BSSS
AUSTRALIAN CAPITAL TERRITORY

DRAFT Outdoor and Environmental Education

A / T / M

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social, and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours ,and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
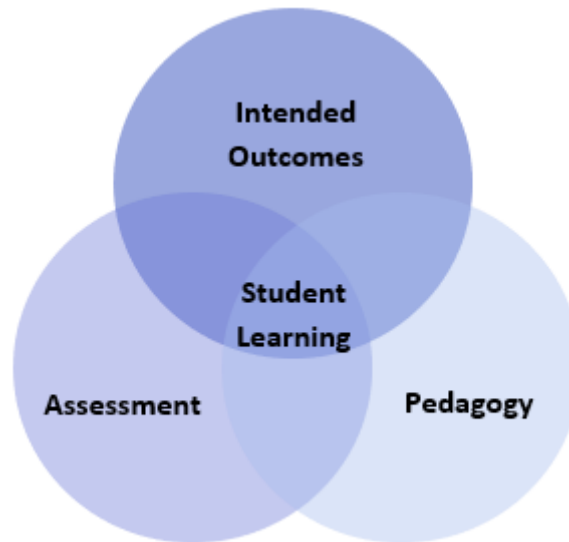
Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Outdoor and Environmental Education assists in the development of literacy by introducing specific terminology used in health, outdoor, physical activity and environmental contexts. Students understand the language used to describe activities, places, products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and outdoor education. Students develop an understanding of the language of outdoor education, team-work and the environment. This is essential in analysing their own and others' interactions and experiences.

Students also learn to comprehend and compose texts related to Outdoor and Environmental Education. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others and express their emotions appropriately in a range of social and physical activity contexts.

Numeracy

This course provides students with opportunities to recognise the mathematics that exists in learning experiences. As they engage with Outdoor Education, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, ecological and sustainability metrics, nutrition, fitness, navigation in the outdoors or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individuals and teams in recreational pursuits. Students interpret and

analyse Outdoor and Environmental Education information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform safe and environmentally responsible behaviour and practices.

Information and Communication Technology (ICT) Capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

This course enhances ICT learning by helping students to effectively and safely access online information and services to manage their own health and wellbeing and outdoor pursuits. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Outdoor and Environmental Education field. The develop information literacy in learning to discern reliable and useful sources for understanding environmental, education and outdoor education theories, concepts, and models. They also use ICT to develop personalised plans for expedition planning, nutrition and participation.

Critical and Creative Thinking

Outdoor and Environmental Education develops students' ability to think logically, critically and creatively in response to a range of issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and creatively generate and explore original alternatives and possibilities. Students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to outdoor and environmental education issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing in and through the outdoors. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing, and the sustainability of the environment.

Students develop understanding of the processes in Outdoor and Environmental Education associated with physical skills, ways of refining their technique and reflection on their responses to experiences, places and challenges.

Personal and Social Capability

Outdoor and Environmental Education is a key contributor to the development of personal and social capability for all students. Working collaboratively with others develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. They develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities, strengths, weaknesses and self-efficacy, and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values.

They develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities in order to balance their school, home, work and social commitments.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Students examine ethical principles appropriate to different contexts, such as in the community, in relationships, in the natural environment and when using digital technologies such as social media. As students explore concepts and consequences of equitable participation, empathy and respect for the environment, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and outdoor education based contexts.

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, environmental issues and global justice.

The course allows for evaluation of the ethics of the actions and motivations of individuals and groups, in their use of the natural environment, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations. Building ethical understanding through *Outdoor and Environmental Education* will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Intercultural Understanding

This course provides opportunities for students to recognise and respect different ways of thinking about cultural relationships to the environment. They also learn about different individual, group and intergroup participation in outdoor education activity and practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make interact with the outdoors, or how they are able to participate in physical activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. Students gain an understanding of how culture shapes personal and social perspectives and interactions.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

In *Outdoor and Environmental Education,* the Aboriginal and Torres Strait Islander histories and cultures priorities will provide opportunities for all students to appreciate and celebrate the beauty of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact Australia's First Peoples' histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs. Outdoor and Environmental Education explores Aboriginal and Torres Strait Islander cultural heritage and further develops student knowledge of key concepts of country/place, peoples and cultures. In this course students learn about significant places and appreciate the natural environment as a source of well-being.

