YEARS 11&12

COURSE DEVELOPMENT PROCEDURE

Department of Education
1. Scope (audience and applicability)

This procedure outlines the steps, together with the roles and responsibilities of organisations and individuals in developing and submitting senior secondary courses for accreditation.

This document is a part of a suite of documents regarding course development and accreditation and should be read in conjunction with:

- The Office of Tasmanian Assessment, Standards and Certification Course Accreditation Procedure
- The Department of Education Years 11-12 Course Writing Guidelines
- The Department of Education Years 11-12 Communication Strategy
- The Department of Education Years 11-12 Course Consultation Guidelines.

2. Purpose

This document outlines the Department of Education (DoE) Tasmania course development procedure to ensure courses are of high quality and are suitable for delivery in senior secondary education.

3. Role of Curriculum Services

The responsibility for curriculum and course development rests with Curriculum Services, DoE, Tasmania in collaboration with the non-government sector.

Course development will include a consultation process to provide opportunities for input on course consultation drafts.

4. Definitions

**Accreditation**: is a quality assurance process under which courses are evaluated to determine that required standards are met.

The course document sets guidelines and rules for the knowledge and skills and understandings that must or may be included in a course of study and that a learner must demonstrate to receive a particular result.

**Senior secondary course** means a course of study that is normally undertaken, or intended to be undertaken, during the final two years of secondary education, being the years of secondary education commonly known as years 11 and 12.

5. Procedure Details

Course development is a cyclical process that contains the following four elements:

- **Phase 1**: Research and Review: Research and review of recent national development and practice, identifiable need for course, analysis of student enrolment data and review of existing course provision.
- **Phase 2**: Design and Plan: Formation of a course development plan and course writing brief to take account of directions established in previous phase.
- **Phase 3**: Course Development: Development and submission of course and development of course guide and resources
- **Phase 4**: Implement and Evaluate: Course implementation, monitoring and evaluation informed by analysis
Phase 1: Research and Review

This phase will:

1. Establish the need for a course via:
   - Determination of proposed course alignment with agreed National and State agreements and legislation and DoE Curriculum Principles, policies and procedures
   - Research and review of current national developments and practice
   - Identification of course progression from year 10 and post year 12 pathways
   - Alignment with the corresponding subjects in the Australian Curriculum
   - Analysis of student enrolment data
   - Research of current Tasmanian senior secondary course provision to avoid duplication and overlap
   - Consultation through an established process with all key stakeholders

2. Include the following proponents:
   - Curriculum Services
   - Curriculum Teacher Leaders (CTL) in consultation with cross sectoral representatives
   - Learning Area Groups (LAG)
   - Other course developers

Phase 2: Design and Plan

This phase will comprise:

- The appointment of Learning Area Groups (LAG) with relevant expertise and experience.
- Preparation of a writing brief to guide course writers by Curriculum Services, informed by the research and consultation undertaken during the previous phase.

The writing brief will provide:

- A detailed blueprint for the development of the course, against which the final course is judged.
- Direction on the degree of course development/amendment required.

It will include:

- Specifications/independent analysis for the review/development of expiring courses
- A rationale and learning outcomes for each course developed by Curriculum Services
- Relevant Course content from interstate
- TASC Course Accreditation Procedure including Appendices A-C
- TASC Developing assessment criteria and performance standards
- A TASC course template
- A Course Development Plan outlining:
  - A timeline for each stage of the course revision or development process
  - Resourcing, responsibility and accountability

Phase 3: Course Development

This phase will include:

- Submission of Notification of Intent to develop a Senior Secondary course. Course developers are encouraged to contact TASC via email (enquiries@tasc.tas.gov.au) or complete the Notice of Intention eForm (currently under development).
• Teacher consultation e.g. online consultation survey or face to face meetings
• Consultation report prepared by Curriculum Services
• Preparation of draft courses by curriculum writers (see course writing processes and guidelines)
• Draft course submitted for review
• Course review by Curriculum Services and LAG
• Teacher consultation
• Consultation report prepared by Curriculum Services
• Consultation with TASC regarding the development of external assessment specifications
• Quality Assurance of Course
• Preparation of accreditation submission:
  o a covering letter
  o details of consultation undertaken
  o the proposed course document submitted on the TASC Course Template
• Submission of course to TASC emailed to TASC: enquiries@tasc.tas.gov.au for consideration
• Development of supplementary materials and resources by Curriculum Services
• Publishing course supplement and resources

Phase 4: Implement and Evaluate

This phase will include:

• A course copy to the Curriculum Framework Advisory Group for noting
• A plan for implementation, monitoring and evaluating success of course delivery and making adjustments to improve achievements by Curriculum Services
• Course Professional Learning workshops for teachers facilitated by Curriculum Services
• Review of the course after the first year of delivery
• Teacher consultation on course delivery
• Analysis of TASC course data: enrolment, assessment and attainment
• Identification and recording of issues that need to be taken to inform a future course review by Curriculum Services.

6. Roles and Responsibilities

<table>
<thead>
<tr>
<th>The Office of TASC will:</th>
<th>Curriculum Services will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide Curriculum Services with independent analysis for expiring courses</td>
<td>• Facilitate the formation and functions of cross sectoral Learning Area Groups (LAGs)</td>
</tr>
<tr>
<td>• Make available information and resources to facilitate course development</td>
<td>• Select and appoint key teachers and critical friends from across all sectors</td>
</tr>
<tr>
<td>• Provide a course development template</td>
<td>• Inform TASC of its intention to develop or amend a course [via email of web form (to be developed)]</td>
</tr>
<tr>
<td>• Provide relevant information regarding standards, quality assurance, certification and assessment specifications.</td>
<td>• Develop a draft course document that aligns to the agreed structure and contains the agreed information</td>
</tr>
<tr>
<td></td>
<td>• Adhere to relevant curriculum procedures and guidelines</td>
</tr>
<tr>
<td></td>
<td>• Use the TASC developed course document template</td>
</tr>
<tr>
<td></td>
<td>• Follow the course writing guidelines with regard to course complexity, outcomes and standards, coherence and</td>
</tr>
<tr>
<td><strong>Learning Area Groups will:</strong></td>
<td><strong>Course developers, including the Department of Education, in collaboration with the non-government sector will:</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| - Undertake research on current curriculum and course provision in the area  
- Provide expert analysis of the curriculum strategy, resources and materials needed for a learning area, from both a state and national perspective  
- Provide advice about the development of senior secondary courses and the nature of documents developed to support their implementation  
- Provide expert analysis of the curriculum requirements for the development or revision of a course. | - Determine the need for a course  
- Undertake research on current curriculum and course provision in the area  
- Inform TASC of its intention to develop or amend a course [via email of web form (to be developed)]  
- Consult with key stakeholders on the consultation draft  
- Develop a draft course document that aligns to the agreed structure and contains the agreed information  
- Negotiate with TASC regarding the development of external assessment specifications  
- Use the TASC developed course document template.  
- Follow these procedures with regard to course complexity, outcomes and standards, coherence and assessment and award requirements.  
- Ensure language used in course documentation is inclusive. |

### 7. Risk Management

Risk management is the responsibility of the Director of Curriculum, Department of Education Tasmania.

### 8. Associated Documents and Materials

See also the Department of Education, Tasmania procedures and course development support material.

---

Copyright: Creative Commons Attribution 4.0 International unless otherwise indicated.  
State of Tasmania (Department of Education) 2016