

# Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Health Care Levels 2-3)

RESPONSE: 1 REPRESENTING: 1 PERSON

## Course Rationale

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1				

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Proposed version suitable to proceed.	<p><b>Response:</b> Confirms original intentions of CL and LAG.</p> <p><b>Ways Forward:</b> Retain published consultation version in development of the 2021 draft course document.</p>



## Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Proposed version suitable to proceed.	<p><b>Response:</b></p> <p>Noted.</p> <p><b>Ways Forward:</b></p> <p>Retain published consultation version in development of the 2021 draft course document.</p>

## Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
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Validation and confirmation of suitability of Learning Outcomes are linked to content detail.	<p><b>Response:</b></p> <p>Content details will be shared and developed with input from critical friends, sponsors and teachers.</p> <p><b>Ways Forward:</b></p> <p>Retain published consultation version in development of the 2021 draft course document.</p>
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## Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Module naming and organisers seem appropriate.</p> <p>Concern that proposed topics and content as described in the Key Features document may exceed the allotted design times.</p>	<p><b>Response:</b></p> <p>Details of content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will include consideration of feedback from the consultation processes, as well as drafting and collaboration with sponsors, CFs and the wider teacher community.</p> <p><b>Ways Forward:</b></p> <p>Ensure that module size is carefully considered, particularly during development of content detail and work requirements.</p>

## Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Difficult to respond without greater content detail.</p> <p>Some signs that sequential delivery may be indicated.</p> <p>Assessment details involving modular approach and contributions should be considered during design of the delivery sequence.</p>	<p><b>Response:</b></p> <p>No delivery sequence has been determined but it seems likely that a sequential model is more suited to this course pair.</p> <p>Recognition of stand-alone modular assessment and accreditation are not expected to be features of Tranche I courses in 2022.</p> <p><b>Ways Forward:</b></p> <p>Decisions and detailing of sequential, concurrent or flexible structural elements will be reviewed during the development process.</p>

## Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Concern over potential for excessive content.	<p><b>Response:</b></p> <p>Consultation to surface and address issues like these via both formal and informal approaches is planned and will occur.</p> <p>Details of content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will address consideration and responses to feedback from consultation including drafting and collaboration with Course Sponsors, Critical Friends and the wider teacher community.</p> <p><b>Ways Forward:</b></p> <p>Ensure that module size is carefully considered, particularly during development of content detail and assessment requirements. Retain published consultation version in development of the 2021 draft course document.</p>

## Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Professional Studies seems to be the appropriate Focus Area.	<b>Ways Forward:</b> The course will remain in the Professional Studies focus area.