens the comparability of judgements within the college.

In addition, staff are encouraged and supported to:

- Apply for leadership positions with TASC, such as Marking Coordinator roles, which involve overseeing teams of markers and ensuring consistency of external assessment.
- Apply to be Statewide Moderation Leaders for June moderation meetings (Years 9–12), which provide a valuable opportunity to contribute to consistency of assessment across schools and strengthen professional knowledge of standards.

- Participate in Subject Expert Groups (Years 9–12 Learning), which provide opportunities to collaborate with colleagues across the state, share expertise, and strengthen consistency of curriculum and assessment practices.

VET programs

- Assessment judgements must be validated as part of the RTO's validation plan, in line with DECYP RTO requirements.
- Validation activities must confirm that assessment tools meet the *rules of evidence* and *principles of assessment*, and that decisions are consistent across assessors.
- Structured validation meetings must be scheduled, with minutes recorded to confirm decisions and actions for continuous improvement.
- Work samples must be retained for validation and audit purposes.
- Validation outcomes must be documented and used to improve assessment tools, practices, and judgements.
- Industry consultation must be used to confirm that assessment judgements reflect current workplace practices.

In addition, VET trainers and assessors must:

- Participate in professional networks and industry forums to stay current with workplace practices and strengthen the validity of assessment judgements.

6. Internal Rating Reviews and Disputes

It is essential that any concerns about assessment results are resolved promptly and fairly, using clear processes that safeguard the integrity of outcomes for all students.

TASC courses

Students may request a review of their internal ratings at any stage of the year if they believe an assessment outcome or criterion rating is incorrect. In the first instance, students must raise the concern with their teacher. If the matter is not resolved, they may submit a formal request for review, supported by two major work samples.

A review panel (Learning Area Leader and Assistant Principal) will assess the rating using the teacher's records, assessment rubric, and student evidence. All outcomes are recorded and, if appropriate, updated in SARIS and verified by the LA AST.

In addition, students receive their *Final Internal Ratings Reports* at least one week prior to SARIS submission to TASC. At this point, they are again given the opportunity to request a review, following the same process. Any such request must be submitted no later than three days prior to the final ratings deadline to allow sufficient time for the review process to be completed.

This process is guided by the [Launceston College Review of Internal Ratings Policy](#), which sets out detailed procedures and responsibilities.

VET programs

VET courses are competency-based and therefore do not fall under the TASC internal ratings review process. If a student wishes to dispute an assessment decision in a VET program, they must follow the RTO's appeals and complaints procedures. This ensures compliance with the Standards for RTOs and provides students with a fair and transparent process for having their concerns addressed.

These review processes ensure that all students have fair and timely opportunities to resolve concerns about their assessment outcomes.

7. Academic Integrity and Explicit Teaching

Academic integrity is explicitly taught in all TASC and VET courses. The [Launceston College Academic Integrity Policy](#) applies to all students and provides a consistent framework for maintaining fairness and authenticity in assessment.

Students are guided in:

- Understanding plagiarism, collusion, contract cheating, and paraphrasing
- Referencing and citation practices
- Avoiding the use of uncredited AI-generated material
- Meeting course-specific requirements for demonstrating authentic work

Integrity education is delivered through Home Group programs and subject classes in Term 1. Teachers must include guidance in subject handbooks and use tools such as Turnitin when appropriate.

TASC courses

- All students must sign the annual TASC Student Declaration.
- For subjects with externally assessed folios, practicals, presentations, or displays, students must also complete the *Academic Integrity and Submission Checklist – External Assessments 2025*, reinforcing key integrity expectations.

VET programs

In VET courses, integrity is demonstrated through the authenticity of student evidence. Assessors must be satisfied that evidence is valid, sufficient, authentic, and current. This may be confirmed through direct observation, oral questioning, workplace supervisor feedback, or third-party reports. Where authenticity is in doubt, students may be required to provide further evidence or complete reassessment under supervised conditions.

Breach management – TASC and VET

All breaches are recorded and responded to using a two-tier system:

- **Level 1:** Minor, first-time breaches are discussed and resolved with teacher support
- **Level 2:** Serious or repeat breaches are investigated by the AP and AST, documented, and may lead to reduced results or exclusion from the task

8. Academic Integrity and Folios (TASC courses only)

This section applies only to TASC courses with externally assessed folios, practicals, presentations, or displays. VET courses do not include externally assessed folios; however, all VET students remain bound by the [Launceston College Academic Integrity Policy](#) as outlined in Section 7.

For subjects with externally assessed folios, practicals, presentations, or displays:

- Students must complete the [Academic Integrity and Submission Checklist – External Assessments](#), which outlines referencing expectations, draft checkpoints, submission deadlines, and the TASC Declaration process.
- A [formal letter](#) to parents/carers is sent early in the folio process to communicate expectations, due dates, and the college's academic integrity requirements.
- Teachers must sight and retain at least three drafts across the year, in accordance with the course's scope and sequence.
- Feedback is provided at each checkpoint; any concerns regarding academic integrity are addressed early in consultation with the student.
- An internal due date is set before the TASC submission deadline to allow for review and final integrity checks.
- Students must be physically present to sign the official TASC Student Folio Declaration Form.

If the authenticity of a submission is in doubt:

- A review panel is convened by the Assistant Principal, involving the Learning Area Leader and TLO.
- If the submission cannot be verified, the folio will not be submitted to TASC and will receive 'z' ratings for the external criteria.
- All decisions, drafts, and documentation must be retained securely and align with the procedures outlined in the *Launceston College Academic Integrity Policy*.

For all other subjects, the expectations of academic integrity are reinforced through the teaching of referencing skills, the use of plagiarism detection tools (where applicable), and active monitoring of student work throughout the year.

These measures safeguard the authenticity of externally assessed work and protect the integrity of college and TASC assessment outcomes.

9. Quality Assurance Participation

Launceston College participates fully in external quality assurance processes to ensure credibility, compliance, and alignment with state and national standards.

TASC Courses

- Each year, TASC selects specific courses for external Quality Assurance (QA), with priority given to those containing embedded *literacy or numeracy standards* or where statewide consistency requires review.
- Teachers of selected courses are required to compile a body of work as directed by TASC, representing a range of performance ratings (A–t). These submissions include annotated samples, associated assessment tasks, marking guides, and supporting documentation.
- Teachers attend Quality Assurance meetings to review and discuss student work and make judgements against TASC performance standards.
- Following these meetings, TASC provides feedback to schools identifying areas of strength and recommendations for improvement. Teachers and Learning Area teams are expected to review and act on this feedback to refine assessment design and marking consistency.
- Site audits and desktop reviews may also be conducted by TASC as part of broader quality processes.
- Required learning design documentation must be submitted by published deadlines (e.g. Project Implementation, Work Readiness).
- Folios and assessment records for identified Level 2 courses—such as *Engineering Design*, *English Studio*, and *Computer Graphics and Design*—must be **archived for a minimum of three years**.
- Learning Area ASTs oversee compliance, readiness, and follow-up of QA outcomes throughout the year.

VET Programs

- Launceston College participates in RTO-led quality assurance activities, including the validation of assessment tools and assessor judgements.
- Staff contribute to internal audits and compliance checks against the *Standards for RTOs (2015)* and relevant training package requirements.
- Industry consultation records are maintained to confirm that assessment practices and outcomes reflect current workplace standards.
- Findings from validation and audit processes are used to document and action continuous improvement within VET programs.
- Teachers and assessors must maintain readiness for external audits conducted by the RTO or national regulator (ASQA or Skills Tasmania).

College Commitment

Through these processes, Launceston College ensures that both TASC and VET programs maintain high levels of integrity, comparability, and compliance with state and national standards. QA outcomes are incorporated into ongoing review and improvement cycles across all Learning Areas.

