Outdoor Education

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	OXP215118
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 Education Level 2 offers Tasmanian learners the opportunity to develop a range of personal and interpersonal skills that enable them to relate to, and work more effectively with others in everyday life and promote career opportunities

It supports learners in developing an understanding of self; growing positive relationships with others and the natural environment; and to build capacity to be an effective contributor to group challenges.

Course Description

Outdoor Education Level 2 is designed to foster the development of independence and self-sufficiency within the context of outdoor adventure activities and experiences.

Skills and knowledge will be developed through a mix of both theoretical learning and practical experiences in a range of outdoor activities. Learners will develop expertise, specialised skills and experiences through:

- planning and preparation for chosen activities
- skills and techniques associated with chosen activities
- 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 (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- cooperate in a manner which facilitates the attainment of group goals
- record the experience, and their reflections on it, in their Journal (refer Appendix B). Journal entries can be completed using a variety of written and non-written formats
- communicate simple information in field-based contexts (e.g. receive and pass on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify and manage 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’)
- contribute to debriefing sessions in a meaningful and constructive manner.

Rationale

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.

Outdoor Education Level 2 offers Tasmanian learners the opportunity to develop a range of personal and interpersonal skills that enable them to relate to, and work more effectively with others in everyday life and promote career opportunities. It supports learners in developing an understanding of self; growing positive relationships with others and the natural environment; and to build capacity to be an effective contributor to group challenges.

A key element of Outdoor Learning is to foster an awareness of the natural environment and build responsibility for its care and conservation. These understandings empower learners to contribute towards achieving an ecologically sustainable world. Learners develop an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

Outdoor Education Level 2 provides an opportunity for learners to connect with a range of activities and environments. It will help build a positive lifelong health culture and physical literacy, both individually and across the wider community.

Outdoor Learning provides an opportunity to experience and develop an appreciation of numerous outdoor activities, beyond the scope of sport or competition, and to explore the physical, social, emotional and spiritual benefits of high-quality outdoor experiences.

*https://www.lonelyplanet.com/australia/tasmania (accessed Aug, 2015)

*http://www.discovertasmania.com.au/ (accessed Oct, 2016)

Aims

Outdoor Education is a Level 2 course in the Outdoor Learning group of the Health and Physical Education (HPE) suite of courses.

Outdoor Education Level 2 provides a range of experiences that engage and develop learners in a holistic way. Outdoor activities explicitly use experiences which challenge learners across three domains:

- the physical self (through physical activity)
- the cognitive self (through questioning and reflection)
- the emotional self (exploring themselves and their relationships to others).

Outdoor Education builds learners' capacity to enjoy active participation in a diverse range of activities within the natural environment. During the course learners are exposed to various experiences designed to expand their awareness of, and skills in recognising and dealing with, a range of challenges. The course will expose them to key concepts in: safety, personal development, interpersonal skills, fundamentals of expedition navigation, and environmental awareness.

Outdoor Education aims to provide learners with:

- a broad appreciation of *Outdoor Education* philosophy and approaches
- well-developed personal, social and interpersonal skills
- fundamental skills, technical knowledge and awareness that will enable them to safely participate in a range of activities and challenges
- responsible attitudes towards respecting and protecting the natural environment
- positive lifestyle habits and behaviours to support lifelong health.

The area of Outdoor Learning also provides opportunities for learners to participate in active citizenship and contribute to the wider community. Outdoor Learning has an important role to play in promoting physical and mental health. Given the current intent to become the "nation's fittest state"*, Tasmania will need to foster a generation of lifelong learners who embrace and enjoy active participation in their chosen forms of regular physical activity.

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

Learning Outcomes

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

1. organise personal access, equipment movement, and transport to various activity venues
2. set and reflect on personal goals related to outdoor recreational activities
3. explain and discuss key considerations and skills related to planning for outdoor recreation activities
4. operate as a member of a group to achieve group goals
5. describe and discuss ideas and information about outdoor recreational activities
6. identify and employ appropriate skills and techniques to a range of outdoor recreation activities
7. recognise and apply safety practices in a variety of outdoor recreation activities
8. apply sustainable environmental practices whilst undertaking outdoor experiences.

Access

Learners must have the capacity to demonstrate fundamental technical 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 Education Level 2 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 Education Level 2 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 Education* Level 2 may use it as a basis for a wide range of personal, vocational and further education and training options.

