

# Professional Studies

HPE

Outdoor Education 2  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Educator  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## Outdoor Education, 150 hours – Level 2

This course is the Level 2 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.

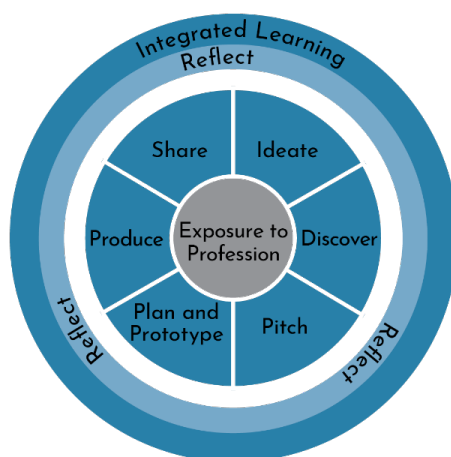
*Outdoor Education* Level 2 is a Professional Studies course.

### 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...

- 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. Learners develop an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

*Outdoor Education* Level 2 offers Tasmanian learners opportunities to develop a range of personal and interpersonal skills that enable them to relate to, and work more effectively with, others in everyday life and careers. It provides an opportunity for learners to connect with a range of outdoor activities and supports learners in developing an understanding of self; growing positive relationships with others and the natural environment; and to build capacity to be an effective contributor to group challenges.

*Outdoor Education* Level 2 addresses foundational knowledge, some specialist or technical knowledge, and an expanding focus from initially exploring personal and local contexts to examining broader state, national and global perspectives - particularly 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 ▲▲
- Sustainability ✎

## Course Description

Tasmania's unique natural heritage and climate provides access to rich outdoor learning settings. Learners have opportunities to experience diverse and high quality outdoor experiences.

The Outdoor group of courses are distinctive in developing skills and understanding of:

- group dynamics and outdoor leadership
- professional practices and safety management
- outdoor recreation activities
- outdoor living skills
- natural and cultural history
- environmental interpretation and sustainability.

*Outdoor Education* Level 2 examines:

- physical, social, emotional and spiritual benefits of high-quality outdoor experiences.
- the importance of sustainable practice in outdoor recreation
- strategies to protect our natural environments for future generations.
- self-awareness and how to work more effectively with others
- skill transfer to everyday life and career opportunities
- connections to related industries, pathways, interests across a range of outdoor activities
- diverse personal and interpersonal skills
- growing positive relationships with others and the natural environment
- leadership, team building and capacity to be an effective contributor to group challenges.

## Pathways

- *Outdoor Education* Level 2 connects Outdoor Learning perspectives with concepts from the Personal, Social and Community Health and Movement and Physical Activity strands of the [F-10 Australian Curriculum – Health and Physical Education](#).
- *Outdoor Education* Level 2 builds on foundation concepts emerging from the cross curricular approaches of the Australian Curriculum F-10 and TASC Level 1 courses.
- Learners completing Outdoor Education may use it as a basis for a wide range of personal, vocational education and training options. Outdoor Education 2 provides a pathway to HPE courses such as Outdoor Education Level 3 and Community Sport and Recreation Level 2, and VET Certificate II in Outdoor Recreation.
- Outdoor Education Level 2 may also lead to a range of post year 12 study options at TasTAFE and UTas
- After completing Outdoor Experiences, 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 the 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.

At Level 2 in Outdoor Education providers should focus on the integration of development of intermediate competence in a range of outdoor skills in concert with building independence and self-sufficiency. Activities should regularly allow for demonstrating understanding and effectiveness in positively contributing to group outcomes and experiences and provide opportunities for developing emerging leadership qualities and involvement.

