

# Professional Studies

HPE

Outdoor Education 1  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Educator  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## Outdoor Education, 150 hours – Level 1

This course is the Level 1 component of the Outdoor Education program.

### Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

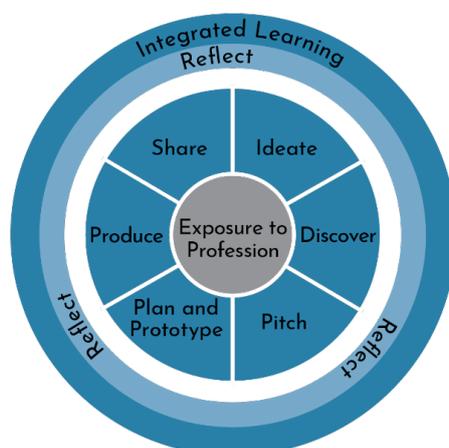
*Outdoor Education* Level 1 is a Professional Studies course.

### Focus Area – Professional Studies

Professional Studies bridges academic courses and career-related study to provide students with a combination of academic and practical knowledge, skills and understanding to pursue a particular pathway of interest. Courses integrate exposure to professional environments, processes and practice through inquiry based learning. Professional Studies reflect professional processes and standards and provide learners with an equivalent experience to that of someone working within that profession. Professional Studies enhances students cognitive capacity, efficacy, creativity and craftsmanship in readiness for higher education, internships, apprenticeships, or work in a designated field of interest. Professional Studies courses connect with recognised professional study pathways and contextually align with key Tasmanian industry sectors.

Professional Studies courses have three key features that guide teaching and learning:

- exposure to professional practice
- ideation, research, discovery and integrated learning
- production and sharing replicating a professional paradigm.



In this course learners will do this by:

- exploring
- new and emerging technologies
- exposure to professional practice, conventions, norms and ways of working
- various settings and authentic contexts
- integrated learning to make meaning and connections between learning and their lives
- critical thinking skills, challenges and design solutions
- sharing of products and solutions replicating a professional paradigm
- relationships between fields of outdoor education and industry
- ideation, research, and discovery approaches
- sustained inquiry focussed on an authentic problems, questions, projects, investigations or challenges

## Rationale

The Outdoor Education group of courses are uniquely placed to help students develop skills and understanding of group dynamics and outdoor leadership, safety management, natural and cultural history, environmental interpretation and sustainability. Tasmania is acknowledged internationally as a destination where our unique world-class natural heritage and climate provides learners with ready access to rich settings and opportunities to experience a diverse range of high-quality outdoor recreation experiences.

Outdoor learning allows people to experience and develop an appreciation of numerous outdoor activities, beyond the scope of sport or competition, and to explore the physical, social, emotional and spiritual benefits of high-quality outdoor experiences.

*Outdoor Education* Level I provides opportunities for learners to connect with a range of outdoor activities. It supports learners in developing an understanding of self while growing positive relationships with others and the natural environment. It builds the capacity to be an effective contributor to group challenges. Learners develop an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

This Level I course addresses fundamental knowledge and some specialist or technical knowledge and skills. It has a primary focus on exploring personal impacts and context before considering local, state, national and global perspectives relating to integration of sustainable management practices, application and transferability of Outdoor Education competencies, and exploring connections to related industries and pathways.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Personal and social capability 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 

- Asia and Australia's Engagement with Asia **AA**
- Sustainability **+**

## Course Description

The Outdoor group of courses are uniquely placed to help students develop skills and understanding of group dynamics and outdoor leadership, safety management, natural and cultural history, environmental interpretation and sustainability. Tasmania is acknowledged internationally as a destination where our unique world-class natural heritage and climate provides learners with ready access to rich settings and opportunities to experience a diverse range of high quality outdoor recreation experiences.

