

COURSE DEVELOPMENT CHECKLIST

TASC HEALTH CHECK

Finalisation Phase

Proposed course details

| | | | |
|------------------------------|--|------------|--|
| Name of course | | | |
| Learning area | | | |
| Proposed Level of complexity | | Size value | |

1. Feedback Summary

| | No further action | Attention required |
|---|-------------------|--------------------|
| Course name / introductory statement | [indicate with] x | |
| Focus area | | |
| Rationale | | |
| General capabilities | | |
| Course description | | |
| Pathways | | |
| Access and resource requirements | | |
| Learning outcomes | | |
| Course structure and content | | |
| Sequence of delivery | | |
| Assessment | | |
| Criteria | | |
| Standards | | |
| Award requirements | | |
| Alignment with relevant Australian Curriculum | | |
| Work requirements | | |
| Everyday adult standards | | |
| Throughout the course document | | |
| Purpose | | |
| Agency | | |
| External Assessment Specifications | | |
| Consultation | | |
| General Feedback | | |

Additional feedback attached

<update list as appropriate>

1. Supplementary feedback
2. Standards feedback
3. Everyday adult standard feedback – Reading, Writing and Communication (in English)
4. Everyday adult standard feedback – Mathematics
5. Everyday adult standard feedback – Use of computers and the Internet
6. External Assessment Specifications Feedback
7. Marked up copy of course document
8. Email dated xxx
- 9.

2. Course document

2.1 Preamble

| | | |
|--------|---|---|
| 2.1(a) | Does the course introductory statement specify the course name and level of complexity? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback</i> |
| 2.1(b) | Is the proposed name of the course consistent with naming conventions? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback</i> |
| 2.1(c) | Is it suitable to be used as the qualification? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback</i> |

2.2 Focus Area

| | | | |
|--------|---|---|---|
| 2.2(a) | Identified focus area | <input type="checkbox"/> Discipline-based Study <input type="checkbox"/> Transdisciplinary Projects <input type="checkbox"/> Professional Studies | <input type="checkbox"/> Work-based Learning <input type="checkbox"/> Personal Futures |
| 2.2(b) | Does the statement clearly articulate how, in this course, learners will engage with and demonstrate the focus area key features? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> | |

2.3 Rationale

| | | |
|--------|--|--|
| 2.3(a) | Does the rationale statement establish the need for the course in the Tasmanian senior secondary curriculum? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.3(b) | Is the rationale explicit and succinct? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.3(c) | Does it pre-empt future accreditation decisions? <i>e.g. ...is one of a suite of four courses...</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, provide feedback:</i> |

2.4 Integration of General Capabilities and Cross-Curriculum Priorities

| | | |
|--------|--|---|
| 2.4(a) | Are specific general capabilities identified? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |
| 2.4(b) | Is there line of sight for each of the identified general capabilities within the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |
| 2.4(c) | Does the course provide explicit opportunities for students to demonstrate or develop the identified general capabilities? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

2.5 Course description

| | | |
|--------|---|--|
| 2.5(a) | Is the course description targeted to a student audience? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.5(b) | Does it stand alone and is useable for course promotion materials, such as guides for Years 11 and 12 students? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.5(c) | Is it clear and succinct? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.5(d) | Does it pre-empt future accreditation decisions? <i>e.g. by reference to a course under development</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, provide feedback:</i> |

2.6 Pathways

| | | |
|--------|--|--|
| 2.6(a) | Are explicit pathways <i>to</i> the course and any prerequisites identified? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.6(b) | Are explicit potential pathways <i>from</i> the course identified? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.6(c) | Do any of the identified pathways pre-empt a future accreditation decision? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, provide feedback:</i> |

2.7 Access and resource requirements

| | | |
|--------|--|---|
| 2.7(a) | Are there any access requirements? Are the access requirements fair and reasonable? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |
| 2.7(b) | Are there any resource requirements? Are the resource requirements clear, equitable and reasonable for the context of the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

2.8 Learning Outcomes

| | | |
|--------|--|--|
| 2.8(a) | Are course-level learning outcomes identified? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.8(b) | Do the learning outcomes represent measurable outcomes within the scope of the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

2.9 Course structure and content

| | | |
|--------|---|---|
| 2.9(a) | Is it clear what students are intended to learn and experience during the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.9(b) | Is the content of each module of learning discrete? <i>If content of two or more module of appears to overlap:</i> a) Is the delivery sequence of relevant modules specified? b) Does learning build on the previous module? | <input type="checkbox"/> Yes, each module has unique content <input type="checkbox"/> No, some content is covered across two or more modules <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.9(c) | Does the course contain significant core of common content which all students must engage with? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.9(d) | Does the learning duplicate learning in other TASC courses, VET or any recognised formal learning? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, provide feedback:</i> |
| 2.9(e) | Is the learning appropriate to the level of complexity of the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.9(f) | Is the volume of learning and associated assessment reasonable for the size value of the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

2.10 Sequence of delivery

| | |
|--|---|
| 2.10(a) Is the delivery sequence for the course specified? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.10(b) Is the delivery sequence reasonable and clear? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

2.11 Assessment

| | |
|---|--|
| Is TASC's standard information about criterion-based assessment included? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
|---|--|

