

Professional Studies

HPE

Outdoor Education 1
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
SCHOOLS
TASMANIA



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Outdoor Education, 150 hours - Level 1

This course is the Level 1 component of the proposed *Outdoor Education* suite.

Focus Area – Professional Studies

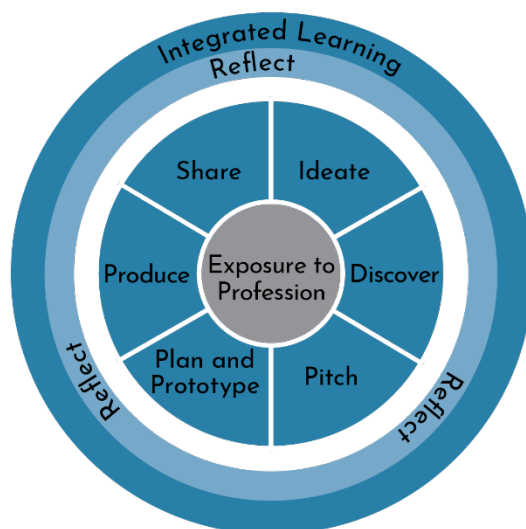
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

Outdoor Education Level 1 is a Professional Studies course.

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 reflects professional processes and standards and provides 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:

1. exposure to professional practice
2. ideation, research, discovery and integrated learning
3. 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

Outdoor Education Level 1 directly addresses Goal 2 of the *Alice Springs (Mparntwe) Education Declaration* (December 2019) Goals for Young Australians: that “all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community”.

The *Outdoor Education* suite of courses are uniquely placed in helping students develop skills and integrate 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 exceptional world-class natural heritage and climate provides learners with ready access to rich settings and opportunities to experience diverse and high-quality outdoor recreation experiences.

The Australian Industry and Skills Committee description of the scope of the Outdoor Recreation industry sector, employment trends and skills forecasts

<https://nationalindustryinsights.aisc.net.au/industries/sport-fitness-and-recreation/outdoor-recreation> (accessed June, 2021) indicate a projected increase in demand in this area.

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.

Outdoor Education Level 1 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.




Learning Outcomes

On successful completion of this course learners will be able to:

1. demonstrate personal and social capability skills and understanding
2. describe how participation in outdoor adventure recreation benefits individuals
3. describe how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. describe factors impacting effective group interaction and function
6. demonstrate specialised understanding and skills, across a range of outdoor recreation experiences
7. describe and apply key concepts and skills required to support best practice
8. describe ecological literacy concepts and perspectives

Integration of General Capabilities and Cross-Curriculum Priorities

This course provides opportunities to address the following general capabilities:

- Critical and creative thinking 
- Information and communication technology capability 
- Intercultural understanding 

- Literacy 
- Personal and social capability 

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Sustainability 

Course Description

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

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

Pathways

- *Outdoor Education* Level 1 builds on foundation concepts emerging from the cross curricular approaches of the Australian Curriculum F-10.
- Learners completing *Outdoor Education* Level 1 may use it as a basis for a wide range of personal, vocational education and training options. *Outdoor Education* Level 1 provides a pathway to HPE courses such as (proposed) *Outdoor Education* Level 2 and complementary offerings *Community Sport and Recreation* Level 2, and VET Certificate II in Outdoor Recreation.
- After completing *Outdoor Education* Level 1, 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.
- *Outdoor Education* Level 1 develops valued personal skills and attributes that can transfer and support a wide range of occupations.

Course Requirements

Access

- Learners undertaking this course must be aware of the complexity of the content and high level of physical activity required. Participants must be organised and ready to participate fully in a range of challenging practical outdoor learning experiences together with the theory-based tasks and activities integrated within this course.

Resource Requirements

- When planning and conducting outdoor adventure activities, in addition to addressing their workplace Risk Management procedures, providers of this course must ensure that they have access to suitable equipment and are able to meet the [Australian Adventure Activity Standards](#) and any additional sector specific requirements.
- The nature of this course requires a minimum group size of 4 learners.
- Outdoor Education is an evolving, dynamic and technology-connected area. Research tasks and presentations require students to be able to access a range of suitable digital software and hardware.