10. Course Scope, Enrolment and Final Reporting

To maintain accurate enrolments and compliance:

TASC courses

- All courses must be included in the College's TRACS-approved scope before enrolment.
- Enrolment changes follow strict timelines:
 - Term 1–2: Course changes require mapped content and approval from the LA AST or AP.
 - Term 3–4: Changes are limited to TCE-critical cases and require TASC approval.
- Teachers must ensure updated scope and sequence documents, mapped learning plans, and assessment records reflect changes.
- Final ratings are verified through multiple layers (Initial and Final Verification Reports), with discrepancies corrected prior to SARIS submission.

VET programs

- All VET qualifications and units must be listed on the College's RTO scope (or auspicing partner's scope) prior to enrolments.
- Student enrolments must align with the current training package and AQF requirements.
- Assessors must hold the required vocational competencies and assessor qualifications before delivery begins.
- Records of student competency outcomes must be finalised in line with RTO reporting timelines.

Course proposals (TASC and VET)

- Proposals for new courses (including new VET qualifications or units of competency, or new TASC courses) must be submitted through an application process to senior leadership.
- Applications are reviewed by the Principal and Assistant Principals to ensure alignment with college strategic priorities, student demand, staffing capacity, and compliance requirements.
- The application process must be completed and finalised by June each year, prior to the commencement of enrolments for the following academic year in February.

Application process for new courses

1. **Submission** – Teacher/learning area submits a written application outlining:
 - Rationale and alignment with college priorities
 - Projected student demand and pathways
 - Staffing and resource requirements
 - Compliance requirements (e.g. TASC accreditation, RTO scope approval)
2. **Review** – Application is considered by the Principal and Assistant Principals. Consultation may occur with LA Leaders, ASTs, or industry partners (for VET).
3. **Decision** – Senior leadership approves, defers, or declines the proposal.
4. **Communication** – Decision is communicated to the proposing teacher/learning area, with reasons and next steps.
5. **Implementation** – If approved, enrolment and scope processes are completed by June to ensure readiness for the following February intake.

This process ensures that new courses are introduced strategically, sustainably, and in line with compliance requirements.

Summary

This policy ensures that Launceston College delivers a high-quality, fair, and inclusive assessment experience across all TASC and VET-accredited courses. By aligning with national and state standards, incorporating inclusive practices through our Launceston College Instructional Model, and embedding fairness through consistent processes, we support every student to achieve their best possible outcomes.

All processes outlined in this policy must be applied consistently with the *Launceston College Completion of Work Policy (Staff Version)* and the *Completion of Work Policy – Student Version*. Together, these documents ensure clarity for staff, fairness for students, and alignment with TASC and RTO requirements.

Through active participation in TASC quality assurance processes and RTO compliance requirements, the college ensures that assessment outcomes are credible, transparent, and defensible. By valuing both academic and vocational pathways equally, Launceston College provides students with the opportunity to pursue diverse futures with confidence and integrity.

At Launceston College, our core responsibility is to ensure every student is **Known, Safe, Well and Learning**. Regular attendance is essential to student wellbeing, achievement and long-term engagement in education. To meet these responsibilities, staff must have an accurate and up-to-date understanding of each student's presence, absence patterns and level of participation.

This Attendance Procedure exists to:

- Ensure the College is immediately aware when a student is absent, late, or disengaged, enabling timely support and follow-up.
- Reduce the number of **unauthorised and unexplained absences** through consistent communication with families and early intervention.
- Maintain accurate attendance records in **EduPoint** and **SSS**, providing reliable data for:
 - individual case management
 - network and whole-school planning
 - resource allocation
 - reporting and compliance requirements
- Support a consistent, college-wide approach to identifying at-risk students and coordinating appropriate wellbeing and learning interventions.

Accurate attendance practices enable us to uphold student safety, strengthen engagement, and support improved learning outcomes for every learner.

Teachers (Subject)

- Mark attendance accurately in EduPoint within first 10 minutes of every class; use consistent categories including 'late'.
- Follow up any missing marks before end-of-day.
- Identify patterns (e.g., sporadic attendance, repeated lates) and notify Home Group Teacher (HGT) and Network Leader.

Home Group Teachers (HGT)

- Check HG attendance weekly; make first contact with families for unexplained absences.
- Track punctuality and engagement; coach students on routines.
- Escalate 5/10/15 day absence flags to Network Leader and log actions in SSS.

Network Leaders

- Monitor network dashboards weekly for attendance, retention and subject-specific absence trends.
- Coordinate EdSmart broadcasts and follow-up for 5/10/15 day alerts; ensure consistent application across the college.
- Convene brief case huddles; allocate actions to teachers/HGT/support staff and set review dates.
- Report status and barriers to Networks; celebrate improvements within the network.

Assistant Principals (APs)

- Lead reviews with ASTs against SIP/Data Plan focusing on engagement, attendance and retention.
- Ensure escalation pathway fidelity; authorise Tier 2/3 interventions and Learning Plans in partnership with Support Team.
- Oversee resourcing, communication and compliance.

Student Support & Wellbeing Team and Attendance Counsellor (SSWT)

- Meet regularly; coordinate case management and targeted interventions (Tier 2/3/4).
- Develop and maintain Learning Plans; engage professional support staff and external agencies.
- Maintain accurate SSS records and share capacity-building with teaching staff.

Admin

- Manage incoming absence notifications (phone, email, EdSmart) and update SSS daily.
- Action EdSmart responses – alerting teachers of further action.
- Generate routine attendance reports for Network Leaders/APs.

Trigger	Responsible	Action
Day 1–3: Unexplained absence	HGT & Admin (EdSmart)	Contact family; log in SSS
Daily: Class attendance	Teacher	Mark within 10 mins; follow up
Persistent lates (3+ in 2 weeks)	HGT	Coach student; escalate if needed
5 days absent - unexplained	Network Leader	Send alert and meet student
10 days absent - unexplained	AP & Network Leader	Case huddle; initiate Attendance Plan
15 days absent or 50% subject attendance	AP, Network Leader & ARC	Revisit Attendance Plan
18 years old non-attendance risk	AP	Compliance checks; re-engagement plan
Twice Termly Review	Networks	Analyse trends; celebrate success

Purpose of the Policy

This policy explains what happens if assignments are submitted late or if a test is not completed on the scheduled day. It aims to make sure all students are treated fairly, that rules are clear, and that everyone has the support they need to succeed. It also helps students develop important time management skills that will prepare them for future study, work, and life.

Key Points to Remember

1. Fairness and Equity

Students who complete work on time shouldn't be disadvantaged compared to those who submit assignments late or miss a scheduled test. This policy ensures that all students follow the same expectations and have access to support to help them meet deadlines.

2. Reliability of Assessment

Late submissions or missed tests may not always reflect a student's true abilities, especially if additional time has been gained for preparation or feedback. This policy ensures that assessments are fair for all students.

3. Consistency Across the School

All teachers follow the same approach for late assignments and missed tests, so expectations are clear across all subjects. This avoids confusion and ensures fairness.

4. Special Circumstances

If something unexpected happens, like illness or a family emergency, you can apply for an extension or a rescheduled test. To do this, notify your teacher in writing with supporting evidence (such as a medical certificate) at least 24 hours before the due date or test if possible.

5. Special Consideration

If students have a Learning Plan or extra time approved by TASC, these adjustments will apply to both assignments and tests. For students on personalised programs, deadlines and test arrangements can be negotiated with teachers, and if needed, senior staff, to support individual learning needs while maintaining assessment standards.

Scope of the Policy

This policy applies to all Year 11 and 12 students at Launceston College. It covers how and when assignments need to be submitted, what happens if they are submitted late, and the procedures for students who miss a scheduled test. Teachers will follow and enforce this policy to ensure fairness and consistency across all classes.