Outdoor Education Level 2 provides a pathway to a range of options in the adventure tourism industry and also may lead to further study such as Outdoor Leadership Level 3 and/or VET Certificate III – Outdoor Recreation or a range of tertiary studies.

After completing *Outdoor Education* Level 2 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.

Outdoor Education is an evolving, dynamic and technology-connected area. Research tasks and presentations will require students to be able to access a range of suitable digital software and hardware.

Course Size And Complexity

This course has a complexity level of Level 2.

At Level 2 the student is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at Level 2 are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

In Outdoor Education Level 2 Units will:

- be addressed via a mixture of theoretical and practical experiences
- not necessarily be delivered as discrete units, but rather be integrated as appropriate with specific outdoor activities.

The balance of time used for the theory and practical components must be appropriate to the learning and assessment requirements of this course. This will require a time ratio of no less than one third theory (approximately 50 hours) and two thirds practical (approximately 100 hours).

Course Requirements

Outdoor Education Level 2 consists of 5 units.

All course units are **compulsory**.

Units 1-4 have a theory focus and are intended for concurrent delivery with the practical elements of Unit 5.

PRACTICAL EXPERIENCES

Students will develop and apply their theoretical learning through experiences in outdoor activities selected from at least 4 (four) of the different activity categories.

The optional activities fall into 2 (two) categories:

- journey (multi-day expeditions) or
- centre-based outdoor adventure activities (one day or less).

Based on student interest and resource availability the provider may focus only on one category however, where circumstances make it viable, providers are encouraged to give learners exposure to a mixture of both journey and centre-based activities.

EXPECTATIONS OF LEARNERS

Learners undertaking this course must be aware of the complexity of the content and the high level of physical activity required. Participants must arrive organised and ready to participate fully in a range of practical outdoor learning experiences which comprise approximately two thirds of this course.

Course Content

Learners must complete all 5 units.

All content will be covered for Units 1-5, and this will involve approximately 50 hours of theory and 100 hours of practical experiences, spread across a range of *at least* (but not limited to) *four different outdoor learning activities and categories*.

Units to be covered:

UNIT 1: PERSONAL DEVELOPMENT
UNIT 2: SOCIAL AND INTERPERSONAL DEVELOPMENT
UNIT 3: SKILLS AND TECHNICAL KNOWLEDGE
UNIT 4: THE ENVIRONMENT
UNIT 5: PRACTICAL EXPERIENCES

UNIT 1: PERSONAL DEVELOPMENT

Learners must engage in:

- goal setting theory associated with personal achievement in outdoor activities (e.g. process goals, short and long term goals, goal setting principles)
- self-management techniques including prioritisation and allocation of resources to personally achieve specified outdoor activity outcomes
- experiencing challenging, 'out-of-the-comfort-zone' unexpected outcomes and confronting tasks, through involvement in planned activities
- using reflective practice to develop a deeper understanding of self, including personal limitations and self-acceptance
- maintaining a journal with entries reflecting on personal performance and self-development.

MINIMUM WORK REQUIREMENTS – UNIT 1 PERSONAL DEVELOPMENT

Requirements	Criterion/a	Example Product*
One (1) goal-setting task (400 words)	1	Use an outdoor adventure activity you have completed to show how you have applied the elements of goal setting theory covered in class.
One (1) oral presentation (3 minutes)	2	Read through your journal to recall your experiences and reactions. Prepare and deliver a 3 minute verbal presentation to a group (minimum of 5 people) comparing and commenting on the challenges, confronting tasks, comfort zone aspects and your personal development through your experiences in at least 2 (two) activities covered during this course.
One (1) reflective journal entry for each of the 4 (four) practical activities (150 words or equivalent)	1	At the conclusion of a learning experience package reflect on the activity, personal performance and impact on self-development using the following questions: • What were some of the main challenges? • What was your role? • List some problems and the processes you went through • What did you learn from the experience?

** when setting tasks providers should look for opportunities to link to authentic experiences from Unit 5*

UNIT 2: SOCIAL AND INTERPERSONAL DEVELOPMENT

Learners must engage in:

- collaborative decision making and problem solving during outdoor activities
- class and group discussions to develop confidence in forming, sharing and consolidating opinion on outdoor activity issues, (e.g. sustainable development,

establishing new marine conservation areas)
- practical experiences to build group relationships (e.g. inclusion, trust, cooperation and collaboration, respecting others and teambuilding)
- communicating information effectively in classroom and field-based contexts.

