

Tranche 1 – Phase 3 – Initial Draft Course

Biology Level 2

Total Responses = 7

Organisations represented	Group	Individual
7	5 (representing 18 individuals)	2

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
It was agreed that Discipline-based Study is the correct Focus Area, although the information could be clearer.	Wording will be reviewed for clarity.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some specific advice to provide greater clarity in the Course Description was provided.	Course Rationale and Description will be reviewed and changed for greater clarity.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The links with the General Capabilities within the course are not explicit apart from in Appendix 6.	Further explicit links to the General Capabilities throughout the Course Document will be considered.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Pathways in from other TASC courses was queried.	The pathways in will be reviewed.
Greater detail on awards from Year 10 Science was requested.	Although useful, recommend awards received is outside the scope of a Course Document.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
There was some confusion between Access and Resources for this course.	To provide clarity: <ul style="list-style-type: none">• Access is previous knowledge and skills required of the learner.• Resources relates to what is required from the provider.
There was a request for greater detail about dangerous materials required.	More detail about the health and safety issues will be considered within the limitations of the Course Document.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
There was some comment on how clear this section was.	The clarity of this section across all courses is being reviewed by Years 9 to 12 Learning.
There was comment on the appropriate sequence of modules for this course.	The sequence of modules will be reconsidered.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Learning Outcomes need greater detail.	Learning Outcomes will be reviewed to make them more explicit.
The difficulty of the content was questioned, particularly in relation to literacy requirements.	The content will be reviewed to ensure the level of learning is appropriate, and support will be provided before the proposed course is implemented.
The brevity and repetition within the Module Content was a universal theme.	The Module Content will be reviewed to address this within the constraints of the Course Document.
It was affirmed the detail in Appendix 6 is required to understand how the course might be taught.	Appendix 6 will be reviewed to ensure further clarity of detail.
The ability for learning to occur within “Themes” was welcomed.	Further development will work to ensure this ability.
Some specific advice about the Module Content was received.	All specific advice will be considered for the final draft of the Course Document.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Some specific advice about the Criteria and Standards was received, in particular:</p> <ul style="list-style-type: none">• The accessibility of Criteria and Standards as they are currently worded• Some standard elements appearing to be missing or unclear.	<p>All this advice will be considered for the final draft of the Course Document.</p>

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Including the words from the Criteria would make the table clearer.</p>	<p>This will be considered across all courses by Years 9 to 12 Learning.</p>
<p>Some advice was received about how difficult it was to navigate the Course Document as it is not as well organised as the Line of Sight Table.</p>	<p>This will be considered across all courses by Years 9 to 12 Learning.</p>

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>The purpose of this section was queried.</p>	<p>This section will be reviewed considering the advice given.</p>

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The number of hours required for the Work Requirements was queried.	The size of the Work Requirements will be considered.
More detail was requested for each of the Work Requirements.	Greater detail will be considered and included either in the Work Requirements themselves (within the constraints of the Course Document) or within an additional appendix.
It was considered that the Work Requirements should be included in the same section as the module they are associated with to make greater senses.	This will be reviewed across all courses by Years 9 to 12 Learning.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The information within the additional appendix is considered vital.	This appendix or the information it contains will be maintained in the course.
Most respondents wanted the information in the additional appendix to be included in the body of the course for greater clarity.	This will be reviewed across all courses by Years 9 to 12 Learning.
Some information in the appendix was queried.	This information will be reviewed to respond to feedback.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
In addition to the feedback addressed above there was mention of the relationship between the course and the Everyday Adult Standards.	The advice of Critical Friends and Sponsors of this course will be consulted about the positives and negatives in explicitly teaching and assessing for these Standards.
There was also comment on whether this course would advantage some students and disadvantage others.	This will be considered within further development.