



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

2026 Provider check-in and
feedback

Understanding your TASC *Standards for Providers* Check-In Report

Turning feedback into compliance, quality assurance and continuous improvement:

Audience

- Principals
- TLOs
- Senior Secondary Leaders
- Teaching teams
- School QA teams

Purpose

To support providers in:

- understanding their check-in report
- identifying priorities for action
- reviewing existing documentation
- using TASC Practice Guides and FAQs
- demonstrating compliance with the Standards for Providers

What was the purpose of the Check-In?

The provider check-in was designed to:

- ✓ Review current alignment with the Standards for Providers
- ✓ Identify strengths and areas requiring development
- ✓ Support provider self-assessment
- ✓ Promote consistency across providers
- ✓ Inform preparation for future QA activities

This was a formative quality assurance activity designed to support improvement.

Schools have the opportunity to review findings, provide additional evidence and strengthen practices over time.

Check-in report

TASMANIA COLLEGE

STANDARDS FOR PROVIDERS CHECK-IN

As part of the 2026 Standards for Providers check-in, your school submitted your existing Policies and Procedures for review against the revised TASC Standards for Providers. This check-in provides formative feedback to support your school in understanding current alignment with the Standards and identifying opportunities for improvement.

Please contact us if you require any clarification or support.

The Quality Assurance Team

Tasmanian Assessment, Standards and Certification (TASC)

Scope of Audit

Documentation regarding all TASC Provider Standards was audited:

- Standard 1 – Teaching and Learning (mapped to previous Standards 1 and 2)
- Standard 2 – Assessment Validity and Reliability (mapped to previous Standards 3, 4, and 5)
- Standard 3 – Academic Integrity and Ethical Assessment (mapped to previous Standards 7 and 8)
- Standard 4 – Monitoring Student Attainment (*new – aligned to concepts from previous Standards*)
- Standard 5 – Assessment Review and Appeal (mapped to previous Standards 6 and 8)
- Standard 6 – Governance and Compliance (mapped to previous Standards 9 and 10)
- Standard 7 – Continuous Improvement (*new – based on foundational QA principles and jurisdictional approaches*)

Audit Summary

School	Tasmania College
Name of Auditor(s)	Zoe Reid – Quality Assurance and Audit Officer Through Jodie Blackburn – Lead Accreditation and Quality Assurance
TRACS task #	83772

School Brief:

Tasmania College demonstrates a very high level of alignment with the TASC Standards for Providers, with evidence indicating strong overall compliance and numerous areas of embedded best practice across all Standards. The school has established, clearly documented policies and procedures that support consistent, high-quality teaching, assessment, and quality assurance practices.

There is a strong culture of continuous engagement with TASC processes, including moderation, audit participation, and the effective use of data and feedback to inform practice. Systems for course delivery, assessment validity, academic integrity, and governance are robust, structured, and consistently applied, with clearly defined roles and responsibilities ensuring accountability.

While some minor gaps exist in relation to newer Standards and specific procedural detail, these do not detract from the overall strength of practice, and the school is well positioned to further refine and enhance its already comprehensive quality assurance framework. Overall Tasmania College is assessed as **compliant – best practice**.

Summary

Standard 1 – Teaching and Learning Delivering quality learning experiences aligned to course requirements.	• Multiple best practice areas. • Strong, consistent course planning aligned to TASC requirements. • Clear scope and sequence, assessment mapping, and embedded moderation processes. • Robust attendance tracking and support systems in place.
Standard 2 – Assessment Validity and Reliability Ensuring consistent, fair and Standards-aligned assessment practices.	• Assessment design is explicit, consistent, and well monitored, with extensive best practice evidence. • Strong use of assessment matrices aligned to criteria. • Clear teacher rationale for final ratings. • High-quality record-keeping and moderation systems. • Effective feedback loops using TASC data and QA processes. • Transparent student communication and review rights.
Standard 3 – Academic Integrity and Ethical Assessment Upholding ethical assessment and academic integrity practices.	• Best practice in academic integrity instruction. • Comprehensive academic integrity framework with explicit teaching and strong procedures. • Clear processes for breach management, verification of student work, and record-keeping.

