

AUDIT MEETING RECORDS

QUALITY ASSURANCE

SAMPLE

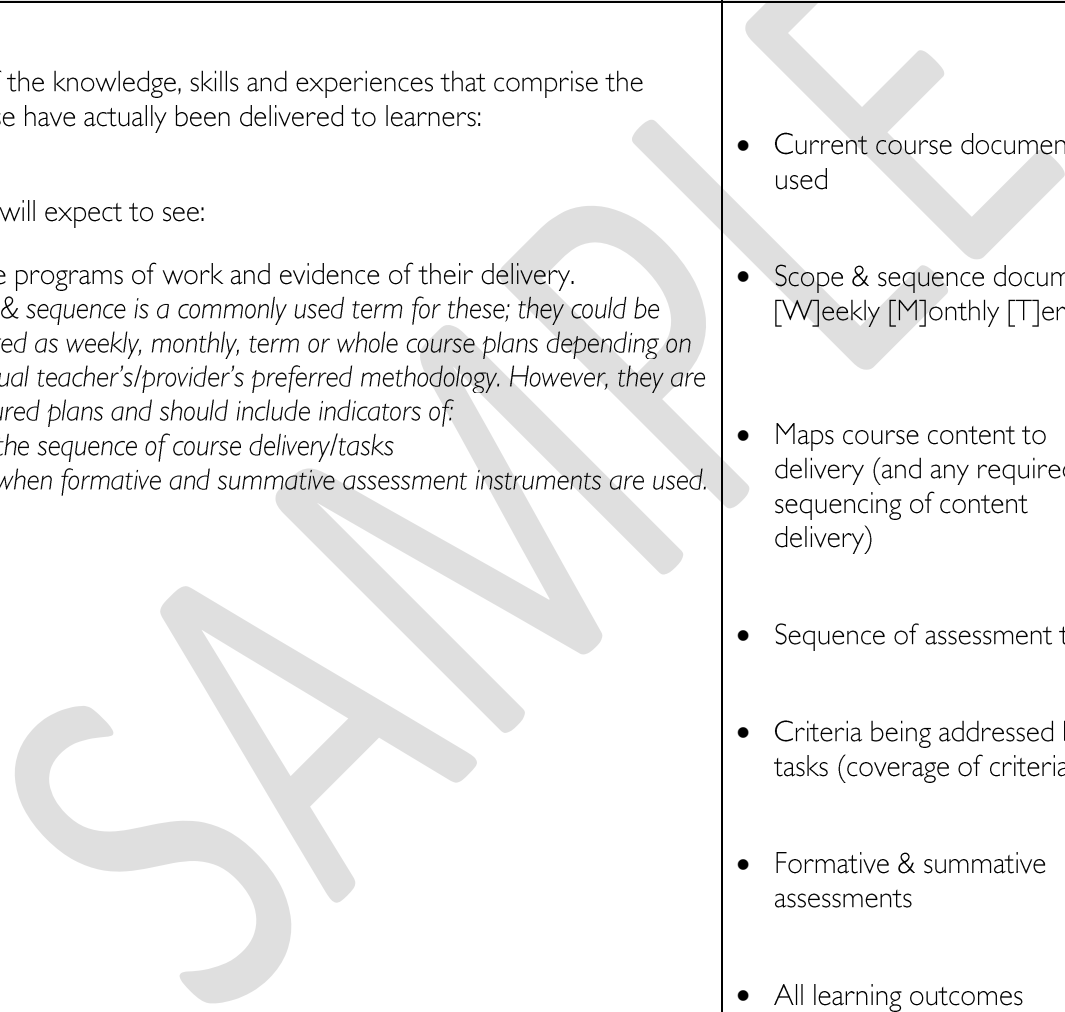


OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

SAMPLE

NOTE: STANDARDS 1 – 4 APPLY TO ALL COURSES, STANDARDS 5 & 6 APPLY TO COURSES WHERE THESE ARE NOTED IN THE COURSE DOCUMENT.

Course	
The intention of the QA Audit Process is to verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications issued by TASC.	

