

Professional Studies

HPE

Outdoor Education 3
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
SCHOOLS
TASMANIA

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Outdoor Education, 150 hours – Level 3

This course is the Level 3 component of the proposed *Outdoor Education* suite.

Focus Area – Professional Studies

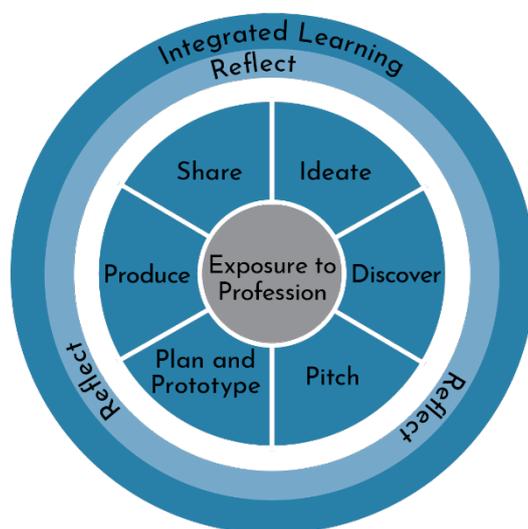
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

Outdoor Education Level 3 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 reflect professional processes and standards and provide learners with an equivalent experience to that of someone working within that profession. Professional Studies enhances students cognitive capacity, efficacy, creativity and craftsmanship in readiness for higher education, internships, apprenticeships, or work in a designated field of interest. Professional Studies courses connect with recognised professional study pathways and contextually align with key Tasmanian industry sectors.

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

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



In this course learners will do this by exploring:

- new and emerging technologies
- exposure to professional practice, conventions, norms and ways of working
- various settings and authentic contexts
- integrated learning to make meaning and connections between learning and their lives
- critical thinking skills, challenges and design solutions
- sharing of products and solutions replicating a professional setting

- relationships between fields of outdoor education and industry
- ideation, research, and discovery approaches
- sustained inquiry focussed on authentic problems, questions, projects, investigations, or challenges.

Rationale

Outdoor Education Level 3 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 provide 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) indicates 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.

This course is built on 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. analyse how participation in outdoor adventure recreation benefits individuals
3. analyse how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. analyse factors impacting effective group interaction and function
6. demonstrate specialised understanding and skills across a range of outdoor recreation experiences
7. evaluate and apply key concepts and skills required to support best practice
8. analyse 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 3 provides opportunities for learners to enhance their practical skills across a range of outdoor activities, challenges and settings. It also supports development of skills in reflection and communication, leading others in various groups and roles, managing positive relationships with others, and fostering connections to the natural environment.

Learners explore issues highlighting 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 leadership theories including their application and transferability from the outdoor recreation context.

Pathways

- *Outdoor Education* Level 3 extends upon Outdoor Learning perspectives with concepts from the Personal, Social and Community Health and Movement and Physical Activity strands of the [F-10 Australian Curriculum – Health and Physical Education](#).
- *Outdoor Education* Level 3 is designed to connect and build from the proposed *Outdoor Education* Level 2 course. Prior personal experiences and exposure emerging from the cross-curricular approaches of the Australian Curriculum F-10 and appropriate TASC Level 1 courses may also help to scaffold entry into this course.
- Learners completing *Outdoor Education* may use it as a basis for a wide range of personal, vocational education and training options. *Outdoor Education* Level 3 provides a breadth pathway to other Level 3 HPE courses and VET Certificate III in Outdoor Recreation.
- *Outdoor Education* Level 3 may also lead to a range of post-year 12 study options including TasTAFE and UTAS.
- After completing *Outdoor Education* Level 3, 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 3 develops valued personal skills and attributes that can readily transfer to 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 will ensure that they have access to suitable equipment and 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.

- Core Module 1 - Outdoor Experiences
- Core Module 2 - Outdoor Knowledge and Skills
- Core Module 3 - Sustainability and Outdoor Recreation Industries

Delivery

Module 1 should be delivered concurrently with or before Modules 2 and 3

Course Content

Module 1 – Outdoor Experiences

Module 1 Learning Outcomes

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

1. demonstrate personal and social capability skills and understanding
2. analyse how participation in outdoor adventure recreation benefits individuals
3. analyse how the outdoor recreation industry sector contributes to communities
4. communicate information, observations, and ideas
5. analyse 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 allows learners to experience various outdoor activities. Learners also develop understanding of the requirements to plan and run outdoor recreation activities. It has a major focus on providing opportunities to apply theory concepts and develop learners' practical skills and knowledge through balanced exposure to leadership and participant experiences and roles during a range of outdoor activities. The module also includes time addressing a chosen activity for depth study, experience and reflection on its personal and community trends and impacts.