Understanding the report structure

Each report contains:

School Brief

- Overall summary of compliance and practice.

Standard-by-Standard Findings

For each Standard:

- Requirements
- evidence reviewed
- compliance determination
- feedback and actions

Audit Findings Key

- Compliant – Best Practice
- Compliant
- Partially Compliant
- Non-Compliant
- New Standard

*Understanding what evidence sits behind each finding
is the first step in improvement planning.*

What is TASC Looking For?

A key message emerging from the 2026 Provider check-ins:

- TASC is not simply seeking evidence that a document exists.
- TASC expects providers to demonstrate that processes are:
 - ✓ documented
 - ✓ implemented
 - ✓ monitored
 - ✓ reviewed
 - ✓ used to support continuous improvement.

This principle sits behind every Standard and every Practice guide.

Understanding your compliance findings

Audit Findings – Key	
Compliant – best practice	The evidence provided confirms full compliance with the TASC Standards for Providers and demonstrates effective, embedded, and/or exemplary practice that exceeds minimum requirements.
Compliant*	The evidence provided confirms compliance with the TASC Standards for Providers.
Partially compliant ^Δ	The evidence provided demonstrates that some elements of the TASC Standards for Providers are being met; however, gaps or inconsistencies remain that require action to achieve full compliance. Schools have the right of reply and can provide further evidence to become compliant.
Non-compliant ^Δ	The evidence provided does not demonstrate compliance with the TASC Standards for Providers or required evidence has not been provided. Schools have the right of reply and can provide further evidence to become compliant.
New Standard	This Standard is new and is aligned to concepts in the previous 10 Standards for Providers. Schools are not expected to show compliance against this Standard during this check-in. Schools are expected to work towards aligning existing documentation and practices with the requirements of the new Standard.
Not applicable (NA)	The requirement is not relevant to the school's context.

*Compliant represents the minimum standard required to meet the Standards for Providers

^ΔWhere a school is assessed as partially compliant or non-compliant, this will be clearly identified, and guidance will be provided to support progression to compliance

Analysis of evidence

Analysis of Evidence

Standard 1 – Teaching and Learning

This Standard ensures that schools deliver the full scope of accredited course content and provide students with access to all required learning experiences. *This Standard is aligned to the previous 10 Standards for Providers – Standards 1 and 2.*

TASC requirements for what schools must demonstrate (Evidence):

- Adequate facilities and specialist equipment for courses on scope.
- Student access to learning experiences aligned to courses.
- Full course delivery in scope and sequence mapping of course content, criteria and elements, Work Requirements, and assessment as per published course documents on TASC website that meets access and resource requirements.
- Evidence that the course is consistently delivered as per the scope and sequence.
- Staff engagement in mandatory moderation of course/s delivered to share insights and improve course delivery.
- Tracking attendance and intervention.

Summary of Findings:

TASC Requirements	Evidence	Audit Findings	Feedback and/or actions
Access and Resources – Schools must have policies and procedures addressing:			
the resourcing of adequate facilities and specialist equipment for courses on scope	Tasmania College Standards Policy and Procedures p. 5, 7	Compliant	

TASC Requirements	Evidence	Audit Findings	Feedback and/or actions
Management of plagiarism and/or if assessment submissions are a student's own work – Schools must have policies and procedures addressing:			
the management of identified/suspected breaches of academic integrity, covering:	Appendix 12 – Academic Integrity Policy and Procedure	Partially compliant	Breaches are managed inconsistently. There are some documented procedures but also ad-hoc teacher responses.
• how internal breaches are managed by the school			
• verification of student's assessment submissions		Non-compliant	No evidence supplied
ement of late submission of t work			
for record-keeping of integrity and outcomes.			
Declarations – Schools must have policies and procedures addressing:			
ses for completion of the Student ation by all senior secondary ts who are undertaking one of TASC-accredited courses at Level r 4	New Standard		Note: This Standard is new and is aligned to concepts in the previous 10 Standards for Providers. Schools are not expected to show compliance against this Standard during this check-in. Schools are expected to work towards aligning existing documentation and practices with the

Step 1: Start with the Summary

Step 1: Start with the Summary

Consider:

- What Standards were strongest?
- What Standards require improvement?
- What recurring themes appear?

