



DELIVERING TASC COURSES

‘PACKAGING’, ‘BUNDLING’ & ‘CONCURRENT DELIVERY’



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION



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PURPOSE

This information document explains TASC's expectations regarding the delivery and assessment of TASC accredited courses when course providers elect to 'package', 'bundle' and/or 'concurrently deliver' such courses.

TRADITIONAL TIMETABLING

Courses' size values (as measures of 'how much learning'/'how big is the learning') indicate the time needed by an average learner to engage with a course's content and to have adequate opportunities for formative and summative assessment. TASC-accredited courses typically have a size value that corresponds with traditional school timetables (e.g. size value 15 = a 150 hour timetable line for the year, size value 10 = 100 hours, and size value 5 = 50 hours).

Example of a Traditional Student Timetable:

Line 1 (150 hrs)	Life Sciences Level 2 (LSC2 <u>15</u> 115)		
Line 2 (150 hrs)	Visual Art Level 2 (ART2 <u>15</u> 117)		
Line 3 (100 hrs in first part of year, 50 hrs later in year)	Essential Skills – Maths Level 2 (MTN2 <u>10</u> 114)		Career and Life Planning Level 2 (CLP2 <u>05</u> 118)
Line 4 (three equal 50 hrs run sequentially)	Essential Skills – Using Computers and the Internet Level 2 (ESC2 <u>05</u> 114)	Computer Applications Level 2 (ICT2 <u>05</u> 114)	Project Implementation Level 2 (PRJ2 <u>05</u> 118)

(Note: the digits in the course codes indicating size value are underlined above to show their relationship to delivery hours on the timetabled lines)

PACKAGING / BUNDLING COURSES

The terms 'packaging' and 'bundling' are sometimes used to describe school-based methods for presenting multiple courses to a learner.¹

Example 1: 'Computing'

From the Example of a Traditional Student Timetable above, Line 4 might be packaged by the provider as 'Computing':

Line 4 (150 hrs)	Computing Level 2
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The student might see Line 4 as a single 'package' of learning about computing but actually undertakes three distinct courses that build on skills and understanding gained over the year (Essential Skills – Using Computers and the Internet being 'the basics'; Computer Applications developing greater skills and knowledge in a specific field of computing; and Project Implementation being used for a group project on a computer-related topic).

In such cases it is TASC's requirement that the specific content of each individual course that makes up the 'package' is delivered, and that each courses' criteria/standards are discreetly assessed and recorded. Planning for such delivery and assessment would be documented in scope and sequences, and associated assessment matrixes. Final reporting to TASC must include the official course name / code and final ratings that directly reflect student achievement against the criteria standards of each specific course.

Example 2: 'PE'

In the example below the course provider has 'packaged' two Level 1 Health and Physical Education courses as 'PE':

Line 4 (150 hrs)	PE Level 1
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The package 'PE' in this example comprises a size value 10 course - Sport and Recreation Experience Level 1 (HPE110118) - and a size value 5 course - Fitness Education Level 1 (HPE105118). Whereas the 'Computing' package example comprised three size value 5 courses delivered as a sequence of courses (one building on the skills and knowledge gained in the previous course), the provider of the PE package intends to use some Line 4 lessons during the week for Fitness Education, and others for Sport and Recreation Experience depending on the availability of

¹ Note: these terms have more specific meaning in some contexts, such as when Department of Education schools apply to Curriculum Services to 'course bundle'.

venues and special equipment. While such flexibility is completely acceptable, TASC's requirements regarding the explicit and distinct delivery and assessment of both courses in the 'package' remain. For each course (Sport and Recreation Experience and Fitness Education) there would be:

- scope and sequence documentation that shows the contents of the course had been/will be explicitly addressed via teaching and learning activities (also showing relationships between the two courses where necessary) and associated, course-specific assessment matrixes
- distinct assessment tasks and coverage of work requirements (in this example, both a Fitness Journal and a Sport and Recreation Experiences Journal would be created by students of the 'PE' package)
- course-specific assessment records
- attendance records that clearly showed which course was being attended.

Learners must be enrolled in each specific course with TASC, and final reporting to TASC must include the official course name / code and final ratings that directly reflect student achievement against the criteria standards of each specific course.