MINIMUM WORK REQUIREMENTS – UNIT 2 SOCIAL AND INTERPERSONAL DEVELOPMENT

Requirements	Criterion/a	Example Product*
Report - Interacting and working collectively with others (300 words)	3	Choose one activity that you have undertaken during the course. Review your journal entry for that activity completed in Unit 1. Construct a report using the following headings: • Individual and group goal achievement • Decision making and group planning • Interactions and collaboration with others.
Two (2) reflections – Personal and Social capability (200 words or equivalent per reflection). Choose 2 (two) from relationships, communication or interpersonal.	2, 3	Write a comment in your journal reflecting on how you believe the practical experiences to date have impacted on the relationships within the group.OR Using the work covered in class along with some personal research - outline your views on the most effective ways for communicating information in: a) the classroom; and b) the field.

** when setting tasks providers should look for opportunities to link to authentic experiences from Unit 5*

UNIT 3: SKILLS AND TECHNICAL KNOWLEDGE

Learners must engage in:

- navigation including: topographical map; compass; and electronic navigation aides reviewing weather interpretation and the impact weather conditions have on outdoor activities
- identifying clothing and equipment necessary, and appropriate for outdoor activities, as well as how to use and maintain the equipment
- examining communication technologies and the limitations of their use in outdoor activities
- planning and/or cooking of meals to cater for nutritional needs, using and maintaining current food preparation technologies
- managing personal hygiene requirements for healthy participation in outdoor living environments
- recognising basic emergency procedures for maintain the well-being of individuals and those requiring outside assistance appropriate to remote settings
- describing basic first aid with a focus on conditions typically related to 'field activities' (e.g. exposure, hypothermia, dehydration, burn management, sprains, blisters, bleeds, bruises, bites and stings)
- planning and organising outdoor activities taking into account personal limitations, group capability, environmental issues, food, equipment, hazard and risk.

MINIMUM WORK REQUIREMENTS – UNIT 3 SKILLS AND TECHNICAL KNOWLEDGE

Requirements	Criterion/a	Example Product*
One (1) Multi-modal task – impact of weather (300 words)	5	Explain how weather conditions could impact on the enjoyment and safety of a group fishing trip to Binalong Bay.

One (1) Assignment – expedition planning (700 words or equivalent)	1, 4, 5	Using a 2-day overnight journey, outline the management and considerations you would need to take with regard to:- personal hygiene- basic emergency procedures- personal and group gear- first aid and emergency equipment- risk management consideration.
One (1) Food Plan – multi-day trip (250 words)	1, 3, 4	Working in a small group plan your menu, shopping list, and allocation of responsibilities to carry, prepare and manage meals for a 3 day/2 night trip into a chosen venue (eg. Tasmania's Western Lakes). Explain your decisions including those which relate specifically to the individual members of your group.

** when setting tasks providers should look for opportunities to link to authentic experiences from Unit 5*

UNIT 4: THE ENVIRONMENT

Learners must engage in:

- investigate behaviours that reflect 'Leave No Trace' principles and their application to outdoor activities
- identify local environmental issues resulting from impact of human activities
- explore the responsibility of outdoor recreation and government stakeholders in the sustainable use of outdoor environments
- show through written reports, photographs, drawings or other methods of communication, human interactions with the natural environment.

MINIMUM WORK REQUIREMENTS – UNIT 4 THE ENVIRONMENT		
Requirements	**Criterion/a**	**Example Product***
One (1) Presentation – Minimal Impact	6	Create a slideshow, digital presentation, poster, etc. outlining the principles, reasons behind and examples of how we can apply the 'Leave No Trace' philosophy to various outdoor activities
One (1) Investigation – Local Environmental Issue (600 words)	6	Outline a local environmental issue which concerns you. Describe the situation, potential impacts and your ideas for the best management options.
One (1) Visual Presentation – Human Connection to Nature	2, 6	Prepare and present a visual presentation that shows human connection to nature. Conclude with a personal verbal statement about the significance of your own connection to the natural environment.

