

Practice guide 2 (PG2)

Course delivery mapping: Scope and sequence

Contents

TASC <i>Standards for Providers</i> alignment.....	1
Standard 1: Teaching and learning	1
Provider context.....	2
Common QA findings and areas for improvement.....	2
What good practice looks like.....	4
Evidence TASC expects to see.....	5
Quick self-check questions	7
Relevant resources	8

TASC *Standards for Providers* alignment



Standard 1: Teaching and learning

The *TASC Standards for Providers* establish the requirements that providers must meet when delivering accredited senior secondary courses.

Providers must ensure accredited courses are delivered as approved by TASC.

Requirement

Providers must ensure accredited courses are delivered as approved by TASC.

How this supports compliance

A scope and sequence are a key piece of evidence demonstrating how the provider plans for and delivers the accredited course. It enables providers to demonstrate:

- that all aspects of the current TASC course document are taught;
- when learning occurs throughout the year;
- how teaching and learning activities build student knowledge and skills;
- how assessment opportunities are integrated into course delivery;
- when students receive feedback to support improvement;
- how student progress is monitored; and
- how course delivery is reviewed and refined over time.

Effective scope and sequence documentation supports transparency, consistency and accountability by providing a clear overview of the intended learning journey for students. It also assists providers to identify gaps in course coverage, ensure assessment opportunities are appropriately timed and demonstrate that sufficient teaching and learning has occurred to support valid assessment judgements.

Providers should be able to demonstrate that their scope and sequence is not simply a planning document, but a working tool that informs classroom practice, supports quality assurance processes and provides evidence that the accredited course has been delivered in accordance with TASC requirements.

Provider context

Providers should ensure that all policies, procedures and practices align with relevant TASC requirements while also reflecting applicable sector, system, organisational and local provider policies. Documentation should clearly articulate how external requirements are implemented within the provider's own context and day-to-day practice.

Common QA findings and areas for improvement

During provider check-ins, desktop audits and quality assurance reviews, TASC frequently identifies gaps in how course delivery is planned, documented and evidenced. During quality assurance activities, TASC may seek evidence that the documented scope and sequence accurately reflects classroom practice and that all course requirements have been delivered. This expectation aligns with the requirement that accredited courses be delivered as approved by TASC.

✗ Learning activities are listed, but course requirements are not mapped

Providers have teaching programs showing what students do, but there is no clear connection to:

- course aims or course content
- knowledge and skills requirements
- assessment requirements.

TASC must be able to determine that the accredited course is being delivered as approved.

✗ Partial coverage of course content

Some sections of the course document are well represented, while others are absent or addressed superficially.

Examples include:

- specific content areas omitted
- practical components insufficiently covered
- required learning experiences not evident.

Students may not receive the full accredited course.

✗ Assessment is disconnected from teaching and learning

Assessment tasks are identified separately from the teaching program.

There is limited evidence showing:

- when students are taught required knowledge and skills
- how learning prepares students for assessment
- how feedback informs improvement.

Assessment should be integrated with teaching and learning, not a standalone activity.

✗ No clear sequence across the year

Documentation identifies content but does not show:

- timing
- progression of learning
- assessment points
- review opportunities.

TASC cannot determine whether learning has been appropriately planned and sequenced.

✗ Scope and sequence does not reflect actual delivery

The document exists for compliance purposes but differs from what occurs in classrooms.

Examples include:

- changed teaching order
- omitted units
- assessment dates moved without updating documentation.

Documentation should accurately represent practice.

✗ Current course document not used

Planning is based on a previous version of the accredited course.

Examples include:

- superseded content
- outdated assessment requirements
- old course terminology.

Providers must deliver the current accredited course available on the TASC website to ensure the integrity of qualifications and statewide consistency.

✗ No evidence of review or refinement

Providers cannot demonstrate how teaching programs are evaluated and improved.

Continuous improvement is a key feature of strong curriculum governance.

What good practice looks like

A scope and sequence should act as a roadmap showing how the accredited course will be delivered from commencement to completion.

It should demonstrate alignment between:

- course requirements
- teaching and learning
- assessment opportunities
- student feedback
- review processes.

A scope and sequence is not simply a planning document. It is a key piece of quality assurance evidence demonstrating that an accredited course is delivered in full, using the current TASC course document, with clear alignment between teaching, learning and assessment.

Providers should be able to demonstrate not only what is planned, but also how the plan is implemented, monitored, reviewed and improved over time.