Asia and Australia's Engagement with Asia

An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

Outdoor and Environmental Education enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of environment, health and the mind-body-spirit connection across the cultures of the Asia region through outdoor and wellness practices.

In *Outdoor and Environmental Education*, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring outdoor experiences in the context of Asia, students develop an understanding of the links between humans, environments and active living practices. They may appreciate the diverse natural environments within the region.

Sustainability

Students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity, social justice and consumerism as these relate to the promotion and maintenance of health and wellbeing. Through outdoor experiences, students are provided with opportunities to develop a connection in and with local environments and to gain an appreciation of the interdependence of the health of people and that of environments.

In *Outdoor and Environmental Education*, students develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities including learning in, and about, the outdoors and active outdoor experiences. As such, they will gain a capacity to advocate and act for a sustainable future.

Outdoor and Environmental Education
A/T/M

Rationale

The study of *Outdoor and Environmental Education* should develop students understanding and awareness of environmental considerations and issues that are present in natural environments. They explore the impact of human activity, specifically recreational pursuits, and their impact on the environment.

Outdoor and Environmental Education provides opportunity for students to engage in and with the natural environment through in place experiences, building connections to the environment. It provides for the opportunity to scientifically study ecosystems and landscapes of local spaces and draw conclusions on their condition.

Students develop technical skills to access natural environments and assess their environmental health. They analyse sustainable and cultural practices associated with natural spaces traditionally used by people for recreation and apply learnings when planning and undertaking expeditions and activities.

Connections to the environment through outdoor activities are developed, reinforced, and utilised when communicating environmental awareness, change and action to individuals and the community for improved practice and mitigation of issues.

Outdoor and Environmental Education, with its focus on the environmental considerations of recreational activities undertaken in natural spaces, is complementary with the *Outdoor Recreation* course which develops outdoor recreation technical knowledge, understanding and skills. In combination, a student of these courses gains the ability to individually participate, or lead others in, the access of meaningful, environmentally, and culturally considered, educationally focused outdoor experiences.

Goals

This course should enable students to:

- analyse health, outdoor and physical education theories, concepts, principles, methodologies, assumptions, perspectives, and ideas
- analyse the nature and purpose of health, outdoor and physical education and the impact of factors that influence self, others, and well-being
- analyse values and attitudes and evaluate their influence on health, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills, and strategies.

Unit Titles

- **Discovering Outdoors**

- **Sustainable Outdoor Experiences**

- **Connection to the Environment**

- **Innovation and Change in Outdoor Education**

- **Independent Study**

Organisation of Content

Discovering Outdoors

Students investigate concepts, models, and principles of chosen outdoor environments used to inform and enhance outdoor experiences. They identify, develop, and apply skills to go out into the environment safely and sustainably. They work with others to preparing and planning and carrying out activities respectfully and safely in outdoor environments, building knowledge, skills, self-efficacy, and appreciation of natural places.

Sustainable Outdoor Experiences

Students investigate one or more ecosystems. They analyse sustainable practices for the use of outdoor education environments. Students examine methods and models of stewardship. Through participation in outdoor experiences, they develop their philosophy on outdoor learning. Students consider the use of technology for sustainable outdoor experiences.

Connection to the Environment

Students investigate the relationships and connections between people and the environment, including First Nations Australians. They analyse theories and programs about the health and wellbeing benefits of outdoor experiences on individuals and society. Students explore concepts of relationships and connections to the environment through a variety of individual or group outdoor activities and reflect on their experiences.

Innovation and Change in Outdoor Education

Students investigate innovations and change over time in outdoor pursuits. They research and experiment with a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences. Students investigate outdoor provider practices, models, philosophies, and leadership styles used over time to assess best practice for the experience desired. They use and reflect on technology and innovations through practical application in outdoor environments.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Task Type	Knowledge and understanding	Skills
	Suggested tasks: • research essays • assignments • reports • exam/tests • multimedia tasks • reflective diaries • journals • portfolios • logs	**Suggested tasks:** • practical laboratories • presentations • orals • physical activity tasks • practical tests • campaigns & case studies • debates • seminars • field trips
Weightings in A/T 1.0 and 0.5 Units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.

- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.

- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.

- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes **T:** 8 - 15 minutes.

Achievement Standards

Student achievement in A, T and M units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

VET

Students must demonstrate competency according to training package and industry requirements. Achievement benchmarks are documented as elements of competence under each Unit of Competency.

Achievement Standards for Health, Outdoor and Physical Education A Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses theories, concepts and models used to explain health, outdoor and physical activity • analyses principles, strategies, methodology, approaches to data and procedures • analyses health, outdoor, physical activity topics • communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing	• discusses theories, concepts and models used to explain health, outdoor and physical activity • discusses principles, strategies, methodology, approaches to data and procedures • discusses health, outdoor, physical activity topics • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• interprets theories, concepts and models used to explain health, outdoor and physical activity • interprets principles, strategies, methodology, approaches to data and procedures • interprets health, outdoor, physical activity topics • communicates ideas and arguments with referencing	• describes theories, concepts and models used to explain health, outdoor and physical activity • describes principles, strategies, methodology, approaches to data and procedures • describes health, outdoor, physical activity topics • communicates ideas and information with minimal referencing	• identifies theories, concepts and models used to explain health, outdoor and physical activity • identifies principles, strategies, methodology, approaches to data and procedures • identifies health, outdoor, physical activity topics • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or accuracy to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or effectiveness to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • discusses practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or effectiveness to a practical context • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • interprets practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or with inconsistency to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experience with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas inaccurately in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical technique, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Health, Outdoor and Physical Education T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts, and models and evaluates their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses with insight practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical • undertakes guided inquiries and describes data and information based on an appropriate source • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, techniques, or experiences with little or no reference to specific criteria

Achievement Standards for Health, Outdoor and Physical Education A Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses health, outdoor, physical activity topics and explains their significance • communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and discusses their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • explains health, outdoor, physical education topics and discusses their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• discuses health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • discusses health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical context • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • describes practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Health, Outdoor and Physical Education T Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• critically analyses health, outdoor, physical education theories, concepts, and models and evaluates their limitations and assumptions • critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability • critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of strategies and techniques on individuals' performance, experience, health, and well-being in varied and changing contexts • critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals' performance, experience, health, and well-being in changing contexts • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts • explains representations and interpretations of health, outdoor, physical education topics and describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little or no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals' performance, experience, health, and well-being • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • evaluates with insight on practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • analyses with insight on practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical context • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Health, Outdoor and Physical Education M Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• describes strategies, procedures with independence • describes practical techniques, performance, or experience with independence	• describes strategies, procedures with some assistance • describes practical techniques, performance, or experience with some assistance	• recounts strategies, procedures with assistance • recounts practical techniques, performance, or experience with assistance	• identifies strategies, procedures with continuous guidance • identifies practical techniques, performance, or experience with continuous guidance	• identifies strategies, procedures with direct instruction • identifies practical techniques, performance, or experience with direct instruction
Skills	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence • makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence • plans and undertakes inquiries with independence	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with some assistance • selects strategies and procedures to enhance physical performances or experiences of self with some assistance • plans and undertakes inquiries with some assistance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with assistance • selects strategies and procedures to enhance physical performances or experiences of self with assistance • undertakes guided inquiries with assistance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with continuous guidance • selects strategies and procedures to enhance physical performances or experiences of self with continuous guidance • undertakes guided inquiries with continuous guidance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with direct instruction • selects strategies and procedures to enhance physical performances or experiences of self with direct instruction • undertakes simple research on a topic with direct instruction

