

Tranche 1 – Phase 3 – Initial Draft Course

Health Care Level 2

Total Responses = 2

Organisations represented	Group	Individual
2	1 (representing 2 individuals)	1

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents indicated that sufficient detail was provided.	Retain for next phase.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents agreed the rationale was clear.	Noted.
Course description appears very large for 150 hours at Level 2.	Review and adjust as necessary for Description (learner audience) and Rationale (provider audience) for next phase.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Both submissions state the General Capabilities are appropriate.</p> <p>The group suggested the General Capabilities had been embedded; another identified that some General Capabilities seemed easy to incorporate while others were left to teachers and not specified in content.</p> <p>Difficult to see where Cross Curriculum Priorities – Sustainability and Asia and Australia’s Engagement with Asia might be addressed.</p>	<p>Noted.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for next phase.</p>

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>One submission said pathways were clear.</p> <p>The other agreed but noted that pathways from Year 9/10 and Year 11 might be different.</p>	<p>Noted.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for next phase.</p>

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>One respondent found these sections difficult to locate in the document.</p> <p>The other suggested a statement to confirm no requirements might be better than removing reference to it if there are none.</p> <p>It was noted that Module 2 requires experience using procedures and devices for measuring body function.</p> <p>Noted reference to “some specialist and technical knowledge” and assume that this should be interpreted as suited to a Level 2 course - recognise that a glossary of healthcare industry terminology may well address this.</p>	<p>Noted.</p> <p>Course requirements appear on page 7. Access and Resources are not clearly named up on the document as they are in the online response.</p> <p>Equipment access needs to be added.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for next phase.</p>

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Generally affirming and positive feedback.</p> <p>Concern was expressed about the volume of content and the clarity of language. The course should provide flexibility for both providers and learners.</p> <p>Noted that a scope/sequence would be helpful in interpreting the course.</p>	<p>Noted.</p> <p>Flexibility and agency to meet local context and cohort are intended design features.</p> <p>The course implementation guide will assist providers in implementation.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Respondents agreed that engagement with the Focus Area features is visible and connected in content.</p> <p>Learning Outcomes are clear and precise and could be achieved with streamlined or flexible content.</p>	<p>Noted.</p>
<p>The term “professional paradigm” is causing some confusion.</p>	<p>Noted. Perhaps “paradigm” could be explained as “replicating appropriate aspects” of the ... “environment” or “setting”.</p> <p>Specialist terms will be addressed in general and course specific glossaries.</p>
<p>Desire for more application, less content, greater alignment to current Personal Health and Wellbeing course.</p> <p>Concerns expressed about the volume of content unless the course expectations allow for engagement with industry, virtual/remote exposure to professions, and significant teacher agency.</p> <p>Group noted that at Level 2 there may be more of a focus on “learning about” rather than “replicating” the professional environment.</p> <p>An example scope and sequence will help address concerns of content weight.</p>	<p>Many aspects of the current Personal Health and Wellbeing course will appear in the proposed new Health Studies 2, a Personal Futures course</p> <p>Teacher and learner agency are intended design features. Industry “collaboration” is not intended to replicate a VET experience – perhaps the terms “exploring” and “exposure” may be clearer.</p> <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for Phase 4.</p>
<p>Topic summary and dot points seem enormous unless learning about rather than working in community settings.</p>	<p>The Course Implementation Guide should help providers to interpret the time allocations and pace of various topics within units.</p>

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>General agreement that majority of criteria and standards are clear.</p> <p>Some areas may need clarification but suspect the glossary or CIG will address this.</p>	<p>Glossaries and Course Implementation Guide will be helpful to interpret and clarify.</p>
<p>Criteria 3 standards considered too large, confusing, and difficult to assess.</p> <p>Criteria 5 E2 and E4 could be streamlined.</p> <p>Query over the use of the term “analyse” in Criteria 4, 5, 6.</p>	<p>Criteria 3 which was drawn directly from ACARA will be reworked. Bloom’s Taxonomy using the affective domain may be helpful in addressing learning progression here.</p> <p>“Analysis” in context can occur at any level.</p> <p>Criteria and standards will be refined for next phase.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents agreed the Line of Sight is clear.	Noted.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A	N/A

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Clarity needed about the nature of required “industry collaboration” in Module 2. If interpreted as involving a discrete mentor for each learner for this task this is impractical and unsustainable.	<p>The indicated nominal hours outline the expectation of learner time. Industry “exposure, liaison or informed” is the intent of the Module 2 task and these terms (unlike “industry collaboration”) may not hold the pre-existing or historical meaning that is potentially causing confusion.</p> <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for Phase 4.</p>
Work requirement size guided by hours of student work not as clear as a specific task and length.	Work Requirement size in hours allows for modal agency as per variations in delivery mode or setting described above.
Module 3 task group role play may create issues for isolated or remote learners.	Module 3 Task may require teacher adaptation to context and cohort – one of the intentions of group work is to provide opportunities to develop and demonstrate social capability. Agency within all courses allows for adaptation to match the online or alternate settings and learner profiles.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement that these enhance the document.	Noted.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>One respondent expressed concern that this course does not seem to replace the current Personal Health and Wellbeing Level 2 and may not meet the needs of their anticipated cohort.</p>	<p>The new courses are not intended to be direct replacements of existing courses. At Level 2 there are 2 Health courses planned - Health Care 2 and Health Studies 2. The existing Personal Health and Wellbeing 2 will be extended until both courses are available.</p> <p>Health Studies 2 will be more suited to the cohort and online learning modes described by the respondent.</p> <p>Providers are encouraged to engage with the Road map documents to be sure that provision and development in their location and context is planned and seamless.</p>