** when setting tasks providers should look for opportunities to link to authentic experiences from Unit 5*

UNIT 5 – PRACTICAL EXPERIENCES

Learners must:

- develop and apply their theoretical learning through experiences in a minimum of four different outdoor activities from at least 4 different activity categories.
- record entries in an outdoor logbook following the conclusion of all sessions.

Activity Category	**Specific Activity**
Boating and Sailing	• dinghy and catamaran sailing • board sailing • keel boats and multi hull • stand up boarding
Day Bushwalking	• day coastal walks (includes coasteneering) • day alpine walks • day winter walks

Overnight or Multi-day bush walking/ camping	• coastal walks • alpine walks • winter walks
Camping	• residential and base camps • coastal camps • alpine camping • snow camping
Flat-water Paddling	• canoeing or kayaking • stand up paddle boarding • multiday flat water journey
White-water Canoeing/Kayaking	• white-water kayaking/canoeing • surf kayaking • multiday canoeing/kayaking
Sea Canoeing/Kayaking	• day sea kayaking • multiday sea kayaking
Surfing	• surf swimming • body boarding • surfboard riding • surf/wave ski • stand up paddle boarding
Caving	• horizontal caving which involves crawling through narrow openings, fording streams and climbing up and down short rock faces • vertical caving which involves the use of ropes or ladders to ascend or descend vertical drops known as 'pitches'
Diving	• snorkelling • free diving • SCUBA
Fishing	• freshwater fishing • saltwater fishing • fly fishing
Cycling	• track cycling • downhill • mountain biking • road cycling • cycle touring (multiday)
Orienteering	• orienteering activities • local courses • challenging courses in bush/wilderness environments • geocaching
Rafting	• white water rafting

	• multi-day white water rafting
Rock Climbing – Indoors	• climbing and abseiling on artificial climbing structures • sport climbing/wall climbing * lead climbing*
Rock Climbing – Outdoors	• bouldering • top rope climbing • multi-pitch/lead climbing
Abseiling	• indoors • outdoors
Snow Activities	• downhill skiing • snowboarding • cross country skiing • wilderness or remote area skiing • snow walking/camping
Small Wheel Activities	• skate board • long board • roller skate / blade

Minimum Work Requirements – Unit 5 Practical Experiences		
Requirements	**Criteria**	**Example Product**
Logbook entries for each practical session	4	A comprehensive record of all experiences across a range of activities.

OUTDOOR EDUCATION JOURNAL

Students are required to create and maintain a journal consisting of (but not limited to): a record of each activity undertaken giving the date and time; the venue; and people involved in the activity. The records will comprise a mixture of written and non-written texts (e.g. collages, sketches, maps, photographs).

The journal will also contain student reflections on their experiences and learning. As a significant item used to provide evidence for assessment learners must be made aware of the critical importance of diligently keeping records and that the journal will be assessed several times throughout the course.

(For further details on the Journal the refer Appendix B)

Work Requirements

SUMMARY OF MINIMUM WORK REQUIREMENTS			
Unit	**Task**	**Criteria**	**Elements**
1	One (1) goal-setting task (400 words)	1	C1 E3
1	One (1) oral presentation (3 minutes)	2	C2 E1-5
1	One (1) reflective journal entry for each of the 4 (four) practical activities (150 words or equivalent)	1, 4, 5	C1 E1,4,6,7 C4 E4 C5 E6,7
2	Report – Interacting and working collaboratively with others (300 words)	3	C3 E1,3,5
2	Two (2) reflections – relationships (200 words per reflection). Choose 2 (two) from relationships, communication or interpersonal.	2,3	C2 E1-5 C3 E1,3,5
3	One (1) Multi-modal task – impact of weather (300 words)	5	C5 E1-7
3	One (1) Assignment – expedition planning (650 words or equivalent)	1, 4, 5	C1 E1,2, 4-7 C4 E4,5 C5 E6,7
3	One (1) Food Plan – multi-day trip (250 words)	1, 3, 4	C1 E1,2 C3 E1-6 C4 E1-5
4	One (1) Presentation – Minimal Impact	6	C6 E1-4
4	One (1) Investigation – Local Environmental Issue (600 words)	6	C6 E 1-4
4	One (1) Visual Presentation – Human Connection to Nature	2, 6	C2 E1-5 C6 E 1,4
5	Logbook entries for each practical session	4	C4 E1-5

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.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

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

1. identify and implement a range of organisational, planning and review skills
2. communicate ideas and information in a variety of forms
3. choose and display effective personal skills in interacting and working collaboratively with others
4. recognise and apply appropriate skills and techniques across a range of outdoor activities
5. describe and follow safety processes and procedures
6. explain and apply ecologically sustainable practices.

