

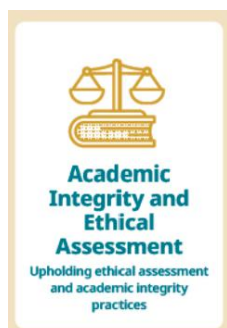
Practice guide 7 (PG7)

External assessment communication

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TASC *Standards for Providers* alignment



Standard 3: Academic integrity and ethical assessment

Providers should be able to demonstrate that students and families are informed of external assessment requirements, responsibilities, timelines and rules through planned, documented and consistent communication processes.

During quality assurance activities, TASC may seek evidence that communication is timely, accessible, accurate and supported by appropriate records. Compliance is demonstrated not simply through the existence of information, but through evidence that information has been communicated, understood and incorporated into provider practice.

Requirement

Providers ensure students participating in externally assessed accredited courses are informed of, prepared for and supported to meet TASC external assessment requirements.

How this supports compliance

External assessment contributes to the validity, comparability and integrity of assessment outcomes across Tasmania. Providers play an important role in ensuring students understand the requirements, rules and expectations associated with external assessment.

Communication processes should ensure students and families are aware of:

- external assessment requirements
- key dates and timelines
- student responsibilities
- external assessment rules
- attendance and conduct requirements
- submission requirements where applicable
- consequences of non-compliance
- available information and support resources.

A key principle of quality assurance is that providers should be able to demonstrate not only that information is available, but that it has been communicated systematically and consistently to students and families.

Provider context

Providers should ensure that external assessment communication processes align with:

- TASC external assessment requirements;
- TASC external assessment rules;
- applicable sector or governing authority processes;
- local provider communication protocols.

Documentation should clearly identify:

- what information is communicated;
- when communication occurs;
- who is responsible; and
- what records are maintained.

While communication methods may vary between providers, students should receive clear, timely and accessible information that supports participation in external assessment.

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:

✗ External assessment information communicated informally

Communication relies on verbal reminders or individual teacher approaches.

Examples include:

- information shared only in class
- inconsistent messaging across courses
- limited records of communication.

Providers should be able to demonstrate that all students receive consistent information.

✗ No documented communication schedule

There is no clear plan identifying:

- when information will be provided
- who is responsible
- what information is communicated.

Important information may be missed or communicated inconsistently.

✗ Students unaware of *External Assessment Rules*

Students cannot readily explain:

- their obligations
- examination requirements
- permitted materials
- misconduct implications.

Students require clear understanding of the rules governing external assessment participation.

✗ Families not informed

- Providers assume students will communicate information to families.
- Families often play an important role in supporting attendance, preparation and participation.

✗ Outdated information provided

- Providers continue using previous year's presentations, handbooks or resources.
- Students should receive current and accurate information.

✗ No evidence communication occurred

- Information may have been provided, but providers cannot demonstrate when, how and to whom.
- Quality assurance relies on evidence, not assumptions.

✗ Communication occurs only immediately before assessment

- Students receive information too late to support preparation and understanding.
- Communication should occur throughout the assessment cycle.

✗ Responsibilities unclear

- Staff are uncertain who is responsible for communicating external assessment requirements.
- Clear accountability supports consistent implementation.

What good practice looks like

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

- ✓ Communication processes are documented.
- ✓ Information is provided systematically.
- ✓ External Assessment Rules are communicated clearly.
- ✓ Students understand their responsibilities.
- ✓ Families receive relevant information.
- ✓ Communication responsibilities are clearly assigned.
- ✓ Evidence of communication is retained.
- ✓ Information provided is current and accurate.
- ✓ Processes are consistently implemented.
- ✓ Communication practices are reviewed periodically.

Examples of good practice include:

✓ **Communication is Planned and Documented**

The provider maintains an external assessment communication schedule that identifies:

key messages
communication dates
intended audience
responsible staff members.

This is effective to promotes consistency, ensure information is not overlooked and support governance and accountability.

✓ **Information is communicated multiple times**

External assessment requirements are communicated through:

course induction;
student briefings;
parent information sessions;
newsletters;
student handbooks;
emails and online learning platforms.

This is effective to reinforce understanding, improve accessibility and reduce risk of misunderstandings.

✓ **External Assessment Rules are explicitly addressed**

Students receive information regarding:

attendance expectations;
permitted materials;
prohibited conduct;
academic integrity requirements;
consequences of breaches.

This is effective to support informed participation, reduce compliance risks and promote fairness.

✓ **Communication records are maintained**

The provider retains documentation showing:

presentations delivered;
emails issued;
attendance at briefings;
resources distributed.

This is effective to demonstrate compliance, provide evidence during QA activities, and support continuity of practice.

✓ **Students Confirm Understanding**

Providers may use:

student acknowledgements
attendance registers
learning management activities
signed declarations.

This is effective to strengthen accountability, support verification and confirm information has been received.

✓ **Communication processes are reviewed**

Providers periodically review:

communication effectiveness
student feedback
QA findings
external assessment outcomes.

This is effective to support continuous improvement, strengthen governance and improve future communication.

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.

Documentation

Providers may maintain:

- External assessment communication procedure
- Student handbook
- Senior secondary handbook
- Parent information materials
- External assessment timelines
- Communication schedule
- Presentation slides
- Information session agendas
- Communication templates

Implementation characteristics

TASC may seek evidence such as:

- Student briefing records
- Parent, carer and family communications
- Newsletters
- Email communications
- Learning management system announcements
- Presentation materials
- Attendance records from information sessions
- Student acknowledgements
- Candidate information packages
- Records of communication review activities

Quick self-check questions

Communication Planning

- Is there a documented communication process for external assessment?
- Who is responsible for communicating information?

Student Awareness

- Can students explain their external assessment responsibilities?
- Have External Assessment Rules been explicitly communicated?

Family Communication

- How are families informed of external assessment requirements?
- Can evidence of communication be provided?

Evidence and Record Keeping

- Can the provider demonstrate when information was communicated?
- Are communication records maintained?

Continuous Improvement

- How is communication effectiveness evaluated?
- What improvements have been made following review?

Relevant resources

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