

Professional Studies

HPE

Outdoor Education 3
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
SCHOOLS
TASMANIA

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Outdoor Education, 150 hours – Level 3

This course is the Level 3 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.

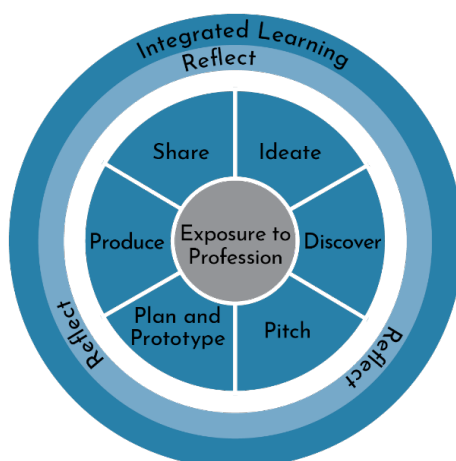
Outdoor Education Level 3 is a Professional Studies course.

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 develop skills and understanding of group dynamics, outdoor leadership, safety management, natural and cultural history, environmental interpretation and sustainability. Tasmania is acknowledged 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 develop an appreciation of numerous outdoor activities, beyond the scope of sport or competition, and to explore physical, social, emotional and spiritual benefits of high-quality outdoor experiences. Learners develop awareness of the importance of sustainable practice to help protect our natural environments for future generations.

Outdoor Education Level 3 provides learners opportunities to develop a range of personal and interpersonal skills that help them to relate to, and work more effectively with, others in everyday life and careers. It enables 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.

This course at Level 3 will address specialist knowledge including factual, theoretical and/or technical aspects. It will consider an expanding focus from initially exploring personal and local contexts to examine broader state, national and global perspectives, particularly those 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

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 3 explores:

- 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 3 extends upon 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 3 builds on 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 3 provides a breadth pathway to other level 3 HPE courses and VET Certificate III in Outdoor Recreation.
- Outdoor Education Level 3 may also lead to a range of post year 12 study options including 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 any additional sector requirements, and should consider the [Australian Adventure Activity Standards](#).
- 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

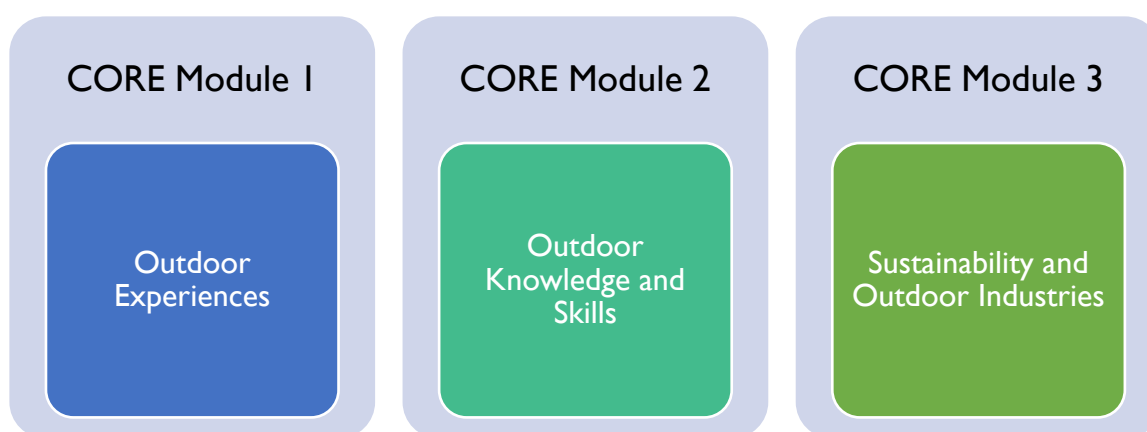
This course consists of three 50-hour modules.

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 or before Modules 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 allows learners to experience a range of roles in various familiar and new local and regional outdoor activities. Learners also develop understanding of the requirements to plan and run outdoor

recreation activities. It has a major focus on providing opportunities to apply theory concepts and develop learner's practical skills and knowledge through balanced exposure to a range of outdoor activities along with time specialising in development in a chosen activity.