## Course Structure, Delivery and Progression

### Structure

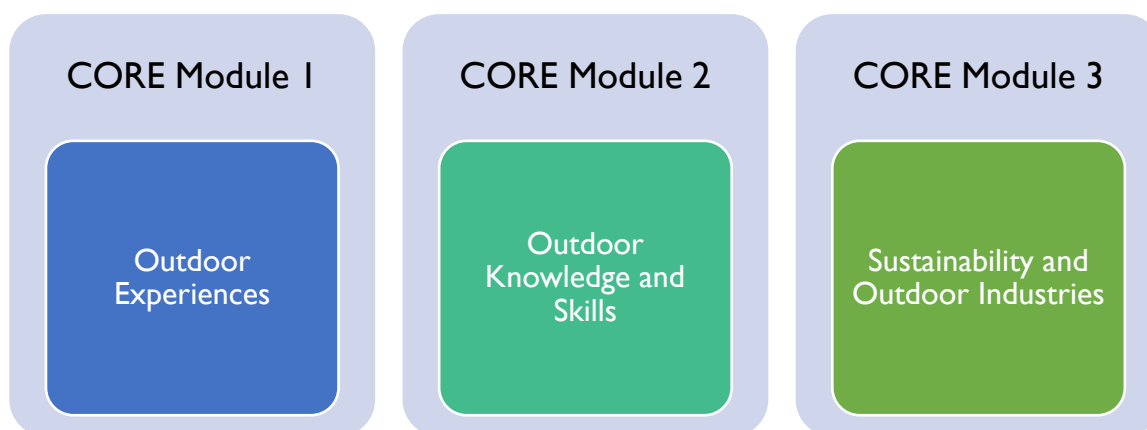
This course consists of three 50-hour modules.

#### 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 an introduction to outdoor education fundamentals and principles, outdoor living skills, safety and standard industry practices. It has a major focus on providing opportunities to apply theory concepts and develop learner's practical skills and knowledge through exposure to a range of outdoor activities.

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

- exposure and discussion of professional practice
- core aspects of Outdoor Education
- 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

Module 1 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 1 will address the following:

- actions and practices used to support a range of safe and positive outdoor experiences
- best practice approaches to assessing risk and making informed judgements
- explore how individual's actions towards their roles, relationships and responsibilities impact others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- 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 2 (Introduction) - (10 hrs)

- Outdoor activities and living skills
- Outdoor Education Fundamentals & Principles

## Unit - Outdoor Experiences 2 (Introduction) - (40 hrs)

- Community based outdoor activities
- Range of selected center based activities
- Local and regional experiences, industry exposure and fundamental and intermediate skill development across a range of activities in accordance with the Outdoor Education: Guidelines for Practical Activities (refer Appendix 6)

- Recording and reviewing Reflective Journal entries as part of the Folio.

#### Key Skills:

- develop skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrate and apply outdoor knowledge and skills in various settings
- effectively communicate within and about outdoor education activities
- recognise connections between outdoor experiences and industry opportunities through exposure to professional practice
- develop independence and group competence in various social and physical environments
- build 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 Folio section - 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 explore personal, social, and interpersonal skill development, consider planning, safety and equipment needed for outdoor activities, and to apply outdoor living and bushcraft skills, independent and collaborative challenge experiences.

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

- theory and application of goal setting and self-management during challenging experiences
- ongoing support in managing, reviewing and responding to Reflective Journal entries
- practical experiences designed to build group relationships
- group collaborative project to present a pitch on transferable interpersonal skills
- access to suitable equipment, instruction and applied activities for development in practical bushcraft skills
- technology access and support in developing work requirement products

#### 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. examine and analyse group dynamics and leadership.

## Module 2 Content

Module 2 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 2 will address the following:

- actions and practices used to support a range of safe and positive outdoor experiences
- best practice approaches to assessing risk and making informed judgements
- explore how individual's actions towards their roles, relationships and responsibilities impact others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- 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 – Personal, Social and Interpersonal Development - (20 hours)

- personal development from outdoor experiences
- social and interpersonal development
- group project – working collaboratively with others – identifying key features and presenting a pitch for Outdoor Education as a course that helps to develop a range of interpersonal skills that are transferable across workplaces

### Unit - Outdoor skills and technical knowledge - (20 hours)

- Preparation, weather, first aid and safety
- Equipment choice and care
- clothing and equipment
- communications technologies
- meals and food preparation
- Individual project – planning considerations for a teacher generated excursion/activity scenario

### Unit - Outdoor Living Skills 2 - (10 hours)

- Practical bushcraft skills
- Integrated theory and application through practical experiences.

