

# Professional Studies

HPE

Outdoor Education 2  
COURSE DOCUMENT

PHASE 4  
DRAFT FOR  
CONSULTATION



# Table of Contents

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Outdoor Education, 150 hours – Level 2 .....	4
Focus Area – Professional Studies .....	4
Rationale .....	5
Learning Outcomes.....	5
Integration of General Capabilities and Cross-Curriculum Priorities.....	5
Course Description.....	6
Pathways .....	6
Course Requirements .....	7
Access .....	7
Resource Requirements.....	7
Course Structure and Delivery.....	7
Structure.....	7
Delivery .....	7
Course Content.....	7
Module 1 – Outdoor Experiences.....	7
Module 1 Learning Outcomes .....	7
Module 1 Content.....	8
Module 1 Work Requirements Summary .....	9
Module 1 Assessment.....	9
Module 2 – Outdoor Knowledge and Skills.....	9
Module 2 Learning Outcomes .....	9
Module 2 Content.....	9
Module 2 Work Requirements Summary .....	11
Module 2 Assessment.....	11
Module 3 – Sustainability and Outdoor Recreation Industries .....	11
Module 3 Learning Outcomes .....	11
Module 3 Content.....	12
Module 3 Work Requirements Summary .....	13
Module 3 Assessment.....	13
Assessment.....	13
Criteria.....	14
Standards.....	14
Quality Assurance.....	20
Qualifications and Award Requirements.....	20

Level 2.....	20
Course Evaluation.....	21
Course Developer.....	21
Accreditation and Version History .....	21
Appendix 1 - Line of Sight.....	22
Appendix 2 - Alignment to Curriculum Frameworks.....	24
Appendix 3 - Work Requirements .....	24
Module 1 Work Requirements Specifications.....	24
Module 2 Work Requirements Specifications.....	24
Module 3 Work Requirements Specifications.....	25
Appendix 4 – General Capabilities and Cross-Curriculum Priorities.....	26
Appendix 5 – Glossary.....	28
Appendix 6 – Outdoor Education: Guidelines for Practical Activities.....	33
General advice:.....	33

## Outdoor Education, 150 hours – Level 2

This course is the Level 2 component of the proposed *Outdoor Education* suite.

### Focus Area – Professional Studies

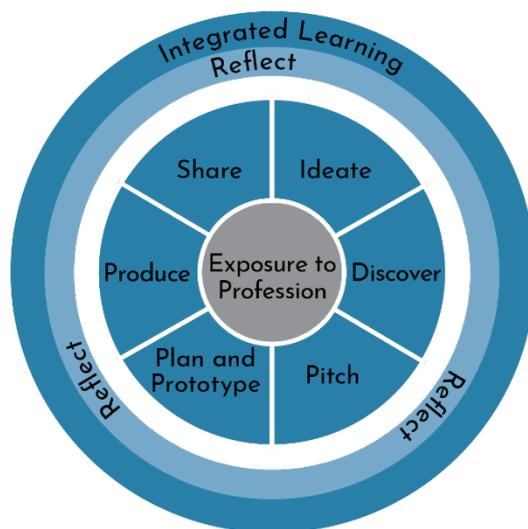
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

*Outdoor Education* Level 2 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:

- 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

*Outdoor Education* Level 2 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 2 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 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. explain how participation in outdoor adventure recreation benefits individuals
3. explain how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. explain factors impacting effective group interaction and function
6. demonstrate specialised understanding and skills across a range of outdoor recreation experiences
7. explain and apply key concepts and skills required to support best practice
8. explain 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 2 provides opportunities for learners to develop practical skills across a range of outdoor experiences and challenges. It also supports development of skills in reflection and self-awareness, working with others in various groups and roles, and fostering connections to nature.