Discovering Outdoors   Value: 1.0

Discovering Outdoors a   **Value 0.5**
Discovering Outdoors b   **Value 0.5**

Unit Description

Students investigate concepts, models, and principles of chosen outdoor environments used to inform and enhance outdoor experiences. They identify, develop, and apply skills to go out into the environment safely and sustainably. They work with others to preparing and planning and carrying out activities respectfully and safely in outdoor environments, building knowledge, skills, self-efficacy, and appreciation of natural places.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse concepts, models, and principles of chosen outdoor environments used to inform and enhance outdoor experiences	• critically analyse concepts, models, and principles of chosen outdoor environments used to inform and enhance outdoor experiences	• describe chosen outdoor environments
• analyse models and methodologies to prepare and plan appropriate and safe activities in the chosen outdoor environments	• critically analyse models and methodologies to prepare and plan appropriate and safe activities in the chosen outdoor environments	• follows a planning procedure to prepare for outdoor experiences
• analyse knowledge and skills to go out into the environment respectfully, safely and sustainably	• synthesise knowledge and skills to go out into the environment respectfully, safely and sustainably	• use outdoor education techniques safely
• analyse performance and experiences to develop self-efficacy, and appreciation of natural places	• evaluate performance and experiences to develop self-efficacy, and appreciation of natural places	• demonstrate behaviours that are respectful to others and the environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• critically analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• describe the chosen outdoor environment

A Course	T Course	M Course
• analyse outdoor education theories, concepts and models, and evaluate their limitations and assumptions, to inform and enhance the development of chosen outdoor experiences, for example, outward bound model, neo-hahnian theory, outdoor adventure versus outdoor education	• critically analyse outdoor education theories, concepts and models, and evaluate their limitations and assumptions, to inform and enhance the development of chosen outdoor experiences, for example, outward bound model, neo-hahnian theory, outdoor adventure versus outdoor education	• describe examples of outdoor education programs
• analyse outdoor education principles, strategies, and procedures to evaluate their validity and reliability for the chosen context, for example, challenge by choice, survival courses, adventure races, extreme sports versus recreation	• critically analyse outdoor education principles, strategies, and procedures to evaluate their validity and reliability for the chosen context, for example, challenge by choice, survival courses, adventure races, extreme sports versus recreation	
	• critically analyse the nature and purpose of chosen outdoor education experience and evaluates the impact of relevant strategies and techniques on individuals' experiences, health and well-being, for example, experiential learning, nature therapy, risk-reward theory, rogaining,	
	• critically analyse representations and interpretations of outdoor education topics and evaluates their significance for understanding experiences in the chosen context, for example, place-based, commercial products, volunteer eco-remediation projects, glamping, adventure documentaries	

Skills

A Course	T Course	M Course
• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity

A Course	T Course	M Course
• apply outdoor education principles and collaboration skills to work with others to participate in planning and carrying out activities respectfully and safely in diverse outdoor environments, for example, resource planning and management including food and equipment; workplace communication skills, campsite selection, sites of cultural significance	• apply outdoor education principles and collaboration skills to work with others to participate in planning and carrying out activities respectfully and safely in diverse outdoor environments, for example, resource planning and management including food and equipment; workplace communication skills, campsite selection, sites of cultural significance	• work well with others in planning and undertaking an outdoor education activities
• apply inquiry skills, including analysing relevant data, information and sources, for example, topographic map reading, weather data interpretation, information literacy,	• apply inquiry skills, including critically analysing relevant data, information and sources, for example, topographic map reading, weather data interpretation, information literacy,	• plan and undertakes independent inquiries
• analyse theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build self-efficacy, for example, risk assessment, contingency planning, scenario responses, team building challenges, emergency response planning	• evaluate theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build self-efficacy, for example, risk assessment, contingency planning, scenario responses, team building challenges, emergency response planning	• make discerning choice of strategies and procedures to enhance own experiences
Reflection		
• analyse own development of practical techniques and experiences with reference to specific criteria, for example, abseiling, surfing, hiking, cross-country skiing	• evaluate with insight own development of practical techniques and experiences with reference to specific criteria, for example, abseiling, surfing, hiking, cross-country skiing	• reflect on own use of practical techniques with reference to specific criteria
• apply reflection skills to show appreciation of natural places and to consider the effectiveness of learning habits and intra and interpersonal skills	• apply reflection skills to show appreciation of natural places and to consider the effectiveness of learning habits and intra and interpersonal skills	• reflect on own learning habits and behaviours to consider improvements

A guide to reading and implementing content descriptions.

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the

teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 15.

