

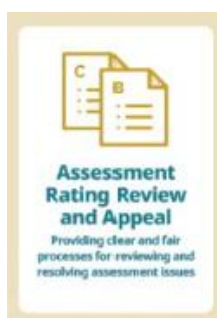
Practice guide 8 (PG8)

Assessment and folio dispute resolution

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TASC Standards for Providers alignment



Standard 5: Assessment rating review and appeal

Providers must maintain fair, transparent and accessible processes that allow students to seek a review of assessment decisions.

Requirement

- Providers maintain documented procedures that:
- support internal review of assessment decisions;
- provide clear timelines for review processes;
- describe how evidence will be considered;
- outline communication processes with students and families;
- identify responsibilities for conducting reviews;
- support procedural fairness and transparent decision-making.

Providers also maintain clear procedures for endorsing the authenticity of externally assessed folios and for managing situations where endorsement cannot be provided.

How this supports compliance

Review processes assist providers to:

- resolve concerns fairly and consistently;
- ensure assessment decisions are transparent and evidence-based;
- provide students with confidence in assessment processes;
- ensure students understand their rights and responsibilities;
- support procedural fairness;
- provide clear pathways for escalating concerns; and

- support confidence in provider assessment practices.

Documented review procedures also support governance by ensuring decisions are consistently managed, recorded and communicated. This aligns more directly with the Standard 5 expectations around dispute resolution.

Provider context

Providers should ensure assessment review and folio endorsement procedures align with TASC requirements and any applicable sector, system or organisational policies.

Procedures should clearly identify:

- how students request a review;
- review timelines;
- evidence requirements;
- student support mechanisms;
- responsibilities for conducting reviews;
- communication requirements; and
- record-keeping expectations.

Students, families and staff should be able to readily access information explaining how reviews are managed.

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:

✗ Internal review procedures are unclear

Providers cannot demonstrate:

- how reviews are initiated;
- who conducts reviews;
- what evidence is considered;
- applicable timelines; or
- how outcomes are communicated.

Students should have access to clear and transparent review processes.

✗ Students are unaware of review rights

Students are unable to identify:

- available review options;
- required timeframes;
- whom to contact regarding concerns.

Review procedures should be accessible and regularly communicated.

✗ Review outcomes are not documented

Providers cannot demonstrate:

- concerns raised;
- evidence considered;
- decisions reached;
- reasons for decisions; or
- communication of outcomes.

Documented records support procedural fairness and transparency.

✗ Folio non-endorsement processes are unclear

Providers cannot demonstrate:

- how authenticity concerns are managed;
- how students are notified and given an opportunity to provide further evidence;
- how review rights are communicated; or
- how decisions are documented.

Students should understand both the basis for non-endorsement decisions and available review pathways.

✗ Review responsibilities are unclear

Documentation does not identify:

- who undertakes reviews
- what supports are in place for students
- who confirms final decisions.

Clear accountability supports consistency and governance.

✗ Decisions are not documented

Providers cannot demonstrate:

- what evidence was reviewed
- what decisions were made
- why decisions were reached.

Assessment decisions should be evidence-based and defensible.

✗ Review processes are not evaluated

- Providers cannot demonstrate whether review procedures are effective.
- Continuous improvement is a feature of effective governance.

What good practice looks like

During quality assurance activities, good practice is indicated when TASC can readily identify that:

- ✓ Review procedures are documented.
- ✓ Responsibilities are clearly assigned.
- ✓ Students understand review pathways.
- ✓ Timelines are clearly communicated.
- ✓ Review outcomes are documented.
- ✓ Decisions are evidence-based.
- ✓ Folio endorsement procedures are implemented consistently.
- ✓ Students are informed of review outcomes.
- ✓ Records are retained appropriately.
- ✓ Processes are reviewed and refined over time.

Examples of good practice include:

✓ **Transparent review procedures**

The provider maintains documented procedures identifying:

- review stages
- timelines
- responsible staff
- evidence requirements.

This supports procedural fairness, transparency and consistency.

✓ **Students understand review pathways**

Students receive information about:

- available review processes
- review timelines
- how evidence is considered
- how decisions are communicated.

This is effective because it promotes transparency and confidence in assessment processes.

✓ **Review decisions are evidence-based**

Reviewers are able to identify:

- the concern raised
- evidence considered
- review findings
- reasons supporting the decision.

This is effective because it supports fair and defensible outcomes.

✓ Folio endorsement and non-endorsement procedures are implemented consistently

The provider maintains clear processes for:

- monitoring authenticity
- endorsing folios
- managing non-endorsement decisions
- notifying students
- providing access to review pathways.

This is effective because it supports assessment integrity and procedural fairness.

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.

During quality assurance activities, TASC may seek evidence that review processes are documented, communicated and consistently applied, and that providers can demonstrate that review and folio endorsement procedures are documented, communicated and consistently implemented.

Documentation

Providers may maintain:

- Assessment review procedure
- Student assessment handbook
- Review request forms
- Review records
- Communication templates
- Folio endorsement procedures
- Non-endorsement records
- Meeting records
- Policy review records

Implementation characteristics

TASC may seek evidence such as:

- Review procedures are accessible to students.
- Timelines are consistently applied.
- Review decisions are documented.
- Students are informed of outcomes.
- Folio endorsement decisions are documented.
- Students are advised of review rights where endorsement is refused.
- Records are retained in accordance with provider procedures.

Quick self-check questions

Review procedures

- Is there a documented assessment review procedure?
- Are timelines clearly identified?
- Are responsibilities clearly assigned?
- Are students informed about review processes?

Communication

- How are review procedures communicated to students and families?
- Decision-making
- What evidence may be considered during a review?
- How are decisions recorded?
- How are outcomes communicated?

Folio endorsement

- How is authenticity monitored?
- What happens if endorsement cannot be provided?
- How are students informed of review rights?

Governance

- Are review records maintained?
- Are procedures reviewed periodically for effectiveness?

Relevant resources

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