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

- opportunities to experience at least 3 different outdoor recreation activities
- exposure and discussion of professional practice
- GOPREPARE as a planning framework
- examining the Outdoor Education Australia website
- exploring the Australian Adventure Activity standards
- small group Collaborative Outdoor Leadership Project - group leadership experience
- access to equipment, facilities and instruction suited to ability in the chosen specialist activity
- guidance 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. select and apply outdoor knowledge and skills
3. communicate effectively
4. engage and reflect on outdoor experiences

Module I Content

Module I 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 I 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 Experiences 3 - (15 hrs)

- Community based outdoor activities
- Local and regional experiences, industry exposure and intermediate and advanced skill development across a range of activities in accordance with the Outdoor Education: Guidelines for Practical Activities (refer Appendix 6)
- Range of selected center or journey based activities
- Transfer and application of specialist and technical skills
- Reflection and dialogue on activities where known skills or past experiences can readily transfer

Unit – Planning Outdoor Activities 3 - (20 hrs)

- Planning to lead activities
- Collaborative Outdoor Leadership Project (COLP)
- Peer leadership experience - small group project.
- Groups of 3-4 collaborate to plan, lead, reflect and review a negotiated outdoor activity involving at least 5 participants and of 2-3 hours duration.

Unit - Outdoor Specialisation 3A - (15 hrs)

- Focus on skill development and capability in a chosen activity
- Digital folio/essay - record progress and milestones in mastery using a suitable combination of multimodal approaches

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 work requirement Folio sections:

- Reflective Journal
- Collaborative Outdoor Leadership Project
- Digital folio/essay

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 examines details relating to outdoor leadership skills, leadership theory, and group management with a major focus on providing opportunities to integrate and apply theory concepts to develop learner's practical skills and knowledge through consideration of a range of outdoor scenarios and settings.

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

- in depth review of leadership theories
- review and discussion of professional practice and applications of:
- goal setting, equity, problem solving and decision making approaches
- examining the Outdoor Education Australia website
- exploring the Australian Adventure Activity standards
- techniques for reflecting on experiences and activities
- assessing needs, stages of group formation, conflict management, communication
- individual Outdoor Leadership Project - leadership experience and review

Module 2 Learning Outcomes

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

1. demonstrate personal and social capability
2. select and apply outdoor knowledge and skills
3. communicate effectively
5. evaluate 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 – Leading Outdoor Activities 3 - (25 hrs)

- Outdoor Leadership
- the role of a leader during outdoor adventure activities
- attributes of effective leaders
- leadership theories
- group and task oriented leadership
- equity issues in leadership
- decision making
- techniques for reflecting on outdoor adventure activities

- Applying leadership theories

Unit – Group Leadership 3 - (25 hrs)

- Group Management
- Needs
- Stages of group formation:
- Conflict
- Communication
- Individual Outdoor Leadership Project IOLP
- Learners will plan, conduct, lead and report on an adventure activity.

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 requirement Folio sections

- Multimodal presentation - Comparative review
- Individual outdoor leadership project - Report and review

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 module examines human –nature relationships and the ecological sustainability of outdoor recreation activities. Learners also explore the Ecotourism industry sector and connections to Tasmanian perspectives, contemporary practice, challenges and solutions. Consideration of future trends and potential opportunities is designed so learners can align broader industry observations to personal and specialist interest areas.

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

- in depth examination of:
- human- nature relationships
- factors influencing sustainability of outdoor recreation activities

- guidance and support in conducting the short individual case study investigation
- excursion and visit to/by industry professionals to support the ecotourism industry experience/review/exhibition and group project
- individual Outdoor Leadership Project - leadership experience and review
- regular feedback and review of the digital journal and overall folio management
- suitable guidance and access to support in constructing the digital folio/essay

Module 3 Learning Outcomes

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

1. Demonstrate personal and social capability
2. Select and apply outdoor knowledge and skills
3. Communicate effectively
6. Assess 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 – Humans, Nature and Sustainability 3 - (25 hrs)