Sustainable Outdoor Experiences   Value: 1.0

Sustainable Outdoor Experiences a   **Value 0.5**
Sustainable Outdoor Experiences b   **Value 0.5**

Unit Description

Students investigate one or more ecosystems. They analyse sustainable practices for the use of outdoor education environments. Students examine methods and models of stewardship. Through participation in outdoor experiences, they develop their philosophy on outdoor learning. Students consider the use of technology for sustainable outdoor experiences.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse ecosystems to understand the threats and pressures on the outdoor environment	• critically analyse ecosystems to understand the threats and pressures on the outdoor environment	• describe the chosen outdoor environment
• analyse models and methodologies to plan and implement sustainable practices for use in outdoor environments	• critically analyse models and methodologies to plan and implement sustainable practices for use in outdoor environments	• describe threats and problems faced by the chosen ecosystem
• analyse methods and models of stewardship to develop their philosophy on outdoor learning	• synthesise methods and models of stewardship to develop their philosophy on outdoor learning	
• analyse the use of technology to enhance sustainable outdoor experiences	• evaluate the use of technology to enhance sustainable outdoor experiences.	

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• critically analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• describe the chosen outdoor environment

A Course	T Course	M Course
• analyse theories and models of ecosystems relevant to chosen outdoor environments to explain the limitations and assumptions, for example, deep ecological theory, intrinsic and extrinsic value, feral species	• critically analyse theories and models of ecosystems relevant to chosen outdoor environments to evaluate the limitation and assumptions, for example, deep ecological theory, intrinsic and extrinsic value, feral species	• describe threats and problems faced by the chosen ecosystem
• analyse sustainable practices used in the chosen outdoor education context, including explaining the metrics applied to assess sustainability and data sets generated for example, leave no trace, carbon footprint, visitation limits, park care and ranger assist projects	• critically analyse sustainable practices used in the chosen outdoor education context, including evaluating the metrics applied to assess sustainability and data sets generated for example, leave no trace, carbon footprint, visitation limits, park care and ranger assist projects	
	• critically analyse the nature and purpose of methods and models of stewardship and evaluates the impact of related strategies and relevant techniques on individuals' experiences in the chosen context, preservation/conservation, hunting as conservation, ecotourism, agroforestry,	
	• critically analyse representations and interpretations of outdoor learning topics and evaluates their significance for sustainable outcomes, for example, greenwashing, case study- Thredbo sustainability plan, great barrier reef management, recreational sand dune management	
Skills		
• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicate ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicate ideas with coherent arguments using appropriate evidence, language and academic integrity

A Course	T Course	M Course
• apply principles and practice of sustainability to the chosen practical context, for example, design sustainable outdoor infrastructure and opportunities, calculate carbon footprint, sustainable resource management	• apply principles and practice of sustainability to the chosen practical context, for example, design sustainable outdoor infrastructure and opportunities, calculate carbon footprint, sustainable resource management	• follows procedures for sustainability and plans for sustainable experiences
• apply inquiry skills, including critically analysing relevant data, information and sources, for example, wildlife survey data, state of the environment report, environmental impact statements, environmental mitigation plans, environmental offsets	• apply inquiry skills, including critically analysing relevant data, information and sources, for example, wildlife survey data, state of the environment report, environmental impact statements, environmental mitigation plans, environmental offsets	• plans and undertakes independent inquiries
• analyse theoretical knowledge, practical skills, Work Health Safety strategies and features of the chosen context to solve a wide range of complex problems and build self-efficacy, for example, mitigation plan, pest management, stakeholder conflict resolution, existing regulations	• analyse theoretical knowledge, practical skills, Work Health Safety strategies and features of the chosen context to solve a wide range of complex problems and build self-efficacy, for example, mitigation plan, pest management, stakeholder conflict resolution, existing regulations	• make discerning choice of strategies and procedures to enhance own experiences
Reflection		
• analyse practical techniques and performance with reference to specific criteria, including new technological and innovative techniques, for example, citizen science apps, new fabrics and materials, snowshoeing, mountain biking, horse riding, snorkelling	• evaluate with insight on practical techniques and performance with reference to specific criteria, including new technological and innovative techniques, for example, citizen science apps, new fabrics and materials, snowshoeing, mountain biking, horse riding, snorkelling	• reflect on own use of practical techniques with reference to specific criteria
• apply reflection skills to show appreciation of natural places and to consider the effectiveness of learning habits and intra and interpersonal skills	• apply reflection skills to analyse personal impact on the environment and to consider the effectiveness of learning habits and intra and interpersonal skills	• reflect on own learning habits and behaviours to consider improvements

A guide to reading and implementing content descriptions

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teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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Assessment

Refer to pages 15.