Course Structure and Delivery

Structure

This course consists of three 50-hour modules.

- Module 1 - Outdoor experiences
- Module 2 - Outdoor knowledge and skills
- Module 3 – Sustainability and outdoor recreation industries

Delivery

There is no specific recommended delivery sequence for the modules.

Course Content

Module 1 – Outdoor experiences

Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. demonstrate personal and social capability skills and understanding
2. describe how participation in outdoor adventure recreation benefits individuals
3. describe how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. describe factors impacting effective group interaction and function
6. demonstrate specialised understanding and skills, across a range of outdoor recreation experiences

Module 1 Content

Module 1 has a primary focus on practical experiences across a range of outdoor recreation activities. At Level 1 in Outdoor Education providers should focus on the integration of development of novice and some 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 personal participant attributes.

Module 1 provides learners with applied and authentic exposure to professional practices and integrated learning as they explore opportunities to:

- develop personal and social capability and communication skills in a range of outdoor recreation settings
- 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.

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

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

Key Knowledge and Concepts

Module I will address the following:

- discussing actions and practices used to support a range of safe and positive outdoor experiences
- examining field based best practice approaches to assessing risk and making informed judgements
- exploring how individuals' actions towards their roles, relationships and responsibilities can impact on others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- considering multiple perspectives and links between sustainability, conservation, contemporary living and human-nature relationships
- describing and examining how group dynamics and participant, guide, and leadership roles 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.
- specialised knowledge, skills, terms and techniques used across a range of outdoor activities, experiences and environments.

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

- Outdoor activities and living skills
- Outdoor education fundamentals and principles
- Safety and standard industry practices

Outdoor Practical Experiences IA - (35 hours)

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

Key Skills:

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

Module 1 Work Requirements Summary

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

This module includes one (1) folio Reflective Journal as its work requirement.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 1 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Module 2 – Outdoor knowledge and skills

Module 2 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. demonstrate personal and social capability skills and understanding
2. describe how participation in outdoor adventure recreation benefits individuals
3. describe how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. describe factors impacting effective group interaction and function
7. describe and apply key concepts and skills required to support best practice

Module 2 Content

Module 2 has a primary focus on using theory and practically based experiences to develop outdoor living, bushcraft and survival skills. It also involves independent and collaborative challenge experiences and supports an opportunity for extended practice, experiences and development in a chosen activity.

This module provides learners with options to engage with content through application and integrated learning experiences as they explore opportunities to:

- develop personal and social capability and communication skills in a range of outdoor recreation settings
- 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.

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

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

Key Knowledge and Concepts

Module 2 will address the following:

- discussing actions and practices used to support a range of safe and positive outdoor living experiences
- examining best practice approaches to assessing risk and making informed judgements
- exploring how individuals' actions towards their roles, relationships and responsibilities can impact on others
- enhancing positive well-being benefits through reflection on experiences in group and individual activities that are challenging and adventurous
- considering multiple perspectives and links between sustainability, conservation, contemporary living and human-nature relationships
- describing and examining how group dynamics and participant, guide, and leadership roles 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
- specialised knowledge, skills, terms and techniques used across a range of outdoor living activities, experiences and environments
- specialised knowledge, skills, terms and techniques used to support outdoor living skills and recreation industry practices.

Introduction to Bushcraft, Outdoor Safety and Survival I - (30-35 hours)

- Outdoor skills
- Outdoor challenge experience

Outdoor Experiences (Specialisation) I - (15-20 hours)

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

Key Skills:

- developing skills and understandings to move safely and competently outdoors while valuing and promoting sustainable use and positive relationships with natural environments

- integrating and applying outdoor knowledge and skills in various settings
- effectively communicating within and about outdoor education activities
- recognising connections between outdoor living experiences and industry opportunities through exposure to professional practice
- developing independence and group competence in various social and physical environments
- building a range of decision making and scenario appropriate skills, techniques and approaches
- ongoing development of personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative
- recognising and reflecting on the significance of bushcraft, outdoor living and survival skills in supporting confidence and motivation in engaging in active outdoor lifestyles
- identifying equipment, venues, skill demands, safety practices and key milestones and goals for staged personal skill development in the chosen activity.

