

Outdoor Experiences

| LEVEL 1 | 5 TCE CREDIT POINTS |
|---------------------------------|------------------------|
| COURSE CODE | EXP105118 |
| COURSE SPAN | 2018 — 2025 |
| READING AND WRITING STANDARD | NO |
| MATHEMATICS STANDARD | NO |
| COMPUTERS AND INTERNET STANDARD | NO |

This course was delivered in 2023. Use [A-Z Courses](#) to find the current version (if available).

Outdoor Experiences provides an opportunity for learners to connect with a range of outdoor activities

It will help build a positive lifelong health culture in Tasmania and physical literacy, both individually and across the wider community.

Course Description

Outdoor Experiences is designed to foster the development of learner independence and self-sufficiency within the context of outdoor recreational activities

Through practical experiences in **two or more** outdoor recreation activities (typically containing an element of adventure) the learner will develop a variety of skills and knowledge.

The following elements are central to this course:

- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

These elements shape the way in which learners:

- think about themselves and their experiences
- learn sustainable environmental practice
- learn to be effective members of a group
- communicate with others
- solve basic problems associated with outdoor activities
- understand and apply safe practice in an outdoor-based adventure environment.

Rationale

Outdoor Experiences introduces learners to the Outdoor Learning group of the Health and Physical Education(HPE) course suite. Tasmania is acknowledged internationally as a destination for a diverse range of quality outdoor recreation experiences.* Our unique world-class natural heritage provides learners with an ideal setting and opportunity to experience national benchmark senior secondary courses in Outdoor Learning.

Tasmania is aiming to become the nation's fittest state.** For this to occur our state will need to foster a generation of lifelong learners who embrace and enjoy active participation in regular physical activity.

Outdoor Experiences provides an opportunity for learners to connect with a range of outdoor activities. It will help build a positive lifelong health culture in Tasmania and physical literacy, both individually and across the wider community.

Outdoor Experiences exposes learners to selected leisure activities, outside the scope of sport or competition, and allows them to explore the physical, social, emotional and spiritual benefits of high-quality outdoor recreation experiences. Learners also consider the importance of sustainable practice to help protect our natural environments for future generations. This course provides an introduction to responsible, safe, and environmentally sustainable practice.

*(<https://www.lonelyplanet.com/australia/tasmania>, Aug, 2015, <http://www.discovertasmania.com.au/> accessed Oct, 2016)

** (Healthy Tasmania Five Year Strategic Plan, Dec 2015)

Aims

Outdoor Experiences is a Level 1 course in the Outdoor Learning group of the Health and Physical Education (HPE) suite of courses. It provides learning experiences that engage and develop learners in an holistic way.

Outdoor Experiences offers the learner personal challenges across three domains:

- physical (activities requiring learners to be active at a variety of levels)
- cognitive (thinking and asking questions)
- emotional (feelings about, and engagement with, the physical and social self).

Outdoor Experiences aims to provide learners with:

- a broad appreciation of Outdoor Education philosophy and approaches
- basic skills, technical knowledge and awareness of the natural environment that will enable them to safely participate in a range of outdoor activities and challenges
- opportunities to develop self-management, personal, social and interpersonal skills
- positive lifestyle habits and behaviours to support lifelong health.

Outdoor Experiences encourages learners to develop an understanding of self, to foster positive relationships with others and the natural environment and contribute towards achieving an ecologically sustainable world.

Learning Outcomes

On successfully completing this course, learners will be able to:

1. apply basic skill sets and techniques related to specific outdoor recreation activities
2. describe and use personal organisational skills
3. communicate to others ideas and information about outdoor recreational activities
4. identify and summarise basic safety practices in specific outdoor recreation activities
5. describe and employ sustainable outdoor environmental practices
6. set and reflect on personal goals related to outdoor recreational activities.

Access

Learners must have the capacity to demonstrate fundamental movement skills applicable to selected outdoor activities to ensure that safety elements and educational challenges are aligned at an appropriate level. The capacity to work in teams and interact with others are fundamental aspects of this course.

Learners with physical disabilities can access this course and receive an award commensurate with their demonstrated ability to successfully meet the criteria and standards.

