

Tranche 1 – Phase 3 – Initial Draft Course

Global Futures Level 3

Total Responses = 4

Organisations represented	Group	Individual
4	3 (representing 19 individuals)	1

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>The three focus area elements are not clear enough. They are present, but how will they engage?</p> <p>The diagram at the beginning uses this language but needs to be revisited and stated explicitly rather than implicitly.</p>	<p>Noted. Course will be revised to more explicitly reflect the focus area elements.</p>

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Not applicable.</p>	<p>No response required.</p>

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Could add information and communication technology (ICT) capability and intercultural understanding capability.	All the General Capabilities are potentially integrated in the course, although only those with an explicit Line of Sight are listed in the course document. Many will be evident in teaching and learning plans rather than the course.
Ethical understanding capability is not clear enough in the course.	Ethical understanding capability will be made more explicit in the course content.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Would like more specific information in the Pathways section.	There are generic requirements for the information presented in this section of the course document. More specific information follows.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Generic requirements for a Level 3 course should be included.	Because this section must be comparable across all courses this very important information may be considered for the course document or may be determined to belong elsewhere.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Not applicable.	No response required.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Content suggestion were made. Several specific content questions were raised.	Noted. This advice will be incorporated either in the course document or in support resources.
Moving of content was suggested.	This advice will be workshopped with Critical Friends and reflected in the Phase 4 draft of the course.
Support was requested.	Baseline support resources are to be developed to support implementation and illustrate content. Professional Learning is also planned for new courses.
The topics of ethics and ethical decision-making should be part of the Course Description.	There are requirements prohibiting duplication of content, but this concern will be addressed in the baseline resources.
Key Skills: standardise the sentence stems using active verbs such as implement; apply; develop; or identify.	This will be addressed in Phase 4 draft.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The demands of the Criteria and Standards may be excessive.	The complexity level of the course will be reconsidered and refined in the light of this response and the ongoing work on Levels of Complexity.
More explicit focus on reliable sources would be helpful.	Reliable sources is now an element of Criterion 3 in the Phase 4 draft.
External assessment of Criterion 3 seems like a difficult thing to ask of a student in an exam situation, perhaps. We question whether students will be able to come up with their own criteria and evaluate in Module 1	<p>The externally assessed criteria will be adjusted after input from Critical Friends.</p> <p>The wording, requirements and placement of Criterion 3 will be refined after input from Critical Friends.</p>
Learning Outcomes should include: 'Satisfy Academic Integrity principles and practices'.	Academic integrity is addressed in the key skills.
Academic integrity conventions aren't included yet in this criterion.	These are written into the key skills.
Rewording suggestions are made for criteria and standards.	Rewording suggestions for the standards will be applied to the Phase 4 draft in concert with other feedback.
C 5 Standard 1 "C" rating is missing.	Noted, and now fixed.

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 further response required.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

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

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Module 1 work requirements seem unfeasible in word count range.	Module 1 work requirement word count will be revised.
These are great, very explicit.	Noted.
Concern that some students may not have suitable support in this course.	Communities of Practice will be set up for new courses to encourage cooperation between providers and to facilitate support for the delivery of the courses.
The assignments are far less than should be required for a Level 3 module of work.	Work requirements do not provide the total of assessment. Given the conflicting feedback, the size of work requirements will be workshopped with Years 9 to 12 Learning and Critical Friends.
Planning advice was requested from one respondent.	Noted. It will be part of the support materials.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
More work is required.	Noted.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
When will the course be accredited?	Intended to apply for accreditation in 2021.
When will staff have access to the finalised documents? Will they have sufficient planning time before delivery?	It is intended teachers and providers will have 2022 to plan and prepare for delivery in 2023.
Will there be example scope and sequence documents?	There will be sample scope and sequence documents for new courses.
What ticks will be assigned to this course?	It is hoped that the course will qualify for the reading and writing 'tick'.
It would be an advantage in promoting this course if it could fulfil the requirements for both the literacy and ICT tick for the TCE.	Noted.
How many TCE points will be assigned to this course?	15 TCE credit points are intended for this course.
Is it possible not to have an external exam, but instead a folio or presentation, as this is more relevant to the course and skillset requirement?	Noted, however TASC determine external assessment.
This course attempts to provide learners with agency and skills for successful participation in their society.	Noted. That is the intent of the course.
The course title is problematic.	Noted. Critical Friends, sponsors and students from sponsor schools have been asked to suggest alternative names.