Learners explore related industries and career pathways and the importance of sustainable practice and responsible industry management of our natural environments for future generations. They build knowledge and understanding of outdoor living skills and the many personal and community benefits that emerge from participation in outdoor recreation

## Pathways

- *Outdoor Education* Level 2 connects Outdoor Learning perspectives with concepts from the Personal, Social and Community Health and Movement and Physical Activity strands of the [F-10 Australian Curriculum – Health and Physical Education](#).
- *Outdoor Education* Level 2 builds on the foundations of (proposed) *Outdoor Education* Level 1 course. It may also be an option for learners who have capacity to connect concepts emerging from the cross-curricular approaches of the Australian Curriculum F-10 and suitable personal experience and background.
- Learners completing *Outdoor Education* Level 2 may use it as a basis for a wide range of personal, vocational education and training options. *Outdoor Education* Level 2 provides a pathway to HPE courses such as *Outdoor Education* Level 3 and *Community Sport and Recreation* Level 2, and VET Certificate II in Outdoor Recreation.
- *Outdoor Education* Level 2 may also lead to a range of post year 12 study options at TasTAFE and UTas.
- After completing *Outdoor Education* Level 2, 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 2 develops valued personal skills and attributes that can readily 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 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.

### 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, are able to meet the [Australian Adventure Activity Standards](#) and any additional sector 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

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

## 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. explain how participation in outdoor adventure recreation benefits individuals
3. explain how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. explain 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 2 in Outdoor Education providers should focus on the integration of development of intermediate competence in a range of outdoor skills in concert with building independence and self-sufficiency. Activities should regularly allow for demonstrating understanding and effectiveness in positively contributing to group outcomes and experiences and provide opportunities for developing participant, guide and some emerging leadership qualities and involvement.

Module 1 provides learners with applied and authentic exposure to professional practices and integrated learning as they 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 1 - Outdoor Experiences - learners should be provided with the following learning experiences:

- exposure and discussion of professional practice in the outdoor recreation sector
- 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 1 will address the following:

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

- Outdoor activities and living skills
- Outdoor Education fundamentals and principles

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

- Community based outdoor activities
- Range of selected centre based activities
- Local and regional experiences, industry exposure and fundamental and intermediate skill development across a range of activities in accordance with the Outdoor Education: Guidelines for Practical Activities (refer Appendix 6)
- Recording and reviewing Reflective Journal entries as part of the Folio

### Key Skills:

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

## Module 1 Work Requirements 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 1 folio 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. explain how participation in outdoor adventure recreation benefits individuals
3. explain how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. explain factors impacting effective group interaction and function
7. explain and apply key concepts and skills required to support best practice

## Module 2 Content

Module 2 provides learners with opportunities to explore personal, social, and interpersonal skill development, consider planning, safety and equipment needed for outdoor activities, and to apply outdoor living and bushcraft skills during independent and collaborative challenge experiences.

This module provides learners with options to engage with content through application and integrated learning experiences as they 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 2 - learners should be provided with the following learning experiences:

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

### *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
- exploring 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
- 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.

### *Personal, Social and Interpersonal Development - (20 hours)*

- Personal development from outdoor experiences
- Social and interpersonal development

- Group project – working collaboratively with others – identifying key features and presenting a pitch for Outdoor Education as a course that helps to develop a range of interpersonal skills that are transferable across workplaces

#### Outdoor skills and technical knowledge - (15-20 hours)

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

#### Outdoor Living Skills 2 - (10-15 hours)

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

#### Key Skills:

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

#### Module 2 Work Requirements 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 1 folio, 1 project and 1 product work requirement.

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. explain how participation in outdoor adventure recreation benefits individuals
3. explain how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. explain factors impacting effective group interaction and function
8. explain ecological literacy concepts and perspectives.

### Module 3 Content

Module 3 provides learners with opportunities to explore environmental sustainability issues related to outdoor recreation and adventure tourism practices. It also has a focus on recognising industry connections and opportunities that emerge from skills, attributes and experience developed in Outdoor Education. Learners experience a chosen activity for specialised skill development and to be the focus of investigation using an industry lens.

This module also provides learners with practical experiences designed to help highlight and engage with concepts and perspectives addressing 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.

### *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
- specialised knowledge, skills, terms, and techniques used across a range of outdoor activities, experiences and environments
- specialised knowledge and application of ecological literacy concepts.