At Level 3 in *Outdoor Education* providers should focus on the integration of development of intermediate and advanced 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 leadership qualities and involvement.

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

- integrate and apply theoretical and practical skills associated with planning, participation and leadership of outdoor recreation activities
- develop positive relationships with the environment, others and self through interaction with the natural world
- explore and understand the vital roles 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 settings and environments
- develop competence and safety management in outdoor environments and activities
- be exposed to industry practices and expectations and to recognise roles and sectors 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:

- opportunities to experience at least three different outdoor recreation activities
- exposure and discussion of professional practice
- GOPREPARE as a planning framework
- examining the Outdoor Education Australia website
- exploring the Australian Adventure Activity standards
- small group Collaborative Outdoor Leadership Project - group leadership experience
- access to equipment, facilities and instruction suited to ability in the chosen specialist activity
- guidance in establishing format and use habits for a reflective journal.

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
- exploring how individuals' 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 in planning and leading across a range of outdoor activities, experiences and environments.

Outdoor Experiences 3 - (15 hrs)

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

Planning to Lead Outdoor Activities 3 - (20 hrs)

- planning to lead activities
- Collaborative Outdoor Leadership Activity (COLA)
- peer leadership experience - small group project.
- groups of 3-4 collaborate to plan, lead, reflect and review a negotiated outdoor activity involving at least 5 participants and of 1–2 hours' duration.

Outdoor Specialisation 3A - (15 hrs)

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

Key Skills:

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

Module 1 Work Requirements 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 group project and 2 folio work requirements.

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

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

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

Module 2 Content

Module 2 examines details relating to outdoor leadership skills, leadership theory and group management, with a major focus on providing opportunities to integrate and apply theory concepts to develop learners' practical skills and knowledge through consideration of a range of outdoor scenarios and settings.

Module 2 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 self through interaction with the natural world
- explore and understand the vital roles 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 settings and environments develop competence and safety management in outdoor environments and activities
- be exposed to industry practices and expectations and to recognise roles and sectors where outdoor education skills, knowledge and understandings are highly valued attributes.

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

- in-depth review of leadership theories
- consideration of participant, guide and leader perspectives
- review and discussion of professional practice
- discussing the application and importance of robust goal setting, equity, problem solving and decision-making approaches
- examining the Outdoor Education Australia website
- exploring the Australian Adventure Activity standards
- techniques for reflecting on experiences and activities
- assessing group needs, stages of group formation, conflict management, and communication
- an Individual Outdoor Leadership Project - leadership experience and review

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.

Leading Outdoor Activities 3 - (25 hrs)

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

Individual Outdoor Leadership Project IOLP (10-15 Hours)

- Learners will plan, conduct, lead and report on an adventure activity.

Group Management and Leadership 3 - (10-15 hrs)

- group management
- needs
- stages of group formation
- conflict
- communication.

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
- application of leadership theory within the broader outdoor recreation industry sector
- effectively communicate within and about outdoor education activities
- research, share and reflect on the importance of bushcraft, survival skills, equipment, clothing and weather forecasts
- 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 project and 1 product as work requirements.

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

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

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

Module 3 Content

Module 3 examines human-nature relationships and the ecological sustainability of outdoor recreation activities. Learners also explore the outdoor recreation industry sector and its connections to Tasmanian perspectives, contemporary practice, challenges and solutions. Consideration of future trends allows learners to examine and align broader industry practice with personal interests and specialist activities.

Module 3 provides learners with opportunities to:

- explore environmental sustainability issues related to outdoor recreation and adventure tourism practices
- develop positive relationships with the environment, others and self through interaction with the natural world
- explore and understand the vital roles 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 settings and environments
- develop competence and safety management in outdoor environments and activities
- be exposed to industry practices and expectations and to recognise roles and sectors where outdoor education skills, knowledge and understandings are highly valued attributes

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

- in depth examination of:
 - human-nature relationships
 - factors influencing sustainability of outdoor recreation activities
 - guidance and support in conducting the short individual case study investigation
 - excursion and visit to/by industry professionals to support the adventure tourism industry experience/review/exhibition and group project
- individual Outdoor Leadership Project (IOLP) - leadership experience and review
- regular feedback and review of the digital journal and overall folio management
- suitable guidance and access to support in constructing the digital folio/essay

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
- exploring how individuals' 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.