Common themes in terms of gaps in provider reports include:

- governance processes
- assessment planning documentation and evidence
- academic integrity
- attendance and participation monitoring
- external assessment communication
- review and appeal processes

Use your summary section to identify priorities.

Step 2: Identify findings by *Standard*

Step 2: Identify findings by Standard

For each Standard ask:

- What evidence did TASC review?
- What finding was reached?
- What actions were recommended?
- Is additional evidence available?
- Do we need to update documentation?

Highlight:

- partially compliant findings
- non-compliant findings
- new Standard requirements

Move through the Standards one at a time.

Step 3: Match findings to *Practice guides*

Report Finding	Practice Guide
Policies lacking detail	PG1
Scope and sequence concerns	PG2
Assessment matrix issues	PG3
Student monitoring	PG4
Academic integrity	PG5
Late submission processes	PG6
<i>External Assessment Rules</i> communication	PG7
Review and appeal processes	PG8
PL and QA participation	PG9
Governance processes	PG10

Practice guides

You will find the Practice guides on the TASC website in the “*Quality Assurance Tools and Resources*” section.

<https://www.tasc.tas.gov.au/providers/quality-assurance/qatools-and-resources/>

Practice guide 1 (PG1)

Developing effective policies, procedures and processes

Contents

TASC Standards for Providers alignment.....	1
Standard 6: Governance and compliance	1
Provider context.....	2
Common QA findings and areas for improvement.....	2
What good practice looks like.....	4
Evidence TASC expects to see.....	6
Quick self-check questions	8
Relevant resources	8

TASC Standards for Providers alignment



Standard 6: Governance and compliance

Effective governance provides the foundation for the delivery, assessment and quality assurance of accredited senior secondary courses. Providers are expected to establish and maintain systems, processes and procedures that ensure regulatory requirements are understood, implemented, monitored and reviewed.

Policies, procedures and operational processes provide the framework through which providers communicate expectations, assign responsibilities, support decision-making and demonstrate compliance with TASC requirements. They also

help ensure consistency of practice, continuity during staffing changes and ongoing quality improvement.

Requirement

Providers have systems, processes and governance arrangements that support the delivery, assessment and quality assurance of accredited courses.

How this supports compliance

Policies, procedures and processes form the foundation of a provider’s governance framework. They provide documented evidence of how the provider:

- manages its obligations under the TASC Standards for Providers
- communicates expectations to staff, students and families
- ensures consistent implementation of requirements

Example: finding relating to *Scope and Sequences*

Example: A finding related to Scope and Sequences

Check your report

Do findings relate to:

- current course document usage?
- full course delivery?
- scope and sequence?
- assessment mapping?

Then use *Practice Guide 2 (PG2)-Course delivery* mapping to review:

- ✓ Common QA findings
- ✓ Good practice examples
- ✓ Evidence TASC expects to see
- ✓ Self-check questions

Example: finding relating to *Assessment*

Example: A finding relating to Assessment

Check your report

Do findings relate to:

- assessment matrices?
- assessment records?
- teacher rationale?
- validity of judgements?

Then use *Practice Guide 3 (PG3) - Assessment matrix development* to review:

- ✓ Assessment matrix
- ✓ Assessment records
- ✓ Element-level mapping
- ✓ Sufficiency of evidence
- ✓ Assessment validity

Example: finding relating to *Academic Integrity*

Example: A finding relating to Academic Integrity

Check your report

Do findings relate to:

- explicit teaching?
- AI use?
- authenticity?
- student declarations?
- folio endorsement?

Then use *Practice Guide 5 (PG5) - Teaching Academic Integrity* to consider:

- When is academic integrity taught?
- How is it reinforced?
- How is authenticity verified?
- What records are kept?

Example: finding relating to *governance* *processes*

Example: A finding relating to governance processes

Check your report

Common findings include:

- unclear responsibilities
- archiving requirements
- enrolment management
- course movement processes
- ratings submission and verification
- compliance monitoring

Then use ***Practice Guide 10 (PG10) - Governance of senior secondary programs***

Using the Practice Guides

Every guide contains:

Standards alignment

- ✓ What requirement is being addressed.

