

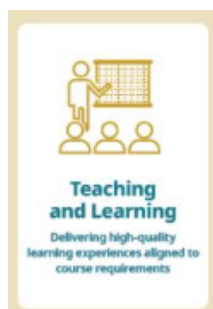
Practice guide 9 (PG9)

Teacher professional learning and QA participation

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TASC *Standards for Providers* alignment



Standard 1: Teaching and Learning

Standard 2: Assessment validity and reliability

Providers should be able to demonstrate that staff maintain current knowledge of accredited course and assessment requirements through professional learning, moderation and participation in quality assurance activities. Professional learning should support effective course delivery, valid assessment judgements and continuous improvement.

Requirement

Providers must ensure accredited courses are delivered as approved by TASC and that assessment judgements are valid, reliable and consistent. Effective course delivery and assessment depend on staff maintaining current knowledge and understanding of course requirements, assessment expectations and quality assurance processes.

How this supports compliance

Effective assessment and course delivery rely on staff remaining current with course requirements and QA expectations.

Professional learning and participation in quality assurance activities play an important role in supporting teacher capability, consistency of assessment practice and confidence in assessment judgements.

Providers should be able to demonstrate that staff:

- understand current accredited course requirements;
- remain informed about assessment expectations;
- participate in relevant professional learning;
- engage in moderation and quality assurance activities;
- use quality assurance feedback to inform practice; and
- contribute to continuous improvement in course delivery and assessment processes.

Participation in professional learning is not an end in itself. A key principle of quality assurance is that professional learning should contribute to improved delivery, assessment and decision-making practices.

Providers should therefore be able to demonstrate not only participation in learning activities, but how learning has informed course delivery, assessment practices and the quality of assessment judgements.

Provider context

Providers should ensure professional learning and quality assurance participation processes align with:

- TASC course and assessment requirements
- TASC quality assurance expectations
- applicable sector professional learning requirements
- provider professional learning frameworks
- local improvement priorities.

Documentation should clearly identify:

- expectations for staff participation
- induction arrangements
- quality assurance participation requirements
- responsibilities for maintaining professional currency
- processes for sharing learning across teams.

While providers may adopt different approaches, they should be able to demonstrate that staff remain current with accredited course requirements and that professional learning supports effective teaching, learning and assessment practices.

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:

✗ Professional learning occurs but is not recorded

Providers indicate staff have engaged in professional learning but cannot provide records demonstrating:

- participation
- dates
- focus areas
- impact on practice.

Providers should be able to demonstrate how professional learning supports accredited course delivery and assessment.

✗ Participation in quality assurance activities is not documented

Teachers participate in TASC quality assurance activities, but records are not retained.

Examples include:

- moderation participation;
- assessment review activities;
- professional networks;
- QA workshops.

Participation should be visible within provider quality assurance processes.

✗ Limited evidence of impact on teaching and assessment

- Professional learning records focus on attendance rather than implementation.
- Quality assurance focuses on how learning influences practice, not simply participation.

✗ New staff are not systematically inducted

Providers rely on informal processes to familiarise staff with:

- course requirements
- assessment expectations
- QA processes
- governance responsibilities.

Staff should understand requirements from the commencement of course delivery.

✗ TASC feedback is not used to inform practice

Providers cannot demonstrate how information from:

- QA reports
- moderation activities
- external assessment outcomes using the internal vs external ratings data report
- provider check-ins
- has informed improvements.

Quality assurance should contribute to continuous improvement.

✗ Professional learning is not linked to course delivery

- Activities are broad and disconnected from accredited course requirements.
- Professional learning should support delivery of TASC-accredited courses.

✗ Moderation and collaboration opportunities are limited

Teachers work independently with limited opportunities to discuss:

- assessment standards
- evidence requirements
- assessment decisions.

Collaboration supports consistency and reliability.

✗ No review of professional learning effectiveness

- Providers cannot explain how they determine whether professional learning has improved practice.
- Professional learning should contribute to measurable improvements.

What good practice looks like

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

- ✓ Professional learning participation is recorded.
- ✓ Staff understand current course requirements.
- ✓ New staff receive appropriate induction.
- ✓ Teachers participate in QA activities.
- ✓ Professional learning informs assessment practice.
- ✓ Moderation and collaboration occur regularly.
- ✓ QA feedback informs improvement.
- ✓ Professional learning priorities align with accredited course delivery.
- ✓ Evidence of impact is available.
- ✓ Continuous improvement processes are evident.

Examples of good practice include:

✓ **Staff remain current with course requirements**

Teachers regularly engage with:

- course document updates;
- assessment requirement changes;
- TASC guidance materials;
- quality assurance advice.

This is effective to support compliance, reduce assessment risk and improve delivery consistency.

✓ **Participation in TASC QA activities**

Teachers actively engage with:

- TASC workshops
- moderation opportunities
- provider QA activities
- professional learning events
- course networks.

This is effective to build assessment capability, improve confidence in judgement and support consistency across providers.

✓ **Professional learning informs practice**

Teachers can explain how professional learning influenced:

- course delivery
- assessment design
- assessment decisions
- moderation practices.

This is effective to demonstrate impact, support improvement and strengthen quality assurance.

✓ **New staff receive structured induction**

New teachers are supported through:

- course familiarisation
- mentoring
- assessment guidance
- QA induction processes.

This is effective to promote consistency, builds capability and support accurate implementation of courses.

✓ **Quality Assurance feedback drives improvement**

Providers review and respond to:

- QA reports
- moderation findings
- the internal vs external ratings data report provider check-in recommendations.

This is effective to supports continuous improvement, demonstrates responsiveness and strengthen governance.

✓ **Professional learning is monitored and reviewed**

Providers maintain formal records of:

- participation
- priorities
- outcomes
- implementation.

This is effective to supports accountability, demonstrates impact and enable evaluation.

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 professional learning and quality assurance participation support staff capability, assessment consistency and continuous improvement.

Documentation

Providers may maintain:

- Professional learning Policy
- Professional learning register
- Staff induction procedures and records
- Meeting minutes
- Moderation records
- Professional learning plans
- QA participation records
- Provider improvement plans
- Teacher reflection records

Implementation characteristics

TASC may seek evidence such as:

- Staff engage with professional learning and professional networks.
- Learning informs practice through evidence of changed practice, assessment review discussions, learning area team reviews and development of action plans.
- Participation in TASC QA activities occurs.
- New staff are appropriately supported.

Quick self-check questions

Professional Learning

- How do staff maintain current knowledge of course requirements?
- Is professional learning recorded and monitored?
- How do you know professional learning is relevant?

Assessment Practice

- How has professional learning influenced assessment design?
- How has learning informed assessment judgements?
- Can staff describe changes in practice?

Quality Assurance Participation

- Do staff participate in TASC QA activities?
- Can participation be evidenced?
- How is learning shared with colleagues?

Staff Capability

- How are new teachers inducted into course and assessment requirements?
- How does the provider support ongoing capability development?

Continuous Improvement

- How has TASC feedback informed changes to practice?
- What improvements resulted from QA activities?
- How is the effectiveness of professional learning evaluated?

Relevant resources

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