2.12 Criteria

| | |
|---|--|
| 2.12(a) Has an appropriate number of criteria been specified? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(b) Does each criterion support/reflect one or more of the course learning outcomes? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(c) Do the criteria, collectively, allow each of the learning outcomes to be measured? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(d) Does each criterion succinctly articulate <i>what</i> is being measured? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(e) Does the level of complexity for each criterion align with the intended course level? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(f) Is each criterion sufficiently distinct from the other criteria? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(g) Is each criterion equally substantive? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.12(h) Have criterion elements relating to each criterion been identified? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

2.13 Standards

| | |
|---|--|
| 2.13(a) Does each descriptor relate clearly to the criterion element with which it aligns? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback via template.</i> |
| 2.13(b) Is each descriptor clear and measurable? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback via template.</i> |
| 2.13(c) Is the wording of any descriptor ambiguous or open to interpretation? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, provide feedback via template.</i> |
| 2.13(d) Have key phrases or concepts been adequately, succinctly and clearly defined? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback via template.</i> |
| 2.13(e) Do any descriptors describe what a student will produce (work requirement) rather than how their work will be measured? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, provide feedback via template.</i> |
| 2.13(f) Is there a clear progression from C to B to A ratings? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback via template.</i> |
| 2.13(g) Is each criterion element succinct and unique (sufficiently distinct compared to all other criterion elements in the course)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback via template.</i> |

2.14 Award requirements

| | |
|---|--|
| 2.14(a) How many ratings are available for the algorithm? | Internal: External: Total: |
| 2.14(b) Is the total number of ratings appropriate? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.14(c) Is the correct algorithm included for that number of ratings? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

2.15 Alignment with relevant Australian Curriculum

| | |
|--|--|
| 2.15(a) Does the course map to Australian Curriculum senior secondary materials? <i>If no:</i> Are there components of Australian curriculum materials that do align? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Provide feedback if appropriate:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Provide feedback if appropriate:</i> |
| 2.15(b) Do the learning outcomes for the course align with and cover relevant learning outcomes in Australian Curriculum senior secondary materials or, if national materials are not available, senior secondary materials in other Australian jurisdictions? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |
| 2.15(c) Is relevant senior secondary Australian Curriculum material included in the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |
| 2.15(d) Do the standards align with and, where appropriate, cover relevant senior secondary Australian Curriculum Achievement Standards? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

2.16 Work requirements

| | |
|--|--|
| 2.16(a) Are the work requirements clearly described? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.16(b) Is the scope and number of requirements appropriate for the size and complexity of the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.16(c) Is there a line of sight between the course content, work requirements, criteria and standards, and learning outcomes? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.16(d) Do they allow teachers sufficient flexibility to design tasks to meet individual student needs and interests? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.16(e) Are work requirement definitions provided where required? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

2.17 Everyday adult standards – Level 2, 3 or 4 courses only

| | |
|---|---|
| 2.17(a) What everyday adult standards have been embedded into the course? | <input type="checkbox"/> Reading, writing and communication (in English) <input type="checkbox"/> Mathematics <input type="checkbox"/> Use of computers and the internet <input type="checkbox"/> None |
| 2.17(b) Has the course content and work requirements been mapped to the everyday adult standard(s)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

| | |
|--|---|
| 2.17(c) Is the relevant everyday adult standard/s addressed across a range of criteria and criterion elements? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |
| 2.17(d) Does the course provide opportunities for students to demonstrate that they have met the standard(s) in line with TASC policy? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

2.18 Throughout the course document

| | |
|--|--|
| 2.18(a) Are references to the course name and level consistent? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.18(b) Has plain English been used where possible? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.18(c) Has course-based terminology been consistently applied throughout the course document? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.18(d) Have key terms been defined and referenced where appropriate? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 2.18(e) Is the format of the document compatible with CMA functionality? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

3. Additional Questions

3.1 Purpose

| | |
|---|--|
| 3.1(a) Does the course contribute in one or more ways to the development of students as: confident, responsible, reflective, innovative and/or engaged? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 3.1(b) Have the above learner attributes been reflected in the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

3.2 Agency

| | |
|--|---|
| 3.2(a) Does the course contain opportunities for students to make decisions about what they learn and how they demonstrate their learning? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.2(b) Are these opportunities appropriate in the context of the course? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <i>If no, provide feedback:</i> |

3.3 External Assessment Specifications – Level 3 or 4 courses only

| | |
|---|---|
| 3.3(a) To which category(ies) does the externally assessed product(s) or output(s) align? | <input type="checkbox"/> Written examination <input type="checkbox"/> Folio <input type="checkbox"/> Practical <input type="checkbox"/> Oral <input type="checkbox"/> Not aligned to the above categories (<i>provide feedback</i>) |
| 3.3(b) Does the title of each product or output align with the TASC naming conventions? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
| 3.3(c) Does each product or output align with the required characteristics? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |

3.4 Consultation

| | |
|--|--|
| Has consultation with a range of stakeholders relevant to the context of the course been undertaken? | <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If no, provide feedback:</i> |
|--|--|

4. General Feedback

[Provide any further feedback here]

| | |
|-------------------------|--|
| Authorised by | Wendy Spencer, Executive Officer, TASC |
| Contact | Quality Assurance Team |
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