- Human - Nature Relationships
- historic and contemporary values for natural environments
- ways in which humans have experience of natural environments

- human relationships with nature
- threats to wilderness areas and the potential impact on human-nature experiences
- Ecological sustainability of Outdoor Recreation activities

Unit – Outdoor Recreation and Ecotourism Industry 3 - (10 hrs)

- Ecotourism - challenges, trends, issues and opportunities
- Ecotourism Industry experience/review /exhibition
- Excursion and or guest speaker(s) and related outdoor experience(s) associated with several providers

Unit – Outdoor Specialisation 3B - (15 hrs)

- Focus on skill development and capability in a chosen activity - at least 15 hours developing skills in a single chosen activity (may be continuation or alternative to activity selected in Module 2)
- Digital folio/essay - record of progress and milestones in mastery using a suitable combination of multimodal approaches
- Activity/Industry relationship project
- Review exhibition/presentation - current and potential industry connections, trends, issues and opportunities for professional development pathways and vocational roles

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 requirement Folio sections

- Human, nature and sustainability – Case study
- Outdoor recreation and ecotourism – Inquiry
- Outdoor specialisation – Exhibition/presentation

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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

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 3 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)*

*denotes criteria that are both internally and externally assessed.

Standards

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

This criterion is only internally assessed.

Rating C	Rating B	Rating A
<p><i>Self Management</i> recognises emotional impacts and uses self-regulating strategies describes significant personal triggers and behaviour signs and sets realistic learning goals describes and evaluates scenarios that demonstrate self discipline, ability to work independently and show initiative review and explain situations and actions that build confidence, resilience and adaptability monitors and manages key personal well-being factors</p>	<p><i>Self Management</i> describes emotional impacts, selects and uses a range of self-regulating strategies explains personal behaviour signs and consistently sets realistic learning goals explains and evaluates scenarios that demonstrate self discipline, ability to work independently and show initiative review and evaluate situations and actions that build confidence, resilience and adaptability monitors and uses a range of strategies to manage personal well-being factors</p>	<p><i>Self Management</i> explains emotional impacts, appropriately selects and uses a range of self-regulating strategies evaluates personal behaviour signs and regularly sets and reviews learning goals explains and analyses scenarios that demonstrate self discipline, ability to work independently and show initiative analyse patterns, situations and actions that build confidence, resilience and adaptability monitors and appropriately uses a wide range of strategies to manage personal well-being factors</p>
<p><i>Self Awareness</i> recognises and actively seeks roles and responsibilities that align with recognised personal strengths and attributes identifies and uses a range of reflective practices manages personal learning preferences and work habits demonstrates self-advocacy skills</p>	<p><i>Self Awareness</i> describes and actively seeks roles and responsibilities that develop recognised personal strengths and attributes describes and uses a range of reflective practices effectively manages personal learning preferences and work habits demonstrates a range of self-advocacy skills</p>	<p><i>Self Awareness</i> evaluates and undertakes roles and responsibilities that develop existing and emerging personal strengths and attributes compares and uses a wide range of reflective practices consistently and effectively manages personal learning preferences and work habits</p>
<p><i>Social Management</i> works effectively and collaboratively in a diverse range of groups, teams and familiar settings respects personal and alternate values and cultural contexts when making choices and decisions effectively uses strategies to negotiate, diffuse and resolve conflict</p>	<p><i>Social Management</i> consistently works effectively and collaboratively in a diverse range of groups, teams and familiar settings evaluates and respects personal and alternate values and cultural contexts when making choices and decisions analyses and effectively uses strategies to negotiate, diffuse and resolve conflict</p>	<p><i>Social Management</i> consistently works effectively and collaboratively in a diverse range of groups, teams, familiar and unfamiliar settings evaluates and integrates personal and alternate values and cultural contexts when making choices and decisions analyses and effectively uses a range of strategies to</p>

