

# Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Health Studies Level 1)

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
<p>Agreement with working draft version.</p> <p>Interest in the relationships across the Health Group and their timing for development.</p>	<p><b>Response:</b></p> <p>Conflation, innovation and Tranche logic is outlined on the HPE Roadmap. Health Studies 1 will eventually also be a pathway to Health and Nutrition 2-3.</p> <p>One of the aims is to maximise opportunities for learners across the suite as soon as feasible across a 5-year window. Tranche decisions by CL and LAG reflect intentions of balanced development across course groups and also building the new options first to maximise opportunities by complementing existing courses which will be updated to align as they become due.</p>

**Ways Forward:**

Retain published consultation version in development of the 2021 draft course document.

**Pathways In**

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	1			

**Summary of key themes and ways forward from feedback****CL Response / Ways Forward**

No concerns.

**Response:**

Noted.

**Ways Forward:**

Retain published consultation version in development of the 2021 draft course document.

**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
<p>Uncertainty whether a broad approach to describing Learning Outcomes is feasible. When more course detail is determined they may need review and refinement.</p>	<p><b>Response:</b></p> <p>Drawing from the Australian Curriculum, Personal and Social Capability is proposed to be one of the 6 overarching foci of this course. It is intended that the learning experiences reflected in content, delivery, VWR and assessment tasks will help develop and achieve this outcome.</p> <p><b>Ways Forward:</b></p> <p>Retain and review published consultation version in development of the 2021 draft course document.</p>

## 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

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Structure as proposed is suitable to support further development of this course.</p> <p>Questions around the details of logistics, accreditation and assessment details which will be determined later. Also keen to ensure the shape of the future Health Studies 2-3 are aligned.</p>	<p><b>Response:</b></p> <p>The Level 1 must be valuable as both a stand-alone and pathway course. Development of progressions and pathways into the new Health Studies 2-3 will need to be coherent for accreditation. The conflation of existing courses will also be a consideration for the replacement Health group.</p> <p><b>Ways Forward:</b></p> <p>Proceed using published consultation version structures as the basis for working with stakeholders during development of the 2021 draft course document.</p>

## Delivery Sequence

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

Yes	No
	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Suggestion that sequential delivery may be indicated.</p>	<p><b>Response:</b></p> <p>This may be a course where sequential delivery for some or all of the modules should be prescribed.</p> <p><b>Ways Forward:</b></p> <p>Decisions and detailing of sequential, concurrent or flexible structural elements will be determined with stakeholder input during the development process.</p>

Proceed using published consultation version as the basis for this section in development of the 2021 draft course document.

**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
<p>Importance of aligning the content of this course with a range of possible destinations and pathways was noted.</p>	<p><b>Response:</b></p> <p>This relates to pathways more than line of sight and whilst some descriptors or shaping of the Tranche 3 courses may be possible, specific details will need to focus on Tranche 1 courses. Agree that development of progressions and pathways into the future Health Care 2-3 , Health Studies 2-3, Health and Nutrition 2-3 will need to be discussed so that the Health group of courses are complementary, consistent and coherent.</p> <p><b>Ways Forward:</b></p> <p>Proceed using published consultation version as the basis for this section in working with stakeholders during 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
I	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Personal Futures seems to be the appropriate Focus Area.</p> <p>Note that this course should be in the same Focus Area as the future Health Studies 2-3.</p> <p>Suggestion regarding concurrent development of related courses.</p> <p>Question regarding implications of Focus Area impact on typical approaches to teaching, learning and assessment.</p>	<p><b>Response:</b></p> <p>Given the nature of the content and cohort Health Studies 1 seems correctly placed as a Personal Futures course. It is possible it may sit in a different Focus Area to some of its possible related destination pathways courses. The current roadmap reflects this along with the staged approach to course replacement for the HPE area.</p> <p>Health Studies 2-3 is currently planned to be designed to also sit in the Personal Futures Focus Area. This will be reviewed during the Tranche 3 development process.</p> <p>The nature of primary learning experiences and assessment modes aligned to each Focus Area reflect the nature of the course and its Learning Outcomes. The determination of Focus Areas and selection of learning approaches and assessment tools, especially external assessment at Level 3 and 4, will evolve as a response rather than drive the course development process.</p> <p><b>Ways Forward:</b></p> <p>Proceed using published consultation version as the basis for this section in working with stakeholders during the development of the 2021 draft course document.</p>