

# Tranche 1 – Phase 3 – Initial Draft Course

## Global Futures Level 2

Total Responses = 2

Organisations represented	Group	Individual
2	1 (representing 10 individuals)	1

## Focus Area and Key Features

Summary of key themes and way forward from feedback

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

## Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Course description has confusing references to moral and ethical.	Clarify terms in the glossary and ensure that they are used consistently.
Not clear information for students, it is very generic.	There is a word limit to this section, but more detail is provided under the content section of each module.

## Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
It is not clear how general capabilities will be embedded.	Noted. A consistent approach across courses is needed on this.

## Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Not missing but the pathways provided are very generic and won't have a lot of meaning for the students. It appears to be highlighting the new courses being developed and disregarding all other courses.	A consistent approach across courses is required in this section.

## Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No suggestions were offered.	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
Module 1 may be quite challenging and more accessible after Module 2. Recommend changing the order.	The order for Modules 1 and 2 will be changed to optional.
Delivery sequence seems contradictory.	Sequence will be clarified.

## Module Content

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

Key themes	Years 9 to 12 Learning Response
Consistency in grammar and expression is needed to aid clarity.	Draft will be edited for consistency of grammar and clarity.
Not clear how learners will engage with content, it needs examples.	Baseline resources are to be developed to support teachers.

## Criteria and Standards

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

Key themes	Years 9 to 12 Learning Response
1. Criterion 1 progression needs review. 2. Wording edits suggested for Criterion 3	Progression and wording will be reviewed and amended as required
Academic integrity appears to be missing from the criteria.	Academic integrity is written into key skills rather than criteria.
Query about cooperation only being in Level C of Criterion 6.	'Cooperates' in this case refers to non-independence more than collaboration which is more explicitly referenced in Criterion 2.
There are too many criteria for assessment.	Noted - the number of criteria per course is a policy position.
Standards aren't always clear.	Work will be undertaken to make standards clearer.

## Appendix 1 - Line of Sight

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

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

## Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Suggests that Module 1 should have an additional Work Requirement and that more extensive Work Requirements are needed.	Work Requirements are not the total work or assessment output for a course, nevertheless the size of Work Requirements is likely to be increased.
Question about limiting the choice of students.	Student agency is important, as is breadth of experience. Will work with the respondent to find a suitable compromise.

## Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Appendices need to provide more examples and explanation of topics.	Baseline resources will be developed supporting implementation for each course.

## Further Feedback and General Comments

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

Key themes	Years 9 to 12 Learning Response
It's a challenging course that should appeal to learners and teachers, particularly those schools where civic service is already part of the culture and curriculum.	Noted.
Course should be explicit about whether learners may work in teams on Module 3.	This will be clarified.
When will the course be accredited? When will staff have access to the finalised documents? Will they have sufficient planning time before delivery?	Timeline for the accreditation process will be published shortly.
Will there be example scope and sequence document?	Baseline resources will include a sample scope and sequence.
What ticks will be assigned to this course?	TASC determines embedded standards on accreditation. A request for recognition for the Everyday Adult Standard in Reading, Writing and Communication (in English) will be submitted.
How many TCE points will be assigned to this course?	TCE points are determined by TASC.