Module 2 Work Requirements Summary

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

This Module includes work requirements that add sections to the folio

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

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Module 3 – Sustainability and outdoor recreation industries

Module 3 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. demonstrate personal and social capability skills and understanding
2. describe how participation in outdoor adventure recreation benefits individuals
3. describe how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. describe factors impacting effective group interaction and function
8. describe ecological literacy concepts and perspectives

Module 3 Content

Module 3 has a primary focus on ecological literacy and recognising and using sustainable outdoor recreation industry practices.

This module provides learners with practical experiences designed to help highlight and engage with concepts and perspectives involving conservation, sustainable practice and connection to the natural environment.

With this focus learners will explore 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

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

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

Key Knowledge and Concepts

Module 3 will address the following:

- discussing actions and practices used to support a range of safe and sustainable outdoor experiences
- examining field based best practice approaches to assessing environmental risk and making informed judgements
- exploring how individuals' actions towards their roles, relationships and responsibilities can impact others and the natural environment
- enhancing positive well-being benefits through reflection on experiences in outdoor group and individual activities
- considering multiple perspectives and links between sustainability, conservation, contemporary living and human-nature relationships
- describing and examining how group dynamics and participant, guide and leadership roles 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
- specialised knowledge, skills, terms and techniques used across a range of outdoor activities, experiences and environments
- specialised knowledge and application of ecological literacy concepts.

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

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

Introduction to Outdoor Recreation and Adventure Tourism I - (25-30 hours)

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

Key Skills:

- developing skills and understandings to move safely and competently while valuing and promoting sustainable use and positive relationships with natural environments
- integrating and applying outdoor knowledge and skills in various settings
- effectively communicating within and about outdoor education activities, sustainable practice and connection to natural environment
- recognising connections between outdoor experiences and industry opportunities through exposure to professional practice
- developing independence and group competence in various social and physical environments
- building a range of decision making and scenario appropriate skills, techniques and approaches
- ongoing development of personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative
- recognising and reflecting on the significance of connection, care, culture and conservation in managing outdoor recreation sector sustainability and supporting active outdoor lifestyles
- reflecting on ways in which people experience and relate to the environment when considering diverse perspectives, values and priorities in identifying contemporary sustainability issues.

Module 3 Work Requirements Summary

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

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

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

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 3 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

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
Criteria Assessed	1,2,3,4,5,6	1,2,3,4,5,7	1,2,3,4,5,8

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

1. describe and demonstrate personal and social capability
2. describe how outdoor adventure recreation benefits individuals
3. describe how the outdoor recreation industry sector contributes to communities
4. communicate information, observations and ideas
5. describe factors that impact effective group interaction and function
6. describe and use specialised knowledge, skills, terms, and techniques in varied outdoor recreation settings
7. describe key concepts and skills required to support best practice
8. describe ecological literacy concepts and perspectives

Standards

Criterion 1: describe and demonstrate personal and social capability

Standard Element	Rating C	Rating B	Rating A
E1 – Self Awareness [†]	recognises examples of outdoor education situations requiring self-awareness	describes examples of outdoor education situations requiring self-awareness	discusses examples of outdoor education situations requiring self-awareness
E2 – Self Management [†]	identifies personal examples of using self-management skills	describes personal examples of using self-management skills	discusses personal examples of using self-management skills
E3 – Social Awareness [§]	identifies examples of outdoor education scenarios demonstrating social awareness	describes examples of outdoor education scenarios demonstrating social awareness	discusses examples of outdoor education scenarios demonstrating social awareness
E4 – Social Management [◊]	identifies personal examples of using social management strategies and skills in outdoor education challenges and settings.	describes personal examples of using social management strategies and skills in outdoor education challenges and settings.	discusses personal examples of using social management strategies and skills in outdoor education challenges and settings.