Common QA findings

- ✓ What TASC frequently observes.

Good Practice Examples

- ✓ What effective implementation looks like.

Evidence TASC expects to see

- ✓ Documentation and implementation evidence.

Quick Self-Check Questions

- ✓ A ready-made provider self-review tool.

Providers can directly compare their own documentation against the guides.

How to use the *Practice guides*: FAQs

How do we know if our school's resources are fit for purpose?

Frequently Asked Questions

Purpose

A resource is fit for purpose when it not only describes what is required but enables the provider to demonstrate how requirements are implemented, monitored, reviewed and continuously improved. The *Practice guides* are designed to help providers assess whether their documentation and practices achieve this standard.

Common questions

How do we know if our resources are fit for purpose?

A resource is considered fit for purpose when it does more than describe what should happen. It should clearly explain how requirements are implemented within the provider's context and provide evidence that practice is consistent, monitored and reviewed.

A useful question to ask is:

- Could someone unfamiliar with our school understand what happens, who is responsible, when it occurs and how it is monitored?

If the answer is no, the resource may require further development.

What are the signs that a resource may not be fit for purpose?

Common indicators include:

- ✗ The document only contains broad statements of intent.
- ✗ TASC requirements are copied directly into the document without explaining local implementation.
- ✗ Roles and responsibilities are unclear.
- ✗ Timelines or review processes are not identified.
- ✗ Documentation has not been reviewed for several years.
- ✗ References, links or processes are out of date.
- ✗ Staff cannot consistently explain how the process operates.
- ✗ There is limited evidence that the documented process is implemented in practice.

TASC Frequently Asked Questions Series
Page 1 of 2
Version 1.0 | 2026

TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

[Link to FAQ](#)

How should providers use the TASC Practice guides?

Frequently Asked Questions

Purpose

The TASC *Practice guides* have been developed to support providers in implementing the TASC *Standards for Providers* and strengthening the systems, processes and practices that underpin the delivery, assessment and quality assurance of accredited courses.

The guides are intended to help providers understand:

- what TASC requirements mean in practice
- common compliance issues identified through quality assurance activities
- examples of effective practice
- the types of evidence TASC may seek during quality assurance activities
- how providers can monitor and improve compliance over time.

The *Practice guides* do not introduce additional compliance requirements. Rather, they provide practical examples of how providers may demonstrate compliance with the *Standards for Providers*.

Common questions

How should the Practice guides be used?

Providers may use the Practice guides in a range of ways, including:

- reviewing existing policies, procedures and practices;
- supporting annual self-assessment activities;
- identifying gaps in documentation or implementation;
- preparing for provider check-ins, desktop audits or quality assurance reviews;
- supporting induction of new staff;
- informing professional learning discussions; and
- strengthening governance and continuous improvement processes.

The guides are designed to complement existing TASC resources, including the *Standards for Providers*, provider self-assessment tool, FAQs and course documentation.

TASC Frequently Asked Questions Series
Page 1 of 2
Version 1.0 | 2026

TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

[Link to FAQ](#)

Which TASC Practice guide should we use?

Frequently Asked Questions

Purpose

The TASC *Practice guides* are designed to support providers to review their policies, procedures, processes and evidence against the *Standards for Providers*. They can be used:

- when developing new documentation
- when reviewing existing policies and procedures
- during annual self-assessment
- when preparing for provider check-ins or audits
- following QA feedback
- when identifying areas for improvement.

If you are unsure whether your documentation or practices are fit for purpose, use the guide that aligns with the issue you are reviewing.

Quick reference

If you need help with...	Use Practice guide (PG)
Policies and procedures	PG1
Scope and sequence	PG2
Assessment matrix	PG3
Attendance tracking, participation and intervention	PG4
Academic integrity	PG5
Late submissions	PG6
External assessment communication	PG7
Internal rating review and appeals	PG8
Professional learning and QA participation	PG9
Governance and compliance systems	PG10

TASC Frequently Asked Questions Series
Page 1 of 3
Version 1.0 | 2026

TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

[Link to FAQ](#)

Overview of the *Practice guides*

PG1: Developing effective policies, procedures and processes

- Use this guide if you are asking:
- Does our policy contain enough operational detail?
 - Have we clearly assigned responsibilities?
 - Do we have documented procedures?
 - Can we demonstrate implementation?
 - Are our policies current and reviewed regularly?
 - Are our procedures aligned with TASC, sector and provider requirements?

