

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – French Level 2

RESPONSES: 2 REPRESENTING: 2 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
2				

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No comment provided	No response required



Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2				

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No comment provided	No response required

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
2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No comment provided	No response required

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
2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Modules must be delivered sequentially.</p> <p>Modules 2 and 3 will not work as standalone qualifications.</p> <p>It is possible that Module 1 could exist as a standalone qualification.</p> <p>Modularisation will have an impact on funding packages, staffing and timetabling.</p> <p>Concern about the amount of time that will be needed in each module for assessment.</p> <p>Time needed for assessment in each module will impact on amount of content and skills to be addressed.</p>	<p>Response:</p> <p>Acknowledgement that sequential delivery of modules is necessary and that Modules 2 and 3 will not be possible as individual qualifications.</p> <p>Ways Forward:</p> <p>The three modules will be developed to ensure:</p> <ul style="list-style-type: none"> • sequential learning and maintain the integrity of the discipline • a balance between the amount of content and skills • sufficient time is allowed for deep learning and skills development.

Delivery Sequence

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

Yes	No
2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestion to include some topics currently in the Level 2 Languages courses	<p>Response:</p> <p>Provide clarification that all topics mentioned will be incorporated into the concepts for the new course.</p> <p>Ways Forward:</p> <p>The CL has noted that further clarifications need to be provided with the course document to assist with understanding the use of concepts as module organisers, given that this is a new approach to Languages curriculum for Tasmania.</p>

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	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Query about continued use of criterion-based assessment.</p> <p>Request for exemplars to show standards expected for work requirements.</p> <p>Expectation that all modules will address all macro-skills, as is standard practice in other Languages curricula. Will all modules provide opportunities for assessing all skills?</p>	<p>Response:</p> <p>Concerns have been noted.</p> <p>Ways Forward:</p> <p>When course documents are written, the following will be included:</p> <ul style="list-style-type: none"> • details about assessment formats

Will there be exemplars of work requirements folios for Languages?	<ul style="list-style-type: none"> • teaching, learning and assessment opportunities for all language skills • full details for each work requirement. • full details of requirements for a Level 2 French folio.
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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
2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No comment provided	No response required