Key Skills:

- develop skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrate and apply outdoor knowledge and skills in various settings
- effectively communicate within and about outdoor education activities
- recognise connections between outdoor experiences and industry opportunities through exposure to professional practice
- develop independence and group competence in various social and physical environments
- build 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 Folio sections

- personal, social and interpersonal development 2 – group project and pitch
- outdoor skills and technical knowledge 2 - individual project – planning considerations
- outdoor living skills 2 - reflective journal

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 explore environmental sustainability issues related to outdoor recreation and ecotourism practices. It also has a focus on recognising industry connections and opportunities that emerge from skills, attributes and experience developed in Outdoor Education. Learners also use a chosen activity for specialised skill development and to be the focus of investigation using an industry lens.

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

- multimodal presentation- human interactions with the environment
- visit to/by industry professionals to share their approaches to “environmentally sustainable accepted best practice in outdoor recreation”
- guided access to reliable sources for ecotourism industry data and trends
- supported preliminary research in identifying options for the group investigation ecotourism case study
- Excursion and/or guest speaker(s) and related outdoor experience(s) associated with multiple sectors/vocations during the outdoor industry unit
- technology access and support in developing work requirement products

## 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. explain and employ 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:

- actions and practices used to support a range of safe and positive outdoor experiences
- best practice approaches to assessing risk and making informed judgements
- explore how individual's actions towards their roles, relationships and responsibilities impact others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- 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 – Sustainable Practice and Ecotourism 2 - (15-20 hours)

- environmentally sustainable outdoor recreation practices
- ecotourism industry overview and trends
- ecotourism case study and investigation
- ecotourism case study/review project

## Unit – Outdoor Industry Connections 2 - (15-20 hours)

- attributes, developed through Outdoor Education
- industry areas and roles where Outdoor Education attributes would be valued
- industry exposure

## Unit – Outdoor (Specialisation) Industry Connections 2 - (15 hours)

- Focus on skill development and capability in a chosen activity
- Industry review exhibition/presentation project

### Key Skills:

- develop skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrate and apply outdoor knowledge and skills in various settings
- effectively communicate within and about outdoor education activities
- recognise connections between outdoor experiences and industry opportunities through exposure to professional practice
- develop independence and group competence in various social and physical environments
- build 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 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 add Folio sections

- Sustainable practice and ecotourism 2 - Case study and investigation
- Outdoor Industry Connections 2 - Group presentations
- Outdoor (Specialisation) 2 Industry connection - Review and 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 2 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> recognises and expresses emotions appropriately identifies recurring personal behaviour patterns and sets learning goals identifies and reflects on scenarios that demonstrate self discipline, ability to work independently and show initiative describe examples of confidence, resilience and adaptability</p>	<p><i>Self Management</i> describes and expresses emotions appropriately identifies triggers for personal behaviour patterns and sets appropriate learning goals. describes and reflects on scenarios that demonstrate self discipline, ability to work independently and show initiative describe situations and actions that build confidence, resilience and adaptability</p>	<p><i>Self Management</i> describes, manages, and expresses emotions appropriately describes personal triggers and behaviour signs and consistently sets appropriate learning goals describes and reflects on scenarios that demonstrate self discipline, ability to work independently and show initiative explain situations and actions that build confidence, resilience and adaptability</p>
<p><i>Self Awareness</i> identifies and compares personal strengths and achievements compares examples of prescribed reflective practice describes and reviews personal learning preferences and work habits</p>	<p><i>Self Awareness</i> describes situations that align with personal strengths and experiences describes and reviews personal experiences of reflective practice</p>	<p><i>Self Awareness</i> describes and seeks roles that align with personal strengths and experiences compares personal experiences of reflective practice</p>

