Activity scope

This document relates to student participation in Bushwalking undertaken as a part of a school curriculum activity or program. This guideline covers hiking through naturally occurring, unmodified and/or modified landscapes where the nearest built-up area, or safe collecting feature, can be from less than one hour’s walking distance to more than two days’ walk. There are four levels of Bushwalking:

1. Easy, graded tracks relates to conducting walks on formed roads or class one or two tracks* that are maintained on a regular basis and clearly signed, and where the nearest safe collecting feature can be reached within one hour’s walk.

2. Tracked, easy untracked areas (controlled environments) relates to conducting walks where the nearest safe collecting feature can be reached between one to two hours’ walk, easily reached using basic navigation principles, on class three or four tracks* formed trails or areas that are:
   - reliably marked on maps
   - are obvious on the ground
   - are regularly inspected or are in areas where navigation is required along clearly defined/easily followed handrails or landscape features.

3. Difficult, trackless areas (intermediate environments) relates to conducting walks on class five or six tracks* or areas where there are limited modifications to the natural surface so that track alignment is indistinct in places, there is minimal clearance along the track, signage is minimal or absent, there are natural hazards present, where the nearest safe collecting feature is more than two hours’ walk but less than two days’ walk, and can be reached using well developed navigational principles.

4. Unmodified areas (uncontrolled environments) relates to conducting walks in landscapes which are totally natural, where there are no modifications to the natural surface, where no tracks exist, there is no signage, and where the nearest safe collecting feature can be more than two days’ walk and/or reached using extensive navigational skills.

* Refer to Glossary on page 9 for detailed information on track classification.

Bushwalking does not refer to camping. If camping is required, refer to the relevant camping risk assessment. It is highly recommended that the Queensland Adventure Activity Standards are referred to when planning this activity.

Risk level

This document is a guideline, the actual risk level will vary according to the specific circumstances of the activity and these must be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- **Which students will be involved?**
- **Where will the students be?**
- **What will the students be doing?**
- **Who will be leading the activity?**
- **What will the students be using?**

<table>
<thead>
<tr>
<th>Inherent risk level</th>
<th>Action required/approval</th>
</tr>
</thead>
</table>
| **Medium**          | ☑ Document controls in planning documents and/or complete this Curriculum Activity Risk Assessment.  
|                     | ☑ Consider obtaining parental/carer permission. |
| **High**            | ☑ A Curriculum Activity Risk Assessment is required to be completed.  
|                     | ☑ Principal or head of program (i.e. DP, HOD, HOSES) approval prior to conducting this activity is required.  
|                     | ☑ Once approved, activity details are to be entered into the School Curriculum Activity Register.  
|                     | ☑ Obtaining parental permission is recommended. |
Teachers/leaders: Staff from Amaroo EEC, <INSERT VISITNG TEACHER NAMES HERE>

Activity description: Students undertake an interpretative walk to learn about aspects of the environment, both biotic and abiotic. This activity is part of a number of programs run by Amaroo EEC and may vary according to location and year level. However all aspects of all bush walks are covered in this CARA.

<table>
<thead>
<tr>
<th>Start date:</th>
<th>Finish date:</th>
<th>No. of students (approx):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class groups: 

Supervision ratio (approx):

No.

Listed below are the minimum recommendations for this type of activity. For any items ticked ‘No’, provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

**Minimum supervision**

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. Blue Card requirements must be adhered to.

- Registered teacher with minimum qualifications as outlined below
  OR
- An adult with minimum qualifications as outlined below, in the presence of a registered teacher.

When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgment may dictate smaller or larger numbers of participants per leader.

Several variables can affect this decision, including but not limited to:

- outcomes of the risk management process
- the leaders’ experience
- participants’ expected capabilities (i.e. experience, competence, fitness)
- type, difficulties, distance and condition of trails, vehicle tracks or roads
- conditions (environment, weather)
- planned duration of the activity
- number of participants and optimum group size
- remoteness of the activity
- suitability and availability of equipment
- likelihood of leader becoming incapacitated or separated from participants.

Further information:

**Minimum qualifications**  *The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.*

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR)
  OR
- Remote area first aid if operating more than one hour away from a safe collecting feature.

- Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements (including familiarity with the environment, map coverage of the area and emergency procedures by all adult participants) of the specific circumstances being addressed.
Minimum qualifications  The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

Medium — Some chance of an incident and injury requiring first aid

For a registered teacher:

Level 1: EASY/GRADED TRACKED AREAS

☐ A statement of attainment from an Registered Training Organisation (RTO) covering the following units of competence or equivalent:
  - SISOODR303A/ Guide outdoor recreation
  - SROODR005A sessions

☐ A nationally recognised qualification as a ‘Bushwalking Guide’*

Level 2: TRACKED, EASY UNTRACKED AREAS

☐ A statement of attainment from an RTO covering the following units of competence or equivalent:
  - SISOODR303A/ Guide outdoor recreation sessions
  - SISOBWG201A/ SROBWG001A Demonstrate bushwalking skills in a controlled environment
  - SISONAV201A/ SRONAV001B Demonstrate navigation skills in a controlled environment

☐ A nationally recognised qualification as a “Bushwalking Guide”, at or above level 2.*

OR

☒ Competence (demonstrated ability/experience) in the teaching of the activity.

A teacher could demonstrate a reasonable level of competence by two or more of the following:

☒ knowledge of the activity and the associated hazards and risks

☒ experience (i.e. previous involvement) in undertaking the activity

☒ demonstrated ability and/or expertise to undertake the activity

☒ possession of qualifications related to the activity.

For a leader other than a registered teacher:

☐ A nationally recognised qualification as a “Bushwalking Guide”*

High — Likely chance of a serious incident and injury requiring medical treatment

For a registered teacher:

Level 3: DIFFICULT, TRACKLESS AREAS

☐ A statement of attainment from an RTO covering the following units of competence or equivalent:
  - SISOODR303A/ SROODR005A Guide outdoor recreation sessions
  - SISOBWG302A/ SROBWG002A Apply intermediate bushwalking skills
  - SISONAV302A/ SRONAV002B Apply navigation skills in an intermediate environment
  - SISOOPS306A/ SROOPS004B Interpret weather conditions in the field
  - SISXEMR201A/ SRXEMR001A Respond to emergency situations
  - SISOBWG404A/ SROBWG004A Apply river crossing skills

OR

☐ A nationally recognised qualification as a “Bushwalking Guide”, at or above level 3.*

Level 4: UNMODIFIED AREAS

☐ A statement of attainment from an RTO covering the following units of competence or equivalent:
  - SISOODR303A/ SROODR005A Guide outdoor recreation sessions
  - SISOBWG406A/ SROBWG003A Apply bushwalking skills in uncontrolled landscapes
  - SISONAV403A/ SRONAV003B Navigate in uncontrolled environments
  - SISOOPS306A/ SROOPS004B Interpret weather conditions in the field
  - SISXEMR402A/ SRXEMR002A Coordinate emergency response
  - SISOBWG404A/ SROBWG004A Apply river crossing skills

OR

☐ A nationally recognised qualification as a “Bushwalking Guide”, at level 4.*
Minimum qualifications  

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

For a leader other than a registered teacher:

☐ A nationally recognised qualification as a “Bushwalking Guide”, at or above level 3.*

☐ A nationally recognised qualification as a “Bushwalking Guide”, at level 4.*

*Refer to the Glossary on page 12 for an example of qualifications that may be held.

Further information:

Minimum equipment/facilities  If ‘No’ is ticked, provide further information.

