

Practice guide 1 (PG1)

Developing effective policies, procedures and processes

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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

- monitors compliance with course and assessment requirements
- manages risks associated with course delivery and assessment
- maintains records and evidence
- supports accountability and decision-making
- reviews and improves practice over time.

Strong governance documentation supports consistency, transparency and continuity of practice. It also provides assurance that critical processes will continue to operate effectively during periods of staff turnover, leadership change or organisational transition.

Providers should be able to demonstrate that policies and procedures are not simply administrative documents but are actively used to guide decision-making, support staff practice and inform continuous improvement across the senior secondary program.

Provider context

Providers should be able to demonstrate clear alignment between TASC requirements, sector or governing authority policies, and local provider procedures. Compliance is strengthened when documentation describes not only what is required, but also how requirements are implemented, monitored, evaluated and reviewed within the provider's context.

During quality assurance activities, TASC may seek evidence that provider practices are consistent with both TASC requirements and relevant sector expectations.

Common QA findings and areas for improvement

In provider check-ins, desktop audits and quality assurance activities, TASC commonly identifies the following concerns.

✗ Policies contain broad statements of intent only

The policy explains what the provider values or intends to do but does not describe:

- who is responsible
- what actions must occur
- when they occur
- how compliance is monitored
- what records are maintained.

Staff may interpret requirements differently, resulting in inconsistent practice across courses and departments.

✗ Policies replicate TASC or sector requirements without local implementation details

Policies often reproduce wording from:

- TASC requirements
- sector policies
- system procedures

but do not explain how these requirements are implemented within the provider.

Documentation should demonstrate how external requirements are translated into local operational practice.

✗ Generic or AI-generated documentation

Policies include generic statements that could apply to any school and lack:

- provider-specific responsibilities
- local processes
- decision-making pathways
- implementation arrangements.

TASC needs to understand how systems operate within the provider's context.

✗ Roles and responsibilities are unclear

Documentation does not identify:

- who undertakes key actions
- who monitors compliance
- who approves decisions
- who reviews effectiveness.

Accountability becomes unclear when staff changes occur.

✗ Documentation is outdated

Policies and procedures contain:

- superseded TASC references
- broken links
- obsolete staff roles
- outdated course information.

Staff may unknowingly follow incorrect processes.

✗ Review processes are absent

The provider cannot demonstrate:

- when documents were reviewed
- who undertook the review
- what changes were made
- how improvements were identified.

Continuous improvement is difficult to demonstrate.

✗ No evidence of implementation

- Policies exist, but providers cannot demonstrate that they are actively used in practice.
- Compliance is not demonstrated through documentation alone.

What good practice looks like

Effective policies and procedures describe both the provider's expectations and the operational processes used to implement those expectations. During quality assurance activities, good practice is indicated when TASC can readily identify that:

- ✓ Governance responsibilities are understood.
- ✓ Documentation is current.
- ✓ Policies are supported by procedures.
- ✓ Processes are consistently implemented.
- ✓ Monitoring occurs regularly.
- ✓ Decision-making is documented.
- ✓ Continuous improvement is evident.
- ✓ Sector expectations and provider decisions are reflected in practice.
- ✓ Records support verification of implementation.
- ✓ Staff can describe how systems operate.

Examples of good practice include:

✓ **Policy supported by operational procedure**

Example: Policy assessment decisions will be fair, consistent and evidence-based.

Procedure includes:

- teacher responsibilities
- moderation processes
- review requirements
- record-keeping expectations
- approval pathways.

This is effective to provide strategic direction, support consistent implementation and clarify responsibilities.

✓ **Clearly defined roles**

Documentation specifies individual responsibilities, for example:

Responsibility	Position
Attendance monitoring	Classroom teacher
Escalation of concerns	Learning area leader
Student support planning	Senior leadership
Monitoring effectiveness	TASC Liaison Officer

This is effective to ensure accountability is clear, processes remain operational despite staff changes and to improve consistency.