[†] self-awareness includes: self-concept, recognising personal qualities and achievements, understanding themselves as learners, recognising emotions, self-reliance, metacognition, and reflective practice

‡ self-management skills include: personal autonomy and initiative, goal setting, planning and review practices, self-discipline and organisational skills, resilience, expressing and managing emotions, independence and initiative, confidence, resilience and adaptability

§ social awareness includes teaming and interdependence, consideration of others, reading situations, interactions and responses, appreciating diverse perspectives and cultures, contributing to civil society, and understanding relationships

◇ social management skills include: interpersonal skills and strategies, situationally appropriate communication, understanding group roles, interactions, responsibilities and leadership skills, negotiating and resolving conflict, making decisions, and working collaboratively

Criterion 2: describe how outdoor adventure recreation benefits individuals

Standard Element	Rating C	Rating B	Rating A
E1 – Building positive relationships with nature	identifies benefits of participation, personal enjoyment of outdoor activity, and building positive relationships with nature	describes benefits of participation, personal enjoyment of outdoor activity, and building positive relationships with nature	discusses benefits of participation, personal enjoyment of outdoor activity, and building positive relationships with nature
E2 – Developing relationships with others and ourselves	recognises and reflects on relationships during outdoor experiences, exploration and challenges	summarises and reflects on relationships during outdoor experiences, exploration and challenges	reports and reflects on relationships during outdoor experiences, exploration and challenges
E3 – Active, safe and competent outdoors	identifies benefits of outdoor activity and developing skills to live and move safely and competently in the outdoors	describes benefits of outdoor activity and developing skills to live and move safely and competently in the outdoors	discusses benefits of outdoor activity and developing skills to live and move safely and competently in the outdoors
E4 – Wellbeing and contemporary living	recognises how outdoor adventure recreation promotes multiple health and lifestyle benefits.	describes how outdoor adventure recreation promotes multiple health and lifestyle benefits.	discusses how outdoor adventure recreation promotes multiple health and lifestyle benefits.

Criterion 3: describe how the outdoor recreation industry sector contributes to communities

Standard Element	Rating C	Rating B	Rating A
E1 – Promoting community unity, empowerment and care for shared environments	identifies examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments	describes examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments	discusses examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments
E2 – Supporting awareness of history, culture and inclusion	identifies examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect	describes examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect	discusses examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect
E3 – Fostering independence, wellbeing and community connection	identifies different ways that outdoor recreation contributes to building independence, social health, physical literacy and connection	describes different ways that outdoor recreation contributes to building independence, social health, physical literacy and connection	summarises different ways that outdoor recreation contributes to building independence, social health, physical literacy and connection
E4 – Positive economic and environmental benefits	identifies examples where outdoor recreation contributes positively to the economy and environment.	describes examples where outdoor recreation contributes positively to the economy and environment.	reports examples where outdoor recreation contributes positively to the economy and environment.

Criterion 4: communicate information, observations, and ideas

Standard Element	Rating C	Rating B	Rating A
E1 – Meaning and information sharing	recognises and conveys meaning of and about outdoor recreation information, observations, and ideas	describes and conveys meaning of and about outdoor recreation information, observations, and ideas	discusses and conveys meaning of and about outdoor recreation information, observations, and ideas
E2 – Mode: situation, audience, and purpose	recognises prescribed visual, written, and digital modes and their intended audience and purpose	describes prescribed visual, written, and digital modes and their intended audience and purpose	summarises prescribed visual, written, and digital modes and their intended audience and purpose

Standard Element	Rating C	Rating B	Rating A
E3 - Terminology	identifies and uses outdoor education related terminology [†]	describes and uses outdoor education related terminology [†]	describes and appropriately uses outdoor education related terminology [†]
E4 – Efficiency and organisation	identifies and shares ideas and observations clearly and logically.	describes ideas and observations clearly and logically.	discusses ideas and observations clearly and logically.