Standard 1	Evidence
<p>1. All of the knowledge, skills and experiences that comprise the course have actually been delivered to learners:</p> <p>Auditors will expect to see:</p> <ul style="list-style-type: none"> • course programs of work and evidence of their delivery. <i>Scope & sequence is a commonly used term for these; they could be arranged as weekly, monthly, term or whole course plans depending on individual teacher's/provider's preferred methodology. However, they are structured plans and should include indicators of:</i> <ul style="list-style-type: none"> ○ the sequence of course delivery/tasks ○ when formative and summative assessment instruments are used. 	<div style="position: relative; height: 100px;">  </div> <ul style="list-style-type: none"> • Current course document used • Scope & sequence document [W]eekly [M]onthly [T]erm • Maps course content to delivery (and any required sequencing of content delivery) • Sequence of assessment tasks • Criteria being addressed by tasks (coverage of criteria) • Formative & summative assessments • All learning outcomes addressed across course
<p>Access Requirements (if applicable): how are these met?</p> <p>Work Requirements (if applicable):</p>	

Standard 2	Evidence	
<p>2. Individual learners receiving the qualifications have actually been exposed to the knowledge, skills and experiences that comprise the course.</p> <p>Auditors will expect to see:</p> <ul style="list-style-type: none"> • learner attendance records* • course outline/plan/sequence document/program of work etc** <p><i>*While attendance records are kept as a normal part of classroom teaching it is possible that learners may undertake course activities outside normal school hours/classroom environments. One possible way to record learning time outside formal classrooms is via a learner work time/log sheet.</i></p> <p><i>** Evidence of planning and implementation of the plan.</i></p>	<ul style="list-style-type: none"> • Central attendance • Class/teacher attendance • Learner log book • Policy on # of absences • Program of work 	<div style="text-align: center; border-bottom: 1px solid black;">✓</div>

Standards 3 and 4	Evidence	
<p>3. Assessment tools together with their associated rubrics/guidelines etc, for making judgements.</p> <p>4. Successful learners have met all of the assessment requirements for the course.</p> <p>Auditors will expect to see:</p> <ul style="list-style-type: none"> • An assessment matrix/plan detailing: when assessments tasks will be done; the criterion/ia (and specific standard elements if applicable) to be assessed by each task; the relationship between assessment tasks and course work requirements (if applicable). • Assessment instruments/tasks with: <ul style="list-style-type: none"> ○ clearly defined task/s and due dates ○ indication of the criterion/ia (and standard elements if applicable) to be assessed ○ indication of the relative weighting/significance of the task to the final assessment outcome ○ performance indicators (what learners need to show/do to gain assessment ratings/grades). • Marking guides/tools (characteristics of learner work required for grade/mark/rating. E.g. correct answers for a fact test and indication of which/how many correct are required for a certain mark, criterion standards contextualised to specific task characteristics) • Assessment record which contains the: <ul style="list-style-type: none"> ○ name of the learner ○ criterion/ia on which they were assessed ○ name/title/reference to the assessment instrument/s used to make the assessment ○ date of the assessment ○ mark/grade/percentage/comment ○ name of the assessor (if not class teacher). • The final assessment rubric. 	<ul style="list-style-type: none"> • Assessment tasks/tools sighted • Criteria/standards indicated • Relative significance of task to overall assessment • Criteria matched to task • Rubric or performance indicators listed for each task (what learners need to show) • Marking guide/tools • Assessment records sighted • Overall assessment rubric sighted that indicates how final judgements are made 	<p>✓</p>

Standard 5	Evidence	
<p>5. Archived samples of individual learner's work sufficient to illustrate the borderline between SA and PA awards.</p> <p>Auditors will expect to see:</p> <ul style="list-style-type: none"> • documented procedures for selection and retention of samples in relevant courses • samples of learner work where the learners were deemed to have just reached the minimum standard for an award of "SA/Pass" (or nearest) • samples of learner work where the learners were deemed to have not yet satisfied the required standards. <p><i>The number of samples will depend on how many borderline cases have arisen in the time that the course has been provided. Common sense judgements need to be made regarding the number of samples held, and for how long they are retained. As a general guide, 4 – 6 examples from the past few years (saved in electronic form if possible) would suffice if this number had naturally arisen in that timeframe.</i></p>	<ul style="list-style-type: none"> • Procedure for archived samples sighted • Archive of samples available 	<p>✓</p>

Standard 6	Evidence	
<p>6. Relationship to the Australian Core Skills Framework (ACSF).</p> <p>Evidence showing how performance features and sample activities of ACSF level 2/3 have been used to:</p> <ul style="list-style-type: none"> • help teachers develop and evaluate assessment instruments; and • inform final assessment judgements. 	<ul style="list-style-type: none"> • Scope and sequence document refers to ACSF • Relevant assessment tools refer to ACSF for performance indicators • Rubrics refers to ACSF 	



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