

Outdoor Experiences

LEVEL 1		5 TCE CREDIT POINTS
COURSE CODE	OXP105113	
COURSE SPAN	2013 — 2017	
READING AND WRITING STANDARD	NO	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	NO	

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

Outdoor Experiences is a Level 1 course in the Outdoor Education learning area

It provides learning experiences that engage learners in an holistic way. Outdoor Experiences encourages learners to develop an understanding of self and to foster positive relationships with others and the natural environment. Outdoor Experiences offers challenges to the learner's: physical self (activities require learners to be active at a variety of levels), mental self (thinking and asking questions), and emotional self (feelings about, and engage with, the physical and social self). The Outdoor Experiences also aims also to foster an awareness of the natural environment, building responsibility for its care and conservation. These understandings empower learners to: develop positive self-image; interact with others in a collaborative manner; and contribute towards achieving an ecologically sustainable world.

Course Description

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

Through experiences in two or more outdoor recreation activities (typically containing an element of adventure), skills and knowledge will be developed.

Central to this course are the following elements:

- Personal Development
- Social and Interpersonal Development
- Skills and Technical Knowledge
- The Environment.

These elements shape the way in which the 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.

Learners studying Outdoor Experiences will undertake **two or more** outdoor recreation activities. In undertaking these practical activities students will be introduced to technical activity skills and associated safety and best practice processes.

Learners will be provided with opportunities to interact with, and reflect on, their own relationship with the environment.

The course must be delivered through predominantly *practical* components through field-based experiences. Learning and developing skills will be undertaken in an holistic way.

Learning Statement

Outdoor Experiences is a Level 1 course in the Outdoor Education learning area. It provides learning experiences that engage learners in an holistic way. Outdoor Experiences encourages learners to develop an understanding of self and to foster positive relationships with others and the natural environment. Outdoor Experiences offers challenges to the learner's:

- physical self (activities require students to be active at a variety of levels)
- mental self (thinking and asking questions)
- emotional self (feelings about, and engage with, the physical and social self).

The Outdoor Experiences also aims to foster an awareness of the natural environment, building responsibility for its care and conservation. These understandings empower learners to: develop positive self-image; interact with others in a collaborative manner; and contribute towards achieving an ecologically sustainable world.

Rationale

Tasmania is acknowledged internationally as a destination for a diverse range of quality outdoor recreation experiences. Outdoor recreation experiences offer Tasmanian learners the opportunity to develop a range of personal and interpersonal skills that allow them to relate to, and work more effectively with others in everyday life and promote career opportunities.

Tasmania needs young people who understand the physical, social, emotional and spiritual benefits of quality outdoor recreation experiences. Fundamental to exploring a range of outdoor recreation possibilities is developing an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

This course provides an introduction for learners wishing to move into areas of employment where there is a requirement for good team workers who have a well-developed sensitivity to the need for responsible and safe action, as well as environmentally sustainable practice. The Defence forces, State Police, 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.

Learning Outcomes

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

1. personal organisational skills
2. the ability to set and reflect on personal goals related to outdoor recreational activities
3. the ability to communicate to others ideas and information about outdoor recreational activities
4. basic skill sets and techniques related to specific outdoor recreation activities
5. understanding of basic safety practices in specific outdoor recreation activities
6. understanding of sustainable environmental practises and their application in the outdoors.

Access

The capacity to demonstrate fundamental movement skills applicable to selected outdoor activities is required in the course. Teamwork and interaction with others is a fundamental aspect of this course.

Pathways

Learners completing Outdoor Experiences may use it as a basis for a wide range of personal, vocational and further education and training options.

Outdoor Experiences provides an excellent pathway to Level 2 courses in outdoor education and related fields, and VET Certificate II in Outdoor Recreation.

The vocational pathways after the completion of this course include, but are not limited to: guiding; adventure tourism; natural sciences; defence forces; training academies.

Resource Requirements

When conducting outdoor experiences providers of this course must 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*.

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 judgement 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 Content

Learners will develop and apply their learning through experiences in **two or more** outdoor activities. These are to be chosen from the list below, based on learner interest and the resources of the provider. **No more than one specific activity can be selected from each activity type.**

Within each outdoor activity undertaken, students 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 (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 logbook (note: these can be done using a variety of written and non-written formats)
- communicating simple information in field-based contexts (e.g. able to receive and pass 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
- co-operate in a manner which facilitates the attainment of group goals.

