

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Science Level 1

RESPONSES: 7 REPRESENTING: 21 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	11		8	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>The possible place for Science Level 1 in Years 9 and 10 needs to be clarified.</p> <p>Staffing and cohort issues may impede the implementation of this course.</p> <p>Removal of 'Introductory' from the name is a positive step</p>	<p>Ways Forward:</p> <p>The rationale for the delivery in Years 9 and 10 will be refined and outlined in the Initial Draft of Science Level 1</p> <p>Ensure the implementation of this course has as much support as possible.</p> <p>'Introductory' will be removed from all documentation</p>

Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3	10		8	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Pathways in and pathways out need some clarification.	<p>Ways Forward:</p> <p>The pathways information, both to and from, will be updated to provide greater clarity.</p>

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
19	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Generally, the Learning Outcomes were considered satisfactory or better. Consideration might be given to:</p> <ul style="list-style-type: none"> • clearer and more specific language • embedding skills and application of skills in content Learning Outcomes 	<p>Ways Forward:</p> <p>During the remainder of Course Development the following will be prioritised:</p> <ul style="list-style-type: none"> • Clearer and more specific language • Embedding skills and application of skills in content Learning Outcomes

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
4	17

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Module 1 makes less sense as a separate module rather than incorporated into all modules.</p> <p>Module 1 could be replaced with an open inquiry and community focused module.</p>	<p>Ways Forward:</p> <p>The Initial Draft of Science Level 1 will contain a replacement for the current proposed Module 1 that focuses on flexible, open inquiry within a local context.</p>

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Delivery Sequence

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

Yes	No
3	18

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Course delivery should be able to be delivered more flexibly.</p> <p>Inquiry based learning should be the focus in the context of content.</p>	<p>Ways Forward:</p> <p>Within course development the flexibility to cover content in a sequence that suits context and inquiry-based learning should be ensured.</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
11	10

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>The content in modules 2 and 3 are fine and would be improved by ensuring contexts that learners can relate to.</p> <p>Module 1 should be a stand-alone unit based on inquiry in meaningful contexts for learners.</p> <p>Module 1 is better placed as the third module.</p>	<p>Ways Forward:</p> <ul style="list-style-type: none"> • All modules should be separate • Proposed Modules 2 and 3 will contain reflection and self-evaluation and become Modules 1 and 2 in the Initial Draft • Proposed Module 1 will become Module 3 and be a stand-alone inquiry in meaningful real-world contexts for learners.

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
21	0

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Personal Futures is the correct focus area for Science Level 1.	Response: Science Level 1 will remain as part of the Personal Futures Focus Area.