✓ Governance Through Review Cycles

The provider maintains a documented review schedule, for example:

Document	Review Frequency
Assessment Policy	Every 3 years
Academic integrity procedure	Annual
Senior secondary handbook	Annual
Attendance procedure	Every 2 years

This is effective to ensure documents remain current, that continuous improvement is demonstrated and legislative and regulatory changes can be incorporated.

✓ Procedures reflect local context

The provider demonstrates how sector and TASC requirements are implemented locally.
For example:

- Rather than stating:
 - Students must comply with TASC requirements.
- The provider documents:
 - *The Provider Nominee communicates TASC requirements at induction sessions conducted in February each year. Student acknowledgement is recorded through the senior secondary orientation process and retained within student records.*

This is effective to demonstrate implementation, identify responsibilities and also generate evidence of compliance.

✓ Continuous improvement processes

The provider regularly evaluates effectiveness through:

- staff feedback
- student feedback
- QA findings
- moderation outcomes
- TASC reports and recommendations.

This is effective to support responsive practice, demonstrate governance maturity and drive ongoing improvement.

Evidence TASC expects to see

TASC expects providers to maintain documentation and practices that are consistent with the *Standards for Providers*, accredited course requirements and relevant sector or governing authority policies. Evidence should demonstrate not only compliance with TASC requirements, but also how sector expectations and provider decisions have been incorporated into local operational practices and quality assurance processes.

Schools must have policies and procedures which can be:

- separate documents
- combined into a manual
- included in other information such as handbooks, webpages or internal/external digital platforms.

Documentation:

Providers may maintain:

- Governance documents
 - Governance framework
 - Senior secondary handbook
 - Compliance calendar
 - Staff responsibilities register
- Policies
 - Assessment policy
 - Academic integrity policy
 - Attendance policy
 - External assessment policy
- Procedures
 - Assessment procedures
 - Moderation procedures
 - Enrolment procedures
 - Rating verification procedures
 - Student support procedures
- Supporting Tools
 - Flowcharts
 - Checklists
 - Templates
 - Registers
 - Forms
 - Monitoring records
- Review Records
 - Version history
 - Document review logs
 - Improvement plans
 - Meeting minutes

Implementation characteristics

TASC would expect to see evidence that documentation informs actual practice. TASC may seek evidence such as:

Staff understanding

- ✓ Staff can explain responsibilities.
- ✓ Staff understand relevant procedures.
- ✓ New staff are inducted into key processes.

Consistent application

- ✓ Similar situations are managed consistently.
- ✓ Procedures are followed across courses.
- ✓ Responsibilities are clearly enacted.

Monitoring activities

- ✓ Compliance activities are tracked.
- ✓ Deadlines are monitored.
- ✓ Governance responsibilities are reviewed.
- ✓ Risks are identified and managed.

Continuous Improvement

- ✓ Documentation is reviewed regularly.
- ✓ Changes are informed by evidence.
- ✓ Improvements respond to QA findings.
- ✓ Sector and TASC updates are incorporated.

Local Implementation

- ✓ Provider processes reflect local context.
- ✓ Sector requirements have been incorporated.
- ✓ TASC requirements are operationalised through local procedures.
- ✓ Decisions and actions can be evidenced.

Quick self-check questions

Documentation

- Does the document describe how requirements will be implemented?
- Are responsibilities clearly assigned?
- Are timelines identified?
- Are review dates recorded?
- Is version control maintained?

Implementation

- Can staff demonstrate how the procedure operates?
- Is evidence retained when processes are followed?
- Is implementation consistent across courses and staff?
- Can a new teacher follow the process without further explanation?
- Can leadership demonstrate that the process is actually being implemented and verify compliance?

Continuous improvement

- When was the document last reviewed?
- What changes were made following the review?
- How were those changes informed?
- How are TASC and sector updates incorporated?

Provider context

- Does the documentation reflect local provider practice?
- Does it align with relevant sector requirements?
- Can the provider demonstrate how external requirements are implemented locally?

Relevant resources

- TASC [Standards for Providers](#)
- FAQs and Provider Self-Assessment Tool in [Quality Assurance Tools and Resources](#)
- [Quality Assurance Focus for the Year](#)