Tranche 1 – Phase 4 – Draft Course

Global Futures Level 3

Total Responses = 2

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

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
Focusing on the UN SDGs is a very good idea. The respondent recommended separating analysis of projects from the 'take action' component as analysing and actioning a project in 10 weeks is extremely difficult.	Noted.
Criterion 1 E2 requiring a wide range of appropriate terminology is too onerous for a C rating.	Criteria standards will be checked against the levels of complexity.
In E3, similarly, a range rather than a wide range is more appropriate for a C rating.	Criteria standards will be checked against the levels of complexity.
In Criterion 2 E2, 'Creates effective and detailed' is too onerous for a C standard.	Criteria standards will be checked against the levels of complexity.

Key themes	Years 9 to 12 Learning Response
There is an overlap between Module 1 and the current Legal Studies 3 course.	The overlap is largely superficial with different content and focus.
There should be a greater focus on the students developing skills rather than content knowledge for such a practical course.	Half of the content of the course is skills, and the learning outcomes are primarily skill and competency based, as are the assessment criteria.
A/B/C standards should be different (for ethical scholarship).	That particular element is unique in that it does not represent a progression in learning at level 3.

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
"Work requirements need not be the sole form of assessment for a module". Given how large the word count is for the work requirements, I find it very unlikely anyone will be able to do any more than the bare minimum.	Work requirements fall within the recommended range for level 3.
Students will vote with their enrolment and not sign up for this course purely based on the excessive work requirements, especially for Module 3.	Work requirements fall within the recommended range for level 3.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
One respondent suggested Risk Assessment supporting documentation.	This resource suggestion / question has been noted and passed on for development of baseline resources.
One respondent suggested that lists of Government and Non-Government organisations that are willing to support and / or participate in this course could be provided.	This resource suggestion / question has been noted and passed on for development of baseline resources.
Staff will need more examples of projects that could be undertaken to be updated annually to keep the course current.	This resource suggestion / question has been noted and passed on for development of baseline resources.
"Online spaces" need to be provided or recommended.	This resource suggestion / question has been noted and passed on for development of baseline resources.
Government and Non-Government agencies will need to be given incentives to participate. If all Year 11 to 12 schools in Tasmania decide to deliver this course, the relevant Government and Non-Government agencies will need to be matched up with appropriate schools. This is a considerable amount of additional work for the teacher and should be organised centrally.	This resource suggestion / question has been noted and passed on for development of baseline resources.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Students should not have to work co-operatively to achieve an A.	In this course it is essential that students appreciate the value and necessity of working cooperatively.
Is 'Learning Plan' appropriate language when we use learning plans as individual student support documents?	Learning plans are a key component of metacognition. Students create their own learning plans at this level.
Will these courses have additional funding?	There won't be any additional funding provided to schools to deliver the course. A set of baseline resources will be developed to assist in the implementation in schools.