

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Studies of Religion Levels 2-3

RESPONSES: 2 REPRESENTING: 3 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
	3			

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Would like to see some of the sophisticated current rationale reflected in the new one	<p>Ways Forward:</p> <p>The Australian context and dynamic and changing nature of religion will be added to the rationale.</p>



Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	1		2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Pathways should come from more than one discipline	Ways forward: Pathways In will be articulated to reflect the transdisciplinary nature of the new courses.

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
1	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Perhaps a little more differentiation between levels	Ways forward: Outcomes will be articulated to match the level of complexity of the courses
Outcomes should reflect the level of complexity of the course	Ways forward: Outcomes will be articulated to match the level of complexity of the courses

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
3	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestions and advice for fleshing out the detail of the content of the courses.	Ways forward: Suggestions made will influence the development of the content of the courses, noting <ul style="list-style-type: none"> • Inclusion of Ancient religions • Resourcing the study of Aboriginal Spirituality • Terminology suggestions • Inclusion of Humanism • Suitable inquiry projects

Delivery Sequence

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

Yes	No
3	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Would like agency to teach modules independently in the future.	Ways forward: As much agency as possible for modularisation and the determination of sequence of delivery will be included in the course.

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
1	1 (2)

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
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<p>Building a Level 2-3 course will be challenging.</p> <p>Suggestions provided under 'course structure'.</p>	<p>Ways forward:</p> <p>Levels of complexity will be used to develop the two levels of the course and ensure that they are appropriately complex. The first draft of the course available for consultation in March 2021 will seek input on complexity of the levels.</p> <p>Content suggestions from this respondent provided and responded to under 'course structure' as copied below.</p> <p><i>Suggestions made will influence the development of the content of the courses, noting –</i></p> <ul style="list-style-type: none"> • <i>Inclusion of Ancient religions</i> • <i>Resourcing the study of Aboriginal Spirituality</i> • <i>Terminology suggestions</i> • <i>Inclusion of Humanism</i> • <i>Suitable inquiry projects</i>
<p>Content sometimes seems unaligned between levels of the course.</p> <p>Would like more alignment between levels to allow the two levels to be taught in the same classroom.</p> <p>Would like the Level 3 challenge and responses moved to module 3.</p> <p>Questions about external assessment and content detail.</p>	<p>Ways forward:</p> <p>As much alignment as possible will be included in the levels of the course to allow for progression but bearing in mind requirements to avoid duplication of content.</p> <p>The level 3 challenges and responses will be moved to module 3 following this and other feedback.</p> <p>External assessment and work requirements will be detailed for consultation in the next stage of course consultation in March 2021.</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
1	1 (2)

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggest critical input from UTas	Ways forward: Critical input from UTas will be sought on the content of the courses.
Concern that a transdisciplinary course will be less rigorous than a discipline-based course	Ways forward: The rigour of the course will depend upon the level rather than the focus area. Concerns about rigour are noted and will be considered and consulted upon during the course development.