### *Sustainable Practice and Adventure Tourism 2 - (15-20 hours)*

- Environmentally sustainable outdoor recreation practices
- Adventure Tourism industry overview and trends
- Adventure Tourism case study and investigation
- Adventure Tourism case study/review project

### Outdoor Recreation Industry Connections 2 - (15-20 hours)

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

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

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

#### *Key Skills:*

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

### Module 3 Work Requirements 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 1 investigation, 1 product and 1 presentation work requirement.

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.

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
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 2 will be based on the degree to which the learner can:

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

### Standards

Criterion 1: explain and demonstrate personal and social capability

Standard Element	Rating C	Rating B	Rating A
E1 – Self Awareness <sup>†</sup>	records and describes examples of outdoor education situations requiring self-awareness	records and explains examples of outdoor education situations requiring self-awareness	records and compares examples of outdoor education situations requiring self-awareness
E2 - Self Management <sup>‡</sup>	describes vicarious and personal examples of the use of self-management strategies and skills	explains vicarious and personal examples of the use of self-management strategies and skills	compares vicarious and personal examples of the use of self-management strategies and skills
E3 - Social Awareness <sup>§</sup>	provides and describes examples of a range of outdoor education scenarios demonstrating social awareness	provides and explains examples of a range of outdoor education scenarios demonstrating social awareness	provides and compares examples of a range of outdoor education scenarios demonstrating social awareness
E4 – Social Management <sup>◇</sup>	describes personal examples of using social management strategies and skills in a range of outdoor education challenges and settings.	explains personal examples of using social management strategies and skills in a range of outdoor education challenges and settings.	compares personal examples of using social management strategies and skills in a range of 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: explain how outdoor adventure recreation benefits individuals

Standard Element	Rating C	Rating B	Rating A
E1 – Building positive relationships with nature	describes benefits and connections between outdoor recreation participation, enjoyment and building positive relationships with nature	explains benefits and connections between outdoor recreation participation, enjoyment and building positive relationships with nature	examines benefits and connections between outdoor recreation participation, enjoyment and building positive relationships with nature
E2 – Developing relationships with others and ourselves	describes and reflects on relationships developed through outdoor experiences and challenges	explains and reflects on relationships during outdoor experiences, exploration and challenges	classifies and reflects on relationships during outdoor experiences, exploration and challenges
E3 – Active, safe, and competent outdoors	describes benefits of outdoor activity and developing skills to manage risk, live, and move safely and competently in the outdoors	explains benefits of outdoor activity and developing skills to manage risk, live, and move safely and competently in the outdoors	connects benefits of outdoor activity and developing skills to manage risk, live, and move safely and competently in the outdoors
E4 – Wellbeing and contemporary living	illustrates how outdoor recreation contributes to balancing contemporary lifestyles.	explains how outdoor recreation contributes to balancing contemporary lifestyles.	reviews how outdoor recreation contributes to balancing contemporary lifestyles.

Criterion 3: explain 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	relates examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments	explains examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments	compares 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	relates examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect <sup>†</sup>	explains examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect <sup>†</sup>	compares examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect <sup>†</sup>
E3 – Fostering independence, wellbeing and community connection	describes a range of ways that outdoor recreation contributes to building independence, social health, physical literacy and connection	explains a range of ways that outdoor recreation contributes to building independence, social health, physical literacy and connection	connects a range of ways that outdoor recreation contributes to building independence, social health, physical literacy and connection
E4 – Positive economic and environmental benefits	describes a range of examples where outdoor recreation contributes positively to the economy and environment.	explains a range of examples where outdoor recreation contributes positively to the economy and environment.	compares a range of examples where the outdoor recreation contributes positively to the economy and environment.