<p>describes and uses leadership skills and attributes</p> <p>describes and applies positive actions to build and maintain relationships</p>	<p>describes and uses a range of leadership skills and attributes</p> <p>describes and applies a range of positive actions to build and maintain relationships</p>	<p>negotiate, diffuse and resolve conflict</p> <p>describes and uses a wide range of leadership skills and attributes</p> <p>describes and applies a wide range of positive actions to effectively build and maintain relationships</p>
<p><i>Social Awareness</i></p> <p>describes the importance of respect and valuing diversity</p> <p>examine effective ways to contribute to community, civil society and care for the environment</p> <p>uses and compares a range of approaches for agreeably resolving problems</p> <p>describes dynamics and critical factors for building healthy relationships</p> <p>evaluates options to effectively support a positive personal and cultural Identity</p>	<p><i>Social Awareness</i></p> <p>explains the importance of respect and valuing diversity</p> <p>evaluate appropriate ways to contribute to community, civil society and care for the environment</p> <p>compares and appropriately selects suitable approaches for agreeably resolving problems</p> <p>explains dynamics and critical factors for building and managing healthy relationships</p> <p>analyses and identifies high impact factors that effectively support a positive personal and cultural Identity</p>	<p><i>Social Awareness</i></p> <p>evaluates the importance of respect and valuing diversity</p> <p>effective and appropriate ways to contribute to community, civil society and care for the environment</p> <p>evaluates, selects and justifies suitable approaches for agreeably resolving problems</p> <p>evaluates dynamics and critical factors for building and managing healthy relationships</p> <p>advocates for appropriate use of high impact factors that effectively 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

This criterion is only internally assessed.

Rating C	Rating B	Rating A
consistently select, perform and refine a wide range of intermediate skills across various outdoor activities	select, perform and refine a wide range of intermediate and advanced skills across various outdoor activities	consistently select, perform and refine a wide range of intermediate and advanced skills across various outdoor activities
explain, integrate and use a wide range of specialised outdoor activity skills, terms, techniques and related safety practices	examine, integrate and use a wide range of specialised outdoor activity skills, terms, techniques and related safety practices	analyse, integrate and use a wide range of specialised outdoor activity skills, terms, techniques and related safety practices
explain, select and perform a range of intermediate and advanced outdoor living skills	compare, select and perform a wide range of intermediate and advanced outdoor living skills	analyse, select, perform and refine a wide range of intermediate and advanced outdoor living skills
recognise and review responses to a range of typical and unfamiliar outdoor activity challenges and situations.	relate and evaluate responses to a range of typical and unfamiliar outdoor activity challenges and situations.	evaluate and compare responses to a range of typical and unfamiliar outdoor activity challenges and situations.

Criterion 3: communicate purposefully and appropriately

This criterion is only internally assessed.

Rating C	Rating B	Rating A
effectively conveys meaning of and about a range of outdoor education issues and influences Demonstrates the ability to advocate for positive personal, family, and community outcomes.	effectively conveys meaning of and about a wide range of outdoor education issues and influences Demonstrates understanding of key factors and perspectives when advocating for positive personal, family, and community outcomes.	effectively and fluently conveys meaning of and about a wide range of outdoor education issues and influences Demonstrates understanding of relationships between multiple factors and perspectives when advocating for positive personal, family, and community outcomes.
effectively selects and uses a range of situationally appropriate communication modes	effectively interprets and responds to familiar contexts by using a wide range of communication modes	effectively interprets and responds to familiar and unfamiliar contexts by using a wide range of communication modes
consistently and correctly uses a wide range of accepted outdoor recreation industry communication practices and conventions	effectively and accurately uses a wide range of accepted outdoor recreation industry communication practices and conventions	fluently and efficiently uses a wide range of accepted outdoor recreation industry communication practices and conventions
correctly and appropriately uses a range of range of outdoor education specific and specialist terminology	correctly and appropriately uses a wide range of outdoor education specific and specialist terminology	correctly and consistently integrates a wide range of outdoor education specific and specialist terminology