Responsibilities

Everyone at Launceston College has a role to play in supporting the successful completion of assignments and tests. These responsibilities ensure fairness, consistency, and the opportunity for all students to succeed.

For Students:

- Submit your work by the due date and complete scheduled tests unless an approved extension or reschedule has been granted.
- If you need extra time for an assignment or cannot sit a test on the scheduled day, apply for an extension or reschedule before the due date/test with a valid reason. This may include a note from a parent or guardian, communication from a teacher, or other supporting evidence (e.g., illness or unexpected personal challenges).
- Keep your teachers informed if you experience difficulties that might affect your ability to meet deadlines or attend a test.
- Use available support mechanisms, such as subject tutorials, library study sessions, or individual assistance from teachers, to stay on track.
- Avoid seeking extra time or rescheduling tests without proper approval.
- All VET (Vocational Education and Training) students are assessed on a pass/fail basis. Work must be submitted in order to be assessed.

For Teachers:

- Clearly communicate deadlines and criteria for each assessment task, including tests, along with the process for requesting extensions or reschedules.
- Apply consistent and fair consequences for late submissions or missed tests while considering individual circumstances when needed.
- Encourage and direct students to support mechanisms, such as subject tutorials, library study sessions, or one-on-one guidance, to help them meet deadlines and prepare for tests.
- Offer timely and constructive feedback on student performance, including adherence to deadlines and test attendance.

For the College:

- Ensure the Completion of Work policy is accessible and communicated to students, parents, and staff.
- Maintain and promote support systems, including subject tutorials, library study sessions, and individual assistance from teachers, to assist students in meeting deadlines and preparing for tests.
- Regularly review the policy to ensure it reflects best practices, TASC guidelines, and the needs of the school community.

Consequences for Late Submissions or Missed Assessments

Without Approved Extensions or Rescheduling:

- **For missed tests or in-class essays:**

- Students who miss a test or in-class essay must complete an alternative assessment under supervision within a reasonable timeframe.
- The teacher will determine the conditions for the assessment, including the maximum achievable grade.
- **For assignments:** Penalties will apply to late submissions, following a graded adjustment system that reduces marks based on the number of days late.
 - For example, high-performing submissions (e.g., A+ work) will gradually decrease to lower grades with each day overdue.
 - The late penalty applies to all criteria assessed in the task, not just specific aspects of the work.
 - The adjustment system ensures fairness by applying consistent reductions, as outlined in the school's grading table.

Grade Adjustments for late Submissions																	
	Due Date	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Non-Submission
A+ rated submission	A+	A	A	A-	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	Z
A rated submission	A	A-	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	C-	Z
A- rated submission	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	C-	C-	C-	Z
B+ rated submission	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	C-	C-	C-	C-	C-	Z
B rated submission	B	B-	B-	C+	C+	C	C	C-	C-	C-	C-	C-	C-	C-	C-	C-	Z
B- rated submission	B-	C+	C+	C	C	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	Z
C+ rated submission	C+	C	C	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	Z
C rated submission	C	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	Z
C- rated submission	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	Z
D/t rated submission	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	D/t	Z

With Approved Extensions:

- Work submitted within the extended timeframe will be assessed without penalties, provided the extension conditions are met.

Special Circumstances:

- Students facing extenuating circumstances (e.g., illness or significant personal issues) may request a review by senior staff or a panel. These cases will be assessed individually, and consequences will be adjusted appropriately to ensure fairness.

Extension and Rescheduling Request Process

Submission of Requests:

- Students must apply for extensions (for assignments) or reschedule requests (for tests/in-class essays) by emailing their subject teacher at least 24 hours before the submission date or test.
- For last-minute issues, students should email their subject teacher as soon as possible but before the task's deadline or scheduled test time.

Valid Reasons:

Extensions or rescheduled tests will only be approved for valid reasons, such as:

- Illness (with a note from a parent/guardian or supporting evidence).
- Bereavement or family emergencies.
- Other unforeseen personal challenges that impact the ability to complete work on time or attend a test.

Approval Authority:

- Subject teachers are responsible for approving extensions and rescheduling requests, ensuring they align with the policy and its principles of fairness and equity.
- Teachers may consult with senior staff in complex or unusual cases.

Appeals Process

Students have the right to appeal decisions related to late submissions, missed tests, or extension/rescheduling requests if they believe the decision was unfair or did not consider all relevant circumstances. The appeals process ensures fairness and transparency and includes the following steps:

Step 1: Initial Discussion

- Students should first discuss their concerns with the subject teacher who made the decision, providing any additional information or evidence they feel was not considered.

Step 2: Formal Appeal

- If the issue is not resolved, students may submit a formal appeal in writing to the Learning Area Leader using Microsoft Forms: <https://forms.office.com/r/v2TZbnZhc8>
- The appeal must include:
 - Details of the original request or submission.
 - The decision made and why the student believes it should be reconsidered.
 - Any supporting evidence (e.g., communication logs, medical notes, or parent/guardian statements).

Step 3: Review Panel

- A panel, consisting of the Learning Area Leader, a Network Senior Staff member (Assistant Principal or Principal), and an impartial teacher, will review the appeal.
- The panel will consider the evidence and ensure the decision aligns with the college's policy and principles of fairness and equity.

Step 4: Final Decision

- The panel's decision will be communicated to the student within five school days.
- The decision is final, and no further appeals will be considered.

Policy Launch:

The Completion of Work Policy will be introduced and shared with the school community at the start of each academic year. Key steps include:

- A QR code linking to the policy will be included in every Subject Handbook, distributed to students at the beginning of the year.
- The student version of the policy will be accessible on the [Launceston College](#) website and available in the Canvas room for each subject.
- Teachers will discuss the policy with students during the initial weeks of Term 1, ensuring everyone understands their responsibilities and the processes outlined.

Ongoing Review:

Launceston College is committed to regularly reviewing the policy to ensure it remains effective and relevant.

- Feedback from students, teachers, and parents will be collected annually to assess the policy's clarity and fairness.
- The policy will be reviewed by senior staff at the end of each academic year, considering any updates to TASC guidelines or identified areas for improvement.
- Adjustments to the policy, if required, will be communicated to the school community before the next academic year begins.

Appendices

Relevant resources and links to support the policy include:

- **Appeals Form:** <https://forms.office.com/r/v2TZbnZhc8>
- **TASC Policies and Guidelines:** Links to relevant TASC documentation to ensure alignment with external expectations.

To ensure alignment with external standards, the following TASC resources are recommended:

TASC Guidelines for Assessment Submissions: [Late Submissions of Assessment Tasks](#)

Reasonable Adjustments Policy: [Reasonable Adjustments - TASC](#)

Folio Submission Requirements: [Externally Assessed Folios - TASC](#)

Completion of Work Policy

Student Version



Why Do We Have This Policy?

At Launceston College, we expect students to take responsibility for their learning by completing assignments on time and attending scheduled tests. This policy ensures that expectations are clear and that all students have fair access to learning, assessment, and support. It also helps students develop time management skills that are essential for future study and work.

KEY INFORMATION

1. Meeting Deadlines and Test Dates

- Completing work on time is important for fairness and consistency.
- If an assignment is submitted late without an approved extension, all assessed criteria will be impacted according to the college's graded adjustment system.
- If a test or in-class essay is missed, students are expected to communicate with their teacher as soon as possible to discuss options.
- All VET (Vocational Education and Training) students are assessed on a pass/fail basis. Work must be submitted in order to be assessed.

2. What Happens If Work is Submitted Late?

- **Without an approved extension:**
 - A penalty will apply to ALL assessed criteria for the task, based on how many days the work is overdue.
 - The later the submission, the lower the possible rating for each criterion.
 - The exact adjustment follows the college's grading system, ensuring a fair and consistent approach.
- **With an approved extension:**
 - No penalty will apply, as long as the new deadline is met.