<sup>†</sup> includes industry approaches that support community history, traditions, cultural awareness, preservation, sharing, inclusion, and empathy

Criterion 4: communicate information, observations, and ideas

Standard Element	Rating C	Rating B	Rating A
E1 – Meaning and information sharing	relates and conveys meaning of and about outdoor recreation information, observations, and ideas	explains and conveys meaning of and about outdoor recreation information, observations, and ideas	connects and conveys meaning of and about outdoor recreation information, observations, and ideas

Standard Element	Rating C	Rating B	Rating A
E2 - Mode: situation, audience, and purpose	selects and uses visual, written, and digital communication modes from a prescribed range	selects and uses situationally appropriate visual, written, and digital communication modes from a prescribed range	integrates and uses situationally appropriate visual, written, and digital communication modes from a prescribed range
E3 - Terminology	recalls and uses a range of specialist outdoor education and specialist industry terminology	describes and uses a range of specialist outdoor education and specialist industry terminology	relates and correctly uses a range of specialist outdoor education and specialist industry terminology
E4 – Efficiency and organisation	selects and relates ideas and observations clearly, concisely and logically.	selects and explains ideas and observations clearly and concisely.	selects and connects ideas and observations clearly and concisely.

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

Standard Element	Rating C	Rating B	Rating A
E1 – Roles, attributes, and settings	illustrates how roles, attributes, and settings may impact group interactions, function, and effectiveness	explains how roles, attributes, and settings may impact group interactions, function, and effectiveness	compares how roles, attributes, and settings may impact group interactions, function, and effectiveness
E2 – Relationships and dynamics	relates ways relationships and interactions impact group dynamics during outdoor recreation activities	explains ways relationships and interactions impact group dynamics during outdoor recreation activities	classifies ways relationships and interactions impact group dynamics during outdoor recreation activities
E3 - Responsibilities	differentiates how participant and guide roles and responsibilities, can positively influence groups	explains how participant and guide roles and responsibilities, can positively influence groups	compares how participant and guide roles and responsibilities, can positively influence groups
E4 - Responses and support actions when engaging with group tasks.	illustrates and demonstrates approaches, including problem solving and reflective thinking, to support group outcomes.	explains and demonstrates approaches, including problem solving and reflective thinking, to support group outcomes.	compares and demonstrates approaches, including problem solving and reflective thinking, to support group outcomes.

Criterion 6: select and use specialised knowledge, skills, terms, and techniques in varied outdoor recreation settings

Standard Element	Rating C	Rating B	Rating A
E1 - Specialist outdoor activities: technical and skill development	executes and records <sup>†</sup> specialist basic and intermediate skills in practical outdoor activities	executes and records <sup>†</sup> a range of specialist basic and intermediate skills in practical outdoor activities	routinely executes and records <sup>†</sup> a range of specialist basic and intermediate skills in practical outdoor activities
E2 – Specialist knowledge, terms, techniques and safety practices	differentiates and uses specialised outdoor activity concepts, terms, techniques, and related safety practices	outlines and uses a range of specialised outdoor activity concepts, terms, techniques, and related safety practices	integrates and routinely uses a wide range of specialised outdoor activity concepts, terms, techniques, and related safety practices
E3 – Skills and understanding for outdoor living	describes and demonstrates a range of fundamental and intermediate outdoor living skills <sup>‡</sup>	explains and demonstrates a range of fundamental and intermediate outdoor living skills	compares and demonstrates a wide range of fundamental and intermediate outdoor living skills
E4 – Responding and adapting to meet challenges	relates and reflects on responses, including persistence and adaptation, evident during a range of outdoor challenges and situations.	explains and reflects on responses, including persistence and adaptation, evident during a range of outdoor challenges and situations.	compares and reflects on responses, including persistence and adaptation, evident during a wide range of outdoor challenges and situations.

<sup>†</sup> records: uses multimodal approaches to record learning, performance and personal reflection on experiences

<sup>‡</sup> skills related to: outdoor living, bushcraft, camping, weather, navigation, emergency; and survival