Humans, Nature and Sustainability 3 - (25-30 hrs)

- influences on human - nature relationships
- historic and contemporary values for natural environments
- ways in which humans have experience of natural environments
- leadership, values, connection and facilitating human relationships with nature
- threats to wilderness areas and the potential impact on human-nature experiences
- the role of interpretation
- ecological sustainability of Outdoor Recreation activities.

Outdoor Recreation and Adventure Tourism Industry 3 - (10-15 hrs)

- adventure tourism - challenges, trends, issues and opportunities
- National Park and Guiding Industries
- adventure tourism - Industry experience/review/exhibition
- excursion and/or guest speaker(s) and related outdoor experiences associated with multiple providers.

Outdoor Specialisation 3B - (10-15 hrs)

- focus on skill development and capability in a chosen activity – 10–15 hours developing skills in a single chosen activity (may be a continuation of or alternative to activity selected in Module 2)
- Digital folio/essay - record of progress and milestones in mastery using a suitable combination of multimodal approaches
- Activity/Industry relationship project
- review exhibition/presentation - current and potential industry connections, trends and issues and opportunities for professional development pathways and vocational roles.

Key Skills:

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

Module 3 Work Requirements 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 inquiry and 1 product as work requirements.

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

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

*denotes criteria that are both internally and externally assessed.

Standards

Criterion 1: analyse and demonstrate personal and social capability

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Self Awareness [†]	uses self-reporting instruments to record and compare examples of situations requiring self awareness	uses self-reporting instruments to record and analyse examples of situations requiring self awareness	uses self-reporting instruments to record and evaluate examples of situations requiring self awareness
E2 - Self Management [‡]	examines vicarious and personal examples of the effective use of a range of self management strategies and skills	analyses vicarious and personal examples of the effective use of a range of self management strategies and skills	evaluates vicarious and personal examples of the effective use of a range of self management strategies and skills
E3 - Social Awareness [§]	selects and examines examples from a range of outdoor education scenarios demonstrating social awareness	selects and analyses examples from a range of outdoor education scenarios demonstrating social awareness	selects and evaluates examples from a range of outdoor education scenarios demonstrating social awareness

Standard Element	Rating C	Rating B	Rating A
E4 – Social Management [◊]	examines personal examples of effectively using social management strategies and skills in a wide range of outdoor education challenges and settings.	analyses personal examples of effectively using social management strategies and skills in a wide range of outdoor education challenges and settings.	evaluates personal examples of effectively using social management strategies and skills in a wide 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: analyse how outdoor adventure recreation benefits individuals

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Building positive relationships with nature	explains research on benefits and connections between outdoor recreation participation, enjoyment and building positive relationships with nature	analyses research on benefits and connections between outdoor recreation participation, enjoyment and building positive relationships with nature	evaluates research on benefits and connections between outdoor recreation participation, enjoyment and building positive relationships with nature
E2 – Developing relationships with others and self	examines and reflects on relationships developed through outdoor experiences and challenges	analyses and reflects on relationships developed through outdoor experiences and challenges	evaluates and reflects on relationships developed through outdoor experiences and challenges

Standard Element	Rating C	Rating B	Rating A
E3 – Active, safe, and competent outdoors	examines benefits of outdoor activity and developing skills to manage risk, live, and move safely and competently in the outdoors	analyses benefits of outdoor activity and developing skills to manage risk, live, and move safely and competently in the outdoors	evaluates benefits of outdoor activity and developing skills to manage risk, live, and move safely and competently in the outdoors
E4 – Wellbeing and contemporary living	examines how outdoor recreation contributes to balancing contemporary lifestyles.	analyses how outdoor recreation contributes to balancing contemporary lifestyles.	evaluates how outdoor recreation contributes to balancing contemporary lifestyles.

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

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Promoting community unity, empowerment and care for shared environments	examines examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments	analyses examples illustrating how the industry sector helps to unite and empower communities and promotes caring for shared environments	evaluates 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	reviews examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect [†]	analyses examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect [†]	evaluates examples of ways the sector supports awareness of community history, traditions, culture, inclusion, and respect [†]
E3 – Fostering independence, wellbeing and community connection	examines a range of ways that outdoor recreation contributes to building independence, social health, physical literacy and connection	analyses a range of ways that outdoor recreation contributes to building independence, social health, physical literacy and connection	evaluates a range of ways that outdoor recreation contributes to building independence, social health, physical literacy and connection
E4 – Positive economic and environmental benefits	reviews a range of examples where outdoor recreation contributes positively to the economy and environment.	analyses a range of examples where outdoor recreation contributes positively to the economy and environment.	evaluates a range of examples where outdoor recreation contributes positively to the economy and environment.