[†] Terminology related to key outdoor recreation industry communication practices and conventions

Criterion 5: describe factors that impact effective group interaction and function

Standard Element	Rating C	Rating B	Rating A
E1 – Roles and attributes	identifies how roles, attributes, and settings may impact group interactions, function, and effectiveness	describes how roles, attributes, and settings may impact group interactions, function, and effectiveness	discusses how roles, attributes, and settings may impact group interactions, function, and effectiveness
E2 – Relationships and dynamics	identifies ways relationships and interactions impact group dynamics during outdoor recreation activities	describes ways relationships and interactions impact group dynamics during outdoor recreation activities	discusses ways relationships and interactions impact group dynamics during outdoor recreation activities
E3 – Responsibilities and opportunities for influence	identifies personal roles, responsibilities, and opportunities to take actions to positively influence groups	describes personal roles, responsibilities, and opportunities to take actions to positively influence groups	discusses personal roles, responsibilities, and opportunities to take actions to positively influence groups
E4 – Responses and support actions when engaging with group tasks	identifies and demonstrates basic approaches, including problem solving and reflective thinking, to support group outcomes.	describes and demonstrates basic approaches, including problem solving and reflective thinking, to support group outcomes.	discusses and demonstrates basic approaches, including problem solving and reflective thinking, to support group outcomes.

Criterion 6: describe and use specialised knowledge, skills, terms, and techniques in varied outdoor recreation contexts

Standard Element	Rating C	Rating B	Rating A
E1 - Specialist outdoor activities: technical and skill development	executes and records [†] basic skills in practical outdoor activities	executes and records [†] a range of basic skills in practical outdoor activities	routinely executes and records [†] a range of basic skills in practical outdoor activities
E2 –Specialist knowledge, terms, techniques and safety practices	identifies and uses specialised outdoor activity concepts, terms, techniques, and related safety practices	describes and uses specialised outdoor activity concepts, terms, techniques, and related safety practices	selects and routinely uses specialised outdoor activity concepts, terms, techniques, and related safety practices
E3 – Demonstrating outdoor living skills	identifies and demonstrates a range of fundamental outdoor living skills [‡]	describes and demonstrates a range of fundamental outdoor living skills [‡]	classifies and demonstrates a wide range of fundamental outdoor living skills [‡]
E4 –Responding and adapting to meet challenges	recognises and reflects on responses to challenges and situations during exploration and adventure experiences.	summarises and reflects on responses to challenges and situations during exploration and adventure experiences.	discusses and reflects on responses to challenges and situations during exploration and adventure experiences.

[†]records: uses multimodal approaches to record learning, performance, and reflection on experiences

[‡] skills related to: outdoor living, bushcraft, camping, weather, emergency, and survival

Criterion 7: describe key concepts and skills required to support best practice

Standard Element	Rating C	Rating B	Rating A
E1 – Understanding of professional practices and conventions [†]	identifies outdoor recreation industry practices	describes outdoor recreation industry practices	discusses outdoor recreation industry practices
E2 – Application and connection of key theory# concepts and skills	identifies examples where they have applied theory concepts and skills when engaged in outdoor education activities	describes examples where they have applied theory concepts and skills when engaged in outdoor education activities	reports on examples where they have applied theory concepts and skills when engaged in outdoor education activities

Standard Element	Rating C	Rating B	Rating A
E3 – Using accepted practices for producing and sharing work	identifies and demonstrates accepted industry practices and routines including basic academic and professional standards when producing and sharing work	describes and demonstrates accepted industry practices and routines including basic academic and professional standards when producing and sharing work	discusses and demonstrates accepted industry practices and routines including basic academic and professional standards when producing and sharing work
E4 – Reflection on outcomes and impacts of outdoor experiences	identifies connections [†] between theory concepts, outdoor skills and aspects of outdoor education [§] when reflecting on outcomes of outdoor experiences.	describes connections [†] between theory concepts, outdoor skills and aspects of outdoor education [§] when reflecting on outcomes of outdoor experiences.	discusses connections [†] between theory concepts, outdoor skills and aspects of outdoor education [§] when reflecting on outcomes of outdoor experiences.