Standards

Criterion 1: identify and implement a range of organisational, planning and review skills

The learner:

Rating A	Rating B	Rating C
identifies own equipment and associated needs for outdoor activities, including a wide range of contingencies for possibility of changed conditions	identifies own equipment and associated needs for outdoor activities, including some contingencies for possibility of changed conditions	identifies own equipment and associated needs for outdoor activities, including some consideration of the possibility of changed conditions
accurately follows direction regarding personal preparedness* for outdoor activities, and assists others to do so	accurately follows direction regarding personal preparedness* for outdoor activities	follows direction regarding personal preparedness* for outdoor activities
sets short-, medium-, and long-term goals which are measurable, achievable and realistic	sets short- and medium-term goals which are measurable, achievable and realistic	sets basic short-term goals which are measurable, achievable and realistic
provides review of planning and conduct of outdoor activities against success indicators, including recommendations for future improvements	provides review of planning and conduct of outdoor activities against success indicators	provides basic review of planning and conduct of outdoor activities against agreed success indicators
identifies changes in situations and conditions affecting outdoor activities and responds appropriately	identifies changes in situations and conditions affecting outdoor activities and follows directions as required	follows directions as required in order to address changes in situations and conditions affecting outdoor activities
explains connections between current activities and their possible impact on future outdoor activities	describes some connections between current activities and their possible impact on future outdoor activities	articulates some connections between current activities and their possible impact on future outdoor activities
reflects in writing on progress towards meeting personal goals, assesses progress and plans future actions.	reflects in writing on progress towards meeting personal goals and plans future actions.	reflects in writing on progress towards meeting personal goals.

*For example, being at the appointed place, with the correct equipment, at the specified time.

Criterion 2: communicate ideas and information in a variety of forms

The learner:

Rating A	Rating B	Rating C
clearly conveys ideas and information to the intended audience	conveys ideas and information to the intended audience	conveys basic ideas and information to the intended audience
includes the correct use of a wide range of relevant specialised terms*	includes the use of a range of specialised terms.* The usage of such terms is generally correct	includes the use of some specialised terms.* The usage of such terms is generally correct
uses a broad range of appropriate methods, forms, styles and devices	uses a variety of methods, forms, styles and devices	uses a limited range of methods, forms and devices
utilises a broad range of appropriate technologies to make, edit and present their work	utilises a range of appropriate technologies to make, edit and present their work	utilises a limited range of appropriate technologies to make, edit and present their work

correctly spells common and specialised words, and uses grammar, punctuation and complex sentence structure to clearly convey meaning.	correctly spells common words and most specialised terms, and uses basic grammar, punctuation and sentence structure to convey meaning.	correctly spells most common words and uses simple punctuation and sentence structure to convey basic meaning.

* 'specialised terms' include those related to: specific outdoor activity equipment (and its parts); and processes or techniques used in specific activities.

Criterion 3: choose and display effective personal skills in interacting and working collaboratively with others

The learner:

Rating A	Rating B	Rating C
assesses scenarios involving effective use of personal collaborative and adaptive skills in response to changed task demands or group dynamics	explains scenarios involving effective use of personal collaborative skills in response to changed task demands or group dynamics	describes scenarios involving effective use of personal collaborative skills in response to changed task demands or group dynamics
effectively balances focus between both personal tasks and shared group goals and tasks	maintains focus on both personal tasks and shared group goals and tasks	maintains personal task focus for agreed periods and carries out assigned duties
compares, chooses and applies approaches that support working respectfully and cooperatively with others	explains, chooses and applies approaches that support working respectfully and cooperatively with others	recognises, chooses and applies approaches that support working respectfully and cooperatively with others
uses a broad range of strategies and approaches* to achieve group goals	uses a range of strategies and approaches* to achieve group goals	uses a limited range of strategies and approaches* to achieve group goals
identifies a wide range of individual differences affecting group dynamics and responds appropriately	identifies a range of individual differences affecting group dynamics and responds appropriately	identifies basic individual differences affecting group dynamics and responds appropriately
reviews processes of group planning and implementation of activities.	provides basic reviews of the processes of group planning and implementation of activities.	provides basic reviews of group planning.