<table>
<thead>
<tr>
<th>Communication system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic and other equipment that can be damaged by water is to be carried in water resistant containers. Leaders are responsible for determining the equipment to be carried by all participants. At least one of the following communication equipment items should be carried as appropriate for the activity and area of operation:</td>
</tr>
<tr>
<td>☑ phone-line at location</td>
</tr>
<tr>
<td>☑ satellite phone/UHF radio</td>
</tr>
<tr>
<td>☑ mobile phone</td>
</tr>
<tr>
<td>☐ PLB (personal locator beacon)</td>
</tr>
<tr>
<td>Other:</td>
</tr>
<tr>
<td>☑ Sun safety equipment (hat, sunscreen, long-sleeved shirt, long pants, etc)</td>
</tr>
<tr>
<td>☑ Sufficient drinking water: students should have individual drinking containers, and each student should be carrying two-three litres of water per day</td>
</tr>
<tr>
<td>☑ Insect repellent</td>
</tr>
<tr>
<td>☑ Adequate food supplies: when planning for activities, have sufficient supplies for 24 hours more than the initial planned duration.</td>
</tr>
<tr>
<td>☑ The first aid officer should have:</td>
</tr>
<tr>
<td>☑ a first aid kit suitable for the activity</td>
</tr>
<tr>
<td>☑ a medical alert list collated from information on medical consent forms before departure</td>
</tr>
<tr>
<td>☑ a first aid register, accident and illness reports</td>
</tr>
<tr>
<td>☑ procedures for administering student medication</td>
</tr>
<tr>
<td>☑ a communication procedure for external assistance if required.</td>
</tr>
<tr>
<td>☑ Students should have:</td>
</tr>
<tr>
<td>☑ personal food and water (including emergency rations)</td>
</tr>
<tr>
<td>☑ protective clothing (long sleeved shirt and pants, suitable shoes)</td>
</tr>
<tr>
<td>☑ personal hygiene items</td>
</tr>
<tr>
<td>☑ a whistle</td>
</tr>
<tr>
<td>☑ a plastic bag for rubbish</td>
</tr>
<tr>
<td>☑ a personal first aid kit.</td>
</tr>
<tr>
<td>☑ A route card should be left with a responsible adult not involved in the activity, e.g. local police, park ranger or principal. The card should include:</td>
</tr>
<tr>
<td>☑ an outline of the route to be followed</td>
</tr>
<tr>
<td>☑ the number and names of party</td>
</tr>
<tr>
<td>☑ the estimated time of departure and estimated time of arrival of the party</td>
</tr>
<tr>
<td>☑ a contact person (e.g. principal) in the case of emergency</td>
</tr>
<tr>
<td>☑ alternative routes/tracks.</td>
</tr>
<tr>
<td>☑ Obtain permission and/or relevant permits from landowners and land-management agencies to enter their property. The requirements of permits must be adhered to.</td>
</tr>
</tbody>
</table>

Yes | No

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.
Minimum equipment/facilities  If ‘No’ is ticked, provide further information.

<table>
<thead>
<tr>
<th>Emergency management plan</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

Further information: ’Adequate food supplies’: bushwalking locations for Amaroo EEC activities are not remote. Walking tracks are accessible by vehicle in case of emergency relating to provision of food.

‘2 -3 litres of drinking water’ The bush walks undertaken are no longer than a 1 hour circuit walk and water is available to refill bottles upon arrival back at the bush walk origin

“Medical Information” forms:The visiting class teacher is to provide and is responsible for the medical alert list, the medical consent forms and the procedures for administering student medications.

