

Tranche 1 – Phase 3 – Initial Draft Course

Health Studies Level 1

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
Transparent without being too overwhelming. Easy to navigate and understand.	Noted.
Descriptor mentions health support of others, but this is not reflected in the five aims.	The aims relate to the Personal Futures focus area and apply across all learning areas. Advocacy and support of others appears within the course and are reflected in Criteria 3-6. Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Rationale and description are clear.	Noted.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
These are appropriate. It is clear how they have been embedded within courses content and learning outcomes.	Noted.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Major pathways into and from this course seem clear.	Noted.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No suggested resources are provided in the resource requirements.	<p>'Access requirements' relates to learner profiles required to enter this course.</p> <p>'Resource requirements' relates to any equipment, facilities or other specific items required for providers to offer the course.</p> <p>The Course Implementation Guide will provide some reference materials and, following accreditation, the Community of Practice will be instrumental in helping to develop and share teaching resources and providing support.</p>

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Learning outcomes link nicely with independent learning approaches within the course.</p> <p>Structure of course is clear and logical.</p> <p>Opportunities for engagement with focus area features is clear.</p>	<p>Noted.</p>
<p>No specific pedagogical strategies for implementing the key features are mentioned.</p>	<p>Pedagogical approaches to deliver the course will be addressed in supporting documentation (Course Implementation Guide), and Professional Learning which will occur later in the process.</p>
<p>Grammatical concerns and possible duplication/overlap of terms/topics within Module 1 Units were noted.</p>	<p>Some topics, terms and issues have been deliberately replicated across modules to highlight connections and extend the focus of learning from personal to considering local, community, national and global perspectives.</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>Key knowledge, skills and concepts have no noted omissions or redundancies.</p> <p>Clarity and rewording suggested for some topics and connections in Modules 1 and 3.</p>	<p>Review and adjust for clarity as necessary, confirm with critical friends before submission for Phase 4.</p>

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Criteria and standards are clear and facilitate clear progressions in assessment of evidence.	Noted.
Learning outcomes are the same across all three modules - query whether these should be different.	Common learning outcomes are required for a course. The different details and learning approaches aligned to them are reflected in the criteria and standards. The learning outcomes and criteria will be reviewed and refined for Phase 4.
Wording of standards may be confusing to students and hard for them to differentiate between.	The course document is aimed at providers and professional educators as the audience. Teachers will be expected to help translate the standards as part of their work in supporting students. Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The Line of Sight is clear and aligned.	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
Work requirements for all modules seem appropriate for the content, focus area and level.	Noted. Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
These will enhance and support 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
Would like more specific information regarding the mode/format and description for each of the work requirements.	<p>Agency is one of the framework objectives. Work Requirements have been presented to allow for teacher and student agency in addressing the work requirements.</p> <p>Where appropriate this has enabled learners to select a focus area appropriate mode of presentation.</p> <p>In all cases the amount of student work expected to be represented in the evidence for a particular Work Requirement task has been outlined in hours.</p>