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

Standard Element	Rating C	Rating B	Rating A
E1 – Understanding of professional practices and conventions †	relates the purpose of outdoor recreation industry practices	explains the purpose of a range of outdoor recreation industry practices	compares the purpose of a range of outdoor recreation industry practices
E2 – Application and connection of key theory# concepts and skills	uses appropriate examples to illustrate the application of theory concepts and skills when engaged in outdoor education activities	uses appropriate examples to explain the application of theory concepts and skills when engaged in outdoor education activities	uses appropriate examples to connect the application of theory concepts and skills when engaged in outdoor education activities
E3 – Using accepted practices for producing and sharing work	relates accepted industry practices, including mode, format, and academic referencing standards, and employs these when preparing, producing, and sharing work	explains accepted industry practices, including mode, format, and academic referencing standards, and employs these when preparing, producing, and sharing work	integrates accepted industry practices, including mode, format, and academic referencing standards, and employs these when preparing, producing, and sharing work
E4 – Reflection on outcomes and impacts of outdoor experiences	relates connections between stakeholders‡, theory concepts, outdoor skills and aspects of outdoor education§ when reflecting on outcomes of outdoor experiences.	explains connections between stakeholders‡, theory concepts, outdoor skills and aspects of outdoor education§ when reflecting on outcomes of outdoor experiences.	compares connections between stakeholders‡, theory concepts, outdoor skills and aspects of outdoor education§ when reflecting on outcomes of outdoor experiences.

† including standards and expectations regarding approaches to human–nature relationships, environment, and sustainable practices

# supported by relevant inquiry and integrated learning experiences

‡ connections include: personal, community and industry–sector stakeholders

§ aspects include practical, theory and ecological

## Criterion 8: explain ecological literacy concepts and perspectives

Standard Element	Rating C	Rating B	Rating A
E1 - Connection	illustrates multiple perspectives of ways in which people experience and relate to the natural environment	explains multiple perspectives of ways in which people experience and relate to the natural environment	compares multiple perspectives of ways in which people experience and relate to the natural environment
E2 - Care	investigates and illustrates strategic responses to contemporary ecological sustainability issues	investigates and explains strategic responses to contemporary ecological sustainability issues	investigates and compares strategic responses to contemporary ecological sustainability issues
E3 - Culture	relates how cultural perspectives and ecological beliefs <sup>†</sup> may influence interaction with the natural world	explains how cultural perspectives and ecological beliefs <sup>†</sup> may influence interaction with the natural world	compares how cultural perspectives and ecological beliefs <sup>†</sup> may influence interaction with the natural world
E4 - Conservation	describes conservation-based decisions, issues, and principles and their connection to ecologically sustainable practices.	explains conservation-based decisions, issues, and principles and their connection to ecologically sustainable practices.	compares conservation-based decisions, issues, and principles and their connection to ecologically sustainable practices.

<sup>†</sup> related to ways in which scientific, western cultural and, Aboriginal and Torres Strait Islander cultural knowledge influences interaction with the natural world

### Quality Assurance

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

### Qualifications and Award Requirements

#### Level 2

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' ratings

#### 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. explain 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. explain 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:    
5. explain 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, 2, 3	Module 1	C 6	E 1, 2, 3,4	GC:   

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
7. explain and apply key concepts and skills required to support best practice	Module 1, 2, 3	Module 2	C 7	E 1, 2, 3,4	GC: 
8. explain ecological literacy concepts and perspectives.	Module 1, 2, 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 Experiences 2 – 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 (eg handouts, skills checklists, etc) deemed appropriate by the learner and/or teacher. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information. The Reflective Journal will feature personal observations, connections and responses to practical activity sessions along with periodic review and summaries.

**Size:** 4-6 hours.

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

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

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

### Module 2 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Personal Social and Interpersonal Development 2 - Group Project

**Mode /Format:** Project - Product Pitch

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

**Size:** 3-5 hours.

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

**External agencies:** The chosen activity may involve external agencies

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

**Focus Area:** Professional Studies

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

**Mode /Format:** Product

**Description:** The Individual Planning Project will involve creation of a product to show professional standards and expectations in planning considerations in response to a teacher generated outdoor excursion/activity scenario. The project should feature appropriate, typical, and observed professional practices aligned to the scenario (eg weather reports, contingency plans, equipment checks, briefings, information flyers, disclaimers, etc) The final product mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store and share the recorded information.