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

<table>
<thead>
<tr>
<th>Hazards/risks</th>
<th>Control measures</th>
<th>Yes</th>
<th>No</th>
<th>Implementation plan/ Additional controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological material</td>
<td>Comply with Management of Prescribed Contagious Conditions and Infection Control Guideline.</td>
<td>☑</td>
<td></td>
<td>Appropriate first aid materials and expertise available (Centre staff and visiting teacher).</td>
</tr>
<tr>
<td>Bodily fluids (e.g. blood,</td>
<td>Ensure personal items such as towels and drink bottles are not shared.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweat, saliva)</td>
<td></td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental conditions</td>
<td>Assess weather conditions before and during activity.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td>Plan for alternative routes in case of emergent situations.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrounds</td>
<td>Ensure everyone has appropriate clothing for all weather extremes.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverse terrain</td>
<td>Assess conditions and surrounds before expedition takes place, with potential dangers identified and suitable action taken.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature/ exposure</td>
<td>Instruct students in procedures to follow if they become lost.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolation (getting lost)</td>
<td>Ensure all leaders are familiar with the route card, the program, their role in the program and emergency procedures to be used.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plants (e.g. poisonous,</td>
<td>Provide supervision of the group through measures such as designating group roles (e.g. leader, group member, tail end). Make</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stinging)</td>
<td>regular checks on group numbers and ensure that contact between all group members is maintained.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consider hazards associated with types of fencing materials, gates</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Hazards/risks</th>
<th>Control measures</th>
<th>Yes</th>
<th>No</th>
<th>Implementation plan/ Additional controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height/falling objects</td>
<td>• Avoid trails near cliffs where possible. &lt;br&gt;• Do not allow students to climb trees. &lt;br&gt;• Constantly monitor surroundings for slip, trip and fall hazards. &lt;br&gt;• Have suitable recovery or rescue equipment available.</td>
<td>✗</td>
<td>☑</td>
<td>Establish safety rules and set physical boundaries i.e. Designated Leader and ‘Tail end Charlie’. Discussion of behaviour. Walkers wear appropriate footwear. Walking single file where necessary and maintenance of appropriate spacing between walkers. Terrain traversed does not include cliffs</td>
</tr>
<tr>
<td>Water</td>
<td>• Adhere to Recreational Swimming Guidelines if applicable. &lt;br&gt;• Adhere to Guidelines for Managing Risks in Recreational Water if applicable. &lt;br&gt;• Constantly monitor surroundings for creeks, water, etc.</td>
<td>☑</td>
<td>✗</td>
<td>Amaroo EEC bushwalking involves no recreational use of water. Responsible adult supervision of students when near any creek/body of water.</td>
</tr>
<tr>
<td>Animal bites/diseases</td>
<td>• Ensure everyone wears shoes when swimming in creeks, etc. &lt;br&gt;• Check for ticks and other parasites regularly.</td>
<td>☑</td>
<td>✗</td>
<td>No recreation water activities are involved in Amaroo EEC bushwalking. Shoes must be worn at all times. Appropriate first aid materials and expertise available (Centre staff and visiting teacher).</td>
</tr>
<tr>
<td>Physical exertion</td>
<td>• Review health, maturity, fitness, suitability and competency of participating students. &lt;br&gt;• Constantly monitor students for fatigue and exhaustion. &lt;br&gt;• Conduct appropriate lead-up activities. &lt;br&gt;• Establish resting stops where appropriate.</td>
<td>✗</td>
<td>☑</td>
<td>Centre staff make assessment informally and through consultation with visiting staff.</td>
</tr>
<tr>
<td>Students</td>
<td>• Obtain parental permission, including relevant medical information. &lt;br&gt;• When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available. &lt;br&gt;• Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. &lt;br&gt;• Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. &lt;br&gt;• Provide adequate adult supervision</td>
<td>☑</td>
<td>✗</td>
<td>Visiting schools acquire relevant permissions and collate student information. Information is conveyed to Amaroo EEC by fax or e-mail and by visiting teachers in person. Visiting schools provide additional teachers/aides/parents to accompany, assist and supervise students with special needs.</td>
</tr>
<tr>
<td>Hazards/risks</td>
<td>Control measures</td>
<td>Yes</td>
<td>No</td>
<td>Implementation plan/ Additional controls</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td>-----</td>
<td>----</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>(consider maximum group size and adult:student ratio).</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brief students about the nature and purpose of the activity, potential hazards and appropriate safety procedures, including those of the first aid officer.</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery accordingly.</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

### Additional control measures

*These would relate to the specific student needs, location and conditions in which you are conducting your activity.*

<table>
<thead>
<tr>
<th>Hazards/risks</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stick injuries</td>
<td>Students made aware of hazards of carrying sticks, possible eye injuries and poking injuries. If students are engaging in the tree shake activity correct use of the sheet scrolls and eye loupes is demonstrated by the Centre teacher and monitored throughout the activity.</td>
</tr>
</tbody>
</table>

---

**Submitted by:** Judy Thiess and <insert name of visiting group's leader>

**Date:**

List the names of those who were involved in the preparation of this risk assessment. Judy Thiess, and <insert name of group leader where appropriate>

---

**Approval**

☒ Approved as submitted

☐ Approved with the following condition(s):

☐ Not approved for the following reason(s):

By: Cam Mackenzie

Designation: Principal Amaroo EEC

Signed: Date: 04/02/13

Once approved, activity details should be entered into the School Curriculum Activity Register by administrative staff.