*This may include appropriate use of language, delegation, negotiation, collaboration and motivational strategies.

Criterion 4: recognise and apply appropriate skills and techniques across a range of outdoor activities

The learner:

Rating A	Rating B	Rating C
classifies and performs a wide range of skills within each of the outdoor activities studied	selects and performs a range of skills within each of the outdoor activities studied	identifies and performs fundamental skills within each of the outdoor activities studied
successfully executes fundamental movement and physical skills* appropriate to a wide range of outdoor activities	successfully executes fundamental movement and physical skills* appropriate to a range of outdoor activities	successfully executes fundamental movement and physical skills* appropriate to a limited range of outdoor activities
correctly applies advanced techniques and routines to perform skills ** in a range of outdoor activities	correctly applies techniques and routines to perform skills in an effective and	correctly applies basic techniques** and routines to perform skills in a range of outdoor activities

	consistent manner** in a range of outdoor activities	
explains the use of specialised equipment used in a range of outdoor activities. Generally is able to self-correct	discusses the use of specialised equipment used in a range of outdoor activities. Requires limited feedback to make corrections	follows directions in the use of specialised equipment used in a range of outdoor activities. Requires feedback and support to make corrections
appropriately assists others in following routines for safely setting-up, using and packing away of equipment. Consistently reflects and suggests options for refining or reinforcing processes.	appropriately assists others in following routines for safely setting-up, using and packing away of equipment. Contributes to discussion on refining or reinforcing processes.	follows routines for safely setting-up, using and packing away of equipment. Makes limited contributions to discussion on refining or reinforcing processes.

* Illustrative examples of movement and physical skills include, but are not limited to: climbing; paddling; throwing; balance; and hand-eye coordination.

** Illustrative examples of techniques include, but are not limited to: pitching a tent; using abseiling equipment; casting a line; packing a back-pack; waxing a surfboard; safety-checking a bike; making an outdoor cooking fire; and cleaning equipment prior/after use.

Criterion 5: describe and follow safety processes and procedures

The learner:

Rating A	Rating B	Rating C
accurately describes given emergency procedures	accurately summarises given emergency procedures	accurately repeats given emergency procedures
accurately describes varying levels of personal and group hazards related to a range of outdoor activities	identifies personal and group hazards related to a range of outdoor activities	identifies major personal hazards related to a range of outdoor activities
explains safety processes and procedures for a range of outdoor activities and details the specific risks they address	describes safety processes and procedures for a range of outdoor activities	identifies basic safety processes and procedures for a range of outdoor activities
discusses the significance of a range of safety processes and procedures, and explains how they address risks	describes the significance of a range of safety processes and procedures	identifies limited reasons why specific safety processes and procedures are necessary
explains and correctly uses a range of safety equipment associated with specific outdoor activities*	describes and correctly uses safety equipment associated with specific outdoor activities*	identifies and correctly uses safety equipment associated with specific outdoor activities*
explains and follows established safety procedures for the use of equipment and facilities	discusses and follows established safety procedures for the use of equipment and facilities	identifies and follows established safety procedures for the use of equipment and facilities
responds to real or hypothetical scenarios with high levels of awareness of both personal and peer safety. **	responds to real or hypothetical scenarios with awareness of both personal and peer safety.**	responds to real or hypothetical scenarios with awareness of personal safety.

*Illustrative examples of safety equipment include: pads and padding; safety ropes and harnesses; helmets; devices for calling assistance; and floatation devices.

**including foreseeing and warning others of risks and potential hazards (e.g. reports potential hazards, reports or appropriately corrects unsafe practice of others).

Criterion 6: explain and apply ecologically sustainable practices.

