

Tranche 1 – Phase 4 – Draft Course

Outdoor Education Level 1

Total Responses = 3

Organisations represented	Group	Individual
4	1	2

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>One respondent had a concern around the volume of content coupled with the number of recreation activities. Their suggestion was to reduce the minimums required from 4 to 3 activities in Module 1 and to reword “Specialisation” to “Focus” for clarity (it is a class focus activity choice, not an individual one).</p>	<p>Noted. The minimum activities requirement has been reduced and the Focus unit has been reworded in response to Phase 4 and critical friend feedback.</p>
<p>One respondent had concerns around the amount of theory at level 1 which may need review after year 1 of implementation. They suggested clarity of scope and sequence to support delivery of the modules, in most cases concurrently, would help to confirm</p>	<p>Agree. The post year review will be important to ensure complexity and volume is appropriate and feasible. The intention is for providers to use applied or integrated approaches to theory where appropriate. Most learning in this course is intended to take place in the field and / or during practical activities. Targeted Professional Learning and the Course Implementation Guide will help address these concerns.</p>

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
One respondent requested a logbook naming up minimum requirements for attendance and activities in Module 1.	Systemically new courses have agency named up as a priority. This degree of prescription would not be warranted in the course document. The Journal format allows for the suggested approach and providers may wish to collaborate and share ideas in the community of practice during implementation. Poor attendance and participation will be reflected in the limited logging of journal entries possible and in the amount of evidence available to assess.
Work requirements around the specialisation may be an issue unless this is a class focus rather than a personal student choice.	As part of the course development process, the course has been amended to address this.
The wording of standards and elements may be difficult to interpret, and the lack of practical criteria seems unbalanced.	Learning Outcomes, Criteria, Elements and Standards have been reviewed and adjusted across the suite in response to combined feedback of Critical Friends, Phase 4 consultation and the TASC pre-accreditation check. Targeted Professional Learning and the Course Implementation Guide will also help address these concerns.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
One provider was happy to support implementation but could not guarantee their site would offer both level 1 and 2 courses.	Noted. Course development will progress as planned.
One respondent had a concern around criteria / standards / elements implying a text-based evidence focus. They would prefer to see highlighting and rewarding of interaction skills, participation and effort.	Revised Learning Outcomes, Criteria, Elements and Standards, targeted Professional Learning and the Course Implementation Guide will help address these concerns.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
One respondent recognised the increase in popularity and interest across sectors regarding the provision and management of Outdoor Education in Years 9 and 10, including experiences outside the Australian Curriculum. The respondent thought many schools would welcome our presence in helping to sort practice and consistency in this space.	Key features of the Year 9 to 12 project include aims addressing work on the Years 9 and 10 curriculum offerings that extend from the Australian Curriculum HPE. This Level 1 course will be a good foundation for teachers planning to extend access, opportunities and pathways for learners across Years 9-12.