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

Criterion 4: communicate information, observations, and ideas*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Meaning and information sharing	examines and conveys meaning of and about outdoor recreation information, observations, and ideas	analyses and conveys meaning of and about outdoor recreation information, observations, and ideas	evaluates and conveys meaning of and about outdoor recreation information, observations, and ideas
E2 – Mode: situation, audience, and purpose	selects and uses a range of situationally appropriate visual, written, and digital communication modes	organises and uses a range of situationally appropriate visual, written, and digital communication modes	designs and uses range of situationally appropriate visual, written, and digital communication modes
E3 - Terminology	classifies and correctly uses a range of specialist outdoor education and specialist industry terminology	integrates and correctly uses a range of specialist outdoor education and specialist industry terminology	evaluates and correctly uses a range of specialist outdoor education and specialist industry terminology
E4 - Efficiency and organisation	interprets and examines ideas and observations clearly, concisely and precisely.	interprets and analyses ideas and observations clearly, concisely and precisely.	interprets and evaluates ideas and observations clearly, concisely and precisely.

Criterion 5: analyse factors that impact effective group interaction and function *

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Roles, attributes, and settings	examines how roles, attributes, and settings may impact group interactions, function, and effectiveness	analyses how roles, attributes, and settings may impact group interactions, function, and effectiveness	evaluates how roles, attributes, and settings may impact group interactions, function, and effectiveness
E2 –Relationships and dynamics	examines ways relationships and interactions impact group dynamics during outdoor recreation activities	analyses ways relationships and interactions impact group dynamics during outdoor recreation activities	evaluates ways relationships and interactions impact group dynamics during outdoor recreation activities

Standard Element	Rating C	Rating B	Rating A
E3 - Responsibilities	examines how participant, guide or leader roles and responsibilities, can positively influence groups	analyses how participant, guide or leader roles and responsibilities, can positively influence groups	evaluates how participant, guide or leader roles and responsibilities, can positively influence groups
E4 - Responses and support actions when engaging with group tasks.	explains and demonstrates a range of approaches, including problem solving and reflective thinking, to support group outcomes.	analyses and demonstrates a range of approaches, including problem solving and reflective thinking, to support group outcomes.	evaluates and demonstrates a range of approaches, including problem solving and reflective thinking, to support group outcomes.

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

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Specialist outdoor activities: technical and skill development	executes and records [†] a range of specialist intermediate and advanced skills in practical outdoor activities	routinely executes and records [†] a range of specialist intermediate and advanced skills in practical outdoor activities	routinely executes and records [†] a wide range of specialist intermediate and advanced skills in practical outdoor activities
E2 – Specialist knowledge, terms, techniques and safety practices	reviews and uses specialised outdoor activity concepts, terms, techniques, and related safety practices	analyses and uses a range of specialised outdoor activity concepts, terms, techniques, and related safety practices	evaluates and routinely uses a wide range of specialised outdoor activity concepts, terms, techniques, and related safety practices
E3 – Skills and understanding for outdoor living	reviews and demonstrates a range of intermediate and advanced outdoor living skills [‡]	analyses and demonstrates a range of intermediate and advanced outdoor living skills [‡]	evaluates and demonstrates a wide range of intermediate and advanced outdoor living skills [‡]

Standard Element	Rating C	Rating B	Rating A
E4 – Responding and adapting to meet challenges	reviews and reflects on responses, including persistence and adaptation, evident during a range of outdoor challenges and unfamiliar situations.	analyses and reflects on responses, including persistence and adaptation, evident during a range of outdoor challenges and unfamiliar situations.	evaluates and reflects on responses, including persistence and adaptation, evident during a wide range of outdoor challenges and unfamiliar situations.