3. What Happens If You Miss a Test or In-Class Essay?

- If you cannot attend a test or in-class essay, you are expected to contact your teacher as soon as possible.
- You may be able to negotiate a supervised resit or an equivalent task within a reasonable timeframe.
- If more than a **week** has passed, your teacher will decide:
 - Whether the test can still be completed or you need to complete an alternative test.
 - The maximum ratings that can be achieved.

EXTENSIONS AND RESCHEDULING

If you need extra time for an assignment or cannot sit a test on the scheduled day, you are expected to request an extension or reschedule in advance by emailing your teacher.

Valid reasons for extensions or rescheduling include:

- **Illness** (with a parent/guardian note or medical certificate).
- **Bereavement or family emergency.**
- **Other unexpected personal challenges** that impact your ability to complete work or attend a test.

If an issue arises on the day of a test or due date, you should contact your teacher as soon as possible.

SUPPORT AND SPECIAL CONSIDERATION

We understand that some students may need adjustments to support their learning.

- If you have a Learning Plan or TASC-approved adjustments, these apply to both assignments and tests.
- If you are on a personalised learning program, deadlines and test arrangements can be discussed with teachers or senior staff.
- If you face an unexpected serious personal issue (e.g., long-term illness, family emergency), you can request special consideration, which may involve alternative arrangements.

APPEALS PROCESS

If you believe a late penalty, missed test decision, or extension request was unfair:

1. Talk to your teacher first and provide any relevant evidence.
2. If unresolved, use this [Microsoft Forms Link](#) submit a written appeal to the Leadership Team, explaining why you believe the decision should be reconsidered.
3. A panel of senior staff will review your case and make a final decision within five school days.

Taking Responsibility for Your Learning

- ✓ **Plan ahead** – Start assignments early and keep track of due dates.
- ✓ **Use support options** – Subject tutorials, library study sessions, and teacher guidance can help.
- ✓ **Communicate** – If you're struggling, talk to your teacher **before the due date or test**.

At Launceston College, we support students in meeting their commitments while recognising that sometimes unexpected challenges arise. If you have any questions about completing work on time, speak with your teacher.

School Grading Table

[illegible]

Academic Integrity and Submission Checklist – External Assessments 2025



Folios, Practicals, Presentations, Orals & Displays

Student Details

Student Name:	
Course Title & TASC Code:	
Line:	
Teacher:	

- This form must be completed by all students completing an externally assessed folio, practical, oral presentation, display, or performance.
- It confirms that you understand the requirements for maintaining academic integrity and that the work you are submitting is your own.
- Your completed form will be kept by your subject teacher and passed on to the Learning Area Leader when your final assessment is submitted to the Office of Tasmanian Assessment, Standards and Certification (TASC).

Section A: Preparing the External Assessment (folio, practical, presentation, oral or display)		Student initials and date
1	a) I have read the TASC Academic Integrity Guide for Students b) I have read the Launceston College Academic Integrity Guide. c) In Home Group, I have viewed the 'Academic Integrity' PowerPoint and completed the Quiz.	
2	The referencing system to be used for my External Assessment (folio, practical, presentation, oral or display) is:..... [INSERT REFERENCING STYLE] My teacher has provided me with the necessary information about the requirements of this referencing system (see your handbook or subject guide).	
3	My teacher has informed me that the External Assessment (folio, practical, presentation, oral or display) for this course is due on [INSERT DATE] I am also aware that my course teacher has informed my parent/carer via email correspondence of the requirements for this External Assessment (folio, practical, presentation, oral or display). I understand that this task is subject to the Launceston College Completion of Work Policy, which outlines expectations for meeting deadlines and the consequences for incomplete or late work.	

4	I understand that the External Assessment (folio, practical, presentation, oral or display) will need to be submitted to my classroom teacher on an earlier date to ensure adequate time to check that the academic integrity guidelines have been met.	
5	My course teacher has informed me about the process I will follow to submit the External Assessment (folio, practical, presentation, oral or display). I have been made aware of the TASC policy in relation to the requirements around Requesting an Extension due to extenuating circumstances, which is done via the school and no later than 48 hours before the due date. I can find more information about External Assessments on the TASC website at Folios	
6	The External Assessment (folio, practical, presentation, oral or display) will assess the following criteria: Internal assessment component: [INSERT CRITERIA] External assessment component: [INSERT CRITERIA]	

Section B: Drafting and developing the External Assessment (folio, practical, presentation, oral or display)		Student initials and date
1	I will work on parts of the External Assessment (folio, practical, presentation, oral or display) in class time and under teacher supervision. This will ensure my teacher is able to make an informed judgement on their signoff of the academic integrity of my work.	
2	I understand my teacher must see drafts of my work on multiple occasions. These are due on: 1. >>>>> 2. >>>>> 3. >>>>> [INSERT DATES]	
3	I have been informed about the process of keeping copies of my drafts.	

Section C: Submitting the External Assessment (folio, practical, presentation, oral or display)		Student initials and date
1	I have prepared a final draft of my External Assessment (folio, practical, presentation, oral or display) and submitted it to a plagiarism detector (eg: Turnitin).	
2	I have read the report generated from the plagiarism detector (eg: Turnitin) and discussed with my teacher any aspects of my work which require adjustments.	

3	I understand that my teacher will sign off on the course-specific TASC Student Folio Declaration form via TRACS and I am aware of the Launceston College Request for Review process if my teacher does not sign this form. Access to the course-specific TASC Student Folio Declaration form is from the relevant TASC Course page. This document is located under: <i>Supporting Documents including external assessment materials</i> tab on the TASC website.	
4	If my External Assessment (folio, practical, presentation, oral or display) is not submitted, I understand that my teacher will need to contact my parent/carer and inform them of the effect this will have on my overall result in this course.	

Dear Parent/Carer,

I am writing to inform you about the requirements of the [folio / practical presentation / oral presentation / display], which forms part of the external assessment for **[insert course title]**.

This component is externally assessed by the Office of Tasmanian Assessment, Standards and Certification (TASC). TASC is the independent education regulator for senior secondary schooling in Tasmania, responsible for setting assessment standards, accrediting courses, and certifying student achievement across all educational sectors.

Students are required to submit this folio by [insert due date]. If it appears that your young person may not meet this deadline, I will contact you approximately one week beforehand.

Please note that extensions for this folio can only be granted by TASC and must be supported by appropriate documentation, such as a medical certificate. The request for an extension must be made before the submission deadline.

Students have received detailed guidelines for this task and have also been advised of the TASC policy on academic integrity, including rules relating to plagiarism. Both the folio guidelines and the TASC Academic Integrity Guidelines can be accessed via the TASC website: www.tasc.tas.gov.au.

Launceston College's position on the use of Artificial Intelligence (e.g. ChatGPT) is consistent with TASC expectations. While students may use AI tools to support learning, they are not considered reliable sources of research. Students must not present generative AI output as their own work. Any use of AI must be acknowledged and appropriately referenced.

The folio consists of:

[Insert brief description of the task.]

It is assessed on the following criteria:

[Insert summary of assessment criteria.]

This task plays a significant role in the final award for the subject. We strongly encourage students to dedicate homework and study time to ensure it is completed to the best of their ability.

In the event that the folio is not submitted on time, I will contact you directly, as non-submission may seriously impact your young person's end-of-year results.

If you have any questions or would like more information, please don't hesitate to contact me via email at [insert email] or by phoning the college on (03) 6332 7777.

Yours faithfully,
[Insert Teacher Name]
[Insert Course Title] Teacher
Launceston College

Academic Integrity Policy

Student Version



Why Do We Have This Policy?

At Launceston College, we take academic integrity seriously and are committed to maintaining a culture of academic honesty and integrity. All members of the college community are expected to uphold the highest standards of academic integrity in all aspects of their work, including coursework, research and other academic activities.