*Outdoor Education* Level 1 provides an opportunity for learners to experience and connect with a range of outdoor activities, beyond the scope of sport or competition. It supports learners in developing an understanding of self while growing positive relationships with others and the natural environment. It builds the capacity to be an effective contributor to group challenges. Learners develop an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

## Pathways

- *Outdoor Education* Level 1 builds on foundation concepts emerging from the cross curricular approaches of the Australian Curriculum F-10.
- Learners completing *Outdoor Education* may use it as a basis for a wide range of personal, vocational education and training options. *Outdoor Education* Level 1 provides a pathway to HPE courses such as *Outdoor Education* Level 2 and *Community Sport and Recreation* Level 2, and VET *Certificate II in Outdoor Recreation*.
- After completing *Outdoor Education*, vocational pathways may include, but are not limited to: guiding; adventure tourism; natural sciences; emergency services; and training academies. Additionally, the Defence Forces, State Police and Fire and Forestry Departments are examples of employment areas in the public sector that rely on people with the skills and knowledge developed through studying this course.

## Course Requirements

- Learners undertaking this course must be aware of the complexity of the content and high level of physical activity required. Participants must be organised and ready to participate fully in a range of challenging practical outdoor learning experiences together with the theory-based tasks and activities integrated within this course.
- When planning and conducting outdoor adventure activities, in addition to addressing their workplace Risk Management procedures, providers of this course will ensure that they have access to suitable equipment, are able to meet the [Australian Adventure Activity Standards](#) and any additional sector requirements.
- Providers should seek case-by-case advice when dealing with learners with high or additional needs.
- The nature of this course requires a minimum group size of 5 learners.
- Outdoor Education is an evolving, dynamic and technology-connected area. Research tasks and presentations will require students to be able to access a range of suitable digital software and hardware.

## Course Structure, Delivery and Progression

### Structure

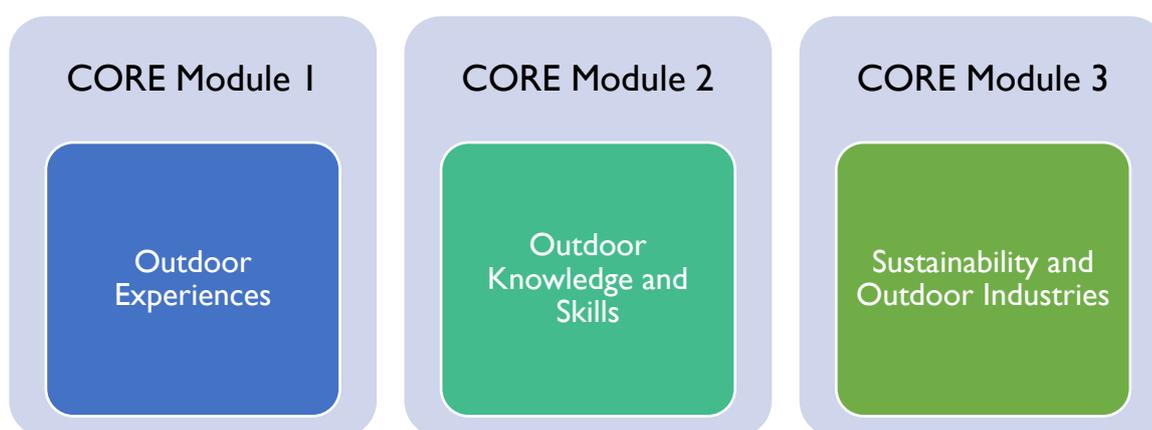
This course consists of three 50-hour modules.

#### Modules Available

Core Module 1: Outdoor experiences

Core Module 2: Outdoor knowledge and skills

Core Module 3: Sustainability and outdoor industries



### Delivery

Module 1 should be delivered concurrently with Module(s) 2 and 3.

### Developmental Progression

Each module introduces and builds upon key ideas, concepts, skills, knowledge and understanding leading to a culminating performance of understanding reflected in the work requirements within each module.

## Module 1 - Outdoor experiences

Module 1 provides learners with opportunities to apply theory concepts and develop their practical skills and knowledge across a range of outdoor activities.

During Module 1 - learners should be provided with the following learning experiences:

- exposure and discussion of professional practice
  - examining the Outdoor Education Australia website
  - exploring the Australian Adventure Activity standards
- opportunities to experience at least 4 different outdoor recreation activities
- guided support in establishing format and use habits for a reflective journal.

### Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. demonstrate personal and social capability
2. discuss and apply outdoor knowledge and skills
3. communicate effectively
4. engage and reflect on outdoor experiences.

### Module 1 Content

*Outdoor Education* Level 1 Module 1 provides learners with opportunities to:

- develop positive relationships with the environment, others and themselves through interaction with the natural world
- explore and understand the vital role outdoor experiences have in supporting the wellbeing and sustainability of individuals, society and our environment
- engage in a wide range of practical and active learning experiences, natural environments and settings
- develop competence and safety management in outdoor environments and activities
- be exposed to industry practices and expectations and to recognise roles and sectors and where outdoor education skills, knowledge and understandings are highly valued attributes.

### Key Knowledge and Concepts

Module 1 will address the following:

- discussing actions and practices used to support a range of safe and positive outdoor experiences
- examining best practice approaches to assessing risk and making informed judgements
- exploring how individuals' actions towards their roles, relationships and responsibilities impact on others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- considering multiple perspectives on contemporary living and human to nature relationships
- describing and examining how group dynamics and leadership contribute to processes and outcomes in various contexts
- recognising connections from Outdoor Education to development of communication skills, personal and social capability, ethical understanding, critical and creative thinking, and the cross-curriculum priorities of sustainability and Aboriginal and Torres Strait islander histories and cultures.

## Unit - Outdoor Education - General I (Intro to) - (15 hrs)

- Outdoor activities and living skills
- Outdoor Education Fundamentals & Principles
- Safety and standard industry practices

## Unit - Outdoor Practical Experiences IA - (35 hours)

- Range of selected centre based activities
- Introductory experiences and fundamental skill development across a range of activities in accordance with the Outdoor Education: Guidelines for Practical Activities (refer Appendix 6)
- Recording personal session and progress reviews in a Reflective Journal.

### Key Skills:

- developing skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrating and applying outdoor knowledge and skills in various settings
- effectively communicating within and about outdoor education activities
- recognising connections between outdoor experiences and industry opportunities through exposure to professional practice
- developing independence and group competence in various social and physical environments
- building a range of decision making and scenario appropriate skills, techniques and approaches
- ongoing development of personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative.

### Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This Module includes one (1) Folio - Reflective journal as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 - Outdoor knowledge and skills

Module 2 provides learners with opportunities to develop and apply outdoor living and bushcraft skills, independent and collaborative challenge experiences and an extended focus on skill development in a chosen outdoor activity.

During Module 2 - learners should be provided with the following learning experiences:

- theory and application of fundamental bushcraft and outdoor survival skills
- teacher developed 2 hour outdoor living skills teams challenge and reflective review
- access to suitable settings, equipment and instruction for development in the chosen specialised outdoor recreation activity
- technology access and support in developing a culminating digital exhibition product.

## Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. demonstrate personal and social capability
2. discuss and apply outdoor knowledge and skills
3. communicate effectively
5. describe and examine group dynamics and leadership.

## Module 2 Content

Module 2 provides learners with opportunities to:

- develop positive relationships with the environment, others and themselves through interaction with the natural world
- explore and understand the vital role outdoor experiences have in supporting the wellbeing and sustainability of individuals, society and our environment
- engage in a wide range of practical and active learning experiences, natural environments and settings
- develop competence and safety management in outdoor environments and activities
- be exposed to industry practices and expectations and to recognise roles and sectors and where outdoor education skills, knowledge and understandings are highly valued attributes.

## Key Knowledge and Concepts

Module 2 will address the following:

- discussing actions and practices used to support a range of safe and positive outdoor experiences
- examining best practice approaches to assessing risk and making informed judgements
- exploring how individuals' actions towards their roles, relationships and responsibilities impact on others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- considering multiple perspectives on contemporary living and human to nature relationships
- describing and examining how group dynamics and leadership contribute to processes and outcomes in various contexts
- recognising connections from Outdoor Education to development of communication skills, personal and social capability, ethical understanding, critical and creative thinking, and the cross-curriculum priorities of sustainability and Aboriginal and Torres Strait islander histories and cultures.

