



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	ADVENTURE AND OUTDOOR RECREATION
<b>Course ID:</b>	OEEDU2500
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(OEEDU2200)
<b>ASCED:</b>	079999

## Description of the Course:

In this course students critically engage in theories of outdoor and adventure recreation. They plan for, participate in and critically reflect upon a range of outdoor experiences whilst adopting and analysing various perspectives. Students analyse various outdoor environments and understand the influence of these places on outdoor experiences. They consider the relevant legislative and policy frameworks that govern outdoor and adventure activities and use these frameworks to create plans for safe and sustainable participation in outdoor activities. Students also consider the ramifications of outdoor experiences on personal and participant wellbeing and develop skills to support selves and others.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

### Knowledge:

- K1.** Outline a range of theoretical models that enable participation in outdoor and adventure recreation and explain their use in shaping outdoor experiences.
- K2.** Analyse and adopt various perspectives and motivations for seeking adventure and outdoor recreation activities.
- K3.** Analyse the different types of environments used when undertaking outdoor experiences and the influences that environments have on outdoor experiences.
- K4.** Cite and interpret legislative and policy frameworks that enable safe and sustainable participation in outdoor experiences.
- K5.** Discuss ways to support wellbeing of participants during outdoor experiences.

### Skills:

- S1.** Critically reflect on practical experience drawing on outdoor and adventure recreation theories.
- S2.** Adopt different perspectives during field work to understand motivations and perceptions of outdoor experiences in adventure and outdoor recreation.
- S3.** Devise and deploy strategies for safe and sustainable outdoor experiences based on legislative and policy frameworks.
- S4.** Recognise and respond to different types of environments and analyse the influence of environments on outdoor experiences.
- S5.** Recognise and respond to self and peer wellbeing during outdoor experiences.

### Application of knowledge and skills:

- A1.** Demonstrate a range of practical outdoor skills that follow legislative and policy frameworks for safe and sustainable participation in a range of outdoor environments
- A2.** Apply the safe use, handling and storage of equipment to enable outdoor experiences.
- A3.** Critically reflect on a range of outdoor experiences from different perspectives in a range of outdoor environments.
- A4.** Articulate development of appropriate strategies to enable self and peer participation in a range of outdoor activities.

### Course Content:

Topics may include:

- Theories of outdoor and adventure recreation including peak adventure, competency, risk, flow, etc.
- Strategies for safe and sustainable participation in outdoor experiences including the use of various equipment.
- Outdoor environments and their characteristics that enable various experiences.
- Strategies for personal preparation, participation and reflection in a variety of outdoor experiences.
- Personal and participant wellbeing in outdoor experiences.

### Values:

- V1.** Respect for self, others and environment during outdoor experiences.
- V2.** Understand and respond to the views, beliefs and perspectives of different individuals during outdoor experiences.
- V3.** Empathy and respect for a range of others during outdoor experiences.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S1, S3, A1, A2.	AT1, 2.
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K3, K4, S4, A3.	AT3.
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, S2, A1, A4.	AT3, 4.
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K3, K4, K5, S1, A2, A3.	AT2, 3.
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S3, S5.	AT3, 4.

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, S1, S3, S4, A1, A4.	Students partake in a rapid assessment task that enables them to demonstrate their preparation for outdoor experiences using a thinking tool such as a concept map.	Rapid Assessment	10-30%
K1, K3, K4, S4, A3.	Students complete a professional logbook of outdoor activities. They analyse and reflect upon outdoor experiences using theoretical models.	Logbook and reflection.	30-50%
K2, K3, K4, K5, S1, S3, S5, A4.	In a pair or small group, students develop the planning documentation for a led outdoor experience that they could undertake with a group of peers.	Group/Pair Project	30-50%
K2, K5, S2, S4, S5, A1, A2	Active participation in 4 days of outdoor fieldwork.	Participation	S/N
A2, K2, K3, K4	5 days of work integrated learning in a relevant industry with a focus on different motivations for outdoor activities, affordances of environments and safe participation.	Hurdle	S/N

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)