- Common issues it helps address:
- ✓ Policies that only contain statements of intent
 - ✓ Outdated policies and procedure
 - ✓ Lack of review schedules
 - ✓ Lack of evidence that procedures are implemented
 - ✓ AI-generated or generic documentation.

PG2: Course delivery mapping - scope and sequence

- Use this guide if you are asking:
- Can we demonstrate that the entire course is delivered?
 - Are we using the current TASC course document?
 - Can we show when content is taught?
 - Does our planning align teaching, learning and assessment?
 - Can someone unfamiliar with the course understand how it is delivered?

- Common issues it helps address:
- ✓ Full course delivery mapping
 - ✓ Scope and sequence development
 - ✓ Current course document usage
 - ✓ Teaching and assessment alignment
 - ✓ Evidence of course coverage

Checking if your resources are fit for purpose

Checking if your resources are fit for purpose

Ask:

- Is it current?
- Is it implemented?
- Is it reviewed?
- Is it monitored?
- Can it be evidenced?

If the answer is "No" to any question:

→ ***Review using the relevant Practice guide.***

Documentation VS Implementation

Providers demonstrating **strong practice** can provide evidence of both the **documented process** and its **implementation in practice**.

Documentation:

- Policy
- Procedure
- Handbook
- Framework

Implementation:

- Meeting minutes
- Assessment records
- Communications
- Monitoring records
- Moderation records
- Review logs

Developing an improvement action plan

For every finding, review and decide:

Finding	Action	Responsible officer	Due date
Final rating appeal process	Update procedure	TLO	End of Term 4

Prioritise:

1. Non-compliant
2. Partially compliant
3. New Standards
4. Continuous improvement

New *Standards:* start now

Reports note that compliance with two newly introduced standards was not assessed as part of the Check-In process:

- Standard 4: Monitoring student attainment
- Standard 7: Continuous improvement

Providers should begin developing:

- ✓ annual review processes
- ✓ improvement registers
- ✓ tracking systems
- ✓ monitoring arrangements

Creating a QA improvement cycle

Creating a QA improvement cycle

1. Review Provider Check-in report feedback
2. Identify gaps
3. Update documentation
4. Implement changes
5. Gather evidence
6. Monitor effectiveness
7. Review annually

This becomes your provider QA cycle.

Provider self- assessment checklist

Provider self-assessment checklist

Can you demonstrate:

- ✓ requirements are documented
- ✓ responsibilities are assigned
- ✓ processes are implemented
- ✓ evidence is retained
- ✓ monitoring occurs
- ✓ review occurs
- ✓ improvements are tracked

If not, identify the relevant Practice guide and undertake a review.

Key take-away

The purpose of the report is not simply to identify compliance status.

Its purpose is to help providers answer three questions:

- What are we doing well?
- What evidence do we need?
- How can we strengthen practice?

The *Practice Guides*, FAQs, Provider Checklist and Check-in Report should be used together to support ongoing compliance, quality assurance and continuous improvement against the TASC *Standards for Providers*.

<https://www.tasc.tas.gov.au/providers/quality-assurance/standards-for-providers/>

Unpacking your own report

Start now

Take your individual *Provider Check-in report*, find the [FAQs](#) and *Practice Guides* on the [TASC website](#).

1. Identify one finding from your report.
2. Match it to the correct *Practice guide*.
3. Determine from your records:
 - What documentation exists?
 - What implementation evidence exists?
 - What improvement action is needed?

Step 1

- Revisit your Check-In Report

Step 2

- Use the relevant *Practice guide*

Step 3

- Review the Supporting FAQs

Step 4

- Complete a Self-Assessment and update documents

Step 5

- Re-submit your documents to TASC

Next steps



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

THANKS
✓ FOR
YOUR
TIME

The end

TS
AC

TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION