Tranche 1 – Phase 4 – Draft Course

Outdoor Education Level 2

Total Responses = 3

Organisations represented	Group	Individual
4	2	1
	(representing 7 individuals)	

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
One respondent said they could see the intentions for the applied theory approach in Module 2 but it may require some rewording to strengthen it for clarity.	Reviewed and adjusted.
One respondent had concerns around the volume of content, and the use of the term "introduction" for units (some learners will come from the level 1). They suggested adjusting the time allocation to reduce the Personal, Social and Interpersonal unit by 10 hours and add that to the Outdoor Living Skills unit.	Noted, reviewed, and adjusted where appropriate.

Key themes	Years 9 to 12 Learning Response
Module 3: One respondent addressed a concern with the term "specialisation" which may imply a personal rather than class group focus.	Terms have been refined for clarity. The focus unit in module 3 has been amended to allow 1 or 2 activities for class depth study.
That respondent also suggested the course ensure at least 4 practical activities in Module 1 and at least 2 additional activities in Module 3 to guarantee at least 50% of time was practical experiences.	Time allocations for practical experiences now total 50+ hours across Modules 1 and 3 and 20-40 hours in Module 2. Implementation Support Professional Learning, the Course Implementation Guide, and the Community of Practice may also help teachers with unpacking the intent and opportunities for integrating theory in applied settings.

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
One respondent suggested considering some alternatives to text-based and dry report style tasks.	Reviewed and refined where necessary to ensure there is scope for providers to work with creative and flexible options. Local agency to maximise learning outcomes is encouraged providing the features of the Focus Area and requirements of the course are met. Implementation Support Professional Learning, the Course Implementation Guide, and the Community of Practice may also help teachers with this aspect.
One respondent said the Module 1 requirement meant that module must be delivered across the whole year and would take a total of 10-12 hours of students' time. They suggested a logbook with minimum hours required should be attached to satisfactory achievement of this module.	Reviewed, with minor adjustments made. Logbook mechanisms, format and time for entries will be discussed during Implementation Support Professional Learning, in the Course Implementation Guide, and the Community of Practice. Typically, this would be a mix of contact and non-contact time. During return bus trips or

Key themes	Years 9 to 12 Learning Response
	post gear changing / pack-up time may be an ideal way of efficiently doing this. Attendance and hours / time of participation will be considered and reflected in meeting the standards for assessment and there is scope for providers who may wish to add a logbook section to the journal.
One respondent said consideration could be given to review or refinement of the product pitch task.	Reviewed. No change required. This task is applicable for the Focus Area and provides scope for teacher and learner agency and creativity. The pitch task is an ideal example for discussion during implementation preparation sessions.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
One respondent suggested that: "outdoor recreation", "outdoor learning", and "outdoor education" be included in the glossary	These terms have been added to all 3 courses of the Outdoor Education suite.
One respondent suggested consideration be given to intensive delivery models used by some providers in flexibility of Work Requirements and course design	Agency in new courses is a feature. This course is intended to meet a range of delivery models. A blended approach with some online or classroom materials to preload and follow up from intensive face to face sessions would be viable.
Assessment: Criteria, Standards and Elements all need review and alteration. The wording is way too difficult to understand for teachers let alone the students who need to be able to achieve them.	Refined and adjusted. The course document is aimed at the specialist teacher provider audience. Teachers will need to explain and relate the standards, learning intentions and success indicators for specific tasks to learners. Implementation Support Professional Learning, the Course Implementation Guide, and the Community of Practice will also help teachers with this aspect.

Key themes	Years 9 to 12 Learning Response
Assessment needs to be refined to recognise demonstration and application of skills and behaviours, not just theoretical knowledge. Selecting and doing is different to remembering and writing about. something Practical courses in the HPE area need to have this reflected in assessment.	Refined and adjusted. Agree that the balance of assessment needs to mirror the teaching and learning. This is a largely practical course which has a strong teaching, learning and assessment emphasis on integration of theory and demonstration in applied contexts.
If a module is going to be provided for Canvas it needs to be something that has been added to the current course, where current / future teachers would have limited knowledge about the content and its intent.	Noted. This will be considered.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Some providers may seek detailed information beyond the scope of the course document. Clarification of developer intent and greater elaboration around course content, assessment, language, and localised delivery models was suggested.	Implementation support, particularly unpacking the course and the Course Implementation Guide, in the year leading up to introducing these courses will provide this.
One respondent made an observation that increased rigour at Level 2 may be beyond some of the current cohort. This may impact viability decisions for providers in terms of what courses they offer.	This recalibration across all levels is intentional and is designed to support engagement, retention, and attainment with clearer pathways across Years 9 to 12. Providers will need to make local decisions to manage offerings and enrol learners in courses that match their profile and context.