Pathways

Outdoor Experiences Level 1 builds on foundation concepts emerging from the cross curricular approaches of the Australian Curriculum F-10:

These [Curriculum Connections for Outdoor Learning](#) are designed to address four dimensions:

1. Skills and knowledge
2. Human–nature relationships
3. Conservation and sustainability
4. Health and wellbeing

Cross-curriculum experiences may be organised and delivered through Outdoor Learning in Health and Physical Education, Humanities and Social Sciences, Geography, Science,;

Outdoor Learning F-10 also provides opportunities to develop the [General capabilities](#) particularly:

- Personal and Social Capability,
- Critical and Creative thinking
- Ethical understanding

Outdoor Experiences Level 1 also 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](#).

Learners completing Outdoor Experiences may use it as a basis for a wide range of personal, vocational education and training options. Outdoor Experiences provides a pathway to HPE courses such as Outdoor Education Level 2 and Physical Recreation Level 2, and VET Certificate II in Outdoor Recreation.

After completing Outdoor Experiences, vocational pathways may include, but are not limited to: guiding; adventure tourism; natural sciences; defence forces; 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.

Resource Requirements

When conducting outdoor experiences providers of this course must ensure that their Risk Management practices and planning meet the requirements of the Department of Education's Handbook for Off Campus Activities (or equivalent), which are aligned with the Australian Adventure Activity Standards and equipment/facilities depending on activities selected.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgment is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 5.

Course Requirements

Learners studying Outdoor Experiences must undertake at least **two (2)** outdoor recreation activities in the year of study. In undertaking these practical activities learners will be introduced to technical activity skills and associated safety and best practice processes. **The course must be predominantly delivered through practical components using field-based experiences.**

Learners will be provided with opportunities to interact with, and reflect on, their own relationship with the environment. Providers will design experiences to be delivered in an holistic way by providing appropriate learning opportunities which integrate and reinforce key theory concepts while developing practical skills.

Course Content

Learners will develop and apply their learning through experiences in two or more outdoor activities.

Within each outdoor activity undertaken, learners will undertake learning in the:

- basic skills and techniques associated with the activity
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)
- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these goals (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- record the experience, and their reflections on it, in their Outdoor Journal – (see Appendix B for details)
- communicate simple information in field-based contexts (e.g. receiving and passing on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify some personal and group risks associated with the activity
- identify ways in which the outdoor activity impacts on the natural environment
- follow Environmental Conservation Principles (e.g. Leave No Trace) as directed
- verbally contribute to debriefing sessions in a meaningful and constructive manner
- cooperate in a manner which facilitates the attainment of group goals.

Learners must undertake **at least two (2)** outdoor activities that align with different Activity Categories.

Experiences may include (but are not limited to) the specific activities listed below, and may vary, based on learner input and capacity, logistics and resources of the provider.

No more than one specific activity may be selected from each Activity Category.

| Activity Category | Specific Activity |
|---------------------------------|--|
| Boating and Sailing | <ul style="list-style-type: none">• dinghy and catamaran sailing• board sailing• keel boats and multi hull. |
| Short Bushwalks | <ul style="list-style-type: none">• day coastal walks• day alpine walks. |
| Camping | <ul style="list-style-type: none">• residential and base camps• overnight camps. |
| Flat-water Paddling | <ul style="list-style-type: none">• canoeing or kayaking• stand up paddleboard. |
| Canoeing/Kayaking - White-water | <ul style="list-style-type: none">• up to river grade two water levels• surf kayaking (waves less than 1 metre.) |
| Canoeing/Kayaking - Sea | <ul style="list-style-type: none">• part/single day sea kayaking. |
| Caving | <ul style="list-style-type: none">• horizontal caving which could involve crawling through narrow openings, and climbing up and down short rock faces. |
| Diving | <ul style="list-style-type: none">• snorkelling• free diving. |

