

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Engineering Design Level 2-3)

RESPONSES: 3 REPRESENTING: 4 PEOPLE

Course Rationale

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	4			

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestion to add "enable them to confidently explore a challenge or identify an existing problem".	Way Forward: Incorporate feedback into the next iteration of the rationale.
No response.	Response: No response required.
The theoretical content - scope and sequence of the course. Assessment objectives, outcomes and structures	Response: The Phase 2 – Overview and Key Features document was not intended to address the identified components, but they will be available for review and feedback when the draft course document is released in March 2021.

Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	3	1		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No response.	Response: No response required.
Could include ACF digital technologies as a pathway in.	Ways forward. The current pathway refers Years 9-10 Australian Curriculum Technologies which includes Digital Technologies.
Possible future career pathways - TAFE, University etc. Who this course would benefit. Part of the rationale behind the course should explicitly link to pathways.	Response: The Phase 2 – Overview and Key Features document only identifies pathways in. Pathways out may be identified as part of the course development process.

Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
3	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Agreement, specifically in relation to noting of engineering challenge in the Learning Outcomes.	Way Forward: Course development to progress as planned.
Little to differentiate between Level 2 and Level 3.	Response: At this point in development, the intention is to differentiate the learning outcomes in the standards, however, this may change as the course is developed.
Statement that details are probably still to be decided.	Way Forward: Course development to progress as planned.

Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
3	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Refer to comment in module section.	Response: No response required.
The 50 hour learner project for the level 3 may be too short for students to engage in an engineering design process in sufficient depth. While statements that would allow module 2 and 3 to be taught simultaneously if desired would go some way to enabling greater depth they could lead to disparity if teacher expectations in relation to the project. Object Design in UCP could provide some guidance here to an appropriate depth for a project completed in response to a design brief.	Ways forward: Suggestions made will inform course writing in collaboration with critical friends and school sponsors during the development of the content of the course
Need to see them in context of assessment structures.	Way Forward: Course development to progress as planned.

Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
2	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No response.	Response: No response required.
As above.	Response:

	Refer to way forward in the previous section.
As above.	Response: No response required.

Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
2	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestions made in regard to the emphasis, alignment and language used in each module.	<p>Way forward:</p> <p>This paper provided an overview and key features of the course; further detail will be provided in the course draft. Suggestions made will inform course writing in collaboration with critical friends and school sponsors during the development of the content of the course.</p> <p>Response:</p> <p>The term ‘Life Cycle engineering’ was used intentionally to denote environmental sustainability.</p>
Concern exists with the potential for project modules being specified in one course potentially preventing other courses from also including similar project modules (potential duplication). Software engineering does have an appropriate	<p>Response:</p> <p>Possible duplication implications to be managed through course development.</p>

place in both this and computer science/info sys courses (As engineering is broader than programming and systems knowledge).	
Modules look interesting with relevant and appropriate connections.	Way Forward: Course development to progress as planned.

Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
4	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No response.	Response: No response required
Concern regarding duplication in relationship to project modules.	Response: Roadmaps indicate possible future state and as such distinguishing features for proposed courses are being developed in relation to the tranche timelines. The Curriculum Leader for Technologies is cognisant of potential duplication and will guide course development to ensure originality of the course. New courses will only be developed where there is an

	identified gap or through packaging of modules developed within the Years 9-12 Project when this becomes possible.
To some degree, although it is also trans-disciplinary also	Response: Agree, that the course could also be developed as Transdisciplinary Studies course. Ways forward: Continue development with a Professional Studies focus whilst respecting the STEM foundations.