

# WSQ Curriculum Development & Pre-Accreditation Checklist

This Checklist serves as a self-assessment tool for the ATO to ascertain if their proposed course is likely to meet WSQ course accreditation (CA) requirements.

It is based on existing CA audit criteria of 'Course Design and Development', 'Assessment Design', 'Adult Educator Requirements', 'Facilities and Equipment' and 'e-Learning Support and Systems Requirement' (for those courses offering e-Learning)

Detailed descriptions of the criteria are provided to enable Curriculum Developers and ATOs to determine if their proposed course meets the expectations of a WSQ course and if not, to do the necessary revisions and enhancements **before** submitting the course to SSG for accreditation.

**After** a course is submitted for accreditation, the ATO will be given up to 10 working days to do any necessary revisions and enhancements. Thereafter, the application may be audited based on the latest set of documents available to SSG.

It is therefore important that the ATO conducts a self-check **before** submitting the course for accreditation.

The Checklist is a reference guide and added resource for Curriculum Developers and ATOs. The Checklist does not need to be submitted with the CA application.

## WSQ CA requirements

## ATO's self-check

3.1 Course Design and Development		
3.1.1 Meet CEs, PCs/PSs and UK	Yes	No
<ul style="list-style-type: none"> <li>Do the learning outcomes and coverage of content meet all Competency Elements, Performance Criteria / Performance Statements and Underpinning Knowledge?</li> </ul>		
<ul style="list-style-type: none"> <li>Are the Range &amp; Context / Range of Application requirements complied with (as specified in the CS and CTAG)?</li> </ul>		
3.1.2 Mandatory learning strategies and requirements (if specified in CTAG)	Yes	No
<ul style="list-style-type: none"> <li>Are mandatory learning strategies and requirements, including duration, complied with (if any is specified in the CTAG)?</li> </ul>		
3.1.3 Courseware is pedagogically sound	Yes	No
<ul style="list-style-type: none"> <li>Learners' Guide and/or supplementary materials for learners are available and sufficient</li> </ul>		
<ul style="list-style-type: none"> <li>Appropriate learning strategies and instructional methods are used:               <ul style="list-style-type: none"> <li>Is the course pitched at the correct competency level as indicated in the Competency Standard (Bloom's model is recommended)?</li> <li>Is the choice of learning strategy and instructional methods appropriate and aligned to programme outcomes and objectives?</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>Aligned to adult learning principles: <ul style="list-style-type: none"> <li>Are active and learner-centric methods adopted?</li> <li>Are activities planned to have variety to sustain the learner's interest, engage and motivate them?</li> <li>Are activities planned to incorporate checkpoints for summary, recap of learning etc to maximise learning retention?</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Tailored to needs of targeted adult learners: <ul style="list-style-type: none"> <li>Does the course incorporate 'bite-size learning'?</li> <li>Does the course address needs of learners e.g. cultural background, language proficiency?</li> <li>Does the course cater to various learning styles of learners?</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Is the course contextualised to organisation / industrial / legal requirements?</li> </ul>		
<ul style="list-style-type: none"> <li>Is appropriate media e.g. social media, audio/video used to deliver the training / transport the learning content?</li> </ul>		
<ul style="list-style-type: none"> <li>Is the time allocated for learning and activities appropriate and sufficient?</li> </ul>		
<b>3.1.4 Proposed Trainer-Learner ratio</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Does the proposed Trainer-Learner ratio meets ratio specified / recommended in CTAG?</li> <li>In the absence of a specified / recommended ratio, is the proposed ratio appropriate?</li> </ul> <p><u>Note:</u></p> <ul style="list-style-type: none"> <li>If the proposed ratio exceeds or do not meet specified / recommendations, ATO may be asked to provide justification.</li> </ul>		
<b>3.1.5 Trainer Materials are complete, meets needs of trainer and comprises these documents :</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Lesson Plan (with clear indication of topic, duration and equipment)</li> </ul>		
<ul style="list-style-type: none"> <li>Clear instructions for preparations required, timing to pace lessons, conduct of learning activities</li> </ul>		
<ul style="list-style-type: none"> <li>Key presentation points to guide facilitator</li> </ul>		
<ul style="list-style-type: none"> <li>Resources / References (library, web)</li> </ul>		
<ul style="list-style-type: none"> <li>Intellectual Property rights observed e.g. acknowledge sources of information</li> </ul>		
<ul style="list-style-type: none"> <li>Glossary provided</li> </ul>		
<ul style="list-style-type: none"> <li>Version control</li> </ul>		
<b>3.2 Assessment Design</b>		
<b>3.2.1 Principles of assessment are observed</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Is the assessment <b>Valid</b>? <ul style="list-style-type: none"> <li>assesses what it claims to assess through collection of evidence that is relevant to the activity and demonstrates that the PC/PS/UK have been met</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>Is the assessment <b>Flexible</b>? <ul style="list-style-type: none"> <li>e.g. allows for either on or off-the-job, at mutually convenient times and situations, and appropriate to the range of contexts / application</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Is the assessment <b>Fair</b>? <ul style="list-style-type: none"> <li>e.g. does not disadvantage candidates and takes into account the characteristics of the candidate being assessed. Equitable to all groups being assessed</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Is the assessment <b>Reliable</b>? <ul style="list-style-type: none"> <li>consistency of interpretation of evidence and assessment outcomes</li> </ul> </li> </ul>		
<b>3.2.2 Rules of evidence are met</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Is <b>Validity</b> ensured? <ul style="list-style-type: none"> <li>evidence meets the specified criteria of the competency standards</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Is <b>Authenticity</b> ensured? <ul style="list-style-type: none"> <li>evidence produced is/can be/will be verified to be the candidate's own work</li> <li>for assessment plan with e-assessment, verification of learner's identity is carried out and ascertained</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Is <b>Sufficiency</b> ensured? <ul style="list-style-type: none"> <li>enough evidence is gathered to show competency against all specified criteria of the standard/s</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Is <b>Currency</b> ensured? <ul style="list-style-type: none"> <li>Evidence to be gathered are current, relevant and applicable in today's context</li> </ul> </li> </ul>		
<b>3.2.3 Mandatory assessment strategies and requirements (if specified in CTAG)</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Are mandatory assessment strategies and requirements, including duration, complied with (if any is specified in the CTAG)?</li> </ul>		
<b>3.2.4 All PCs/PSs and UK are assessed</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Is a range of assessment methods used?</li> <li>Is the assessment method for each item clearly indicated?</li> </ul> <p><i>Note:</i> ATO may be asked to provide explanations and justifications of the assessment design, methods and tools employed</p>		
<b>3.2.5 Proposed Assessor-Learner ratio</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Does the proposed Assessor-Learner ratio meet ratio specified / recommended in the CTAG?</li> <li>In the absence of a specified / recommended ration, is the proposed ratio appropriate?</li> </ul> <p><i>Note:</i> ATO may be asked to justify and provide explanations if the proposed ratio exceeds or do not meet specified / recommendations</p>		
<b>3.2.6 Assessor Materials are complete, meets needs of assessor, and comprises these documents :</b>	<b>Yes</b>	<b>No</b>