| | |
|--------------------------|--|
| Fishing | <ul style="list-style-type: none"> • freshwater fishing • saltwater fishing. |
| Cycling | <ul style="list-style-type: none"> • mountain biking • road cycling. |
| Orienteering | <ul style="list-style-type: none"> • orienteering activities • local courses • courses in bush environments. |
| Rafting | <ul style="list-style-type: none"> • white water rafting on rivers up to grade 3 level. |
| Rock Climbing – Indoors | <ul style="list-style-type: none"> • climbing and abseiling on artificial climbing structures • sport climbing/wall climbing. |
| Rock Climbing – Outdoors | <ul style="list-style-type: none"> • bouldering • top rope climbing (single pitch only). |
| Abseiling | <ul style="list-style-type: none"> • indoors • outdoors. |
| Snow Activities | <ul style="list-style-type: none"> • downhill skiing • snowboarding • cross country skiing within confines of a managed area. |
| Small Wheel Activities | <ul style="list-style-type: none"> • skate board • long board • roller skate / blade. |
| Surfing (Introductory) | <ul style="list-style-type: none"> • surf swimming • body boarding • surfboard riding • surf/wave ski. |

Work Requirements

Learners are required to create and maintain an Outdoor Journal (see Appendix 2) consisting of a record of each activity session undertaken giving the date and time, and the venue and people involved in the activity. The log will also contain learner reflections on their experiences and learning. These reflections may comprise wordlists, images (e.g. collages, sketches, maps), photos and/or brief paragraphs.

Outdoor Experiences requires all learners to maintain and regularly submit their Outdoor Journal for ongoing feedback and overall assessment purposes.

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 of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. Further information on quality assurance processes, as well as on assessment, is on the TASC website: <http://www.tasc.tas.gov.au>

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Given the highly practical nature of this course, providers should consider the benefits of using tools such as observation checklists, video and photography as means of gathering and recording evidence of assessment.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
 - course delivery plan
 - course assessment plan, assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

This process will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Outdoor Experiences will be based on the learner's ability to:

1. apply basic skills and techniques appropriate to outdoor activities
2. employ basic personal organisational skills
3. communicate basic information and ideas about outdoor experiences
4. recognise and apply safety processes and procedures
5. identify and apply ecologically sustainable practices in outdoor activities
6. identify and reflect on personal goals related to outdoor recreation activities

Criterion 1: apply basic skills and techniques appropriate to outdoor activities

| Rating C |
|--|
| recognises and demonstrates fundamental movement skills appropriate to selected outdoor activities (such as climbing or using a paddle) |
| applies appropriate, basic techniques in selected outdoor activities (such as pitching a tent, using abseiling equipment or packing a daypack) |
| appropriately assists others in the setting-up and packing away of equipment associated with outdoor activities |
| co-operates in multiple outdoor group activities, and works as directed towards group aims/goals. |

Criterion 2: employ basic personal organisational skills

| Rating C |
|---|
| ensures that they meet requirements regarding personal preparedness for activities (for example, having appropriate equipment and clothing at required times) |
| uses checklists detailing personal organisational requirements associated with outdoor activities |
| follows the directions of leaders when undertaking outdoor activities |
| manages their time to be able to meet deadlines (e.g. punctuality, returning forms, Journal submission). |

Criterion 3: communicate basic information and ideas about outdoor experiences

| Rating C |
|---|
| shows they have received and understood essential information communicated to them about selected outdoor activities. The learner does this by correct actions and/or restating the information |
| verbally provides accurate descriptions of the equipment, basic skills requirements and techniques relevant to specific outdoor activities |
| correctly completes checklists detailing personal organizational requirements associated with outdoor activities |
| records their personal involvement in outdoor activities using a range of forms (e.g. verbal, images/photographs, list writing). Their record clearly conveys basic meaning |
| verbally contributes to debriefing and personal reflection sessions. The contribution clearly conveys basic meaning. |

Criterion 4: recognise and apply safety processes and procedures

| Rating C |
|----------|
| |

| |
|---|
| accurately follows directions given by leaders regarding safety processes and procedures associated with outdoor activities |
| recognises major hazards related to their own engagement in outdoor activities, and follows safe procedures |
| verbally describes processes for the safe use of a limited range of outdoor activity facilities and equipment. The description is largely accurate |
| recalls and verbally articulates given emergency procedures related to selected outdoor activities. The learner repeats given emergency procedural instructions accurately. |