	reviews and explains personal learning preferences and work habits	explains implications of personal learning preferences and work habits
<p><i>Social Management</i></p> <p>works collaboratively in a range of groups and teams  considers personal values when making choices and decisions  recognises and uses strategies to negotiate and resolve conflict  identifies basic leadership skills and attributes  compares positive actions that build and maintain relationships</p>	<p><i>Social Management</i></p> <p>works collaboratively in a diverse range of groups and teams  considers personal and alternate values when making choices and decisions  describes and uses strategies to negotiate and resolve conflict  describes key leadership skills and attributes  examines and discusses positive actions that build and maintain relationships</p>	<p><i>Social Management</i></p> <p>works effectively and collaboratively in a diverse range of groups and teams  considers personal and alternate values and cultural contexts when making choices and decisions  describes and uses strategies to negotiate, diffuse and resolve conflict  describes key leadership skills and attributes  examines and discusses positive actions that build and maintain relationships</p>
<p><i>Social Awareness</i></p> <p>recognises and respects others perspectives  recognises ways to contribute to community, civil society and care for the environment  identifies options for agreeably resolving problems  identifies positive and negative relationships and ways of managing these  explains and demonstrate actions that positively support a positive personal and cultural Identity.</p>	<p><i>Social Awareness</i></p> <p>recognises and appreciates diverse perspectives  describes ways to contribute to community, civil society and care for the environment  describes options for agreeably resolving problems  describes typical examples of positive and negative relationships and a range of options for managing these  reviews the significance of a positive personal and cultural Identity.</p>	<p><i>Social Awareness</i></p> <p>appreciates and describes diverse perspectives  explain ways to contribute to community, civil society and care for the environment  describes and uses options for agreeably resolving problems  recognises dynamics and critical factors for healthy relationships  examines and explains the implications of 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 a developing range of key and intermediate skills across various outdoor activities	select and perform a developing range of intermediate skills across various outdoor activities	consistently select, perform and refine a developing range of intermediate skills across various outdoor activities
explain and use a range of specialised outdoor activity skills, terms, techniques and related safety practices	examine and use a range of specialised outdoor activity skills, terms, techniques and related safety practices	compare and use a range of specialised outdoor activity skills, terms, techniques and related safety practices
describe and perform a range of intermediate outdoor living skills	explain and perform a range of intermediate outdoor living skills	select and perform a range of intermediate outdoor living skills
recognise and respond to a range of typical outdoor activity challenges and situations.	recognise and reflect on responses to a range of typical outdoor activity challenges and situations.	reflect and review responses to a range of typical outdoor activity challenges and situations.

Criterion 3: communicate purposefully and appropriately

Rating C	Rating B	Rating A
interprets and conveys meaning of and about information and concepts related to outdoor education issues. Recognises significance of audience and purpose	interprets and conveys meaning of and about information and concepts related to outdoor education issues and influences. Makes appropriate adjustments fit for audience and purpose	interprets and conveys meaning of and about information and concepts related to outdoor education issues and influences Considers interactions and makes effective adjustments fit for audience and purpose
selects and effectively uses communication modes from a prescribed range	recognises and uses situationally appropriate communication modes from a prescribed range	effectively uses situationally appropriate communication modes from a prescribed range
explains and uses a range of accepted outdoor recreation industry communication practices and conventions	selects and correctly uses a range of accepted outdoor recreation industry communication practices and conventions	consistently and correctly uses a range of accepted outdoor recreation industry communication practices and conventions
explains and appropriately uses a range of outdoor education related terminology.	selects and appropriately uses a range of outdoor education related and topic-based terminology.	consistently and appropriately uses a wide range of outdoor education and topic-based terminology.