Connection to the Environment   Value: 1.0

Connection to the Environment a   **Value 0.5**
Connection to the Environment b   **Value 0.5**

Unit Description

Students investigate the relationships and connections between people and the environment, including First Nations Australians. They analyse theories and programs about the health and wellbeing benefits of outdoor experiences on individuals and society. Students explore concepts of relationships and connections to the environment through a variety of individual or group outdoor activities and reflect on their experiences.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the relationships and connections between people and the environment, including First Nations Australians	• critically analyse the relationships and connections between people and the environment, including First Nations Australians	• describe the connections and interactions between humans and natural environments
• analyse theories and programs about the health and wellbeing benefits of outdoor experiences on individuals and society	• critically analyse theories and programs about the health and wellbeing benefits of outdoor experiences on individuals and society	• describe outdoor education programs for health and wellbeing
• analyse knowledge and skills to plan experiences that are inclusive and support access to outdoor experiences	• synthesise knowledge and skills to plan experiences that are inclusive and support access to outdoor experiences	• describe inclusive outdoor education programs
• analyse concepts related to connections to the environment using case studies of a variety of individual or group outdoor activities	• evaluate concepts related to connections to the environment using case studies of a variety of individual or group outdoor activities	• describe case studies of a variety of individual or group outdoor activities

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• critically analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• Describe the chosen outdoor environment

A Course	T Course	M Course
• analyse models for, and concepts of, connections between people and the environment to evaluate proposed experiences, including First Nations Australians, for example, biophilia, Uluru management	• critically analyse models for, and concepts of, connections between people and the environment to evaluate proposed experiences, including First Nations Australians, for example, biophilia, Uluru management	• describe the connections and interactions between humans and natural environments
• critically analyse theories about the health and wellbeing benefits of outdoor experiences on diverse groups, individuals and society and evaluate inclusive strategies, and research and data on the benefits, for example, nature prescriptions, green spaces movement, forest bathing, Florence Williams- *the nature fix,* inclusive education theories, Sailability, Pegasus	• critically analyse theories about the health and wellbeing benefits of outdoor experiences on diverse groups, individuals and society and evaluate inclusive strategies, and research and data on the benefits, for example, nature prescriptions, green spaces movement, forest bathing, Florence Williams- *the nature fix,* inclusive education theories, Sailability, Pegasus	• describe outdoor education programs for health and wellbeing
	• critically analyses outdoor education programs designed for health and wellbeing and their relevant techniques to evaluate the connections built between participants the environment and evaluate strategies, techniques and success of experiences in the chosen context, for example, case studies of on country diversionary justice programs, school camp programs, Birrigai, Green School-Bali, equine therapy	
	• critically analyses representations and interpretations of outdoor education programs for building and understanding connection to the environment and evaluate the significance to individuals and the community, for example, Krakauer- *Into the Wild, S*trayed- *Wild,* nature play, cultural appropriation, astroturfing	

A Course	T Course	M Course
Skills		
• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity
• apply principles and skills to plan appropriate protocols and culturally safe practices for engaging with First Nations cultures with control and precision to a practical context, for example, cultural significance, cultural protocols around gender, death, spirituality, intercultural understanding and communication	• apply principles and skills to plan appropriate protocols and culturally safe practices for engaging with First Nations cultures with control and precision to a practical context, for example, cultural significance, cultural protocols around gender, death, spirituality, intercultural understanding and communication	• follow appropriate protocols and culturally safe practices for engaging with First Nations cultures
• apply inquiry skills, including critically analysing relevant data, information and sources, for example, qualitative and quantitative research methods, measuring correlation and causation statistically,	• apply inquiry skills, including critically analysing relevant data, information and sources, for example, qualitative and quantitative research methods, measuring correlation and causation statistically,	• follow plans and undertakes independent inquiries
• analyse theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build knowledge, skills, self-efficacy, for example, cultural understanding, access for different groups, accommodations for special needs, town planning for wellbeing,	• evaluate theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build knowledge, skills, self-efficacy, for example, cultural understanding, access for different groups, accommodations for special needs, town planning for wellbeing, sustainable population	• make discerning choice of strategies and procedures to enhance own experiences
Reflection		
• analyse practical techniques and performance with reference to specific criteria, for example, trekking, kayaking, camping	• evaluate with insight on practical techniques and performance with reference to specific criteria, for example, trekking, kayaking, camping	• reflect on own use of practical techniques with reference to specific criteria
• apply reflection skills to show appreciation of natural places and to consider the effectiveness of learning habits and intra and interpersonal skills	• apply reflection skills to consider own intercultural understanding and consider the effectiveness of learning habits and intra and interpersonal skills	• reflect on own learning habits and behaviours to consider improvements

