

## Vision

Tasmanian learners are supported to:

- achieve their full potential;
- have adult-level core skills; and
- have confidence/requirements to pursue post-school qualifications, employment and adult life, through accreditation and qualification systems that are characterised by fairness, equity, credibility, integrity and quality.

## Strategic Outcome

Tasmanians' qualifications in education and training have levels of integrity and credibility matched with their importance to the:

- requirements of the learners who have these qualifications;
- meeting of national standards;
- people and organisations who rely on these qualifications as indicators of achievement; and
- community's expectation that learning is for all.

## Strategic Focus

Working with key stakeholders to ensure the accreditation and qualifications systems (accreditation, quality assurance, standards, certification, data, reports) drive high standards and operate effectively.

## Operational Outcomes

## Key Functions

### Certification and Recognition

Qualifications and other results are benchmarked nationally and meet standards of integrity and credibility. Certification includes a consolidated statement of attainment.

### Standards

Tasmanian standards (courses, quality, provision, assessment and reporting) are benchmarked to standards of other jurisdictions and national standards.

### External Assessment

External assessment through a range of mechanisms meets requirements for reliability, validity, timeliness, efficiency, effectiveness and equity.

### Quality Assurance of Provision

Quality assurance processes are implemented that demonstrate:

- TASC accredited courses and provision of other programs meet national standards;
- results in all TASC accredited courses meet required standards for reliability and validity;
- learners' qualifications awarded by other agencies and held by TASC meet standards for integrity and credibility.

### Monitoring and Reporting

Data and information on participation, achievements and qualifications are analysed and reported to inform improvements in the provision, outputs and outcomes of Senior Secondary education and training in Tasmania.

### Communication

Key stakeholders have a clear and accurate understanding about the accreditation and qualifications systems.