## Unit - Intro to Bushcraft, Outdoor Safety and Survival I - (30-35 hours)

- Outdoor skills
- Outdoor challenge experience

## Unit - Outdoor Experiences (Specialization) I - (15-20 hours)

- Focus on skill development and capability in a chosen activity
- Digital exhibition project

## Key Skills:

- developing skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrating and applying outdoor knowledge and skills in various settings
- effectively communicating within and about outdoor education activities
- recognising connections between outdoor experiences and industry opportunities through exposure to professional practice
- developing independence and group competence in various social and physical environments
- building a range of decision making and scenario appropriate skills, techniques and approaches
- ongoing development of personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative

## Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This Module includes work requirements that add sections to the folio

- Intro to Bushcraft and Outdoor Survival I - Reflective Journal
- Outdoor Experiences (Specialisation) I - Digital exhibition

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 - Sustainability and outdoor industries

Module 3 provides learners with opportunities to consider industry perspectives and issues whilst engaging with a range of outdoor activities and venues to developing a range of specialised, transferable and integrated skills and attributes. Learners will also examine environmental conservation principles and explore key areas of environmental awareness, management, conservation, and culture together with examining and reflecting on fundamental ecological literacy themes.

During Module 3 - learners should be provided with the following learning experiences:

- opportunities to experience at least 3 outdoor recreation activities that were not undertaken in Module 1
- a suitable full day or journey experience
- regular seasonal and time of day revisits to a local area to support interpretation skills
- visiting a suitable venue to explore an area of significance to Tasmanian Aboriginal communities
- technology access and support in developing the multimodal product.

## Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. demonstrate personal and social capability
2. discuss and apply outdoor knowledge and skills
3. communicate effectively
6. recognise and explain ecological literacy concepts

## Module 3 Content

Module 3 provides learners with opportunities to:

- develop positive relationships with the environment, others and ourselves through interaction with the natural world
- explore and understand the vital role outdoor experiences have in supporting the wellbeing and sustainability of individuals, society and our environment
- engage in a wide range of practical and active learning experiences, natural environments and settings
- develop competence and safety management in outdoor environments and activities
- be exposed to industry practices and expectations and to recognise roles and sectors and where outdoor education skills, knowledge and understandings are highly valued attributes.

### Key Knowledge and Concepts

Module 3 will address the following:

- discussing actions and practices used to support a range of safe and positive outdoor experiences
- examining best practice approaches to assessing risk and making informed judgements
- exploring how individuals' actions towards their roles, relationships and responsibilities impact on others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- considering multiple perspectives on contemporary living and human to nature relationships
- describing and examining how group dynamics and leadership contribute to processes and outcomes in various contexts
- recognising connections from Outdoor Education to development of communication skills, personal and social capability, ethical understanding, critical and creative thinking, and the cross-curriculum priorities of sustainability and Aboriginal and Torres Strait islander histories and cultures.

### Unit - Outdoor (Practical) Experiences 1B - (20-25 hours)

- Guided range of selected centre based part day experiences
- Full day or journey experience
- Local and regional experiences, industry exposure and introductory experiences and fundamental skill development across a range of activities in accordance with the guideline within Appendix 6
- dialogue and reflection on a) sustainability and connection to nature and, b) the significance of group leadership, membership and dynamics

### Unit - Intro to Outdoor Recreation & Ecotourism I - (25-30 hours)

- Environmental conservation principles
- Environmental Awareness
- Environmental management, conservation and culture
- Ecological literacy

## Key Skills:

- developing skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrating and applying outdoor knowledge and skills in various settings
- effectively communicating within and about outdoor education activities
- recognising connections between outdoor experiences and industry opportunities through exposure to professional practice
- developing independence and group competence in various social and physical environments
- building a range of decision making and scenario appropriate skills, techniques and approaches
- ongoing development of personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative
- sustainable practice and connection to natural environment

## Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This Module includes work requirements that must be included in relevant unit sections of the Folio

- Intro to Bushcraft and Outdoor Survival I - Reflective Journal
- Outdoor Experiences (Specialisation) I - Digital exhibition

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

## Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module.