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

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

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

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – Understanding of professional practices and conventions †	examines the intent and purpose of a range of outdoor recreation industry practices	analyses the intent and purpose of a range of outdoor recreation industry practices	evaluates the intent and purpose of a range of outdoor recreation industry practices
E2 – Application and connection of key theory# concepts and skills	uses appropriate examples to examine the application of theory concepts and skills when engaged in outdoor education activities	selects appropriate examples to analyse the application of theory concepts and skills when engaged in outdoor education activities	selects appropriate examples to evaluate the application of theory concepts and skills when engaged in outdoor education activities
E3 – Using accepted practices for producing and sharing work	examines accepted industry practices, including mode, format, and academic referencing standards, and employs these when preparing, producing, and sharing work	analyses accepted industry practices, including mode, format, and academic referencing standards, and employs these when preparing, producing, and sharing work	evaluates 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	reviews connections between stakeholders‡, theory concepts, outdoor skills and aspects of outdoor education§ when reflecting on outcomes of outdoor experiences.	analyses connections between stakeholders‡, theory concepts, outdoor skills and aspects of outdoor education§ when reflecting on outcomes of outdoor experiences.	evaluates 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, advocacy, promotion, and marketing

supported by relevant inquiry and integrated learning experiences

‡ stakeholders include: personal, community and industry-sector stakeholders

§ aspects include practical, theory and ecological

Criterion 8: analyse ecological literacy concepts and perspectives*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - Connection	examines diverse perspectives regarding ways in which people experience and relate to the natural environment	analyses diverse perspectives regarding ways in which people experience and relate to the natural environment	evaluates diverse perspectives regarding ways in which people experience and relate to the natural environment
E2 - Care	uses digital tools [†] to examine strategic responses to a range of contemporary ecological sustainability issues	uses digital tools [†] to analyse strategic responses to a range of contemporary ecological sustainability issues	uses digital tools [†] to evaluate strategic responses to a range of contemporary ecological sustainability issues
E3 - Culture	examines how cultural perspectives and ecological beliefs [‡] may influence interaction with the natural world	analyses how cultural perspectives and ecological beliefs [‡] may influence interaction with the natural world	evaluates how cultural perspectives and ecological beliefs [‡] may influence interaction with the natural world
E4 - Conservation	examines conservation-based decisions, issues, and principles and their connection to ecologically sustainable practices.	analyses conservation-based decisions, issues, and principles and their connection to ecologically sustainable practices.	evaluates conservation-based decisions, issues, and principles and their connection to ecologically sustainable practices.

[†] uses digital tools: for research, presentation and storing material

[‡] related to ways in which scientific, western cultural and Aboriginal and Torres Strait Islander cultural knowledge influence interaction with the natural world

Quality Assurance

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

Qualifications and Award Requirements

Level 3

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 3 'C' ratings (1 'A' ratings, 3 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

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

Course Evaluation

- This will be confirmed by time of accreditation.

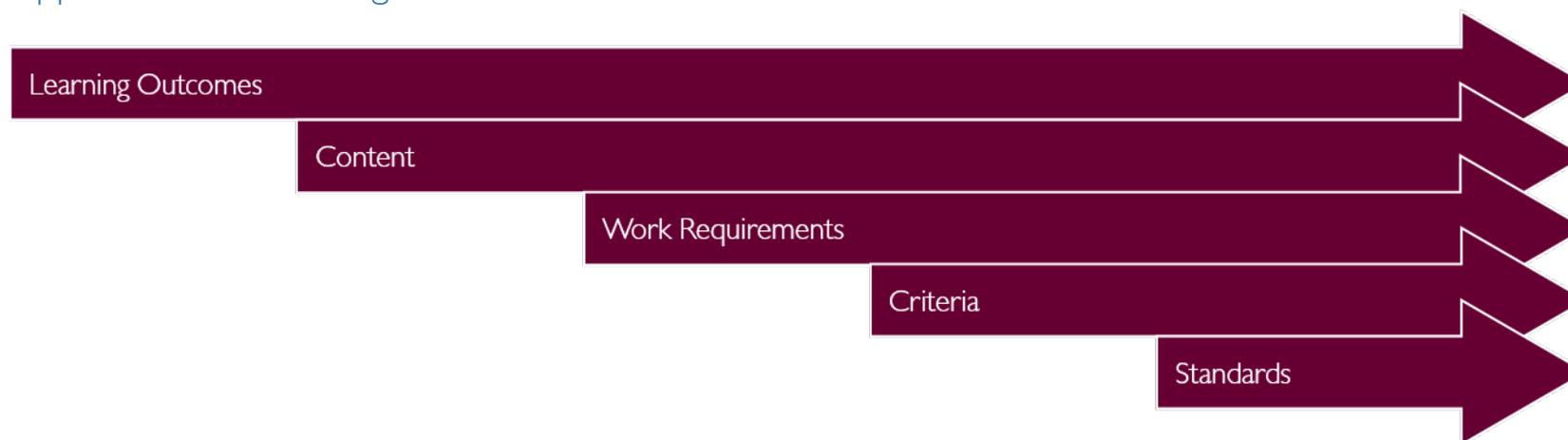
Course Developer

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

Accreditation and Version History

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

Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. demonstrate personal and social capability skills and understanding	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3,4	GC: 
2. analyse 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. analyse 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: 

