

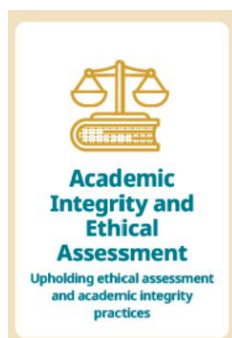
Practice guide 6 (PG6)

Managing late submission of work

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TASC Standards for Providers alignment



Standard 3: Academic integrity and ethical assessment

A documented late submission process supports fair, transparent and consistent assessment practices and helps ensure sufficient evidence is available to make assessment judgements.

Requirement

Providers implement assessment practices that support valid, reliable, equitable and evidence-based assessment judgements.

How this supports compliance

Managing late submission of assessment is an important aspect of assessment governance. While TASC does not prescribe a single approach to late submission, providers should have clearly documented and consistently applied processes that support fair treatment of students while maintaining the validity and reliability of assessment judgements.

Late submission processes should assist providers to:

- communicate assessment expectations clearly;
- apply assessment processes consistently;
- support students to demonstrate achievement where appropriate;
- maintain confidence in the authenticity of student work;
- ensure sufficient evidence is available to support assessment decisions;
- document assessment-related decisions; and
- support equitable assessment practices across courses and cohorts.

A key principle of quality assurance is that decisions relating to late submission should not compromise the collection of authentic, sufficient and reliable evidence. Providers should be able to demonstrate that their processes support assessment validity and enable assessment decisions to be justified and verified.

Provider context

Providers should ensure that all policies, procedures and practices align with relevant TASC requirements while also reflecting applicable sector, system, organisational and local provider policies.

Documentation should clearly articulate how external requirements are implemented within the provider's own context and day-to-day practice.

TASC does not require all providers to adopt the same late submission policy.

However, providers should be able to demonstrate that their approach is documented, communicated, consistently applied, responsive to student circumstances, and supports valid assessment judgements.

Common QA findings and areas for improvement

In audits and check-ins with schools, common areas where there was a lack of supporting evidence included the following, which must be addressed for compliance:

✗ No documented provider position on late submission

Providers rely on individual teacher judgement with no agreed procedure.

Examples include:

- different expectations across courses;
- inconsistent application of extensions;
- unclear decision-making authority.

Students should experience consistent assessment processes across the provider.

✗ Policies exist but lack operational detail

Documentation identifies submission expectations but does not explain:

- who approves extensions;
- how requests are considered;
- how decisions are recorded;
- how assessment validity is maintained
- how late submission will impact student ratings.

Providers should be able to demonstrate how policies operate in practice.

✗ Inconsistent application across teachers or courses

Similar circumstances result in different outcomes.

Examples include:

- different extension periods;
- inconsistent evidence requirements;
- differing responses to missed deadlines.

Consistency supports fairness and confidence in assessment processes.

✗ Limited documentation of decisions

Extension approvals, refusal decisions and assessment-related actions are not recorded.

Providers should be able to demonstrate that assessment decisions are transparent and evidence-based.

✗ Late submission processes compromise assessment validity

Work is accepted significantly after assessment opportunities have concluded with little evidence of authentication, monitoring and verification.

Assessment judgements should be based on authentic and reliable evidence.

✗ Limited connection between late submission and assessment evidence

Policies focus on deadlines rather than assessment evidence.

The purpose of managing late submission is to support valid assessment judgements rather than simply enforce compliance with administrative deadlines.

✗ Students and families are unaware of expectations

Late submission processes are not communicated effectively.

Students should understand expectations before assessment deadlines occur.

✗ Processes have not been reviewed

Providers cannot demonstrate that late submission processes are periodically evaluated.

Assessment practices should be reviewed as part of continuous improvement.

What good practice looks like

During quality assurance activities if you are aligned to best practice, TASC can readily identify that:

- ✓ A documented late submission procedure exists.
- ✓ Expectations are communicated to students.
- ✓ Assessment processes are applied consistently.
- ✓ Decisions are documented.
- ✓ The consequences of late submission are clear.
- ✓ Assessment evidence remains sufficient.
- ✓ Assessment validity has been considered.
- ✓ Staff understand their responsibilities.
- ✓ Procedures are regularly reviewed.
- ✓ Assessment decisions can be justified and verified.

Examples of good practice include:

✓ **Clear and documented assessment processes**

The provider maintains a documented procedure that identifies:

- assessment deadlines;
- extension processes;
- how late submission will impact student ratings;
- decision-making responsibilities;
- required evidence;
- record-keeping requirements.

This is effective to support consistency, promote transparency and clarify expectations.

✓ **Expectations are communicated early**

Students are informed about late submission processes through:

- course information and student handbook
- assessment notifications
- senior secondary induction activities.

This is effective to ensure expectations are understood, students know how to seek assistance and reduces disputes and misunderstandings.

✓ **Assessment decisions remain evidence-based**

Late submission procedures focus on maintaining sufficient evidence for valid assessment decisions.

Teachers consider:

- available assessment evidence;
- opportunities for authentication;
- potential consequences or penalties;
- course requirements;
- fairness and consistency.

This is effective to supports defensible assessment decisions, maintain assessment integrity, and strengthen reliability.

✓ **Decisions are recorded**

Providers maintain documentation showing:

- circumstances considered
- decisions made
- approval processes
- assessment implications.

This is effective to demonstrates consistency, support governance and provide an audit trail.

✓ Procedures are reviewed

Providers periodically review:

- extension patterns
- assessment concerns
- consistency of application
- impact on assessment quality.

This is effective to support continuous improvement, strengthen assessment governance and improve consistency over time.

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.

TASC does not require providers to adopt a particular late submission policy. However, providers should be able to demonstrate that their approach is documented, communicated, consistently applied and supports the collection of authentic, sufficient and reliable assessment evidence.

During quality assurance activities, TASC may seek evidence that late submission processes support valid and defensible assessment judgements, maintain fairness for students and are implemented consistently across the provider.

Documentation

Providers may maintain:

- Late submission procedure
- Assessment Policy
- Student Handbook
- Senior Secondary Handbook
- Extension application form
- Assessment notification templates
- Academic integrity procedure
- Student support procedures

Implementation characteristics

TASC may seek evidence such as:

- Assessment schedules with published deadlines
- Student assessment notifications
- Records of extension requests and decisions
- Communication with students and families
- Evidence of intervention and support strategies
- Teacher assessment records
- Consistent application across courses and staff
- Monitoring and periodic review of the procedure
- Leadership oversight or review records.

Quick self-check questions

Policy and Procedure

- Is the provider's position on late submission documented?
- Are responsibilities clearly identified?
- Is the process communicated to students?

Assessment Validity

- How does the provider ensure assessment evidence remains valid when work is submitted late?
- How is authenticity verified?

Consistency

- Would different teachers respond to a similar situation in the same way?
- Are decisions recorded and reviewable?

Evidence

- Can every extension decision be evidenced?
- Can assessment decisions be linked to documented evidence?

Continuous Improvement

- When was the procedure last reviewed?
- Have patterns or concerns informed improvements?

Relevant resources

- [Quality Assurance Standards for Providers](#)
- [FAQ-How-can-schools-manage-late-submission-of-assessment.pdf](#)