The assessment for *Outdoor Education* Level 1 will be based on the degree to which the learner can:

1. display goal setting, organisational, interpersonal and self-management skills
2. use a range of specialised skills, terms, techniques and related safety practices in a variety of Outdoor Education activities
3. communicate purposefully and appropriately
4. explain how outdoor experiences and industry best practice contribute to healthy individuals, communities and environments
5. demonstrate understanding of group roles, attributes, dynamics and positive outdoor leadership practices
6. describe and apply an understanding of ecological literacy concepts (including conservation, sustainable practice and connection to natural environment).

## Standards

Criterion 1: display goal setting, organisational, interpersonal and self-management skills

Rating C	Rating B	Rating A
<p><i>Self Management</i>                      identifies the influence of emotions on behaviour.                      identifies personal behaviour patterns and key learning goal                      identifies examples of self-discipline, ability to work independently or show initiative                      identify examples of confidence and resilience</p>	<p><i>Self Management</i>                      describes the influence of emotions on behaviour and relationships                      identifies several personal behaviour patterns and key learning goals                      describes examples of self-discipline, ability to work independently or show initiative                      identify examples of confidence, resilience and adaptability</p>	<p><i>Self Management</i>                      explains the influence of emotions on behaviour, learning and relationships                      describes a range of personal behaviour patterns and learning goals                      identifies and reflects on scenarios that demonstrate self-discipline, ability to work independently or show initiative                      describe examples of confidence, resilience or adaptability</p>
<p><i>Self Awareness</i>                      identifies personal strengths and achievements                      recognises reflective practice                      identifies personal learning preferences and work habits</p>	<p><i>Self Awareness</i>                      describes several personal strengths and achievements                      recognises and uses prescribed reflective practice                      describes personal learning preferences and work habits</p>	<p><i>Self Awareness</i>                      identifies and describes several personal strengths and achievements                      describes examples of prescribed reflective practice                      identifies and describes personal learning preferences and work habits</p>

<p><i>Social Management</i> works collaboratively in a pair or group describes personal values when making choices and decisions identifies an approach to negotiate and resolve conflict recognises leadership attributes demonstrate a positive action to help build and maintain relationships</p>	<p><i>Social Management</i> works collaboratively in groups identifies personal values when making choices and decisions recognises multiple strategies to negotiate and resolve conflict describes leadership attributes recognise and use positive actions that help build and maintain relationships</p>	<p><i>Social Management</i> works collaboratively in a groups and teams describes personal values when making choices and decisions recognises common strategies to negotiate and resolve conflict identifies positive leadership attributes describe and use positive actions that help build and maintain relationships</p>
<p><i>Social Awareness</i> recognises alternate perspectives identifies ways to contribute to community, civil society or care for the environment identifies problems needing resolution recognises there are different types of relationships recognise actions that positively support a positive personal and cultural Identity</p>	<p><i>Social Awareness</i> describes alternate perspectives describes ways to contribute to community, civil society or care for the environment describes problems needing resolution describes different types of relationships describe actions that positively support a positive personal and cultural Identity</p>	<p><i>Social Awareness</i> compares alternate perspectives considers ways to contribute to community, civil society and care for the environment explains problems needing resolution describes and categorises different types of relationships describe and apply actions that positively support a positive personal and cultural Identity</p>

Criterion 2: use a range of specialised skills, terms, techniques and related safety practices in a variety of Outdoor Education activities

Rating C	Rating B	Rating A
select and perform key skills for each of the various outdoor activities	select and perform a developing range of key skills for each of the various outdoor activities	consistently select and perform a developing range of key skills for each of the various outdoor activities
describe and use a basic range of specialised outdoor activity skills, terms, techniques and related safety practices	explain and use a basic range of specialised outdoor activity skills, terms, techniques and related safety practices	examine and use a basic range of specialised outdoor activity skills, terms, techniques and related safety practices
identify and perform a range of fundamental outdoor living skills	describe and perform a range of fundamental outdoor living skills	explain and perform a range of fundamental outdoor living skills
recognise and respond to challenges and situations during outdoor activities	recognise and reflect on responses to challenges and situations during outdoor activities	reflect and review responses to challenges and situations during outdoor activities