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
4. communicate information, observations, and ideas	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3,4	GC: 
5. Analyse 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: 
7. evaluate 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 3 Reflective journal

Mode /Format: Reflective Journal

Description: The Reflective Journal will feature personal observations, connections, and responses to practical activity sessions along with periodic review and summaries. Teacher review and feedback would typically follow a regular 4–6 week cycle. Providers and learners will have agency in deciding on the products and mechanisms used to gather, store and share the recorded information.

Size: 2–3 hours (100–150 words after each session, 250 words for 4–6 weekly interim reviews)

Timing:

Learners should regularly spend 15–20 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. Consideration of observed industry sector practices should be included in class discussions following activities and lead to personal reflection added as part of the journal.

External agencies: Some experiences may involve external agencies and/or venues.

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

Focus Area: Professional Studies

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

Mode /Format: Multimodal presentation

Description: The Collaborative Outdoor Leadership Activity will involve group preparation, implementation and presentation of post-event reflection and review. The mode of presentation for the final product will be chosen by learners but it must be digitally recorded and stored in the folio. Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store and share the recorded information.

Size: 4–6 hours

Timing: Culminating task for Planning Outdoor Activities 3

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

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

Focus Area: Professional Studies

Title of Work Requirement: Digital folio/essay

Mode /Format: Multimodal presentation

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

Size: 2–4 hours

Timing: Culminating task for Outdoor Specialisation 3A

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

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

Module 2 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Comparative review scenario

Mode /Format: Multimodal presentation

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

Size: 4–6 hours

Timing: Following suitable content coverage within Outdoor Specialisation 3A

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

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

Focus Area: Professional Studies

Title of Work Requirement: Individual Outdoor Leadership Project

Mode /Format: Reflective Report

Description: The Individual Outdoor Leadership Project will involve preparation, implementation and post-event reflection and review. Learners will individually plan, conduct, lead and report on an adventure activity. The mode of presentation for the final product will be chosen by learners but must be digitally recorded and stored in the folio. Providers and learners will have agency in deciding on the tools and mechanisms used to gather, store and share the recorded information.

Size: 6–8 hours

Timing: Major task featuring late in Group Leadership 3

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

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

Module 3 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Case Study and Investigation

Mode /Format: Resolved product - presentation

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

This task has two parts.

Part One – short individual case study investigation and report on a teacher approved state/national/global topic or emerging issue threatening the sustainability of an outdoor recreation venue, activity, or group of activities

Part Two - undertake critical thinking and collaboration to produce and share an industry-aligned design solution to approach the challenge of managing the growth of a selected outdoor recreation activity/area whilst addressing both accessibility and sustainability.

Size: 4–6 hours

Timing: Culmination of Humans, Nature and Sustainability 3

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

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

Focus Area: Professional Studies

Title of Work Requirement: Inquiry-based Group Project

Mode /Format: Presentation mode to be determined by learners

Description: Learners will work in a small group to conduct an inquiry and produce a summary report and model. For a specific area or sector of outdoor recreation or adventure tourism, learners will review trends and opportunities, professional standards and sustainability practices, and research-based projections. Use these to inform and produce a group product depicting a future vision and development model.

Size: 3–4 hours

Timing: Culmination of Outdoor Recreation and Adventure Tourism Industry 3

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

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

Focus Area: Professional Studies

Title of Work Requirement: Industry Connection

Mode /Format: Exhibition

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

Timing: Culmination of Outdoor Specialisation 3B

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

Relevant Criterion/criteria: Criteria 1, 2, 3, 4, 5, 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	https://medium.com/ag-e-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 https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/ 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
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>https://nationalindustryinsights.aisc.net.au/industries/sport-fitness-and-recreation/outdoor-recreation</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>ACARA</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.	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
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
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

Term	Definition	Source Acknowledgement	Course Context
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