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

This criterion is both internally and externally assessed

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

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

This criterion is both internally and externally assessed

Rating C	Rating B	Rating A
use and compare contemporary leadership theories applied to outdoor leadership practices	use and evaluate contemporary leadership theories applied to outdoor leadership practices	use and critically analyse contemporary leadership theories applied to outdoor leadership practices
describe and compare a range of leadership profiles, characteristics and attributes	evaluate and compare a wide range of leadership profiles, characteristics and attributes	analyse and explain a wide range of leadership profiles, characteristics and attributes
explain how situations, roles, settings and profiles interact to influence group dynamics	evaluate how situations, roles, settings and profiles interact to influence group dynamics	analyse how situations, roles, settings and profiles interact to influence group dynamics
fulfil a range of roles, responsibilities. Select, use and reflect on actions intended to positively influence a group.	consistently fulfil a range of roles, responsibilities. Select, use and evaluate actions intended to positively influence a group.	consistently and competently fulfil a wide range of roles, responsibilities. Select, use and analyse impacts of actions intended 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)*

This criterion is both internally and externally assessed

Rating C	Rating B	Rating A
review and evaluate conservation-based practices, issues and principles	evaluate and describe connections between conservation-based practices, issues and principles	analyse and explain connections between conservation-based practices, issues and principles
compare and select a range of ecologically sustainable practices matched to the demands of various settings and contexts	evaluate and explain a range of ecologically sustainable practices matched to the demands of various settings and contexts	analyse and review a range of ecologically sustainable practices matched to the demands of various settings and contexts
investigate and compare a range of contemporary ecological issues impacting outdoor profession	investigate and evaluate a range of contemporary ecological issues impacting outdoor profession	investigate and analyse a range of contemporary ecological issues impacting outdoor profession
compare perspectives and explain ways in which people experience and relate to the natural environment.	evaluate and compare perspectives and ways in which people experience and relate to the natural environment.	analyse and explain perspectives and 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 the 9 ratings (6 ratings from the internal assessment and 3 ratings from the external assessment).

The minimum requirements for an award in *Outdoor Education* Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

8 'A' ratings, 1 'B' rating (2 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 1 'C' ratings (1 'A' rating, 1 'B' rating and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 4 'C' ratings (1 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

7 'C' ratings (2 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

5 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or 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.

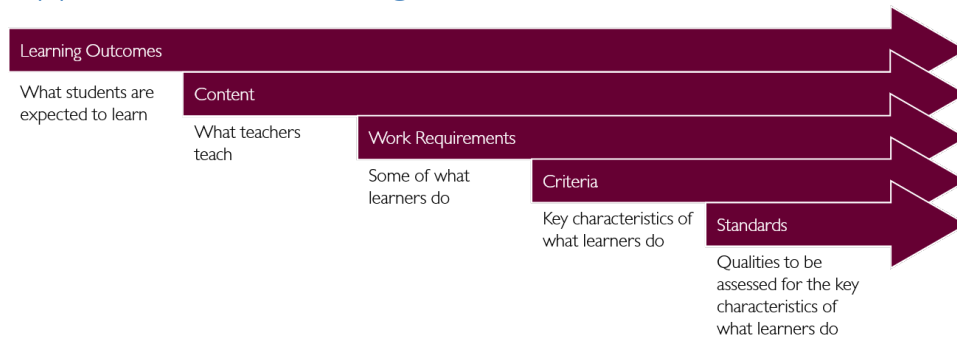
Course Developer

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	C1	E 1, 2, 3, 4	GC:
2. Select 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. Evaluate group dynamics and leadership.	Module 2	Module 2	5	E 1, 2, 3, 4	GC: 
6. Assess and employ ecological literacy concepts.	Module 3	Module 3	6	C 1, 2, 3, 4, 5, 6	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 3

Mode /Format: Reflective Journal

Learning Outcomes: 1,2,3,4

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 a regular 4-6 week cycle. 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:

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: Some experiences may involve external agencies and/or venues

Relevant Criterion/criteria: Criteria 1,2,3,4.