Criterion 5: identify and apply ecologically sustainable practices in outdoor activities

| Rating C |
|--|
| correctly identifies and outlines environmental conservation principles relevant to specific outdoor activities |
| verbally describes how their actions during an outdoor activity can impact on the environment. The description is largely accurate |
| correctly chooses and applies environmental conservation strategies relevant to specific outdoor activities. |

Criterion 6: identify and reflect on personal goals related to outdoor recreation activities

| Rating C |
|--|
| identifies and lists appropriate long term personal goals related to their experience and involvement in outdoor activities |
| identifies and selects personally challenging and realistic short term goals that align with longer term goals |
| sets personal goals prior to activities, and post-session or event reflects on these in a constructive manner |
| recognises personal achievements and key experiences and communicates their impact |
| reflects on attainment of measurable, achievable and realistic personal goals related to their involvement in selected outdoor activities. |

Qualifications Available

Outdoor Experiences, Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in Outdoor Experiences Level 1, are as follows:

SATISFACTORY ACHIEVEMENT

C rating (satisfactory standard) in five (5) Criteria

PRELIMINARY ACHIEVEMENT

C rating (satisfactory standard) in three (3) Criteria

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

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Darren Perry (Curriculum Teacher Leader - HPE) and Alison Savage (Guilford Young College) in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 30 July 2017 for use from 1 January, 2018.

This course replaces OXP105113 Outdoor Experiences that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

Appendix 1

| LINE OF SIGHT | | | |
|---|-----------|--|--|
| Learning Outcome | Criterion | Elements | Content / Work Requirements |
| apply basic skill sets and techniques related to specific outdoor recreation activities | 1-4, 6 | C1 E 1-4 C2 E 1-4 C3 E 1-5 C4 E 1-5 C6 E 1-5 | Practical Activities and aligned Outdoor Journal Records |
| describe and show personal organisational skills | 1-4, 6 | C1 E 1-4 C2 E 1-4 C3 E 1-5 C4 E 1-5 C6 E 1-5 | Practical Activities and aligned Outdoor Journal Records |
| communicate to others ideas and information about outdoor recreational activities | 2,3,5,6 | C2 E 2 C3 E 1-5 C5 E 1-3 C6 E 1-5 | Practical Activities and aligned Outdoor Journal Records |
| identify and summarise basic safety practices in specific outdoor recreation activities | 3,4 | C1 E 1-3 C2 E 1-3 C3 E 1-5 C4 E 1-4 | Practical Activities and aligned Outdoor Journal Records |
| describe and employ sustainable outdoor environmental practices | 3,5 | C3 E 1-5 C5 E 1-3 | Practical Activities and aligned Outdoor Journal Records |
| set and reflect on personal goals related to outdoor recreational activities | 2,3,6 | C2 E 1-4 C3 E 1-5 C6 E 1-5 | Practical Activities and aligned Outdoor Journal Records |

Appendix 2

Throughout the course of study all learners undertaking the *Outdoor Experiences* Level 1 course must use and submit a Journal as a source of evidence for assessment.

Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organised.

JOURNAL USE

The learner is typically expected to update entries within 48 hours of activities and events.

The Outdoor Journal is a tool to record and support personal reflection, information sharing and collation of relevant resources and materials. Details of specific activities, events, contacts and supporting resources should be recorded in the relevant sections.

JOURNAL CONTENT

The Outdoor Journal must contain (but is not limited to) sections that address the following content:

- Outdoor Recreation Activities
 - Activity name
 - Venue
 - Date and Time
 - People involved
 - Short personal evaluation/reflection
- Visual resources (e.g. collages, sketches, maps, photographs).
- Reflection and Evaluation - (end of unit/block reviews - impact on experiences and learning)
- Learner self-evaluations

Other information that may appear in the Outdoor Journal:

- Teacher feedback
- Local contacts, emergency, weather and other useful numbers or links
- Resources, articles, and links

JOURNAL FORMAT

Content for the Journal may be maintained in a traditional paper-based ledger or folder, stored digitally online, or a combination of both. Tools such as Googledocs/sheets, nols templates and OneNote are recommended as some examples of options to consider to help in creating and maintaining digital Journal entries. Providers and learners must ensure processes are in place to secure and back up this important assessment material.