A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for special characteristics of the individual school and its students.

The school’s work program must meet syllabus requirements and indicate that there will be sufficient scope and depth of student learning to reflect the dimensions and objectives and meet the exit criteria and standards. Work program requirements are outlined below.

**Components of the work program**

| Course organisation | This should provide a clear statement of the structure of the school’s proposed course and the way in which it is organised and sequenced. It should indicate:  
• minimum of 55 hours per semester  
• six to eight units of work that offer a range of design experiences that increase in complexity and independence across the four-semester course of study  
• time allocation for units  
• coverage of the design factors  
• coverage of the design process  
• a sample design problem (Section 3.3.1) for each unit that identifies:  
  - an example human need or opportunity  
  - a context (individual or community, and field). |
| Outline of intended student learning | In order to demonstrate that the scope and depth of student learning meets syllabus requirements, include a school developed description of a sample Year 11 design problem that includes:  
• a context (individual or community, and field)  
• need or opportunity that requires ideas and products to be developed by students in response to the design problem  
• coverage of all three dimensions  
• development of learning experiences that demonstrate:  
  - engagement in a design process  
  - application of design factors  
  - production of a product. |
| Assessment plan | The assessment plan provides an indication of the range and balance of assessment instruments and procedures used to gather information about student achievement for the two-year course of study. 

The assessment plan must indicate:  
• semester and unit  
• assessment techniques and conditions as described in the syllabus  
• relevant dimensions associated with the techniques  
• formative and summative assessment  
• verification folio requirements are met (Section 4.6):  
  - a minimum of two and maximum of three assessment instruments in Year 12  
  - at least one design folio that identifies a human need or an opportunity for the community |
- at least one other assessment that assesses all three dimensions (design folio preferred)
  
  - a post-verification assessment that assesses all three dimensions (report preferred)
  
  - a student profile that identifies how the standards will be recorded at monitoring, verification and exit.