What is academic integrity?

Academic integrity is when you act with the principles of honesty, trust, fairness, respect and responsibility when undertaking your studies and submitting course work for assessment.

An attempt to unfairly gain academic advantage is a breach of academic integrity and is often referred to as 'academic dishonesty' or 'academic misconduct'. A breach of academic integrity also includes cheating, or helping someone cheat, either intentionally or unintentionally.

Actions that compromise academic integrity*:

Copying	Using the same (or similar) words, ideas, or images from a source of information without appropriately referencing or using in quotation marks.
Collusion	Unpermitted engagement with other people to complete work that is intended to be independent.
Contract cheating	Having another person complete all, or some, of one's work and submitting it as one's own. This also includes the offer of, and accepting of, bribes.
Inappropriate referencing	Incorrectly, or entirely not, citing the source of information or image. This includes fabricating sources of citations.
Plagiarism	Fraudulently passing off someone else's work as one's own without crediting the source. This includes the use of artificial intelligence tools (e.g. ChatGPT, Microsoft Copilot) to generate ideas, text, or responses that are then submitted as your own work without correct crediting or teacher permission.
Recycling	Involves the author reusing previously submitted work without acknowledging it.
Inappropriate paraphrasing	Rearranging or changing words from a source of information while retaining the same idea and not crediting the original source.

What are my responsibilities as a student?

- **Know the Policies:** I will read and follow the Launceston College Academic Integrity Policy along with the [TASC Academic Integrity Guide and Procedures](#).
- **Engage Actively:** I will take part in lessons and online courses to understand the standards of academic integrity.
- **Ask Questions:** I will ask my teacher if I have any doubts or need clarification about academic integrity.
- **Work Independently:** I will complete all assignments, exams, and projects using my own work.
- **Give Credit:** When I use someone else's ideas or words, I will clearly show what is borrowed and properly reference the source.
- **Use AI Responsibly:** I will only use AI tools (like ChatGPT or Microsoft Copilot) when my teacher has clearly said it's allowed. If I do use them, I will explain how the AI helped (e.g. generating ideas or summarising research) and reference it using the required style for that subject.
- **Stay Honest:** I will avoid all forms of academic dishonesty, including cheating, plagiarism, fabrication, and falsification.
- **Respect Others' Work:** I will not copy or share another student's work, nor provide unauthorized help, and I will report any suspected dishonesty.
- **Accept Consequences:** I understand that breaking these rules may result in academic penalties or disciplinary actions.
- **Submit Declarations:** I will complete my [TASC Student Declaration Online Form](#) each year.

What will happen if I breach the Academic Integrity Policy?

Launceston College and TASC take breaches of this policy seriously. Cases of breaching the policy will be dealt with individually, on the merit of the case.

Level 1 Minor Breach	1. If copying, collusion, contract cheating, inappropriate referencing, plagiarism, recycling, or the unauthorised use of AI tools is suspected by a teacher, they will discuss the matter with the student and refer to the relevant guidelines, explaining the appropriate methods. 2. The teacher will offer the student the option to either resubmit the task or complete a similar task without incurring any penalties. 3. The teacher will then record the incident in the assessment records and in the Student Support Services (SSS) system.
Level 2 Serious Breach or Repeat Offences	1. The teacher will refer the breach to the AP, AST and of the Learning Area for assessment. 2. The subject teacher will complete Section A of the Academic Integrity Report. 3. The student's parents will be notified by the AST and invited to attend the meeting with the student. 4. After investigation, Section B of the Academic Integrity Report will be completed, and a penalty will be imposed, which could include resubmitting tasks, lowering of assessments, or even cancellation of a student's enrolment in that subject. 5. The student and parent will receive feedback regarding the breach. 6. The teacher will note the breach in the assessment records and the Student Support Services system (SSS).

Where do I go for additional information?

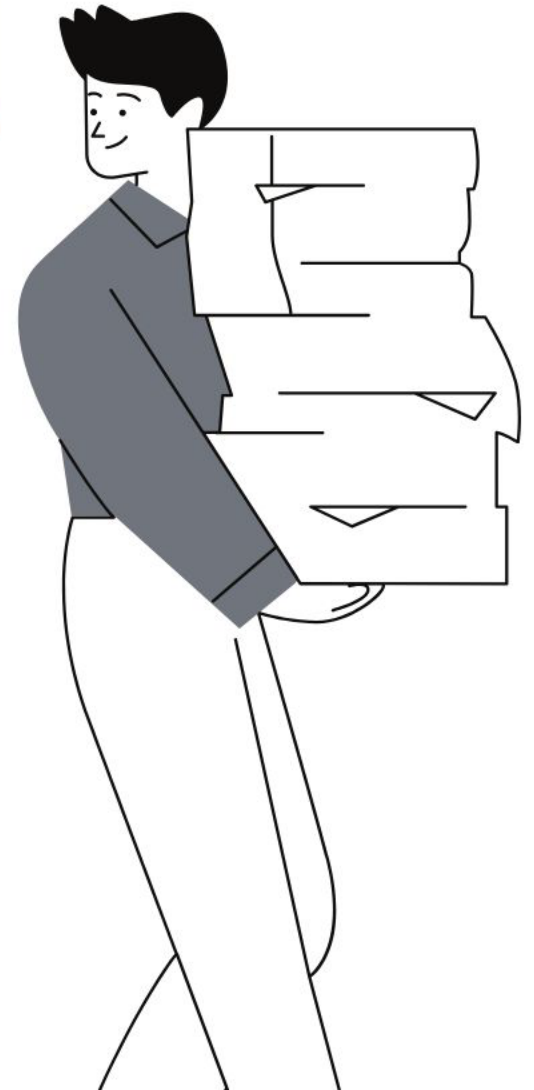
Please refer to the Subject Handbook specific to each subject you are studying. Additional information about [Academic Integrity](#) can be found on the TASC Website.

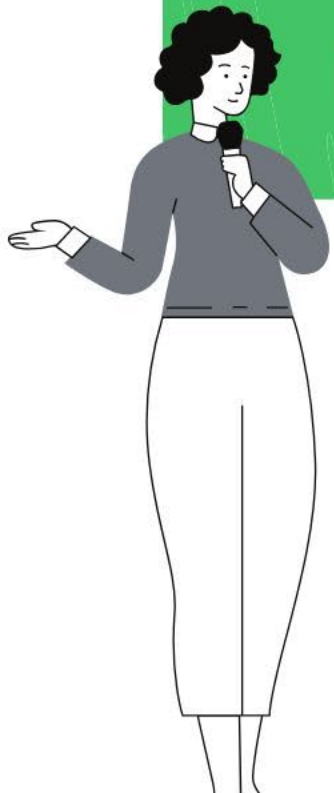
Taking Responsibility for Your Learning

- ✓ **Learn the Rules** – Read and understand what academic honesty means and how to cite your work.
- ✓ **Check Your Work** – Make sure you've given credit to all ideas and words that aren't yours.
- ✓ **Ask for Help** – If you're confused about what's allowed, talk to your teacher as soon as you can.

What It Is And Why It
Matters

Academic Integrity



A line drawing of a woman with curly hair, wearing a grey sweater and a white skirt, holding a microphone and gesturing with her other hand.