<ul style="list-style-type: none"> <li>• Clear instructions for preparations for assessment and documentation of assessment e.g. set up of equipment, conduct of specific methods, time for responses, appeal process, checklists</li> </ul>		
<ul style="list-style-type: none"> <li>• Key assessment pointers to guide assessor</li> </ul>		
<ul style="list-style-type: none"> <li>• Assessment tools are provided e.g. role play scripts, answers to written tests</li> </ul>		
<ul style="list-style-type: none"> <li>• Assessment records with clear assessment criteria/grading indicated</li> </ul>		
<ul style="list-style-type: none"> <li>• Resources / References (library, web)</li> </ul>		
<ul style="list-style-type: none"> <li>• Glossary provided</li> </ul>		
<ul style="list-style-type: none"> <li>• Version control</li> </ul>		
<ul style="list-style-type: none"> <li>• For assessment plan with e-assessment, duration for completion of e-assessment is specified</li> </ul>		
<b>3.3 Adult Educator (AE) requirements</b>		
<b>3.3.1 Proposed AEs meet the following requirements as specified / recommended in the CTAG</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• All proposed developers, trainers, assessors possess adequate: <ul style="list-style-type: none"> <li>○ Domain industry experience</li> <li>○ Domain qualification</li> <li>○ AE qualifications</li> <li>○ AE experience</li> </ul> </li> </ul> <p><i>Note:</i> CVs of all AEs to be submitted for reference and verification. ATO may be further asked to provide copies of relevant certificates/scrolls/transcripts.</p>		
<ul style="list-style-type: none"> <li>• If subject matter experts (SMEs) are used, the SME/s possess adequate: <ul style="list-style-type: none"> <li>○ Domain industry experience</li> <li>○ Domain industry qualification</li> </ul> </li> </ul> <p><i>Note:</i> CVs of all SMEs to be submitted for reference and verification. ATO may be further asked to provide copies of relevant certificates/scrolls/transcripts.</p>		
<b>3.4 Facilities and Equipment</b>		
<b>3.4.1 Proposed facilities, equipment and other resources</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• Are proposed facilities, equipment and other resources adequate to support the effective delivery of training and assessment in accordance to the requirements as specified in the CTAG?</li> </ul>		
<b>3.4.2 Training and assessment site/s comply with all fire, health and safety requirements</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• Do training and assessment site/s, including its facilities and equipment contained within, comply with all legislations and regulations governing their use?</li> <li>• Have all necessary and valid registrations, permits and licenses for the operation and use of the training and assessment, facilities and equipment been obtained from the proper authorities?</li> </ul>		

### 3.5 e-Learning System and Support Requirements (For courses with eLearning)

3.5.1 e-Learning Requirements	Yes	No
<ul style="list-style-type: none"><li>Is facilitator/instructor support made available for learners who need further clarification or assistance on the e-learning module? e.g. online facilitation, online moderation, etc.</li></ul>		
<ul style="list-style-type: none"><li>Is technical helpdesk support available for learners in the event of technical issues faced by learners?</li></ul>		
<ul style="list-style-type: none"><li>Does the e-learning has a tracking mechanism/monitoring system to track learner participation, online activities, and e-learning progress? e.g. functions of LMS on the completion of online modules, etc.</li></ul>		
<ul style="list-style-type: none"><li>Is the e-Learning deployed such that physical or online authentication of the authorised learner can be carried out for e-assessment (if any)? e.g. of online authentication: typing speed, facial recognition, biometric, etc.</li></ul>		