

Tranche 1 – Phase 3 – Initial Draft Course

Enterprise at Work Level 2

Total Responses = 16

Organisations represented	Group	Individual
5	2 (representing 13 individuals)	3

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All submissions agreed that the focus area was correct and that the key features of the focus area are clearly evident in the course document.	No changes required in this section.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Most submissions agreed that the course rationale and course description are clear – “clear information, well detailed, easy to understand.”	The audience for the course rationale is the community. Revisions will be considered to make it more accessible.

Key themes	Years 9 to 12 Learning Response
One submission questioned whether the language in the description is sufficiently student-friendly.	The audience for the course description is learners. The language has already been tested with some students. Efforts will be made to further simplify the language.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No suggested changes were offered.	No action required.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent suggested that a concurrent or preceding VET program could be a pathway enabling student-managed enterprise projects that apply the practical skills from the VET program.	Suggestion was adopted. This will be added as a pathway in.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No specific suggestions for change.	No action required.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some clarifying questions raised in relation to modularisation.	While the course is written as three modules, at this stage it is only available as a 150-hour course.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent questioned the reference to “undertake workplace learning”.	“Undertake workplace learning” is one of the three key features of all Work-based Learning courses. It does not necessarily mean a Work placement.
One respondent asked where funding for projects would come from.	This is a provider responsibility and could be in the form of seed funding which is paid back if the project breaks even. There is no central funding.
One group response queried the use of folios as potentially too onerous.	Noted. Work requirements will be checked to ensure they align with the level of complexity documentation.
One respondent questioned ‘resilience’ as a key skill in Module 2, as it is hard to measure.	This will be changed to ‘skills for developing resilience e.g., risk-taking, responding to feedback, perseverance, adaptability’.
Feedback from the Aboriginal Education Unit indicated that there is the potential to explore Aboriginal enterprise in Modules 2 and 3.	This will be noted and elaborated on in the Implementation Guide.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent provided feedback on Criterion 6 and noted that its focus on project management omitted other broader enterprising skills.	Accepted – this will be addressed in the revised assessment criteria and standard descriptors in the final draft.
One respondent provided feedback on Criterion 3, standard descriptor 3, suggesting more measurable terms rather than the comparative terms in the initial draft.	Accepted – these changes will be reflected in the revised assessment criteria and standard descriptors in the final draft.
One respondent provided feedback on Criterion 4, standard descriptors 2 and 3, suggesting improvements for greater clarity.	Accepted – these changes will be reflected in the revised assessment criteria and standard descriptors in the final draft.
One respondent provided feedback on Criterion 6, standard descriptor 3, suggesting improvements for greater clarity.	Accepted – these changes will be reflected in the revised assessment criteria and standard descriptors in the final draft.

Appendix I - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents agreed that the appendices enhance or support the course document.	No action required.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Of those who responded, all respondents agreed that the alignment to curriculum frameworks is useful.	No action required.

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Most responses agreed that the work requirements seem appropriate for the course content, focus area and level.	No further action required.
One group response queried the use of folios as potentially too onerous.	Folio as a work requirement has a definition for Years 9 to 12 Learning courses which do not have the same requirements as larger external folios that are currently in some TASC courses. No further action required.
One respondent queried whether multimodal responses could be used learning journals.	Multimodal responses can be a negotiated format. This will be made more explicit.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Of those who responded, all agreed that the further appendices enhance or support the course document.	No further action required.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<ol style="list-style-type: none">1. When will the course be accredited2. When will staff have access to the finalised documents? Will they have sufficient planning time before delivery?3. Will there be example scope and sequence document?4. What 'ticks' will be assigned to this course?5. How many TCE points will be assigned to this course?	<ol style="list-style-type: none">1. The course will be submitted for accreditation with the aim to be delivered from 2022 and supported with baseline resources.2. Timelines for publication and professional learning will be advertised soon.3. There will be scope and sequence included in the baseline resources.4. The everyday standard for use of computers and the internet has been requested for this course. The accreditation process will determine if this standard is applied to Enterprise at Work 2.5. The size of the course will be 15.
<p>As a result of issues raised regarding some of the assessment criteria and associated standard descriptors, critical friends and sponsor schools were contacted to provide advice on ways forward. They agreed with the suggestions and noted some additional improvements in relation to more explicit inclusion of personal management and the planning aspect of a project.</p>	<p>The criteria and standard descriptors will be revised to reflect all feedback.</p>
<p>The Aboriginal Education Unit noted that this course provides opportunities for the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures.</p>	<p>This will be noted and elaborated on in the Implementation Guide.</p>

Key themes	Years 9 to 12 Learning Response
One group response stated: “We feel very positive about this course, the alignment of learning outcomes, content, work requirements.”	It is encouraging to receive feedback such as this.
One individual response stated: “Thank you for reviving enterprise learning, it has been almost 20 years since we last had an enterprise learning curriculum document.”	It is encouraging to receive this positive feedback.