Today's Intentions

- 1 What Is Academic Integrity?
- 2 Types of Breach
- 3 My Responsibilities
- 4 Consequences

This is the link to the Launceston College
Academic Integrity on our website:

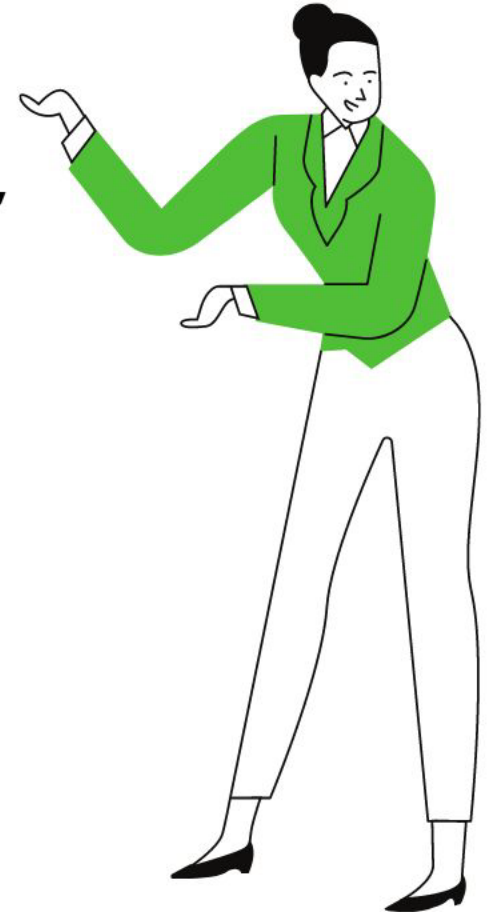
[Academic-Integrity-Policy.pdf](#)

What Is It?

Academic Integrity when you act with the principles of **honesty, trust, fairness, respect and responsibility** when undertaking your studies and submitting course work for assessment.

An attempt to unfairly gain academic advantage is a breach of academic integrity and is often referred to as '**academic dishonesty**' or '**academic misconduct**'.

At Launceston College, we take academic integrity seriously and are committed to maintaining a culture of academic honesty and integrity. **All members of the college community are expected to uphold the highest standards of academic integrity in all aspects of their work**, including coursework, research and other academic activities.



1

Copying

Using **the same (or similar) words, ideas, or images** from a source of information without appropriately referencing or using in quotation marks.



Breaches

For example:



WHAT HAPPENED NEXT...



THE PICTURES AND GRAPHS INCLUDED IN THE ESSAY WERE NOT REFERENCED FROM THEIR ORIGINAL SOURCE. THIS IS DEEMED AS COPYING.

COPYING USES THE SAME (OR SIMILAR) WORDS, IDEAS, OR IMAGES FROM A SOURCE OF INFORMATION WITHOUT APPROPRIATELY REFERENCING.



HELPFUL HINTS!

IF YOU AREN'T SURE WHETHER SOMETHING NEEDS TO BE REFERENCED, ALWAYS CHECK WITH YOUR TEACHER BEFORE YOU SUBMIT YOUR WORK.

REMEMBER THAT IF YOU USE PICTURES, TABLES AND GRAPHS FROM AN EXTERNAL SOURCE THEY NEED TO BE REFERENCED AS WELL! IF YOU ARE USING YOUR OWN PICTURES; THEY NEED TO BE REFERENCED TOO.

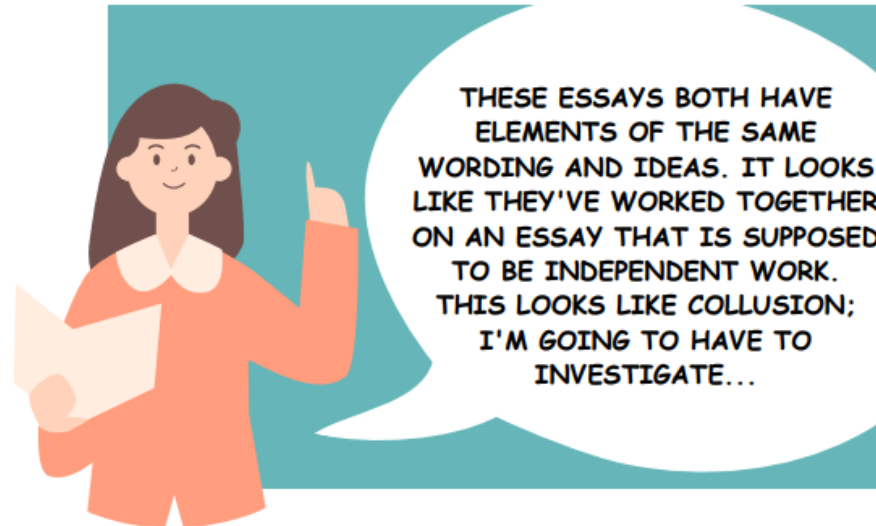
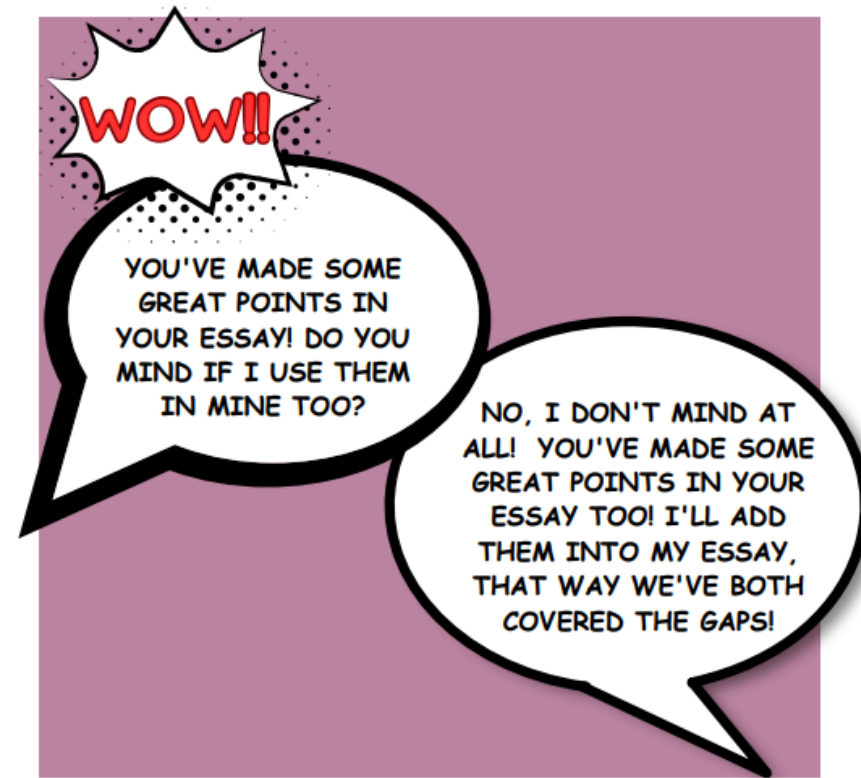
2 Collusion



Unpermitted engagement with **other people to complete work** that is intended to be independent.

Breaches

For example:



OUTCOME

 COLLUSION OCCURS BETWEEN TWO OR MORE INDIVIDUALS. IN THIS SCENARIO BOTH STUDENTS WORKED WITH EACH OTHER, USING EACH OTHERS' IDEAS IN THEIR SUBMITTED WORK.

 THE STUDENTS WERE TOLD THAT THIS WORK MUST BE COMPLETED INDEPENDENTLY. THEY WERE NOT ALLOWED TO WORK WITH EACH OTHER BUT DID ANYWAY. THIS IS ACADEMIC DISHONESTY BY COLLUSION.

