

# Tranche 1 – Phase 3 – Initial Draft Course

## Engineering Design Level 3

Total Responses = 2

Organisations represented	Group	Individual
2	1 (representing 4 individuals)	1

## Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Affirmation was noted.	Continue with course development.

## Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent queried whether a Level 3 course is necessary given Level 2 can cater for a range of ability and that a dedicated study of maths and science would be needed to prepare for University studies.	Level 3 Engineering Design complements study in Maths and Science and situates STEM learning within an Engineering Design process.
Course description: one response agreed this was clear, and there was no further response received.	Continue with course development.

## Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent agreed with the key themes. There was no response from the other.	Continue with course development.

## Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
It was noted that it is not clear whether the Level 2 course is a prerequisite for this course, as the document states the Level 2 course would be a good foundation.	Level 2 Engineering Design is not a prerequisite for Level 3 Engineering Design; however, the Level 2 course provides detail of the key knowledge and skills of which a student entering at Level 3 should be cognisant.

## Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent agreed the Course Requirements were clear.	Continue with course development.

## Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Concern that Criterion 4 refers to Industry Standards. These can be expensive and difficult to access and if required, access to these needs to be listed as a resource requirement.	Rephrase. The intent is to encompass engineering relevant process, Workplace Health and Safety (WH&S) and ethical conduct.

Key themes	Years 9 to 12 Learning Response
It was noted that there is a potential disconnect in the listed delivery sequence and the aims of the draft integrated model.	Noted. Modules 1 and 2 can be delivered as standalone modules or concurrently – to be determined by the provider.

## Module Content

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent agreed the Module Content was appropriate. No other response.	Continue with course development.

## Criteria and Standards

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent agreed the Criteria and Standards were clear. No other response.	Continue with course development.

## Appendix 1 - Line of Sight

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent agreed the Line of Sight was clear, and there was no other response.	Continue with course development.

## Appendix 2 – Alignment to Curriculum Frameworks

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No response received.	No response required.

## Appendix 3 – Work Requirements

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Why is a reflection not externally assessed as part of the Module 3 work requirements?	Reflects accepted Student Directed Inquiry external work requirement.  Review with Critical Friends and School Sponsors.
Length of some of the work requirements should be reviewed against the Level 2 course as well as existing and future Level 3/4 and UTAS courses to ensure there is a clear progression of complexity and volume.	Seek feedback from Years 9 to 12 Learning.  Review with Critical Friends and school sponsors.

## Further Appendices

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A.	N/A.

## Further Feedback and General Comments

### Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Appropriate Scope and Sequence examples have been provided. Moderated examples of work standard would be expected later.	Resources to be developed.