[†] including approaches to human–nature relationships and sustainable practices

[#] supported by relevant inquiry and integrated learning experiences

Criterion 8: describe ecological literacy concepts and perspectives

Standard Element	Rating C	Rating B	Rating A
E1 - Connection	identifies ways in which people experience and relate to the natural environment	describes ways in which people experience and relate to the natural environment	discusses ways in which people experience and relate to the natural environment
E2 - Care	identifies examples of contemporary sustainability issues and responses impacting the outdoor recreation sector	describes examples of contemporary sustainability issues and responses impacting the outdoor recreation sector	discusses examples of contemporary sustainability issues and responses impacting the outdoor recreation sector
E3 - Culture	identifies ways that cultural knowledge [†] may influence interaction with the natural world	describes ways that cultural knowledge [†] may influence interaction with the natural world	discusses ways that cultural knowledge [†] may influence interaction with the natural world

Standard Element	Rating C	Rating B	Rating A
E4 - Conservation	recognises examples of conservation-based issues and practices related to outdoor activities.	describes examples of conservation-based issues and practices related to outdoor activities.	discusses examples of conservation-based issues and practices related to outdoor activities.

† scientific, western cultural, Aboriginal and Torres Strait Islander cultural knowledge

Quality Assurance

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

Qualifications and Award Requirements

Level I

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating 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.

