

# Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Information Systems and Digital Technologies Levels 2-3)

RESPONSES: 2 REPRESENTING: 6 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 |
|----------------|-------|----------------------------|----------|-------------------|
| 5              |       | 1                          |          |                   |

| Summary of key themes and ways forward from feedback   | CL Response / Ways Forward  |
|--|---|
| Objectives could be met with one Computer Science/Information Systems course with core and elective content. | <p>Response:</p> <p>Development of an Information Systems &amp; Digital Technologies Level 2-3 course has been approved by the AAG as an independent course for Tranche 1.</p> <p>Consideration of the core/elective possibilities will be taken into account through the course development process and if a viable combination is established, the proposal will be consulted on further during the consultation of the Information Systems &amp;</p> |

|   |   |
|---|---|
|   | Digital Technologies Level 2-3 course content and Tranche 2 Computer Science consultation.  |
| <p>Suggestion: Inclusion of a work-based learning component.</p> <p>Recommendation to change course name to reflect new direction.</p> <p>Use an alternative external assessment mechanism – no exam.</p> | <p>Response:</p> <p>Professional studies courses integrate exposure to professional environments, processes and practices through inquiry-based learning. This could include a work placement.</p> <p>Way Forward:</p> <p>Further exploration of the inclusion of opportunities for work exposure will be undertaken during course development.</p> <p>Response:</p> <p>A survey of possible course names was conducted during the December TAS ED Talks Information Systems &amp; Digital Technologies Level 2-3 and the course will be renamed by the next phase of consultation.</p> <p>Response:</p> <p>External assessment will be developed to align with the Professional Studies Profile.</p> |

## Pathways In

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

| Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 5              | 1     |                            |          |                   |

| Summary of key themes and ways forward from feedback | CL Response / Ways Forward   |
|--|--|
| No response.   | Response:<br>No response required.   |
| Potential pathways from suggested.                   | Response:<br>Phase 2 – Overview and Key Features document addressed Pathways in only.<br>Suggestions for pathways out will be considered as course development progresses. |

## 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 |
|-----|----|
| 6   |    |

| Summary of key themes and ways forward from feedback | CL Response / Ways Forward   |
|--|--|
| No response.   | Response:<br>No response required.   |
| Clear progression of Level 2 to 3 outcomes.          | Response:<br>Progressions will be clearly articulated during course development. |

## 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 |
|-----|----|
| 6   |    |

| Summary of key themes and ways forward from feedback | CL Response / Ways Forward  |
|--|---|
| No specific comment.                                 | Response:<br>No response required.  |
| Model C preferred.                                   | Ways Forward:<br>The flexibility and agency enabled by the proposed Level 2 course structure Model C will be retained through course development. |

## Delivery Sequence

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

| Yes | No |
|-----|----|
|     | 6  |

| Summary of key themes and ways forward from feedback | CL Response / Ways Forward   |
|--|--|
| No specific comment.                                 | Response:<br>No response required.                                     |
| 'No' as 'not applicable' was not an option.          | Ways forward:<br>Course delivery to be developed through consultation. |

## 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 |
|-----|----|
| 6   |    |

| Summary of key themes and ways forward from feedback   | CL Response / Ways Forward   |
|--|--|
| <p>Model C preferred Level 2 option for content/delivery.</p> <p>Concern about duplication related to project modules.</p> <p>Advantage in combining the proposed course with Computer Science 2/3 and it is</p> | <p>Way Forward:</p> <p>The flexibility and agency enabled by the proposed Level 2 course structure Model C will be retained through course development.</p> <p>Response:</p> <p>Possible duplication implications to be managed through course development. Suggested themes for project modules may be provided in a teaching and learning supplement as opposed to the course document.</p> <p>Response:</p> |

|  |  |
|--|--|
| not necessarily clear what two 2-3 courses are needed. | Development of an Information Systems & Digital Technologies Level 2-3 course has been approved by the AAG as an independent course for Tranche 1. |
| Model C preferred.                                     | Way Forward:<br>The flexibility and agency enabled by the proposed level 2 course structure Model C will be retained through course development.   |

## 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 |
|-----|----|
| 6   |    |

| Summary of key themes and ways forward from feedback   | CL Response / Ways Forward   |
|--|--|
| Unclear if there may be overlap with later Tranche courses. An outline of the planned distinguishing features of other courses really needs to be provided (at least to the end of consultation round 1) given the constraints regarding overlap of objectives and content (potential duplication) and well as the desire for future courses to be consistent with others developed under the new framework. | Response:<br><br>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, if and when, this becomes possible. |

|  |  |
|--|--|
| <p>Level 3: Networking and wireless systems appears to be missing.</p> | <p>Ways Forward:</p> <p>Networking and wireless systems will be included in the course development and does sit under the broad label of communications for the purposes of this document.</p> |
|--|--|