3 Contract Cheating

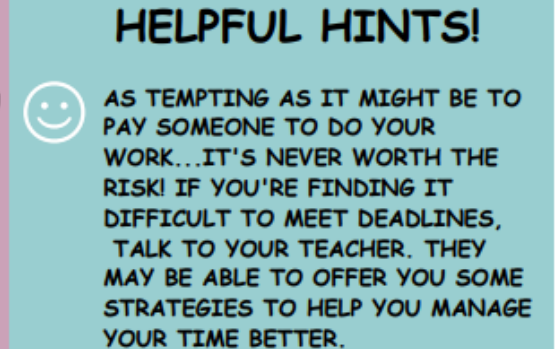
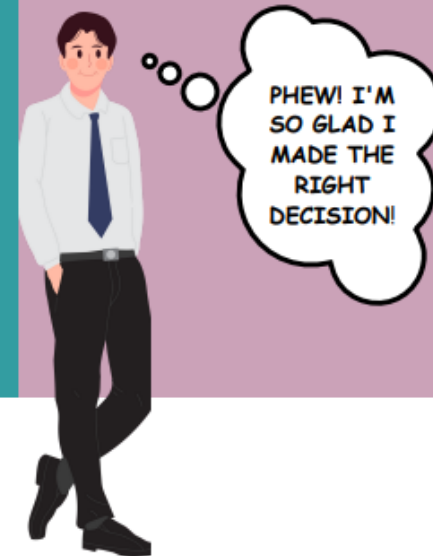
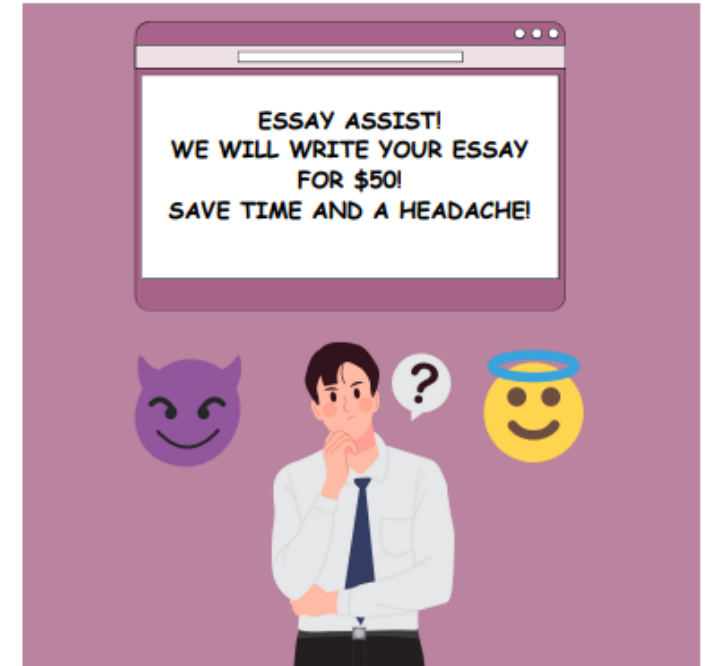
Having **another person complete** all, or some, of one's work and submitting it as one's own.

This also includes the offer of, and accepting of, **bribes**.



Breaches

For example:



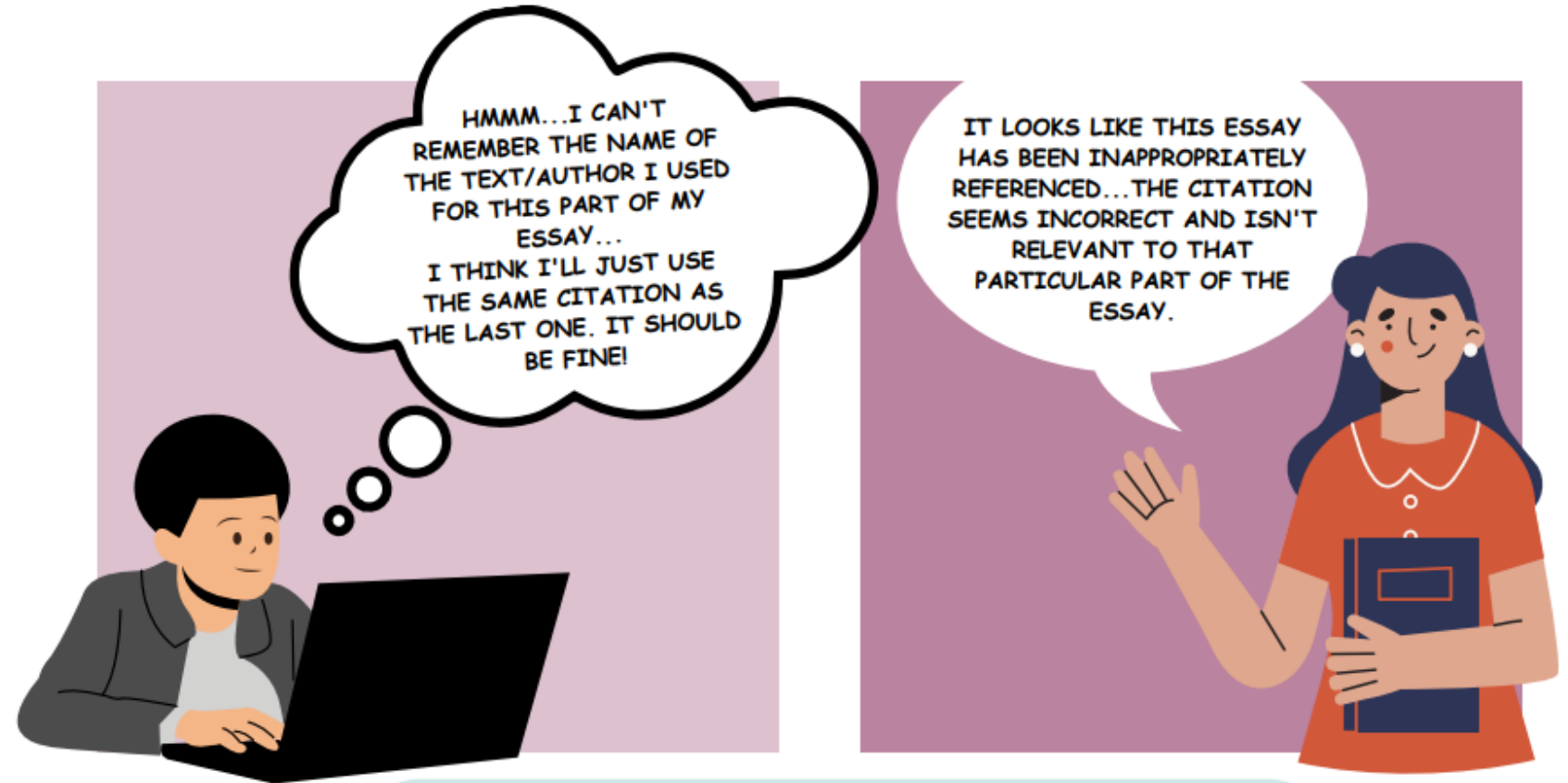
4 Inappropriate Referencing



Incorrectly, or entirely **not**, citing the **source** of information or image. This includes **fabricating sources** of citations.

Breaches

For example:



WHAT HAPPENED NEXT...



THE TEACHER/MARKER FOUND MULTIPLE INCORRECT CITATIONS THROUGHOUT THE STUDENT'S WORK. THIS IS INAPPROPRIATE REFERENCING. AS A CONSEQUENCE, THE STUDENT WAS MARKED DOWN ON THEIR ASSESSMENT.



WHEN WORKING ON AN ASSESSMENT, YOU MIGHT FIND IT HELPFUL TO CITE/REFERENCE AS YOU GO. THAT WAY YOU WILL ALWAYS HAVE A CORRECT RECORD OF WHERE YOUR INFORMATION HAS COME FROM.