Example 3: 'My Studies'

In this example the provider has chosen to 'bundle' together several courses to create a special program for a learner across three timetable lines.

Line 2	My Studies
Line 3	
Line 4	

Within the three timetable lines the learner will study five courses: English Applied Level 2 (ENA215114); Career and Life Planning Level 2 (CLP205118); Personal Care Level 1 (PER110118); Outdoor Experiences Level 1 (OXPI05118); and Essential Skills – Maths Level 2 (MTN210114). The 'bundled' construct allow the school flexibility in delivery; the student might study Outdoor Experiences for a whole day one week; or Essential Skills – Maths in 'snippets' of 30 minutes a day. While such flexibility is completely acceptable, TASC's expectations regarding the explicit and distinct delivery and assessment of each of the five courses in the 'bundle' remain. For each of the five courses there would be:

- scope and sequence documentation that shows the contents of the course had been/will be explicitly addressed via teaching and learning activities (also showing relationships between the two courses where necessary) and associated, course-specific assessment matrixes
- distinct assessment tasks (including all work requirements)
- course-specific assessment records
- attendance records that clearly showed which course was being attended.

Learners must be enrolled in each specific course with TASC, and final reporting to TASC must include the official course name / code and final ratings that directly reflect student achievement against the criteria standards of each specific course.

‘CONCURRENT DELIVERY’

The term ‘concurrent delivery’ is sometimes used to describe constructs such as the so-called bundling of courses noted above where a learner might move between learning and assessment in one course to another in a seamless way (e.g. without changing classrooms or teacher), and where connections and relationships between the learning associated with different courses are given emphasis. Noting the TASC requirements listed above (See ‘Packaging/Bundling Course’), such delivery is fully acceptable.

The term ‘concurrent delivery’ is also used by some to describe situations whereby two courses are delivered in the same classroom at the same time. For example, a school might combine a small Chinese – Foundation Level 2 class and Chinese Level 3 class in a single room with the same teacher. Assuming that the TASC requirements listed above are met this delivery arrangement is acceptable: the contents of each course is delivered to the appropriate learner cohort (the Level 2 course to the Level 2 learners, the Level 3 course to the Level 3 learners); and assessments are made using the appropriate course’s criteria and standards.

Occasionally ‘concurrent delivery’ is used to describe situations whereby learners are said to be ‘doing’ a course by the ‘doing’ of another. For example, some might argue that at my school - in studying English Applied Level 2 – students do word-processing, email assessment tasks to the teacher, and use the internet for research and – by ‘doing’ English Applied they also ‘do’ Essential Skills – Using Computers and the Internet. Similarly it might be claimed that studies in a VET Certificate III where computers are used means that learners are also ‘doing’ Essential Skills – Using Computers and the Internet. The logic used in such arguments is not sound as:

- given that a course’s size value indicates the time needed by the average learner to engage with a course’s content and to have adequate opportunities for formative and summative assessment, how can a learner studying – say – English Applied on a timetabled line for 150 hours also be studying a separate course needing 50 hours teaching and learning time in the same 150 hour block of time?
- while activities such as word-processing, emailing, and using the internet are part of the learning in Essential Skills – Using Computers and the Internet they are not the sum of the required learning: the course requires the study of much more content
- while work done in one course may – in some circumstances – be used as part of the evidence of student achievement in another course, it would not comprise the majority of the evidence. Also it would have to be assessed against relevant criteria/standards. For example, a word-processed English Applied task might be assessed against relevant criteria/standards for English Applied, and used as supporting evidence as part of Essential Skills – Using Computers and the Internet studies that a student could use the application and associated simple file handling (such as ‘save’ and ‘open’). In the latter case the English Applied work would only form a part of the evidence of student achievement for Essential Skills – Using Computers and the Internet, and such work would need to be formally assessed against relevant criteria and standards of the Essential Skills – Using Computers and the Internet course.

The ‘doing a course by the doing of another’ construct described above is not acceptable to the Office of TASC.



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Office of Tasmanian Assessment,
Standards and Certification

Level 6, 39 Murray Street Hobart
TAS 7000 Australia

GPO Box 333 Hobart
TAS 7001 Australia

Phone: (03) 6165 6000

Email: enquiries@tasc.tas.gov.au

Web: www.tasc.tas.gov.au