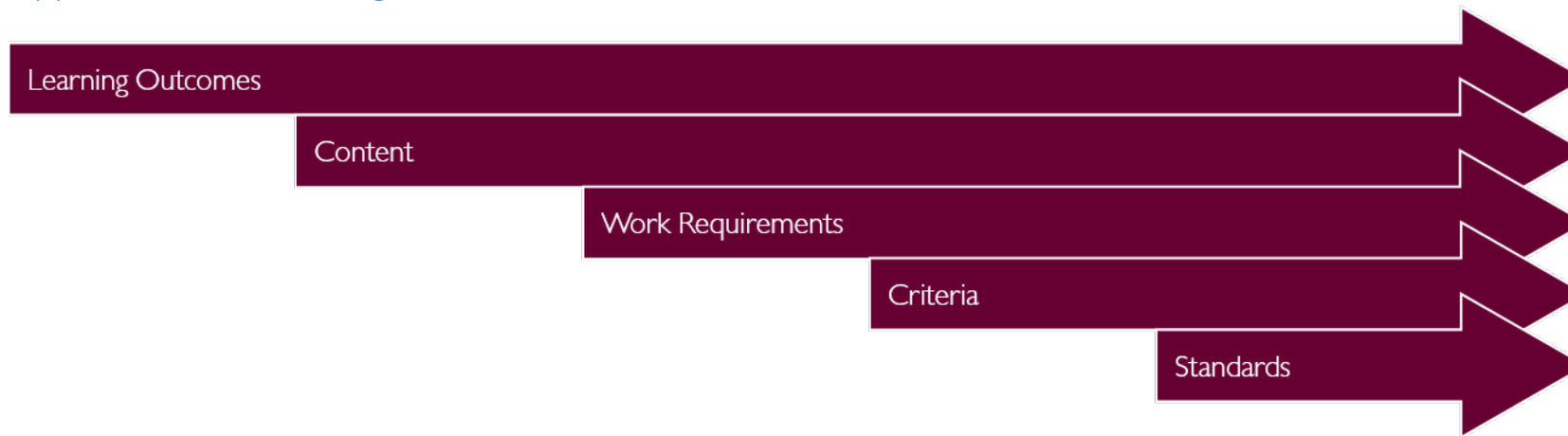
Course Developer

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 skills and understanding	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4	GC:
2. describe how participation in outdoor adventure recreation benefits individuals	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3, 4	GC:
3. describe how the outdoor recreation industry sector contributes to communities	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC:
4. communicate information, observations, and ideas	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3, 4	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
5. describe factors impacting effective group interaction and function	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3, 4	GC: 
6. demonstrate specialised understanding and skills, across a range of outdoor recreation experiences	Module 1	Module 1	C 6	E 1, 2, 3, 4	GC: 
7. describe and apply key concepts and skills required to support best practice	Module 2	Module 2	C 7	E 1, 2, 3, 4	GC: 
8. describe ecological literacy concepts and perspectives	Module 3	Module 3	C 8	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 Practical Experiences IA – Reflective Journal

Mode /Format: Digital Folio

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 include a 20-30 minute review and summary entry every 6-8 sessions/4 weeks.

External agencies: Practical experiences should include visits to a range of teacher selected centre based activities.

Relevant Criterion/criteria: 1, 2, 3, 4, 5 and 6.

Module 2 Work Requirements Specifications

Focus Area: Professional Studies

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

Mode /Format: Digital Folio

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

Size: 4-6 hours.

Timing: Learners should spend 10-15 minutes after each session and include a 20-30 minute review and summary entry every 6-8 sessions/4 weeks.

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

Relevant Criterion/criteria: 1, 2, 3, 4, 5 and 7.

Focus Area: Professional Studies

Title of Work Requirement: Outdoor Experiences (Specialisation) I – Digitally Recorded Exhibition

Mode /Format: Digital Folio

Description: The exhibition will feature a 3-5 minute presentation supported by images and/or video footage. Whilst the format is flexible the final product must be recorded and stored digitally for inclusion in the digital folio.

Size: 2-4 hours.

Timing: Learners should be made aware and form a plan to gather and store information at the start of the unit. The exhibition will be a culminating product showing evidence and reflection on learning and progress across integrated aspects of the chosen activity during the Outdoor Experiences (Specialisation) I unit.

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

Relevant Criterion/criteria: 1, 2, 3, 4, 5 and 7.

Module 3 Work Requirements Specifications

Focus Area: Professional Studies

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

Mode /Format: Digital Folio

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

Size: 4-6 hours.

Timing: Learners should spend 10-15 minutes after each session and include a 20-30 minute review and summary entry every 6-8 sessions/4 weeks.

An extended part day or journey experience will require a separate subsection and a more rigorous review which would normally be preceded by class debriefing and review discussion.

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

Relevant Criterion/criteria: 1, 2, 3, 4, 5 and 8

Focus Area: Professional Studies

Title of Work Requirement: Introduction to Outdoor Recreation and Adventure Tourism I - Multimodal Presentation

Mode /Format: Digital Folio

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

Size: 3-4 hours.

Timing:

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

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

Relevant Criterion/criteria: 1, 2, 3, 4 and 8.

