



## Senior Secondary Course Quality Assurance

### Audit Checklist

*(for courses that satisfy TCE Standards)*

**Name of Provider:**

*Institution Name*

**Names of Auditors:**

*2 TQA officers to be present*

**Date(s):**

*Negotiated with provider*

**Site(s) visited:**

*Address of Institution*

**Course(s) sampled:**

*Sample of TQA courses delivered by provider*

# Opening Meeting Checklist

- ☒
- Introductions ..... ☐
- Confidentiality statement ..... ☐
- Confirmation of scope (courses audited, campuses etc) ..... ☐
- Purpose of the audit (implementation & QA requirements of courses, plus [where applicable]  
TCE Standards testing procedures and processes for within-provider within-course comparability of  
internal assessments) ..... ☐
- Sampling process (for most courses)/Strategic Audit (for TCE Standards courses) ..... ☐
- Explanation of evidence (document review, interviews etc) ..... ☐
- Explanation of findings (affirmation/commendation/recommendation/requirement) ..... ☐
- Explanation of follow-up to any findings ..... ☐
- Detail agenda (who will look at what) ..... ☐
- Confirm the administration details for the audit  
(e.g. guides, meeting rooms, access, meal times, travel arrangements to any other sites) ..... ☐
- Verify that staff are aware of the audit ..... ☐
- Fees (no fees) ..... ☐
- Evaluation Form (discuss completion after audit report sent to schools) ..... ☐
- Invite questions ..... ☐

## SITE VISIT CHECKLIST FOR TCE STANDARDS TEST CENTRES

Name of Test Centre: **Institution Name** Date: **As arranged**

Name of TQA officer/s undertaking Site Visit:

**TQA Officer** \_\_\_\_\_

Staff interviewed:

\_\_\_\_\_ **TCE Coordinator** \_\_\_\_\_

### Is the Test Centre aware of the following?

- ☐ TCE safety-net tests are not to be reproduced / photocopied for any purpose
- ☐ TCE safety-net tests are not to be used as a sample / practice or a diagnostic tools
- ☐ TCE safety-net tests are available to students **no earlier** than October following their completion of Year 10
- ☐ a learner **may not re-sit** the same safety-net test type (i.e. literacy / numeracy / ICT) **within a 3 month period** without the expressed permission of the TQA
- ☐ test papers must be kept under tight security **at all times** and there can be no unauthorised access
- ☐ all information gained from the supervision process must be kept strictly confidential
- ☐ the tests must be conducted in compliance with the TQA's test instructions, including not providing inappropriate support in completing the test tasks
- ☐ tests can only be conducted from Test Centre locations in the MOU
- ☐ the centre must maintain a register of tests including details of dates, test numbers and students involved.

Other comments:

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.....

**Evidence Sighted by TQA Officer**

- ☐ Storage of TCE safety-net tests

Describe facility:

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- ☐ Random sampling of stored tests' serial numbers against TQA records

Comment:

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.....

- ☐ Register of tests

Comment:

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General Comments:

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Attachments (if any):

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## Site Visit Checklist

***Standard for within-provider within-course comparability of internal assessments for TQA 3 courses***

**Name of Provider:**

***Institution Name***

**Names of TQA Officer/s:**

***2 TQA officers to be present***

**Staff Interviewed**

***TCE Coordinator***

**Date:**

***Negotiated with provider***

**Provider has documented processes in place to satisfy the above Standard**

☐

**Comments**


Course	<b>Sample of TQA courses delivered by provider</b>
<b>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 the TQA issues.</b>	

Requirement	Documentation
<p><b>1. All of the knowledge, skills and experiences that comprise the course have actually been delivered to students:</b></p> <p><b>Auditors will expect to see:</b></p> <ul style="list-style-type: none"> <li><b>course programs of work and evidence of their delivery.</b> <i>Scope &amp; 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"> <li><i>the sequence of course delivery/tasks</i></li> <li><i>when formative and summative assessment instruments are used.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scope &amp; sequence document</li> <li>[W]eekly [M]onthly {T}erm</li> <li>Maps course content</li> <li>Sequence of assessment tasks</li> <li>Criteria/competencies being addressed in tasks</li> <li>Formative &amp; summative assessments</li> <li>All learning outcomes addressed across course</li> </ul>
<p><b>Student Questions:</b></p> <ul style="list-style-type: none"> <li>why did you choose this course?</li> <li>what were you told about the course before starting?</li> <li>were you provided with a course outline or similar document that explained what you would be doing?</li> <li>have you read the course document?</li> <li>would you like to make any suggestions to improve the course?</li> <li>would you recommend this course to other students?</li> </ul>	

Requirement	Evidence viewed
<p><b>2. Individual students receiving the qualifications have actually been exposed to the knowledge, skills and experiences that comprise the course.</b></p> <p><b>Auditors will expect to see:</b></p> <ul style="list-style-type: none"> <li>• student attendance records*</li> <li>• confirmation of student engagement (through interviews with past and current students)</li> <li>• course outline/plan/sequence document/program of work etc**</li> </ul> <p><i>*While attendance records are kept as a normal part of classroom teaching it is possible that students may undertake course activities outside normal school hours/classroom environments. One possible way to record learning time outside formal classrooms is via a student work time/log sheet.</i></p> <p><i>** Evidence of planning and implementation of the plan.</i></p>	<ul style="list-style-type: none"> <li>• Central attendance</li> <li>• Class/teacher attendance</li> <li>• Student log book</li> <li>• Policy on # of Absences</li> <li>• Program of work</li> </ul>
<p><b>Student Questions:</b></p> <ul style="list-style-type: none"> <li>• how do you enjoy the course?</li> <li>• is the course what you had expected?</li> <li>• what sorts of thing have you done in class? <i>there may be course specific expectations</i></li> <li>• how much time do you spend in class, outside class, excursions etc? <i>check course specific requirements</i></li> </ul>	