**Size:** 3-5 hours.

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

**External agencies:** The chosen activity may involve external agencies.

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

**Focus Area:** Professional Studies

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

**Timing:**

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

**External agencies:** Bushcraft experiences may involve external agencies and/or venues

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

### Module 3 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Sustainable Practice and Adventure Tourism 2 - Investigation

**Mode /Format:** Case Study

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

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

**Size:** 3-5 hours.

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

**External agencies:**

The chosen activity may involve external agencies.

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

**Focus Area:** Professional Studies

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

**Mode /Format:** Group Presentation

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

**Size:** 2-3 hours.

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

**External agencies:** The chosen activity may involve external agencies.

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

**Focus Area:** Professional Studies

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

**Mode /Format:** Exhibition/Presentation

**Description:** Learners will explore professional/industry options related to their chosen specialist activity. Review industry connections, trends, issues and identify current and potential opportunities. The final product will be a 3 minute exhibition style presentation highlighting the role of human-nature connection in balancing contemporary lifestyles and include a personal perspective showing how engagement, motivation, self-confidence and/or wellbeing have been impacted. The mode of presentation will be chosen by learners but must be digitally recorded and stored in the Folio. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store, and share the recorded information.

**Size:** 2-3 hours.

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

**External agencies:** The chosen activity may involve external agencies.

**Relevant Criterion/criteria:** 1, 2, 3, 4, 5 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 🌱



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	<a href="https://medium.com/ag-e-of-awareness/ecoliteracy-learning-from-living-systems-e162df608981">https://medium.com/ag-e-of-awareness/ecoliteracy-learning-from-living-systems-e162df608981</a>	Module 1,2,3
explain	to provide extra information that demonstrates understanding of reasoning and/or application	<a href="#">ACARA</a>	Module 1,2,3
familiar (adj.)	content, process or approach previously encountered in learning activities	<a href="#">ACARA</a>	Module 1,2,3
human-nature relationships	"the connections that human beings subconsciously seek with the rest of life."	Wilson, Edward O. (1984). <a href="#">Biophilia</a> . 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.	<a href="#">ACARA</a>	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"> <li>1. Skills and knowledge</li> <li>2. Human–nature relationships</li> <li>3. Conservation and sustainability</li> <li>4. Health and wellbeing</li> </ol> <p>which have been developed in consultation with Outdoor Education Australia.</p>	<p>ACARA</p> <p><a href="https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/">https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/</a></p> <p><a href="https://www.australiancurriculum.edu.au/media/3227/oe_cc_9-10_21.pdf">https://www.australiancurriculum.edu.au/media/3227/oe_cc_9-10_21.pdf</a></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><a href="https://ehs.siu.edu/phrp/_common/documents/syllabi/fall-2016/rec/REC430.pdf">https://ehs.siu.edu/phrp/_common/documents/syllabi/fall-2016/rec/REC430.pdf</a></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><a href="#">ACARA</a></p>	Module 1,2,3
outdoor recreation industry sector	<p>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</p>	<p><a href="https://nationalindustryinsights.aisc.net.au/industries/sport-fitness-and-recreation/outdoor-recreation">https://nationalindustryinsights.aisc.net.au/industries/sport-fitness-and-recreation/outdoor-recreation</a></p>	Module 1,2,3
physical activity	<p>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.</p>	<p><a href="#">ACARA</a></p>	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
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.	<a href="#">ACARA</a>	Module 1,2,3
refine	to improve and hone knowledge, understanding and skills by making subtle or fine distinctions	<a href="#">ACARA</a>	Module 1,2,3
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	<a href="#">ACARA</a>	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	<a href="#">ACARA</a>	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.	<a href="#">ACARA</a>	Module 1,2,3
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.	<a href="#">ACARA</a>	Module 1,2,3
sustainability	the capacity of our human society to continue indefinitely within Earth's natural cycles	<a href="https://sustainabilityillustrated.com/en/2020/02/19/sustainability-simple-definition/">https://sustainabilityillustrated.com/en/2020/02/19/sustainability-simple-definition/</a>	Module 1,2,3

Term	Definition	Source Acknowledgement	Course Context
unfamiliar	not previously encountered in prior learning activities	<a href="#">ACARA</a>	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.