Learners will undertake **two or more** outdoor activities. These are to be chosen from the list below, based on learner interest and the resources of the provider. **No more than one specific activity can be selected from each activity type.**

Activity Type	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">• Coastal walks• Alpine walks
Camping	<ul style="list-style-type: none">• Residential and base camps• Overnight camps
Flat-water Canoeing/Kayaking	<ul style="list-style-type: none">• Flat water canoeing or kayaking in a fixed location
White-water Canoeing/Kayaking	<ul style="list-style-type: none">• Journey or activity venue on rivers to grade two water levels• Small surf wave (less than 1 metre) kayaking
Sea Canoeing/Kayaking	<ul style="list-style-type: none">• Up to full day sea kayaking journey
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">• Fishing can take place among rocks, on rivers or in the sea.

Cycling	<ul style="list-style-type: none"> • Mountain biking • Road Cycling
Orienteering	<ul style="list-style-type: none"> • Orienteering activities ranging from local courses to courses in bush environments
Rafting	<ul style="list-style-type: none"> • White water rafting on rivers to grade three level
Rock Climbing – Indoors	<ul style="list-style-type: none"> • Climbing and abseiling on artificial climbing structures such as 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 the confines of a managed area
Small Wheel Activities	<ul style="list-style-type: none"> • Skate boarding • Long boarding • Roller skating/blading
Surfing (Introductory)	<ul style="list-style-type: none"> • Surf swimming • Body boarding • Surfboard riding • Kneeboard riding

Work Requirements

Learners are required to create and maintain a personal activity logbook consisting of a record of each activity 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.

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. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

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.

Quality Assurance Process

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

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

Process – each course provider will be required to keep assessment records for all learners. These will be centrally archived in electronic or paper form by the provider for a period of five (5) years. TASC reserves the right to conduct an audit of these records at any time during the five year period. TASC reserves the right to conduct an audit of learner activity logbooks. Such evidence of learner work would only be required for the academic year in which a learner was enrolled in the course. Archive copies would not be required.

Criteria

The assessment for Outdoor Experiences Level 1 will be based on whether the learner can:

1. Demonstrates basic skills and techniques appropriate to outdoor activities
2. Demonstrates basic personal organisational skills
3. Communicates basic information and ideas about outdoor experiences
4. Demonstrates understanding and application of safety processes and procedures
5. Identify and apply ecologically sustainable practices in outdoor activities.

Standards

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

The learner:

Rating C
consistently 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 group activities and works towards the achievement of group aims/goals in selected outdoor activities.

Criterion 2: Demonstrates basic personal organisational skills

The learner:

Rating C
ensures that they meet requirements regarding personal preparedness for activities (for example, have appropriate equipment and clothing at required times)
uses checklists detailing personal organisational requirements associated with outdoor activities
sets personal goals related to their involvement in outdoor activities, and reflects on these in a constructive manner
sets personal goals related to their involvement in selected outdoor activities. These goals are measurable, achievable and realistic
follows the directions of leaders when undertaking outdoor activities.

Criterion 3: Communicates basic information and ideas about outdoor experiences

The learner:

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

Criterion 4: Demonstrates understanding and application of safety processes and procedures

The learner:

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.
can verbally articulate 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.

The learner:

Rating C
can correctly identify 'Leave No Trace' strategies relevant to specific outdoor activities.
verbally describes how their actions during an outdoor activity can impact on the environment. The description is largely accurate.
can correctly apply 'Leave No Trace' strategies relevant to specific outdoor activities. The learner consistently applies these strategies.

Qualifications Available

Outdoor Experiences Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT (SA)

PRELIMINARY ACHIEVEMENT (PA)

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 5 ratings.

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

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

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

Department of Education, Tasmania.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – accredited on 14 November 2012.

Appendix

LINE OF SIGHT – Outdoor Experiences Level 1

Learning Outcome	Criterion
<ul style="list-style-type: none">personal organisational skills	1, 2, 3, and 4
<ul style="list-style-type: none">the ability to set and reflect on personal goals related to outdoor recreational activities	1, 2, 3, 4, and 5
<ul style="list-style-type: none">the ability to communicate to others ideas and information about outdoor recreational activities	1, 2, 3, 4, and 5
<ul style="list-style-type: none">basic skill sets and techniques related to specific outdoor recreation activities	1, 2, 3, and 4
<ul style="list-style-type: none">understanding of basic safety practices in specific outdoor recreation activities	1, 2, 3, and 4
<ul style="list-style-type: none">understanding of sustainable environmental practices and their application in the outdoors	1, 3, and 5