

Tranche 1 – Phase 3 – Initial Draft Course

Learning Through the Workplace Level 3

Total Responses = 4

Organisations represented	Group	Individual
4	2 (representing 12 individuals)	2

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 the Focus Area was correct and that the key features of the Focus Area are 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
Some concern expressed that the need for a Level 3 course is not clear in the rationale.	The rationale is common to the Level 2 and Level 3 components of Learning Through the Workplace.
One respondent stated the description should include what the external assessment entails.	The description will be reviewed.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Of those who responded, all agreed the General Capabilities identified are appropriate for embedding within the course content and outcomes, and that it is clear how they are embedded.	No further action required in this section.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group response noted the pathways out are not specific enough.	This section will be reviewed for greater clarity.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Clarification was sought whether Module 1 of the Level 2 course is a prerequisite as it is assumed knowledge.	<p>It is not a prerequisite, but the learner is required to have the knowledge and skills as there is not time to repeat them.</p> <p>It would be difficult to succeed in the Level 3 course without this prior knowledge and skills. The wording of this requirement will be reviewed for greater clarity.</p>

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents agreed the course structure, delivery, and progression are clear and logical.	No changes required to these sections of the course document.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
In relation to Modules 2 and 3 one respondent commented: “As the skills log and learning journal are utilised extensively for assessment, a comprehensive template targeting specific requirements of the student will be required.”	The inclusion of the Skills Log template and Learning Journal template as Appendices in the final draft will make this more explicit.
Feedback from the Aboriginal Education Unit stated that there is the potential to focus on equality, racism, culturally safe workplaces in Module 1, to prepare students for Modules 2 and 3. Also that there is potential for exploration of skill sets required in Aboriginal and Torres Strait Islander workplaces.	This will be noted and further elaborated in the Implementation Guide.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Group and individual respondents requested more information about how the externally assessed criteria will be assessed.	External assessment specifications will be developed and will include a presentation to a panel. A written examination is inappropriate for this course.
One respondent provided detailed feedback about specific criteria and standard descriptors.	All criteria and standard descriptors will be reviewed considering feedback.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Of those who responded, all agreed the Line of Sight is clear.	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 agreed the alignment to curriculum frameworks is useful.	No further 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 the work requirements seem appropriate for the course content, focus area and level.	No further action required.
One respondent queried whether multimodal responses could be used in learning journals.	Multimodal responses can be a negotiated format. This will be made more explicit.
One group response stated: “The Work Requirements are too long. Staff workload in WP visits will be too large if class sizes are of a usual size - and most schools can't support small class sizes.”	Length of Work Requirements will be re-considered as part of the process of developing the final draft. The requirement or expectation of staff visiting workplaces depends on the nature of the workplace learning being undertaken. The Work Requirements are explicit that the workplace supervisor verifies the skills log, and the teacher is expected to assess the Learning Journal.

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 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
<p>One group response asked:</p> <ul style="list-style-type: none">• When will the course be accredited?• When will staff have access to the finalised documents? Will they have sufficient planning time before delivery?• Will there be example scope and sequence document?• What ticks will be assigned to this course?• How many TCE points will be assigned to this course?	<p>Noted. Responses below:</p> <ul style="list-style-type: none">• The course will be submitted for accreditation to be delivered from 2023 and supported with baseline resources.• Timelines for publication and professional learning will be advertised soon.• A scope and sequence will be included in the baseline resources.• 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 the course.• The size of the course will be 15, which means 15 TCE points.
<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 further elaborated in the Implementation Guide.</p>
<p>One group response stated: “A very worthwhile course to be used in conjunction with VET programs.”</p>	<p>It is encouraging to receive feedback such as this.</p>