Criterion 3: communicate purposefully and appropriately

Rating C	Rating B	Rating A
recognises and conveys meaning of and about general outdoor education related information and concepts	describes and conveys meaning of and about general outdoor education related information and concepts	comprehends and conveys meaning of and about general outdoor education related information and concepts
recognises and uses prescribed communication modes	describes and uses prescribed communication modes	describes and effectively uses prescribed communication modes
identifies and uses key outdoor recreation industry communication practices and conventions	describes and uses key outdoor recreation industry communication practices and conventions	describes and appropriately uses key outdoor recreation industry communication practices and conventions
recognises and uses terminology commonly associated with the outdoor recreation industry	describes and uses terminology commonly associated with the outdoor recreation industry	describes and appropriately uses terminology commonly associated with the outdoor recreation industry

Criterion 4: explain how outdoor experiences and industry best practice contribute to healthy individuals, communities and environments)

Rating C	Rating B	Rating A
identify ways outdoor experiences, living skills and industry best practice contribute towards healthy individuals, communities and environments	describe how outdoor experiences, living skills and industry best practice contribute towards healthy individuals, communities and environments	explain how outdoor experiences, living skills and industry best practice contribute towards healthy individuals, communities and environments
identify how making connections with others, the community and environment link to key aspects of physical and health literacy critical for our wellbeing	describe how making connections with others, the community and environment link to key aspects of physical and health literacy critical for our wellbeing	explain how making connections with others, the community and environment link to key aspects of physical and health literacy critical for our wellbeing
recognise and use personal and outdoor activity goals to inform basic organisational, planning and review practices	describe and use personal and outdoor activity goals to inform basic organisational, planning and review practices	describe and consistently use personal and outdoor activity goals to inform basic organisational, planning and review practices
demonstrate inquiry, problem solving and reflective thinking skills to identify and describe health impacts of outdoor recreation activities	demonstrate inquiry, problem solving and reflective thinking skills to recognise and explain health impacts of outdoor recreation activities	demonstrate inquiry, problem solving and reflective thinking skills to recognise and describe a range of health impacts of outdoor recreation activities

Criterion 5: demonstrate understanding of group roles, attributes, dynamics and positive outdoor leadership practices

Rating C	Rating B	Rating A
recognise and use positive outdoor leadership practices	describe and use positive outdoor leadership practices	describe and consistently use positive outdoor leadership practices
recognise and describe general impacts of individual and group characteristics and attributes	describe and reflect on general impacts of individual and group characteristics and attributes	describe and compare general impacts of individual and group characteristics and attributes
recognise how varying roles and settings may impact group dynamics	identify examples of how varying roles and settings impact group dynamics	identify and describe examples of how varying roles and settings impact group dynamics
identify personal role, responsibilities, and opportunities for taking actions to positively influence a group	describe personal role, responsibilities, and opportunities for taking actions to positively influence a group	explain personal role, responsibilities, and opportunities for taking actions to positively influence a group

Criterion 6: describe and apply an understanding of ecological literacy concepts (including conservation, sustainable practice and connection to natural environment)

Rating C	Rating B	Rating A
identify examples of ecologically sustainable practices in outdoor activities	recognise and use ecologically sustainable practices in outdoor activities	explain and use ecologically sustainable practices in outdoor activities
describe ecologically sustainable practices matched to the demands of various settings	describe and apply a range of ecologically sustainable practices matched to the demands of various settings	select and apply a range of ecologically sustainable practices matched to the demands of various settings
recognise a contemporary ecological issue impacting outdoor professions	describe a contemporary ecological issue impacting outdoor professions	explain a contemporary ecological issue impacting outdoor professions
identify ways in which people experience and relate to the natural environment	recognise and describe ways in which people experience and relate to the natural environment	recognise and reflect on ways in which people experience and relate to the natural environment

## Quality Assurance

- This will be determined by TASC at time of accreditation.

## Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Outdoor Education* Level I are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

### HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

### COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

### SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

### PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

- This will be confirmed by time of accreditation.