---

**Monitor and review**

*To be completed during and/or after the activity and/or at the completion of the series of activities.*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
### Monitor and review
To be completed during and/or after the activity and/or at the completion of the series of activities.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the control measures still effective?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have there been any changes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are further actions required?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details:

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### Important links

<table>
<thead>
<tr>
<th>Category</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification of Walking Tracks</td>
<td><a href="http://www.outdoorswa.org/files/Bushwalking%20Levels%20&amp;%20Assessment%20Requirements.pdf">http://www.outdoorswa.org/files/Bushwalking%20Levels%20&amp;%20Assessment%20Requirements.pdf</a></td>
</tr>
<tr>
<td>First Aid</td>
<td><a href="http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx">http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx</a></td>
</tr>
<tr>
<td>National Outdoor Leader Registration Scheme</td>
<td><a href="http://www.outdoorcouncil.asn.au/nolrs_2_34.html">http://www.outdoorcouncil.asn.au/nolrs_2_34.html</a></td>
</tr>
</tbody>
</table>

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Glossary and other information

Summary of the Australian Standard™ Walking Tracks Part One: Classification and Signage (AS 2156.1—2001)

Class One
Opportunity for large numbers of visitors, including those with reduced mobility, to undertake walks that are provided with a high level of interpretation and facilities. Users can expect abundant opportunities to learn about the natural environment through interpretive signs or brochures. Users can expect frequent encounters with others.

Elements for classification

Track conditions:
Generally a broad, hard-surfaced track suitable for wheelchair use; Width: 1200 mm or more; well maintained with minimal intrusions.

Gradient:
Grades in accordance with the AS 1428 series; Steps allowed only with alternate ramp access.

Signage:
Signs for management and interpretation purposes may be used frequently. Arrow type track markers will be used at intersections.

Infrastructure:
Facilities along the track may include lookout platforms, seats and barrier rails. Camping is generally not allowed along the track.

Terrain:
Users need no previous experience and are expected to exercise normal care regarding their personal safety.

Weather:
Not applicable.

Management intervention is high, with tracks and adjacent natural and built elements inspected and maintained regularly (every 30 days or less). Track details will generally be shown at the track head and on local maps and brochures.

Class Two
Opportunity for large numbers of visitors to walk easily in natural environments that have a moderate to high level of interpretation and facilities; Users can expect to learn about the natural environment with moderate to abundant opportunities to learn through interpretive signs or brochures. Users can expect frequent encounters with others.

Elements for classification

Track conditions:
Generally a modified or hardened surface; Width: 900 mm or more; well maintained with minimal intrusions.
Gradient:
Generally no steeper than 1:10; Minimal use of steps.

Signage:
Signs for management and interpretation purposes may be used frequently. Arrow type track markers will be used at intersections.

Infrastructure:
Facilities along the track may include lookout platforms, seats and barrier rails. Camping is generally not allowed along the track.

Terrain:
Users need no previous experience and are expected to exercise normal care regarding their personal safety.

Weather:
Not applicable.

Management intervention is moderate to high, with tracks and adjacent natural and built elements inspected and maintained regularly (every 90 days or less). Track details will generally be shown at the track head and on local maps and brochures.

Class Three
Opportunity for visitors to walk in slightly modified natural environments requiring a moderate level of fitness and where the provision of interpretation and facilities is not common. Users can expect opportunities to observe and appreciate the natural environment with limited provision of interpretive signage. Users can expect occasional encounters with others.

Elements for classification
Gradient
May exceed 1:10 for short sections but generally no steeper than 1:10. Steps may be common.

Infrastructure
Facilities generally not provided, except for specific safety and environmental considerations.

Signage
Signs and track markers may be used for direction. Limited signage for management and interpretation purposes.

Terrain
Users need no bushwalking experience and a minimum level of specialised skills. Users may encounter natural hazards such as steep slopes, unstable surfaces and minor water crossings. They are responsible for their own safety.

Track conditions
Generally a modified surface, sections may be hardened; width variable and generally less than 1200 mm; kept mostly clear of intrusions and obstacles

Weather
Storms may affect navigation and safety.

Management intervention is moderate with built elements inspected and maintained regularly. Any built facilities will be managed for public risk (inspection interval is six months or less). Track details will generally be shown on local maps and brochures.

Class Four
Opportunity for visitors to explore and discover relatively undisturbed natural environments along defined and distinct tracks with minimal (if any) facilities. Users can expect opportunities to observe and appreciate the natural environment without provision of interpretive signage. Users can expect opportunities for solitude with few encounters with others.

Elements for classification
Gradient
Limited to environmental and maintenance considerations.
**Infrastructure**
Facilities generally not provided except for specific safety and environmental considerations.

**Signage**
Minimal signage for management and directional purposes.

**Terrain**
Users require a moderate level of specialised skills such as navigation skills. Users may require maps and navigation equipment to successfully complete the track. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards.