Requirement	Evidence viewed
<p><b>3. Assessment tools together with their associated rubrics/guidelines etc, for making judgements</b></p> <ul style="list-style-type: none"> <li>An assessment rubric would establish the 'rules' used to judge competence. It would articulate what a learner needs to do/show in order to be assessed as competent, or to be given a particular result. There should be clear connections between the specific task/s undertaken and the competency/performance indicators; competency should be matched to task.</li> </ul>	<ul style="list-style-type: none"> <li>assessment tools sighted</li> <li>criteria/competencies indicated</li> <li>criteria/competencies matched to task</li> <li>rubric or performance indicators listed for each task (what students need to show)</li> <li>marking guides for assessment tasks</li> </ul>
<p><b>Student Questions:</b></p> <ul style="list-style-type: none"> <li>what feedback do you get on assessment tasks from your teacher?</li> <li>do you get information about how you could improve your performance on later tasks?</li> </ul>	



Requirement	Evidence viewed
<p><b>4. Successful students have met all of the assessment requirements for the course.</b></p> <p><b>Auditors will expect to see:</b></p> <ul style="list-style-type: none"> <li>summative (or final) assessment records Assessment records would comprise:               <ol style="list-style-type: none"> <li>an assessment rubric</li> <li>a set of assessment instruments; assessment instruments should be produced and used no matter what assessment methodology is employed; they should make clear what:                   <ul style="list-style-type: none"> <li>the specific task is</li> <li>competency/ies/criteria/outcomes will be assessed</li> <li>a learner must do/show to be judged competent/receive a particular rating.</li> </ul> </li> </ol> </li> <li>a class assessment record which contains:               <ul style="list-style-type: none"> <li>the name of each learner</li> <li>the competencies/criteria/outcomes on which they were assessed</li> <li>reference to the assessment instrument/s used to make the assessment</li> <li>the date of the final assessment</li> <li>the name of the assessor.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>summative assessment records sighted</li> <li>overall assessment rubric sighted that indicates how final judgements are made</li> <li>class assessment records sighted</li> </ul>
<p><b>Student Questions:</b></p> <ul style="list-style-type: none"> <li>how many assessment tasks have you had to do, e.g. weekly tests or assignments?</li> <li>were you told when you would be assessed and what you would be assessed on?</li> </ul>	

## For Essential Skills – Literacy & Essential Skills – Numeracy TQA 2

Requirement	Evidence viewed
<p><b>5. Archived samples of individual student’s work sufficient to illustrate the borderline between being judged as ‘competent’ or ‘not yet competent’.</b></p> <p><b>Auditors will expect to see:</b></p> <ul style="list-style-type: none"> <li>Documented procedures for selection &amp; retention of samples in relevant courses</li> <li>samples of student work where the students were deemed to have just reached the minimum standard for an award of “Pass” (or nearest)</li> <li>samples of student work where the students were deemed to have not yet satisfied all competencies</li> </ul> <p><i>the number of samples will depend on how many borderline cases have arisen in the time that the course has been provided. Commonsense 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"> <li>Procedure for archived samples sighted</li> <li>Archive of samples available</li> </ul>

Requirement	Evidence viewed
<p><b>6. Access restriction for students enrolling in this course</b></p> <p><i>Access to this course is restricted to students who cannot meet the learning outcomes prior to entry to the course. Providers of this course will have an assessment process to identify the level of support needed to attain requisite levels of literacy/numeracy competence.</i></p> <p><b>Auditors will expect to see</b> some documented evidence that the provider has:</p> <ul style="list-style-type: none"> <li>student enrolment procedures to take account of this restriction;</li> <li>an assessment process to identify the level of support needed to attain requisite levels of literacy/numeracy competence.</li> </ul> <p><i>For example, to make judgements about the suitability of learners for this course, some providers will use:</i></p> <ul style="list-style-type: none"> <li><i>high school recommendations in regard to students’ literacy/numeracy levels;</i></li> <li><i>completion of TQA level 1 English/Mathematics-related courses (if appropriate);</i></li> <li><i>course counselling records.</i></li> </ul> <p><i>These may be recorded electronically in the student’s file.</i></p>	<ul style="list-style-type: none"> <li>sighted enrolment procedure that includes consideration of access restriction</li> <li>sighted assessment process to identify support needed</li> </ul>

## *For Work Readiness TQA 2*

Requirement	Evidence viewed	
<b>5. Relationship to the Australian Core Skills Framework (ACSF) [for Work Readiness]</b> <ul style="list-style-type: none"><li>evidence showing how ACSF has been used to determine the appropriate levels of performance in the 5 core skills of Learning, Reading, Writing, Oral Communication and Numeracy</li></ul>	<ul style="list-style-type: none"><li>scope &amp; sequence document refers to ACSF</li><li>relevant assessment tools refer to ACSF for performance indicators</li><li>rubric refers to ACSF</li></ul>	

SAMPLE ONLY

## Closing Meeting Checklist

- Thanks for hospitality ..... ☒
- Confidentiality statement reinforced ..... ☐
- Inform organisation of any findings..... ☐
- Confirm follow-up to any findings ..... ☐
- Provide details on appeals procedures..... ☐
- Discuss subsequent audits (other courses later in 2011)..... ☐
- Audit report ..... ☐
- Audit evaluation form..... ☐

### Summary of QA Audit findings

**Organisation:**

*Institution Name*

**Course(s):**

*Sample of TQA courses delivered by provider*

**Date:**

*Negotiated with provider*

**Comments**