The learner:

Rating A	Rating B	Rating C
examines ways in which human activity (own and others) impacts on the environment	describes ways in which human activity (own and others) impacts on the environment	identifies some of the ways in which human activity (own and others) impacts on the environment
correctly identifies and explains a variety of ecological sustainability principles and strategies* as they relate to a range of outdoor activities	correctly identifies and discusses ecological sustainability principles and strategies* as they relate to a range of outdoor activities	correctly identifies basic ecological sustainability principles and strategies* as they relate to specific outdoor activities
correctly examines and applies 'leave no trace' practices in a range of outdoor activities, and assists others to do so	correctly explains and applies 'leave no trace' practices in a range of outdoor activities	correctly defines and applies 'leave no trace' practices as directed
compares aims/motivations** of people interacting with the natural environment and evaluates environmental impact.	describes aims/motivations** of people interacting with the natural environment.	identifies limited range of aims/motivations** of people interacting with the natural environment.

* Illustrative examples of ecological sustainability principles and strategies include: 'minimal impact'; and 'Leave No Trace'.

** Illustrative examples of aims/motivations include: physical exertion; solitude; excitement; peace; socialisation; and spirituality.

Qualifications Available

Outdoor Education Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in Outdoor Education Level 2 are as follows:

Exceptional Achievement (EA)
5 'A' ratings, 1 'B' rating

High Achievement (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

Commendable Achievement (CA)
4 'B' ratings, 2 'C' ratings

Satisfactory Achievement (SA)
5 'C' ratings

Preliminary Achievement (PA)
3 'C' ratings

A student who otherwise achieves the rating for a 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 forwarded 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 Alison Savage (Guilford Young College), Kristen Kelly (St. Helens DHS), and Darren Perry (CTL-HPE)] in the development of this course.

Expectations Defined By National Standards

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 *Outdoor Education* (OXP215113) 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 – Minor amendments to work requirements. 25th January 2019

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

Appendix 1

OUTLINE OF OUTDOOR EDUCATION LOGBOOK REQUIREMENTS

Throughout the year of study all learners undertaking the Outdoor Recreation Level 2 course must use and submit a logbook as a major source of evidence for assessment. Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organized.

Logbook Content

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

- Activity Type
    - Trip name
    - Venue
    - Date and Time
    - People involved
    - Role
    - Conditions
- Other information that could appear in the logbook:
    - Visual resources (e.g., maps, photographs).
    - Teacher verification
    - Local contacts, emergency, weather and other useful numbers or links
    - Travel and Accommodation details
    - Resource links

Format

Content for the logbook may be maintained in a traditional paperbased ledger or folder, stored digitally online, or a combination of both. Tools such as Googledocs/sheets, nolrs templates and OneNote are examples of products that can help in creating and maintaining digital logbook entries. Providers and learners must ensure processes are in place to secure and back up this important assessment material.

Appendix 2

Adventure education
The promotion of learning through adventure centred experiences.

Adventure tourism
Involves travel in unusual, exotic, remote, or wilderness destinations. Travelers are highly engaged in involvement with activities that include perceived (and possibly actual) risk, and potentially requiring specialized skills and physical exertion.

Centre based experience
An outdoor activity which is managed around a central site or facility. The activity generally runs for a part day (but may also be longer - eg a multi-day camp) and uses the unique setting and/or resources of the site.

Community health
Community health focuses on work within defined communities to maintain and improve the health and wellbeing of all people through collective action.

Conservation
The idea of using the Earth's resources but in a sustainable manner. This means using renewable resources at a rate which ensures they are able to self-replenish.

Dimensions of health
These are the variables that influence an individual's level of overall health. The variables, frequently referred to as dimensions, are physical, social, emotional, mental and spiritual.

Emotional health
The ability to recognise, understand and effectively manage emotions and use this knowledge when thinking, feeling and acting.

Ecologically sustainable practice
Relates to the capacity to meet the needs of the present generation, without hindering future generations from being able to meet their needs. This means using our natural resources wisely in the short-term so that these resources continue to be available in the long-term.

Journey based experience
Refer to travel based experiences which range from base camp supported short overnight trips right through to fully independent multi-day expeditions. Journeys can be supported (e.g. cycle touring with vehicles carrying gear and provisions) or fully independent, where participants carry all their gear and food for the duration of the experience (such as bushwalking in wilderness areas).

Mental health
A person's cognitive and thinking processes, the capacity to think coherently, express thoughts and feelings and respond constructively to situations.

Minimal Impact
Is a code of practice for users of natural areas designed to maintain the ecological and intrinsic values (ie. scenic amenity, cultural heritage and water catchment) of natural settings for outdoor recreation. In Australia, one of the few comprehensive MI education initiatives was the "Minimal Impact Bushwalking" (MIB) campaign developed in Tasmania.