**Track conditions**
Generally distinct without major modification to the ground; Encounters with fallen debris and other obstacles are likely.

**Weather**
Storms and severe weather may affect navigation and safety.

**Management intervention**
is low to moderate, with tracks inspected on a regular basis and after major natural events such as cyclones or fires. Any built facilities are managed for public risk (inspection interval six to twelve months). Track details may be shown on local maps and brochures.

**Class Five**
This is an opportunity for visitors with advanced outdoor knowledge and skills to find their own way along often indistinct tracks in remote locations. Users can expect frequent opportunities for solitude with few encounters with others.

**Elements for classification**

**Gradient**
May include steep sections of unmodified surfaces.

**Infrastructure**
Facilities are generally not provided except for specific safety and environmental considerations.

**Signage**
Signage is limited and only for management purposes.

**Terrain**
Users require a high degree of specialised skills such as navigation skills. Users may require maps and navigation equipment to successfully complete the track. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards.

**Track conditions**
There are limited modifications to natural surfaces and the track alignment may be indistinct in places. There is minimal clearing and debris along the track.

**Weather**
Storms and severe weather may affect navigation and safety.

**Management intervention**
is low and tracks are inspected on a regular basis and after major natural events such as cyclones or fires. Any built facilities are managed for public risk, with an inspection interval of six to eighteen months. Track details may be shown on local maps and brochures.

**Class Six**
This is an opportunity for highly experienced walkers to explore remote and challenging natural areas without reliance on managed tracks. Users can expect extended periods of solitude with few encounters with others.

**Elements for classification**

**Gradient**
It may include steep sections of unmodified surfaces.

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**Uncontrolled copy.** Refer to the Department of Education, Training and Employment Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.
**Infrastructure**
Facilities are generally not provided.

**Signage**
Signage is generally not provided.

**Terrain**
Users require previous experience in the outdoors and a high level of specialised skills such as navigation skills. Users will generally require a map and navigation equipment to complete the track. Users need to be self-reliant, particularly in regard to emergency first aid and possible weather hazards.

**Track conditions**
There is no modification of the natural environment.

**Weather**
Storms and severe weather may affect navigation and safety.

**Management intervention** is negligible. Tracks are not managed for public risk and users are responsible for personal safety and need to exercise appropriate care. Track details will not normally be provided by the managing authority.

### Bushwalking Qualifications Guide

There are currently 3 nationally recognised qualifications in bushwalking:

1. A certificate from an RTO for the completion of Nationally Recognised Training in a bushwalking skill set at or above the appropriate level, as explained in the Sport and Recreation Training Package (SIS10)
2. A qualification from an RTO at Certificate III, Certificate IV or Diploma level for the completion of Nationally Recognised Training for the full qualification with a noted specialisation for Bushwalking Guide at/or above the appropriate level. This specialisation must be printed on the certificate for it to have been attained.
3. Registration with the National Outdoor Leaders Registration Scheme (NOLRS) as a Bushwalking Guide at/or above the appropriate level. Registration must be current.

<table>
<thead>
<tr>
<th>Skill Set Qualification</th>
<th>Certificate</th>
<th>NOLRS</th>
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</thead>
<tbody>
<tr>
<td>Guide – tracked, easy untracked areas (controlled environments)</td>
<td>III in Outdoor, Sport or Community Recreation</td>
<td>Guide – tracked, easy untracked areas (controlled environments)</td>
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<tr>
<td>Level 1</td>
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<tr>
<td>Guide – tracked, easy untracked areas (controlled environments)</td>
<td>III in Outdoor, Sport or Community Recreation</td>
<td>Guide – tracked, easy untracked areas (controlled environments)</td>
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<tr>
<td>Level 2</td>
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<td></td>
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<tr>
<td>Guide – difficult, trackless areas (intermediate environments)</td>
<td>IV in Outdoor, Sport or Community Recreation</td>
<td>Guide – difficult, trackless areas (intermediate environments)</td>
</tr>
<tr>
<td>Level 3</td>
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<tr>
<td>Guide – unmodified areas (uncontrolled environments)</td>
<td>Dip. in Outdoor, Sport or Community Recreation</td>
<td>Guide – unmodified areas (uncontrolled environments)</td>
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<td>Level 4</td>
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