

What we heard

Stage 1 Course Consultation 2026

About this consultation

TASC consulted with teachers, sector representatives and other stakeholders on proposed amendments to senior secondary courses scheduled for implementation in 2027.

Stakeholders were invited to review the proposed course documents and provide feedback on the clarity, suitability and implementation of the proposed changes.

The consultation generated feedback across a range of courses, with respondents providing both broad system-level observations and detailed course-specific feedback. TASC reviewed all submissions to identify recurring themes, areas of support and opportunities for improvement.

Feedback has informed revisions to course documentation where appropriate. In considering consultation feedback, TASC also considered the requirements of the Senior Secondary Accreditation Framework (SSAF), assessment validity and reliability, course coherence, deliverability within the nominal hours, and the need to support teacher professional judgement.

This report summarises the key themes raised through consultation and the actions taken in response.

What we heard

A number of common themes emerged across multiple courses.

Assessment and work requirements

Stakeholders sought greater clarity about the purpose of work requirements and their relationship to broader assessment programs. Feedback indicated some uncertainty about whether work requirements represented all assessment expected within a course.

Alignment and coherence

Respondents identified opportunities to strengthen alignment between course content, learning outcomes, criteria, elements and assessment requirements. This theme was particularly evident in courses that had undergone significant structural change.

External assessment expectations

Stakeholders requested clearer explanations of external assessment requirements and greater transparency regarding how external assessment aligns with course criteria and standards.

Authenticity and artificial intelligence

Several respondents highlighted the increasing importance of authentic assessment design and concerns about over-reliance on extended take-home tasks.

Currency of content

Feedback identified some courses where content could be updated to better reflect contemporary developments, current industry practice or recent developments within the discipline.

Glossaries

Some feedback specifically related to having a specific glossary for the course.

Where there were previous glossaries, these are now available in the [Community of Practice](#) for that course. If the course did not have an existing glossary, refer to those available for the Learning Area through [Glossary lists](#) on the ACARA website.

AI-assisted feedback into proposed amendments

Some AI-assisted feedback identified potential issues that had already been addressed through the course review and SSAF alignment processes, or reflected arrangements already present in the current course. These observations did not identify matters requiring additional review or change.

What we did

Assessment programs and work requirements

To address feedback regarding assessment expectations, TASC has strengthened guidance about the role of work requirements within course assessment programs.

New guidance clarifies that:

Work requirements are mandatory assessment components that must be included in the assessment program for the course. They provide significant opportunities for learners to demonstrate achievement against the course standards and expose learners to the type and range of assessment expected in the course. Teachers may include additional assessment opportunities to support learning, gather evidence of achievement and prepare learners for external assessment requirements. While work requirements are required components of the course assessment program, they are not intended to represent all assessment opportunities within the course and do not limit teacher professional judgement in designing a balanced assessment program.

Improving alignment and consistency

Where consultation identified gaps or inconsistencies between content, criteria, elements and assessment requirements, course amendments have been reviewed to strengthen internal coherence and clarity.

Clarifying assessment and work requirement expectations

Assessment guidance has been reviewed in a number of courses to improve understanding of assessment requirements and support consistent implementation across providers.

Work requirements are required components of the course assessment program, they are not intended to represent all assessment opportunities within the course and do not limit teacher professional judgement in designing a balanced assessment program. They provide significant opportunities for learners to demonstrate achievement against the course standards and expose learners to the type and range of assessment expected in the course.

Teachers may include additional assessment opportunities to meet TASC requirements, support learning, gather evidence of achievement and prepare learners for external assessment requirements.

Reviewing content currency

Feedback regarding contemporary developments and current disciplinary knowledge has been considered, with relevant courses reviewed for opportunities to improve currency and relevance.

Course specific responses

Course	What we heard	What we did
Sport Science 3	Concerns were raised about Criterion 6, content currency, work requirement design and assessment authenticity.	Criterion 6 and associated elements will be reviewed, opportunities to strengthen contemporary content considered, and work requirement design refined where appropriate.
English 3	Stakeholders sought clearer assessment terminology and stronger alignment between modules, criteria and work requirements.	Assessment terminology, module structure and criterion wording will be reviewed to improve clarity and coherence.
Theatre Performance 3	Feedback focused on ensemble timing requirements, assessment structures and overlap between criteria.	Timing requirements and assessment guidance will be revised and reviewed for clarity and feasibility.
Drama 3	Stakeholders raised questions regarding examination requirements and course terminology.	Examination arrangements and supporting guidance will be reviewed to ensure clarity and alignment.
Outdoor Leadership 3	Feedback centred on terminology, criterion alignment and conceptual framing.	Terminology and criterion placement will be reviewed and adjusted as appropriate.

Course	What we heard	What we did
Health Studies 3	Respondents supported reduced duplication but sought clarification of terminology and assessment design.	Terminology and work requirements will be reviewed to improve clarity.
Environmental Science 3	Clarification was sought regarding work requirements and criterion coverage.	Work requirements and criterion alignment will be strengthened.
Housing and Design 3	Questions were raised about breadth and assessment coverage.	Additional guidance will be provided regarding the role of work requirements within an overall assessment program.
Computer Science 3	Feedback focused on course structure, terminology and content clarity.	course structure and terminology will be reviewed, with particular attention to unit sequencing and clarity and consistency.
Other courses	Feedback largely related to minor wording, currency or implementation matters.	Editorial updates and targeted refinements will be made where appropriate.

What stakeholders supported

Consultation also identified strong support for a number of proposed changes, including:

- reductions in duplication and overlap within course criteria and elements
- streamlined assessment and work requirements
- removal of the Negotiated Study module from English 3
- improved course structures in several revised courses
- clearer award algorithms that align with other recently accredited Level 3 courses.

Next steps

This feedback from consultation has informed final revisions to course documentation prior to accreditation and publication on the TASC website in Term 4, 2026.