1. **Scope (audience and applicability)**
These guidelines outline the steps, together with the roles and responsibilities of organisations and individuals in consulting and developing 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 Development Procedure.

2. **Purpose**
This document outlines the Department of Education (DoE) Tasmania course consultation guidelines 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. **Consultation within the Course Development process**
Consultation will occur in the following phases of the Course Development process.

**Phase 1: Research and Review**
- Consultation regarding the need for a course through an established process with all key stakeholders.

**Phase 3: Course Development/Writing**
Consultation through an established process with teachers across all sectors may involve:
- Consultation regarding expiring courses
- Consultation regarding draft replacement courses
- Consultation regarding new courses.

**Phase 4: Implement and Evaluate**
- Consultation on course delivery through an established process with teachers across all sectors.
5. Consultation may involve:

- Teacher feedback at key consultation points of the course development process through completion of online surveys, professional learning workshops, paper and electronic submissions and/or provision of written submissions.
- Consultation forums involving teachers, academics and associations
- Learning Area group meetings involving a range of ‘experts’ — teachers, academics, authorities and associations
- Critical readers and reviewers from the Tasmanian cross sectoral teaching and academic community.

6. Consultation feedback, reports and actions

Consultation feedback will be provided by teachers throughout Tasmania in the form of online surveys, feedback from Subject Forums and detailed written submissions.

Curriculum Services along with Learning Area Groups will review all consultation feedback and take appropriate action to improve draft course documents.

Formal consultation reports will summarise the key findings received from the stakeholder consultation and will be available on the learning area pages of the DoE Years 11-12 Curriculum website. These reports will outline the methodology used to collect and analyse consultation data, the quantitative and qualitative feedback itself, and recommendations.

7. Guidelines for Consultation

When devising consultation processes there must be:

- a clear explanation of the purpose and objectives of consultation
- a plan for conducting consultation
- an explanation of who should be consulted—and who does not need to be consulted
- an outline of a strategy for the most efficient and meaningful consultation.

8. Consultation Techniques

See Appendix A

9. Roles and Responsibilities

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<thead>
<tr>
<th>Curriculum Services will:</th>
<th>Develop and lead course consultation processes</th>
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<tr>
<td></td>
<td>Establish and communicate course consultation timelines</td>
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<td>Consult with key stakeholders across the state in all sectors</td>
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<td>Provide opportunity for stakeholder groups to provide feedback</td>
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<td>Ensure that the consultation process is dynamic, so that each stage of consultation builds on previous stakeholder input and feedback</td>
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<td>Review all consultation feedback and take appropriate action to improve draft curriculum documents</td>
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<td>Prepare and publish consultation reports which summarise key findings and recommendations from stakeholder</td>
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consultation.
- Negotiate with TASC regarding the development of external examination specifications
- Prepare a course consultation report for TASC as part of the TASC Course Accreditation process.

TASC will:
- Provide Curriculum Services with independent analysis for expiring courses

Learning Area Groups will:
- Review consultation feedback and make recommendations regarding the course development process and course consultation reports.

Schools and Teachers will:
- Participate in relevant course consultation processes
- Provide requested feedback within specified timeframes
- Provide appropriate feedback in line with school protocols and processes, adhering to Professional Teaching Standards.

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

11. Associated Documents and Materials
See also the Department of Education, Tasmania procedures and course development support material.
APPENDIX A

Discussion groups

- Facilitated discussion groups involving key teachers and critical friends can be a good way to draw out a range of views and opinions. Discussion groups tend to involve relatively open-ended dialogue.

Strengths:
- targets specific groups
- can be structured in a number of ways to achieve a range of outcomes
- generates innovative options
- can build capacity, consensus, ownership and relationships and
- can be iterative or cyclical, evolving in scope over the course of a project.

Weaknesses:
- participants may not be representative
- produces qualitative not quantitative information which may not be easily understood or valued and consideration regarding the collection and analysis of qualitative data is required, and may sometimes require skilled expertise in qualitative analysis.

Surveys

Surveys involve posing a standard set of open and/or closed questions to a range of people. Survey tools must be designed to generate useful and reliable information. Questions must be clear, impartial, easily understood, unambiguous.

Strengths:
- can be used to gain feedback from large and diverse groups of people
- are cost effective
- enables comparison between teaching groups
- can provide large amounts of qualitative and quantitative data.

Weaknesses:
- often only useful for providing and collecting information on a limited number of topics.