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

Rating C	Rating B	Rating A
review how outdoor experiences, living skills and industry best practice contribute towards healthy individuals, communities and environments	compare how outdoor experiences, living skills and industry best practice contribute towards healthy individuals, communities and environments	evaluate 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 integrate with key aspects of physical and health literacy critical for our wellbeing	describe how making connections with others, the community and environment integrate with key aspects of physical and health literacy critical for our wellbeing	explain how making connections with others, the community and environment integrate with key aspects of physical and health literacy critical for our wellbeing
recognise and demonstrate use of personal and outdoor activity goals to inform sound organisational, planning and review practices	describe and demonstrate use of personal and outdoor activity goals to inform sound organisational, planning and review practices	describe and consistently demonstrate use of personal and outdoor activity goals to inform sound organisational, planning and review practices
use inquiry, problem solving and reflective thinking skills to recognise and compare a range of health impacts of outdoor recreation activities.	use a range of inquiry, problem solving and reflective thinking skills to recognise and explain a range of health impacts of outdoor recreation activities.	select and use a range of inquiry, problem solving and reflective thinking skills to recognise and explain 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
select and perform a developing range of positive outdoor leadership practices	select, perform and refine a developing range of positive outdoor leadership practices	consistently select, perform and refine a developing range of positive outdoor leadership practices
recognise and describe typical impacts of individual and group characteristics and attributes	describe and compare typical impacts of individual and group characteristics and attributes	discuss and evaluate typical impacts of individual and group characteristics and attributes
identify and describe examples of how varying roles and settings impact group dynamics	describe and compare examples of how varying roles and settings impact group dynamics	discuss and evaluate examples of how varying roles and settings impact group dynamics
describe and reflect on roles, responsibilities, and examples of opportunities for actions to positively influence a group.	explain and reflect on roles, responsibilities, and examples of opportunities for actions to positively influence a group.	evaluate roles, responsibilities, and use opportunities for 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
explain and use ecologically sustainable practices in outdoor activities	recognise, explain and reflect on conservation-based practices, issues and principles	discuss, evaluate and reflect on conservation-based practices, issues and principles
evaluate and apply a range of ecologically sustainable practices matched to the demands of various settings	evaluate and apply a range of ecologically sustainable practices matched to the demands of various settings and contexts	evaluate and describe a range of ecologically sustainable practices matched to the demands of various settings and contexts
identify and investigate a contemporary ecological issue impacting outdoor professions	investigate and discuss a contemporary ecological issue impacting outdoor professions	investigate, describe and evaluate a contemporary ecological issue impacting outdoor professions
recognise perspectives and describe ways in which people experience and relate to the natural environment.	examine perspectives and describe ways in which people experience and relate to the natural environment.	examine perspectives and explain 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 2 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.

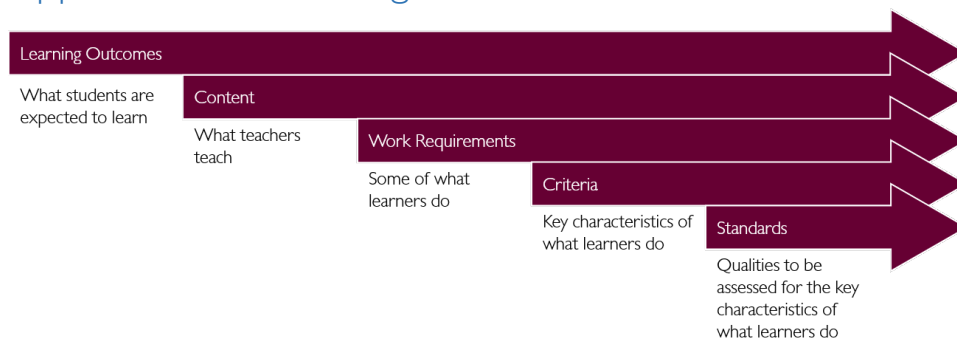
## Course Developer

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	E 1, 2, 3, 4	GC: 
2. Discuss and apply outdoor knowledge and skills.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3, 4	GC: 
3. Communicate effectively.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC: 
4. Engage and reflect on outdoor experiences.	Module 1	Module 1	C 4	E 1, 2, 3, 4	GC: 