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

Term	Definition	Source Acknowledgement	Course Context
adventure tourism	adventure and nature-based tourism are those that include a physical recreational activity, a cultural exchange, or other pursuits in nature. Examples are: day hiking, zip lining, climbing, rafting, skiing and mountain biking.	https://www.outdoorsnswact.com.au/outdoors-community/adventure-tourism/	Module 1,2,3
community	a group of people linked by a common social structure and sense of belonging. This may be based on location, gender, interests, cultural background or political or religious beliefs. It may also refer to a virtual community.	ACARA	Module 1,2,3
conservation	a careful preservation and protection of something especially: planned management of a natural resource to prevent exploitation, destruction, or neglect	https://www.merriam-webster.com/dictionary/conservation	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
culture	shared stories, beliefs, attitudes and behaviours that give a group or individual a sense of who they are and help them make sense of the world in which they live. Culture is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has culture – it is a lens through which we see the world.	ACARA	Module 1,2,3
diversity	differences that exist within a group including age, sex, gender, gender expression, sexuality, ethnicity, ability, body shape and composition, culture, religion, learning styles, socioeconomic background, values and experience. Appreciating, understanding and respecting diversity impacts on an individual's sense of self and their relations to others. Diversity can be acknowledged through shared activities that may involve building knowledge and awareness, peer teaching, games, dance, food and festivals.	ACARA	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
ecological literacy	the ability to understand the organization of natural systems and the processes that maintain the healthy functioning of living systems and sustain life on Earth	https://medium.com/age-of-awareness/ecoliteracy-learning-from-living-systems-e162df608981	Module 1,2,3
explain	to provide extra information that demonstrates understanding of reasoning and/or application	ACARA	Module 1,2,3
familiar (adj.)	content, process or approach previously encountered in learning activities	ACARA	Module 1,2,3
human- nature relationships	"the connections that human beings subconsciously seek with the rest of life."	Wilson, Edward O. (1984). Biophilia . Cambridge, MA: Harvard University Press. ISBN 0-674-07442-4.	Module 1,2,3
movement challenges	movement tasks that require individual students or groups of students to use a problem-solving approach to solve a problem to successfully complete the task. The solution can be verbalised, documented or demonstrated physically.	ACARA	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
outdoor learning	<p>the outdoor learning connection provides a framework for students to experience guided, integrated learning across the curriculum in natural environments. This connection presents four dimensions:</p> <ol style="list-style-type: none"> 1. Skills and knowledge 2. Human–nature relationships 3. Conservation and sustainability 4. Health and wellbeing <p>which have been developed in consultation with Outdoor Education Australia.</p>	<p>ACARA</p> <p>https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/</p> <p>https://www.australiancurriculum.edu.au/media/3227/oe_cc_9-10_21.pdf</p>	Module 1,2,3
outdoor living skills	<p>“, low-impact camping skills; equipment and clothing selection and use; food rations planning; weather; health and sanitation; travel techniques; navigation; decision making/problem solving;”</p>	<p>https://ehs.siu.edu/phrp/common/documents/syllabi/fall-2016/rec/REC430.pdf</p>	Module 1,2,3
outdoor recreation	<p>physical activity in outdoors or natural settings, which provides opportunities to connect individually, in small groups or as a community to the outdoor environment</p>	<p>ACARA</p>	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
outdoor recreation industry sector	includes nature-based tourism, camps and outdoor education, adventure therapy, and a full range of outdoor recreational activities such as cycling, fishing, bushwalking, canoeing, surfing, climbing and many others	https://nationalindustryinsights.aisc.net.au/industries/sport-fitness-and-recreation/outdoor-recreation	Module 1,2,3
physical activity	body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure. Physical activity is a broad term that includes playing sport; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active recreation.	ACARA	Module 1,2,3
recreation	an activity in which people enjoy participating during their free time. Recreation is often recognised as having socially worthwhile qualities. Active recreation requires physical exertion.	ACARA	Module 1,2,3
refine	to improve and hone knowledge, understanding and skills by making subtle or fine distinctions	ACARA	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
resilience	a capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. Resilience is an integral part of learning as it underpins the ability to respond positively to setbacks or mistakes	ACARA	Module 1,2,3
sense of place	a physical, social, emotional and/or spiritual connection to a place that shapes personal and social identities, perspectives and interactions	ACARA	Module 1,2,3
spiritual health	a positive sense of belonging, meaning and purpose in life. It includes values and beliefs that influence the way people live, and can be influenced by an individual's connection to themselves, others, nature and beyond.	ACARA	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
strengths- based approach	focuses on capacities, competencies, values and hopes of all students, regardless of their current circumstances, to optimise their own health and that of others. It looks to extend preventive health to the creation of health through individual, community and societal resources and assets.	ACARA	Module 1,2,3
sustainability	the capacity of our human society to continue indefinitely within Earth's natural cycles	https://sustainabilityillustrated.com/en/2020/02/19/sustainability-simple-definition/	Module 1,2,3
unfamiliar	not previously encountered in prior learning activities	ACARA	Module 1,2,3

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.