5

Plagiarism

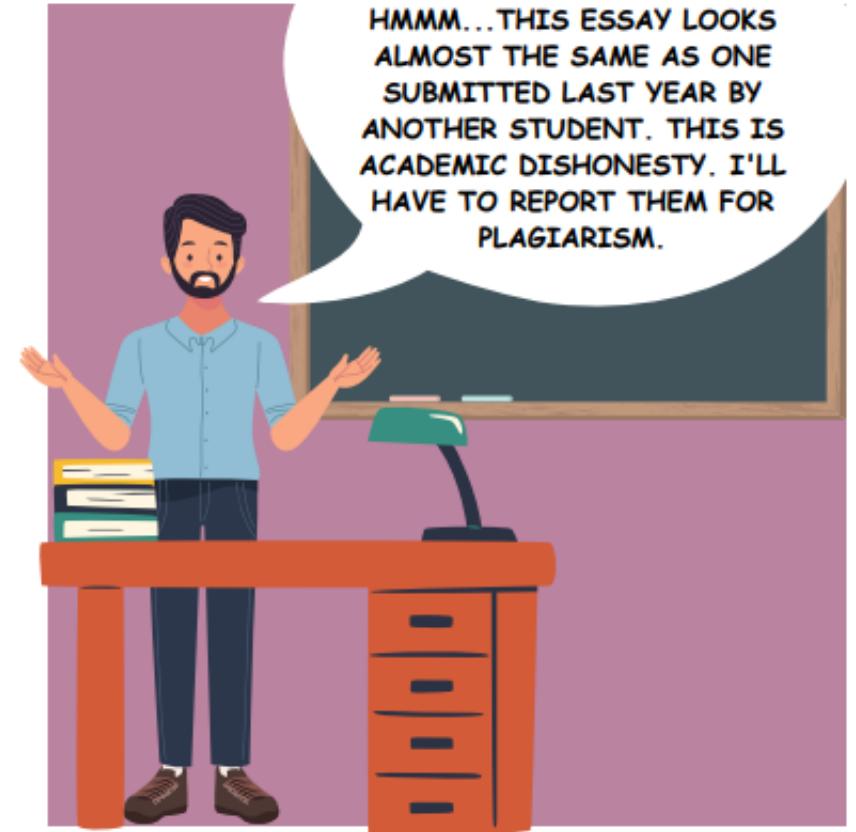
Fraudulently **passing off someone else's work as one's own** without crediting the source.

This includes **the utilisation of artificial intelligence** capable of simulating human behaviour and thinking to complete course work without correct crediting.



Breaches

For example:



WHAT HAPPENED NEXT...



THE TEACHER/MARKER HAD ACCESS TO THE PREVIOUSLY USED ESSAY.

UPON INVESTIGATION, IT WAS DETERMINED THAT THE STUDENT HAD PLAGIARISED THE ESSAY.

HELPFUL HINTS!



MAKE SURE YOU START YOUR COURSE WORK EARLY ENOUGH SO THAT IF YOU ARE STRUGGLING, YOU CAN TALK WITH YOUR TEACHER TO SEE HOW THEY CAN HELP YOU.

NEVER USE PREVIOUSLY SUBMITTED WORK; YOUR WORK MUST BE YOUR OWN.

6 Recycling

Re-using previously submitted work without acknowledging it.



Breaches

For example:



HELPFUL HINTS!



EVEN WHEN YOU REUSE YOUR OWN WORK; YOU STILL NEED TO REFERENCE WHERE IT CAME FROM.



ALWAYS CHECK WITH YOUR TEACHER ABOUT WHETHER YOU'RE ABLE TO USE IDEAS FROM YOUR PREVIOUS WORK.

Re-arranging or changing words from a source of information, while retaining the same idea, and not crediting the original source.



Breaches

For example:



WHAT HAPPENED NEXT...



THE TEACHER/MARKER HAD ACCESS TO THE PRESCRIBED TEXT AND COULD SEE THAT PARTS OF THE ESSAY WERE TOO SIMILAR TO THE AUTHOR'S — SOME SENTENCES WERE NEARLY IDENTICAL. THE STUDENT RECEIVED A 'NN' DUE TO INAPPROPRIATE PARAPHRASING.



IF YOU FIND IT TOO DIFFICULT TO REWORK THE AUTHOR'S WORDS INTO YOUR OWN, AND IT IS AN IMPORTANT ADDITION TO YOUR WORK, INCLUDE IT IN FULL AS A QUOTATION.

My Responsibilities

If you are ever unsure about what is okay when it comes to Academic Integrity the best advice is always to **ask!**



1

Become familiar with the Launceston College Academic Integrity Policy

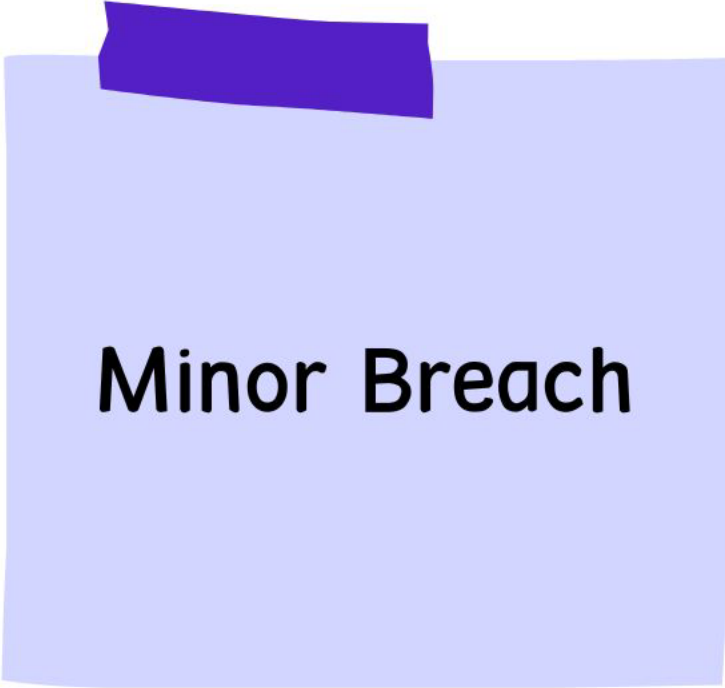
2

Always complete original work. If you are using parts of someone else's work, acknowledge it

3

Sign your TASC Student Declaration Form every year.

Breaches



Minor Breach

1. If **copying, collusion, contract cheating, inappropriate referencing, plagiarism or recycling** is suspected by a teacher, they will **discuss** the matter with the student and refer to the relevant guidelines, explaining the appropriate methods.
2. The teacher will offer the student the option to either **resubmit the task** or **complete a similar task** without incurring any penalties.
3. The teacher will then **record the incident** in the **assessment records** and in the **student's file** on the Student Support Services (SSS) system.

Breaches

1. The teacher **will refer the breach to the AP, AST** and of the Learning Area for assessment.
2. The subject teacher will **complete Section A of the Academic Integrity Report** and the student's **parents will be notified by the AST** and invited to attend the **meeting with the student**.
4. After **investigation**, Section B of the Academic Integrity Report will be completed, and **a penalty will be imposed**, which could include **resubmitting tasks, lowering of assessments**, or even **cancellation of a student's enrolment** in that subject.
5. Students and **parents will receive feedback regarding the breach** and the teacher will **note the breach in the assessment records** and the Student Support Services system (SSS).



**Serious or
Repeat
Breaches**



Have You
Been
Listening?

Try Your Hand
at the
**Academic
Integrity Quiz!**



<https://forms.office.com/r/M4G5FF5dLF>

We're done!

This is the link to the Launceston College
Academic Integrity on our website:

[Academic-Integrity-Policy.pdf](#)

Thank you!

AI at LC:

Use it right

A learning tool — not a shortcut

Use AI to support your learning



Help with research

Explore topics, find information and relevant examples



Understand content

Ask for explanations, definitions, or a breakdown of ideas



Get feedback on your work or ideas

You must make the changes yourself



Support how you learn

Speech to text or reading aloud



Convert your own work

Turn your own notes or work into a different format (e.g, handwritten to typed)

Do not use AI to do the work for you



Copy or paste AI-generated text into your work



Paraphrase AI responses and submit them



Use AI to edit or improve your work for you



Complete or generate parts of a task that must be your own work



Use AI without your teacher's permission