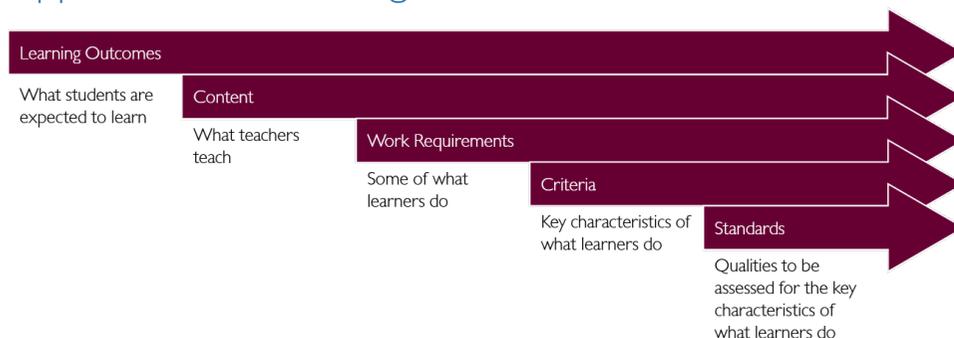
## Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

## Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. demonstrate personal and social capability.	Module 1, 2, 3	Module 1, 2, 3	C 1, 2, 3, 4, 5, 6	E 1, 2, 3	GC: 
2. Discuss and apply outdoor knowledge and skills.	Module 1, 2, 3	Module 1, 2, 3	C 1, 2, 3, 4, 5, 6	E 1, 2, 3	GC: 
3. Communicate effectively.	Module 1, 2, 3	Module 1, 2, 3	C 1, 2, 3, 4, 5, 6	E 1, 2, 3	GC: 
4. Engage and reflect on outdoor experiences.	Module 1	Module 1	C 4	E 1, 2, 3	GC: 

5. Describe and examine group dynamics.	Module 2	Module 2	C 5	E 1, 2, 3	GC: 
6. Recognise and explain ecological literacy concepts.	Module 3	Module 3	C 6	E 1, 2, 3	GC: 

## Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Outdoor Practical Experiences IA – Reflective Journal

**Mode /Format:** Digital Folio

**Learning Outcomes:** 1,2,3,4

**Description:**

The Digital Folio is a developing record of evidence gathered and organised during the course of the year of study. It will feature all work requirements and any other items deemed appropriate by the learner and/ or teacher. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information. The Reflective Journal will feature personal observations, connections and responses to practical activity sessions along with periodic review and summaries.

**Size:** 4-6 hours.

**Timing:** Learners should spend 10-15 minutes after each session and a 20-30 minutes review and summary every 4 weeks.

**External agencies:**

Practical experiences should include visits to a range of teacher selected centre based activities

**Relevant Criterion/criteria:** 1, 2, 3, and 4.

### Module 2 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Intro to Bushcraft and Outdoor Survival I – Reflective Journal

**Mode /Format:** Digital Folio

**Learning Outcomes:** 1,2,3,5

**Description:** The Reflective Journal will feature personal observations, connections and responses to practical activity sessions along with periodic review and summaries. Teacher review and feedback would typically follow these cycles.

**Size:** 4-6 hours.

**Timing:** Learners should spend 10-15 minutes after each session and a 20-30 minutes review and summary every 4 weeks.

**External agencies:** The outdoor challenge experience may involve external agencies and/or venues

**Relevant Criterion/criteria:** 1,2,3,5

**Focus Area:** Professional Studies

**Title of Work Requirement:** Outdoor Experiences (Specialisation) I – Digital Exhibition

**Mode /Format:** Digital Folio

**Learning Outcomes:** 1,2,3,5

**Description:** The digital exhibition will feature a 3-5 minute presentation supported by images and/or video footage.

**Size:** 2-4 hours.

**Timing:** Learners should be made aware and form a plan to gather and store information at the start of the unit. The exhibition will be a culminating product showing evidence and reflection on learning

and progress across integrated aspects of the chosen activity during the Outdoor Experiences (Specialisation) I unit

**External agencies:** The chosen activity may involve external agencies and/or venues

**Relevant Criterion/criteria:** 1,2,3,5

### Module 3 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Outdoor Practical Experiences IB – Reflective Journal

**Mode /Format:** Digital Folio

**Learning Outcomes:** 1,2,3,6

**Description:** The Reflective Journal will feature personal observations, connections and responses to practical activity sessions along with periodic review and summaries. Teacher review and feedback would typically follow these cycles.