Nature
The phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations.

Outdoor Education
Experiential learning in, for, or about the outdoors. The term 'outdoor education', however, is used broadly to refer to a range of organized activities that take place in a variety of ways in predominantly outdoor environments. Common definitions of outdoor education are difficult to achieve because interpretations vary according to culture, philosophy, and local conditions.Outdoor Learning Purposeful and planned experience in the outdoors. Outdoor Learning is a broad contemporary term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in challenge and adventure activities. Outdoor Learning helps people of all ages, backgrounds and abilities reflect and learn about themselves, each other and their environment. Outdoor Learning programs sometimes involve residential or journey wilderness-based experiences involving adventurous challenges and outdoor activities.

Outdoor Recreation
Physical activity in outdoors or natural settings, which provides opportunities to connect individually, in small groups or as a community to the outdoor environment.

Physical activity
Physical activity is the process of moving the body that results in energy expenditure. Physical activity is a broad term that includes playing sport, fitness activities, exercise, activities such as dance, yoga, tai chi, everyday activities such as walking to work, household chores, gardening and many forms of active recreation.

Physical fitness
Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations. It is commonly conceptualised as being made up of: health-related components (such as cardiovascular fitness, flexibility, muscular endurance, and strength) and skill-relate.

Recreation
Recreation is activity that people enjoy participating in during their free time and is recognised as having socially redeeming values. Active recreation requires physical exertion.

Resilience
The capacity to deal constructively with change or challenge, allowing the person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions.

Sense of self
Sense of self refers to an individual's perception of their own identity and how they perceive their place in the world in relation to a range of personal characteristics and cultural norms and expectations.

Social health
Social health applies to both societies and individuals. The social health of a society is defined by how well the society affords every citizen the opportunity to access the goods and services critical to functioning as a contributing member of society. Social health is also concerned with how individuals interact with the people around them, social institutions and social values and norms.

Spiritual health
A positive sense of belonging, meaning and purpose in life. It includes values and beliefs that influence the way people live.

Stakeholder
A person or group who has an interest in or investment in an event, proposal or action and who is impacted by and cares about the management/decisions and/or outcomes.

Text types:

Personal response

- expresses a personal opinion supported with details, examples, facts, and evidence. Support may take the form of personal experience and/or evidence from valid sources.

Analytical response

- identifies and analyses key elements and ideas, evaluates arguments, issues and draws reasoned and rational conclusions and suggestions

Multimodal response

- defined in the Australian Curriculum as the strategic use of 'two or more communication modes' to make meaning, for example image, gesture, music, spoken language, and written language. This may include use of ICT to research, generate or manage the presentation of material.

Reflective response

- focus is on key ideas or issues and reflection on how they relate to the learners own experiences, attitudes or observations. May also involve discussion of interpretations by others and projection of how ideas could be applied or misunderstood.

Comparative response

- reflects on at least two positions or viewpoints on an issue, concept or event. Examines and considers areas of both alignment and differences before drawing conclusions.

Digital presentation

- uses ICT as the primary tool to create and deliver content. May also be part or fully utilised to form a multimodal response.

Wellbeing
Wellbeing relates to a sense of satisfaction and happiness, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.

Appendix 3

APPENDIX A - LINE OF SIGHT

Learning Outcome	Criterion	Elements	Unit
• organise personal access, equipment, and transport to activity venues	1	C1 E 1-5	1 and 4
• set and reflect on personal goals related to outdoor learning activities	1	C1 E 3-7	1, 3 and 4
• explain and discuss key considerations and skills related to planning for ouydoor recreation activities	1 4	C1 E 1,2,6 C4 E 1-5	1, 3, 4, and 5
• operate as a member of a group to achieve group goals	4 5	C4 E 4-5 C5 E 7	1, 3, 4 and 5
• describe and discuss ideas and information about outdoor recreational activities	2	C2 E 1-5	1, 3, 4 and 5
• identify and employ appropriate skills and techniques to a range of outdoor recreation activities	3	C3 E 1-6	1, 3 and 4
• recognise and apply safety practices in a variety of outdoor recreation activities	5	C5 E 1-7	3 and 4
• identify and describe sustainable environmental practices and their application in the outdoors	6	C6 E 1-4	1 and 5

Tasmanian Government

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