Focus Area: Professional Studies

Title of Work Requirement: Collaborative Outdoor Leadership Project - Plan/Lead/Review

Mode /Format: Multimodal presentation

Learning Outcomes: 1,2,3,4

Description: The Collaborative Outdoor Leadership Project will involve group preparation, implementation and presentation of post event reflection and review. 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: 4-6 hours

Timing: Culminating task for the Planning Outdoor Activities 3 Unit

External agencies: Some activities may need to involve external agencies and/or venues

Relevant Criterion/criteria: Criteria 1,2,3,4.

Focus Area: Professional Studies

Title of Work Requirement: Digital folio/essay

Mode /Format: Multimodal presentation

Learning Outcomes: 1,2,3,4

Description: Learners will regularly record progress and milestones in mastery in their specialist activity by using a suitable combination of multimodal approaches – eg. record images, action video, blog style records, text based journal. These materials will be the basis for producing and sharing an end of unit digital folio/essay presentation demonstrating evidence of development and capability in the chosen activity. Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store and share the recorded information.

Size: 2-4 hours

Timing: Culminating task for the Outdoor Specialisation 3A Unit

External agencies: Some activities may need to involve external agencies and/or venues

Relevant Criterion/criteria: Criteria 1,2,3,4.

Module 2 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Comparative Review Scenario

Mode /Format: Multimodal presentation

Learning Outcomes: 1,2,3,5

Description: Learners undertake a comparative review of three theories applied to a provided scenario, addressing advantages, disadvantages, implications, and justification for a recommended approach. Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store and share the recorded information.

Size: 4-6 hours

Timing: Following suitable content coverage within the Outdoor Specialisation 3A Unit

External agencies: This task should not require interaction with external agencies or venues

Relevant Criterion/criteria: Criteria 1,2,3,5.

Focus Area: Professional Studies

Title of Work Requirement: Individual Outdoor Leadership Project

Mode /Format: Reflective Report

Learning Outcomes: 1,2,3,5

Description: The Individual Outdoor Leadership Project will involve preparation, implementation and post event reflection and review. Learners will individually plan, conduct, lead and report on an adventure activity. 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: 6-8 hours

Timing: Major task featuring late in the Group Leadership 3 Unit

External agencies: Some activities may need to involve external agencies and/or venues

Relevant Criterion/criteria: Criteria 1,2,3,5.

Module 3 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Case Study and Investigation

Mode /Format: Resolved product - presentation

Learning Outcomes: 1,2,3,6

Description: Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store, record and share the final product.

This task has two parts.

Part One – short individual case study investigation and report (WR Pt 1) on a State/National/Global topic or emerging issue threatening the sustainability of an outdoor recreation venue, activity or group of activities

Part Two - undertake critical thinking and collaboration to produce and share an industry aligned design solution to approach the challenge of building and keeping outdoor recreation activities both accessible and sustainable

Size: 4-6 hours

Timing: Culmination of Humans, Nature and Sustainability 3 unit

External agencies: This task may need to involve external agencies and/or venues

Relevant Criterion/criteria: Criteria 1,2,3,6.

Focus Area: Professional Studies

Title of Work Requirement: Inquiry Based Group Project

Mode /Format: Presentation mode to be determined by learners

Learning Outcomes: 1,2,3,6

Description: Learners will conduct a small group inquiry and produce a summary report and model. For an area or sector of outdoor recreation based ecotourism review trends and opportunities, professional standards and sustainability practices, and research based projections to produce a group product depicting a future vision and development model.

Size: 3-4 hours

Timing: Culmination of Outdoor Recreation and Ecotourism Industry 3 unit

External agencies: This task may involve liaison with specific external agencies and/or venues

Relevant Criterion/criteria: Criteria 1,2,3,6.

Focus Area: Professional Studies

Title of Work Requirement: Industry Connection

Mode /Format: Exhibition

Learning Outcomes: 1,2,3,6

Description: Learners will use their specialist activity from either unit [Outdoor Specialisation 3A or 3B] as the basis to explore existing and potential related industry pathways and connections. For the activity they have chosen learners must review current and potential industry connections, trends, issues and opportunities for professional development pathways and vocational roles considering local, national and global perspectives. They are to share their findings using an exhibition style format.

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	
Rafting	white water rafting on rivers up to grade 3 level.	multiday white water rafting	

<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>
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	