During quality assurance activities, indicators of good practice are when TASC can readily identify that:

- ✓ The current TASC course document has been used.
- ✓ All course requirements are taught.
- ✓ Teaching, learning and assessment are connected.
- ✓ Learning is sequenced logically based on course delivery requirements.
- ✓ Assessment opportunities are planned.
- ✓ Feedback opportunities are built into delivery.
- ✓ Adjustments are documented.
- ✓ Continuous improvement processes are in place.
- ✓ Course delivery reflects provider and sector expectations.
- ✓ Documentation accurately reflects classroom practice.

Examples of good practice include:

✓ **Full course mapping**

The provider has mapped every component of the TASC course document into the teaching program. This is effective when it demonstrates full course coverage, enables systematic monitoring, and provides transparency for staff and students.

✓ **Teaching, learning and assessment are connected**

The scope and sequence demonstrates:

- what students learn
- when they learn it
- how learning is assessed
- when feedback occurs.

This is effective in supporting valid assessment, demonstrating intentional curriculum planning and providing clear evidence of delivery.

✓ **Learning progresses over time**

Content is sequenced to build knowledge and skills progressively, for example:

Students:

1. acquire foundational concepts;
2. apply concepts in guided tasks;
3. complete independent investigations;
4. demonstrate achievement through assessment.

This is effective in supporting successful student achievement, demonstrating coherent curriculum design, and aligning learning with assessment demands.

✓ **Clear assessment and feedback opportunities**

The scope and sequence identifies:

- formative assessment
- summative assessment
- feedback opportunities
- intervention points.

This is effective for students to understand expectations, teachers to monitor progress, and assessment is supported by teaching and learning.

✓ **Review and continuous improvement**

Providers regularly review delivery plans using:

- student feedback
- assessment outcomes
- moderation findings
- QA reports.

This is effective to support evidence-informed improvement, demonstrate curriculum leadership and ensure ongoing alignment with course requirements.

Evidence TASC expects to see

TASC expects providers to maintain documentation and practices that are consistent with the *Standards for Providers*, accredited course requirements and relevant sector or governing authority policies. Evidence should demonstrate not only compliance with TASC requirements, but also how sector expectations and provider decisions have been incorporated into local operational practices and quality assurance processes.

Considering your school context, the following evidence can be maintained:

Course planning documents include:

- Scope and sequence
- Teaching program
- Unit plans and/or curriculum overview
- Course and/or year planner

Teaching and learning documentation

- Learning sequences
- Lesson plans
- Learning materials
- Learning management system records

Assessment documentation

- Assessment schedule
- Assessment matrix
- Assessment notifications
- Assessment tasks

Review documentation

- Staff or learning area meeting minutes
- Course review records
- Improvement plans
- Annual review documentation

Implementation characteristics:

TASC would expect to see evidence that planning documentation is actively informing course delivery.

Examples may include:

Delivery of the full course

- ✓ All course requirements can be located within the teaching program.
- ✓ No parts of the course are omitted.
- ✓ Course delivery reflects the current course document.

Teaching and learning occurs as planned

- ✓ Learning experiences align with documented plans.
- ✓ Teaching programs reflect classroom practice.
- ✓ Students engage in the planned learning sequence.

Assessment alignment

- ✓ Assessment opportunities align with teaching.
- ✓ Students receive learning prior to assessment.
- ✓ Feedback opportunities are evident.
- ✓ Learning supports successful completion of assessments.

Monitoring and Review

- ✓ Delivery is monitored throughout the year.
- ✓ Adjustments are documented.
- ✓ Improvements follow evaluation and review.
- ✓ Course planning is updated following curriculum changes.

Local and Sector Context

- ✓ Provider-specific expectations are evident.
- ✓ Sector curriculum requirements are reflected where applicable.
- ✓ Local decisions and priorities are incorporated into planning.

Quick self-check questions

Course Coverage

- Can every aspect of the course document be located within the scope and sequence?
- Can you demonstrate that the entire course will be delivered?

Teaching and Learning

- Does the sequence show how learning progresses?
- Are learning experiences clearly identified?
- Can someone unfamiliar with the course confidently determine that all content has been taught?

Assessment Alignment

- Can each assessment be linked to teaching and learning?
- Are opportunities for feedback evident?

Implementation

- Does classroom practice match the documented plan?
- Are changes and adjustments documented?

Continuous Improvement

- When was the scope and sequence last reviewed?

- How have QA findings, moderation outcomes or assessment data informed improvements?

Relevant resources

- [Quality Assurance Standards for Providers](#)
- Current [Courses - TASC](#) accessed on the TASC website.
- [FAQ-What-needs-to-be-included-in-a-scope-and-sequence.pdf](#)