A guide to reading and implementing content descriptions

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Assessment

Refer to pages 15.

Innovation and Change in Outdoor Education   Value: 1.0

Innovation and Change in Outdoor Education a   **Value 0.5**
Innovation and Change in Outdoor Education b   **Value 0.5**

Unit Description

Students investigate innovations and change over time in outdoor pursuits. They research and experiment with a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences. Students investigate outdoor provider practices, models, philosophies, and leadership styles used over time to assess best practice for the experience desired. They use and reflect on technology and innovations through practical application in outdoor environments.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse innovations and change over time in outdoor pursuits	• critically analyse innovations and change over time in outdoor pursuits	• describes innovations and differences at different times
• analyse a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences	• evaluate a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences	• describes uses of technologies for safety and enjoyment of outdoor experiences
• analyse skills to apply technology and innovations over time through practical application in outdoor environments	• synthesise skills to apply technology and innovations over time through practical application in outdoor environments	
• analyse outdoor provider practices, environmental management, philosophies, and leadership styles used over time to assess best practice for the experience desired	• evaluate outdoor provider practices, environmental management, philosophies, and leadership styles used over time to assess best practice for the experience desired	• describe outdoor provider practices and environmental management

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and understanding		
• analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• critically analyse the characteristics and features of the chosen environment, for example, ecological principles, cycles, flora and fauna, hydrology, geomorphology, geology	• describe the chosen outdoor environment

A Course	T Course	M Course
• analyse innovations and change over time in outdoor pursuits to evaluate the potential of innovations and traditional practices to enhance experiences, for example, navigating by stars/ compass/ GPS; Baden-Powell-Scouting for Boys versus modern inclusive practices; food preservation and cooking over time	• critically analyse innovations and change over time in outdoor pursuits to evaluate the potential of innovations and traditional practices to enhance experiences, for example, navigating by stars/ compass/ GPS; Baden-Powell-Scouting for Boys versus modern inclusive practices; food preservation and cooking over time	• describe innovations and differences at different times
• analyse a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences, for example, EPIRB, types of shelters, types of garments, lightweight materials	• critically analyse a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences, for example, EPIRB, types of shelters, types of garments, lightweight materials	• describe uses of technologies for safety and enjoyment of outdoor experiences
	• critically analyse outdoor education provider practices, environmental management, models, philosophies, and leadership styles used over times to assess best practice for the experience desired, for example, gender equity, snow making equipment, autocratic versus consultative,	
	• critically analyse representations and interpretations of innovations and change in outdoor education experiences and evaluates significance to success, for example, purists, traditional versus assisted, malibu versus short board, Scouts over time, Duke of Edinburgh Program, record setting attempts	

Skills

A Course	T Course	M Course
• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity

A Course	T Course	M Course
• apply traditional and innovative principles and practices and techniques to a practical context, for example, navigation, foraging, cooking, snow shoeing, nutrition and hydration.	• apply traditional and innovative principles and practices and techniques to a practical context, for example, navigation, foraging, cooking, snow shoeing, nutrition and hydration.	
• apply inquiry skills, including critically analysing relevant data, information and sources, for example, following written instructions, assessing reliable sources for traditional practices, cost-benefit analysis	• apply inquiry skills, including critically analysing relevant data, information and sources, for example, following written instructions, assessing reliable sources for traditional practices, cost-benefit analysis	• follow plans and undertakes independent inquiries
• apply theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build knowledge, skills, self-efficacy for example, negative impact of litigious society, NZ public liability regime and outdoor adventure sports, no selfie zones	• evaluate theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build knowledge, skills, self-efficacy for example, negative impact of litigious society, NZ public liability regime and outdoor adventure sports, no selfie zones	• make discerning choice of strategies and procedures to enhance own experiences
Reflection		
• analyse technology and innovations through practical application in outdoor environments, for example, positive and negative impact of technology on outdoor experiences, drones	• evaluate with insight technology and innovations through practical application in outdoor environments, for example, positive and negative impact of technology on outdoor experiences, drones	• reflect on own use of practical techniques with reference to specific criteria
• apply reflection skills to show appreciation of natural places and to consider the effectiveness of learning habits and intra and interpersonal skills	• apply reflection skills to consider potential innovations they can make in their own practices, and consider the effectiveness of learning habits and intra and interpersonal skills	• reflect on own learning habits and behaviours to consider improvements

A guide to reading and implementing content descriptions

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A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may

teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 15.

Independent Study   Value 1.0

Independent Study a   **Value 0.5**
Independent Study b   **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse concepts, models, and principles of chosen outdoor and environment education topic	• critically analyse concepts, models, and principles of chosen outdoor and environment education topic	• describe chosen outdoor environments
• apply skills to prepare and plan appropriate and safe activities in the chosen outdoor environments	• apply skills to prepare and plan appropriate and safe activities in the chosen outdoor environments	• follows a planning procedure to prepare for outdoor experiences
• apply knowledge and skills to go out into the chosen environment respectfully, safely and sustainably	• synthesise knowledge and skills to go out into the chosen environment respectfully, safely and sustainably	• use outdoor education techniques safely
• analyse performance and experiences to develop self-efficacy, and appreciation of natural places	• evaluate performance and experiences to develop self-efficacy, and appreciation of natural places	• demonstrate behaviours that are respectful to others and the environment

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse the characteristics and features of the chosen environment	• critically analyse the characteristics and features of the chosen environment	• describe chosen outdoor environments

A Course	T Course	M Course
• analyse outdoor education theories, concepts and models relevant to the chosen topic, and evaluate their limitations and assumptions • analyse outdoor education principles, strategies, and procedures to evaluate their validity and reliability for the chosen context	• critically analyse outdoor education theories, concepts and models relevant to the chosen topic, and evaluate their limitations and assumptions • critically analyse outdoor education principles, strategies, and procedures to evaluate their validity and reliability for the chosen context • critically analyse the nature and purpose of chosen outdoor education topic and evaluates the impact of relevant strategies and techniques on individuals' experiences, health and well-being • critically analyse representations and interpretations of chosen outdoor education topic and evaluates their significance to understanding experiences in the chosen context	• describe innovations and differences at different times • describe uses of technologies for safety and enjoyment of outdoor experiences
Skills		
• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity • apply concepts, models, principles, methodology or ideas, relevant to the chosen topic, with control and precision or high command to a practical context • apply inquiry skills, including critically analysing relevant data, information and sources • evaluate theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build knowledge, skills, self-efficacy	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity • apply concepts, models, principles, methodology or ideas, relevant to the chosen topic, with control and precision or high command to a practical context • apply inquiry skills, including critically analysing relevant data, information and sources • evaluate theoretical knowledge, practical skills, WHS strategies and features of the chosen context to solve a wide range of complex problems and build knowledge, skills, self-efficacy	• communicates ideas with coherent arguments using appropriate evidence, language and academic integrity • work well with others in planning and undertaking an outdoor education activities • plan and undertakes independent inquiries

Reflection		
• analyse own development of practical techniques and experiences relevant to the chosen topic with reference to specific criteria	• evaluate with insight own development of practical techniques and experiences relevant to the chosen topic with reference to specific criteria	• reflect on own use of practical techniques with reference to specific criteria
• apply reflection skills to show appreciation of natural places and propose strategies for personal improvements	• apply reflection skills to show appreciation of natural places and propose strategies for personal improvements	• reflect on own learning habits and behaviours to consider improvements

A guide to reading and implementing content descriptions.

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages xx.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with

their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	
Classification/s:	A T M
Accredited from:	2024
Framework:	