

# Phase 3 Course Consultation – Feedback – May 2021

Theme	What We Heard	Clarification / Response
Integrated Model	Some survey participants requested clarity on the integrated model and its implementation before providing feedback on some course features.	An Integrated Policy Model update will be available soon.
Modularisation	<p>Some survey participants questioned whether modularisation would work for some courses.</p> <p>Some survey participants believed application of criteria to modules does not seem logical in some courses.</p>	<p>Modularisation is an area for consideration in the Years 9 to 12 Curriculum Framework. A potential future state described in the integrated policy model is that “a generic modular structure breaks courses into smaller units and allows for learning to be recognised progressively. Modules can support transdisciplinary projects. Credentials can be allocated for the successful completion of learning or acquisition of skills.”</p> <p>Courses are being developed now with a generic modular structure to future-proof courses for these possibilities.</p> <p>Considering feedback received, the application of recommended criteria to modules has been adjusted to allow for greater flexibility.</p>
Number of Criteria and Standards	Some survey participants reported that the number of criteria may restrict their capacity to assess the course as they felt was needed.	<p>A new <a href="#">Criteria, Criterion Elements and Standards Policy Statement</a> has been published by the Office of TASC (Tasmanian Assessment Standards and Certifications). All courses are designed to meet these standards.</p> <p>Phase 4 consultation versions of courses are now designed to meet the intent of the Integrated Policy model to have a consistent number of criteria across courses, and a consistent balance of internal and external criteria across courses, while meeting the requirements of the TASC criteria and standards policy.</p>
Work Requirements/ Literacy	Some survey participants felt the work requirements were excessive in some courses.	<p>There is a new TASC policy document on <a href="#">Work Requirements</a> and additional reviews regarding literacy requirements and volume of tasks has been undertaken.</p> <p>Alignment across levels has been mapped and adjustments have been made to phase 4 courses informed by feedback as well as in alignment with the new TASC policy document. Options for modality and alternative assessment types have been included where appropriate.</p>

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Complexity of Level 1 and 2 subjects	Some survey participants reported that there was an increase in expectation in level 1 and 2 courses.	<p>Work is ongoing between Years 9 to 12 Learning and TASC to provide increased clarity around the application of levels of complexity for newly developed courses with a Levels of Complexity Summary document to guide course development.</p> <p>Courses are being developed in alignment with this document and in alignment with recommendations of the Years 9 to 12 Review which noted existing Level 2 courses had learning outcomes leading to criteria and standards that “are not challenging enough for this level.”</p>
Focus Area	Some survey participants expressed concern that Focus Areas might pose unnecessary restrictions on teaching and learning.	<p>Approaches to focus areas within and across courses has been considered in line with feedback. Some focus areas have changed within courses and other courses have clarified expectations within the course document in line with the <a href="#">Focus Area Profiles</a>.</p> <p>Please see <a href="#">Course specific feedback</a> for more detail.</p>
Target audience of course documents	Some survey participants questioned the target audience of the course document.	<p>The target audience for course documents is teachers. However, two parts of the course document have additional audience(s) in mind, particularly:</p> <ul style="list-style-type: none"> <li>• the course description is written with a student audience in mind so it can be used in transition materials</li> <li>• the rationale has a broader overview written for the wider community.</li> </ul> <p>The course documents contain subject-specific terminology and meta-language which may require teacher guidance to unpack with students.</p>
Timeline for implementation	Some survey participants questioned the timeline for implementation and the additional support that will be required.	The implementation timelines have been extended because of feedback received. Subject to accreditation, <a href="#">Tranche 1A</a> courses are intended to be available in 2022 with the remaining <a href="#">Tranche 1B</a> courses available for implementation in 2023.