

# Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Outdoor Education Levels 2-3)

RESPONSES: 2      REPRESENTING: 7 PEOPLE

## 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
2			5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Proposed version suitable to proceed. Context and skills that are unique or key features of the course group should be included in developing the draft course document.	<p><b>Response:</b> The rationale in the proposed course is targeted to address the Accreditation Framework. The information suggested is a valued feature in explaining the significant role of the course group and the outgoing course - similar statements should appear in the course document in other sections as they are developed.</p> <p><b>Ways Forward:</b> Retain and review the published consultation version in development of the 2021 draft course document. Include suggested supporting information in relevant sections of the draft course.</p>

## Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	2		5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Suggestion to include additional related pathways from Community Sport &amp; Recreation.</p> <p>Relevant General Capabilities and Cross Curriculum Priorities should appear in the course document.</p> <p>Suggestion to add greater detail to potential broader pathways beyond direct connection of multi-level courses.</p>	<p><b>Response:</b></p> <p>Agree that these suggestions should be included or made more visible in appropriate sections within the course document.</p> <p><b>Ways Forward:</b></p> <p>Revise and update the published consultation version in the 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
2	5

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Learning Outcomes seem appropriate. When content detail is determined they may need review and refinement.</p> <p>Question regarding terminology.</p> <p>Content suggestion for Level 3.</p> <p>Consider location and inclusion/visibility of the “safety” theme.</p>	<p><b>Response:</b></p> <p>The proposed learning outcomes have been drawn from mapping of the outgoing course and the 9 strands used in the Outdoor Education, Australia Curriculum Guidelines.</p> <p>Being able to “employ ecological literacy concepts” connects to the following 3 strands:</p> <ul style="list-style-type: none"> <li>• Environmental Awareness</li> <li>• Environmental management, conservation and culture</li> <li>• Ecological Literacy themes</li> </ul> <p>Depending on stakeholder feedback during the development, learners might be assessed on their competency in areas such as :</p> <ul style="list-style-type: none"> <li>- understanding and applying a range of ecologically sustainable practices matched to the demands of various settings</li> <li>- exploring and describing ways in which people experience and relate to the natural environment.</li> </ul> <p>Specific content topics such as goal setting are intended to appear in the relevant modules and units at appropriate levels.</p> <p>Safety is specifically mentioned under Outcome 1 and it is implicit across all others. It may warrant consideration as a stand-alone criteria or be featured with greater visibility in the wording of criteria in the course document.</p> <p><b>Ways Forward:</b></p> <p>Decisions and clarification of learning outcomes, criteria and standards will occur with stakeholder input during the development process.</p> <p>Proceed using published consultation version as the basis for refining this section in the 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
2	5

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Level 2 options may not be suitable. Suggestion to include all proposed topics at Level 2.</p> <p>Concerns raised regarding managing time requirements.</p> <p>Questions and comments regarding content detail, assessment, accreditation and pathways.</p>	<p><b>Response:</b></p> <p>Content detail sits behind the proposed structures and topics mentioned in the key features paper and this is yet to be developed. It does appear that the suggestions and comments from the feedback could be accommodated within and/or aligned to the proposed structure.</p> <p>Details of content, including design time will be part of the next phase of development.</p> <p>'Core' refers to those common modules which all students in a course will be required to complete, as opposed to elective modules. Within a module content is organised into required or optional. These are key structural elements in the design of a course.</p> <p><b>Ways Forward:</b></p> <p>Decisions and clarification of course structure will occur with stakeholder input during the development process.</p> <p>Proceed using published consultation version as the basis for refining this section in the development of the 2021 draft course document.</p>

## Delivery Sequence

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

Yes	No
5	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Difficult to respond without greater content detail and consultation.</p> <p>Some signs that concurrent delivery may be indicated.</p>	<p><b>Response:</b></p> <p>No delivery sequence has been determined. There may need to be further dialogue together with wider testing and comparison of the feasibility and potential of different approaches for timetable/scheduling using semester and trimester models across various levels and settings - (7-12, 11/12, VLT).</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> <p>Proceed using the published consultation version as the basis for this section in the development of the 2021 draft course document.</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
	7

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Organisers and topics seem to be viable and support visible alignment to courses they replace.</p> <p>Further consultation on details of appropriate content inclusion, structures, placement, allocated focus, assessment modes and design time required.</p> <p>Level 2 options need review. Suggestion to include all proposed topics at Level 2.</p>	<p><b>Response:</b></p> <p>Details involving content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will include consideration and responses to feedback from existing and further consultation including drafting and collaboration with Course Sponsors, Critical Friends and the wider teacher community</p> <p>The phrase “outdoor living skills” has been drawn directly from OEA curriculum guidelines. These refers to self-reliance, minimal impact, skills and knowledge to participate in journeys, and the ability to assume responsibility for decisions and implementation of outdoor living (such as managing transport, food, safety and equipment with increasing independence) - our contextual interpretations at each level will be detailed when content is added to units.</p> <p>“Centre based activities” refers to those specialised activities conducted from a central offsite base. The proposal is to retain this terminology as used in the current course document - <a href="https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/oxp215118-3/">https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/oxp215118-3/</a> in the course requirements section.</p> <p><b>Ways Forward:</b></p> <p>Proceed using published consultation version of content organisers and topics as the basis for module content 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
7	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Professional Studies is a suitable Focus Area for the design of this course pair.</p> <p>A review of a potentially better fit with Transdisciplinary Projects should be considered.</p>	<p><b>Response: Response:</b></p> <p>Course Pairings 1-2, 3-4 may seem more logical and applicable and would be worth exploring where pairings appear to be suited for placement in different Focus Areas, particularly where external assessment modes are considered to be more appropriate.</p> <p>A review of the Focus Area placement and implications will occur with stakeholders during course drafting.</p> <p><b>Ways Forward:</b></p> <p>Build from published consultation version in development of the 2021 draft course document.</p>