**Size:** 4-6 hours.

**Timing:**

Learners should spend 10-15 minutes after each session and a 20–30-minute review and summary every 4 weeks. The full day or journey experience will require a separate subsection and a more rigorous review which would normally be preceded by class debriefing and review discussion

**External agencies:** The full day or journey experience may involve external agencies and/or venues

**Relevant Criterion/criteria:** 1,2,3,6

**Focus Area:** Professional Studies

**Title of Work Requirement:** Intro to Outdoor Recreation and Ecotourism I- Multimodal Presentation

**Mode /Format:** Digital Folio

**Learning Outcomes:** 1,2,3,6

**Description:** Learners must consider the most effective multimodal approach to reflect, produce and share a 2–5-minute presentation which must communicate personal perspectives on relationships with nature by connecting and interpreting messages, thoughts, learning and feelings relating to the key ecological literacy themes. The presentation must be recorded and stored in the digital folio

**Size:** 3-4 hours.

**Timing:**

The Multimodal Presentation will be the culmination of the Ecological literacy unit.

**External agencies:** This work requirement may require some personalised technology support

**Relevant Criterion/criteria:** 1,2,3,6

## Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

## Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.

## Appendix 6 - Outdoor Education: Guidelines for Practical Activities

General advice:

- In the initial stage of planning for learners to undertake any outdoor recreation activity, particularly those occurring off-campus, providers must check the most recent information on safety and best practice as outlined in the Outdoor Council of Australia - Australian Adventure Activity Standard and associated Good Practice Guides – refer: <https://australianaas.org.au/>

- Providers must also check the requirements of their sector – eg. DoE providers must ensure that they follow the [Procedures for Planning Off Campus Activities](#)

### Recommended Outdoor Activities List (draft version)

<i>Activity Category</i>	<i>Level 1,2, and 3 Recommended Activities</i>	<i>Level 2 and 3 could also consider</i>	<i>Level 3 only could also consider</i>
Boating and Sailing	dinghy and catamaran sailing board sailing keel boats and multi hull.	stand up boarding	
Bushwalking	short and day coastal walks short or day alpine walks.	day coastal walks (including coasteneering) day winter walks	
Camping	residential and base camps overnight camps.	coastal camps alpine camping snow camping	
Enclosed and coastal waters paddle craft	stand up paddleboard surf kayaking (seas and surf less than 1 metre.) part/single day sea kayaking	day sea kayaking multiday sea kayaking	
Caving	horizontal caving which could involve crawling through narrow openings, and climbing up and down short rock faces.	horizontal caving which involves crawling through narrow openings, fording streams and climbing up and down short rock faces vertical caving which involves the use of ropes or ladders to ascend or descend vertical drops known as 'pitches'	
Cycling	cycling cycle touring mountain biking	track cycling downhill	
Diving	snorkelling free diving.	SCUBA	

<i>Activity Category</i>	<i>Level 1,2, and 3 Recommended Activities</i>	<i>Level 2 and 3 could also consider</i>	<i>Level 3 only could also consider</i>
Fishing	land based freshwater angling land based saltwater angling	fly fishing	
Inland water paddle craft	canoeing or kayaking up to river grade two water levels	multiday canoeing/kayaking	
Orienteering	orienteering activities local courses courses in bush environments	challenging courses in bush environments geocaching	
Rafting	white water rafting on rivers up to grade 3 level.	multiday white water rafting	
Rock Climbing – Indoors	climbing and abseiling on artificial climbing structures sport climbing/wall climbing.	sport climbing/wall climbing * lead climbing*	
Rock Climbing – Outdoors	bouldering top rope climbing (single pitch only).	multi-pitch/lead climbing	canyoning? (feedback and clarification required)
Abseiling	indoors outdoors.	challenge/ropes courses	
Snow Activities	downhill skiing snowboarding cross country skiing within confines of a managed area.	cross country skiing wilderness or remote area skiing snow walking/camping	
Small Wheel Activities	skate board long board roller skate / blade.		
Surfing	surf swimming body boarding surfboard riding surf/wave ski	stand up paddle board surfing	