5. Examine and analyse group dynamics and leadership.	Module 2	Module 2	C 5	E 1, 2, 3, 4	GC: 
6. Explain and employ ecological literacy concepts.	Module 3	Module 3	C 6	E 1, 2, 3, 4	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 Experiences 2 – 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:** Personal Social and Interpersonal Development 2 - Group Project

**Mode /Format:** Product Pitch

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

**Description:**

The Group Project will involve working collaboratively to identify key features and present a pitch highlighting ways Outdoor Education helps to develop a range of interpersonal skills that are transferable across workplaces. The final product will be of 1-3 minutes duration. The mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information.

**Size:** 3-5 hours.

**Timing:** This is a culminating task for this unit

**External agencies:**

The chosen activity may involve external agencies

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

**Focus Area:** Professional Studies

**Title of Work Requirement:** Outdoor Skills and Technical Knowledge 2 - Individual Project

**Mode /Format:** Product

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

**Description:**

The Individual Planning Project will involve creation of a product to show professional standards and expectations in planning considerations in response to a teacher generated excursion/activity scenario. The final product mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store and share the recorded information.

**Size:** 3-5 hours.

**Timing:** This is a culminating task for this unit

**External agencies:**

The chosen activity may involve external agencies

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

**Focus Area:** Professional Studies

**Title of Work Requirement:** Outdoor Living Skills 2 – 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:** 2-3 hours.

**Timing:**

Learners should spend 10-15 minutes on reflection and recording after each session. A final more rigorous review preceded by class debriefing and review discussion at the end of the unit would be expected.

**External agencies:** Bushcraft experiences 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:** Sustainable Practice and Ecotourism 2 - Investigation

**Mode /Format:** Case Study

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

**Description:**

Learners will undertake a group/individual case study and report on a Local/Regional/State level situation. The case study report will involve investigation of a specific activity/ activity group and/or current or emerging ecotourism related issue and be followed by critical thinking and collaboration to produce and share an industry aligned design solution

The final product will be a report. The mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information.

**Size:** 3-5 hours.

**Timing:** This is a culminating task for this unit

**External agencies:**

The chosen activity may involve external agencies

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

**Focus Area:** Professional Studies



**Title of Work Requirement:** Outdoor Industry Connections 2 - Group Task

**Mode /Format:** Group Presentation

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

**Description:**

Learners will undertake a group task to explore professional roles, research and present information on entry requirements and pathways for frontline roles in one of Defence Force, Police, Fire, Ambulance, or SES. Identify and describe the connections where Outdoor Education experiences can help to develop and prepare people for this role and other professional occupations. The final product will be a 3-5 minute presentation. The mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information.

**Size:** 2-3 hours.

**Timing:** This is a culminating task for this unit

**External agencies:**

The chosen activity may involve external agencies

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

**Focus Area:** Professional Studies

**Title of Work Requirement:** Outdoor (Specialisation)2 - Review

**Mode /Format:** Exhibition/Presentation

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

**Description:**

Learners will explore professional/industry options related to their chosen specialist activity. Review industry connections, trends, issues and identify current and potential opportunities. The final product will be a 3 minute exhibition style presentation. The mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information.

**Size:** 2-3 hours.

**Timing:** This is a culminating task for this unit

**External agencies:**

The chosen activity may involve external agencies

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

<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>
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	
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	

<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>
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	