

Outdoor Leadership

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	EXP315113
COURSE SPAN	2013 — 2017
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

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

Outdoor Leadership is a Level 3 course in the Outdoor Education area

Outdoor Leadership encourages learners to develop an understanding of self, to develop a positive relationship with others and the natural environment, and use effective leadership techniques. Another of its primary aims is to foster an awareness of the natural environment and build responsibility for its care and conservation. These understandings empower learners to contribute towards achieving an ecologically sustainable world.

Course Description

The Outdoor Leadership course is designed to develop learners' ability to interact effectively with others and increase their aptitude for leadership within the context of outdoor activities.

Central to this course are the following elements:

- leadership
- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

These elements shape the way in which the learners will:

- experience and learn leadership theories and practices
- manage and influence groups to work collaboratively
- develop effective communication
- develop problem solving strategies when planning and conducting group activities
- develop effective decision-making processes
- apply safety practices in outdoor-based adventure activity environments.

Through undertaking this course, learners will develop an understanding of leadership theories, qualities and skill sets of a leader, and observe and practice applying them in outdoor activities. Learners will develop an awareness and knowledge of the requirements and procedures for planning activities, and managing groups in outdoor activities. Outdoor Leadership places an emphasis on applying critical and innovative thinking to solve problems in response to environmental, technical and personal challenges experienced in outdoor activities.

Learners will be provided with opportunities to connect with, and reflect on, their own and others' relationships within a range of outdoor recreation activities (typically containing an element of adventure) including their connection with the natural environment.

Learning Statement

Outdoor Leadership is a Level 3 course in the Outdoor Education area. Outdoor Education is about providing challenging learning experiences that engage learners in an holistic way. Outdoor activities explicitly use experiences which challenge learners in these domains: the physical self, as activities require learners to be active at a variety of levels; the mental self, as learners are encouraged to think and ask questions; and the emotional self, as learners have feelings about and engage with the physical and the social self in order to understand themselves and their relationship to others. Outdoor Education provides opportunities for learners to participate in active citizenship and contribute to the wider community.

Outdoor Leadership encourages learners to develop an understanding of self, to develop a positive relationship with others and the natural environment, and use effective leadership techniques. Another of its primary aims is to foster an awareness of the natural environment and build responsibility for its care and conservation. These understandings empower learners to contribute towards achieving an ecologically sustainable world.

Rationale

With the changes in Tasmania's social and economic development, particularly with the identification of the major income industry being focused towards Tourism, the need to research and develop, up-skill and train people in Eco and Adventure Tourism and in Outdoor Education is essential. Tasmania needs to have people in place who can understand the need to offer quality experiences and maintain the unique opportunities Tasmania can offer. There is a need to educate Tasmanians in the value of the environment we have and appreciate the management of this sector, prepare guides and operators of, and for these ventures and to have further study to allow the development of researchers and managers into the future.

Outdoor Leadership develops a person's understanding of leadership, where individuals are aware of themselves, others and the environment. This is something that can be taken into everyday life and the work environment to create active citizenship, and make contributions to the wider community.

Learning Outcomes

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

1. plan, manage and lead adventure activities
2. understand a range of leadership theories
3. understand group dynamics and management strategies
4. understand the skills required in leading activities
5. develop personal leadership capabilities with a self-reflective capacity
6. identify a range of minimal impact strategies to ensure ecologically sustainable practices for outdoor experiences
7. understand how outdoor leaders can facilitate emotional connection with nature
8. identify stakeholders and techniques for managing and conserving environments
9. identify different ways in which humans experience and relate to natural environments.

Access

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

Pathways

Outdoor Leadership provides a sound basis for learners wishing to move into areas of employment where there is a requirement for good managers and team workers. The Defence Forces, Police, Ambulance and Fire Departments, the Antarctic Division and Adventure Tourism are some examples where there is a need for people with knowledge and skills developed by studying this course.

Outdoor Leadership also provides direct pathways to related VET and higher education courses.

Resource Requirements

Providers of this course will ensure that they are able to meet the requirements articulated in the Department of Education's *Handbook for Off Campus Activities* – which are aligned with the *Adventure Activity Standards* – when conducting outdoor adventure activities.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Requirements

Learners undertaking Outdoor Leadership will participate in recreational activities, using these to develop leadership techniques and understanding of technical skills through the application of their knowledge of theoretical concepts.

The course must be delivered through theory and practical components. The strong link between the theoretical and practical aspects of the course allows learners to develop knowledge and understanding, applying it in practical situations to learn and develop their skills in an holistic way.

The course providers must allow adequate time to introduce and ensure understanding of the content topics, enable learners to undertake investigative research and allow them to plan, manage and lead practical adventure activities in outdoor situations.

In delivery it is expected that a time ratio of no less than one third (approximately 50 hours) practical and two-thirds (approximately 100 hours) theory will be maintained.

Course Content

All topics are compulsory. The order in which they are delivered is not prescribed.

TOPIC A: PLANNING FOR OUTDOOR ACTIVITIES

Activity structure (including time management)

- briefing
- activity
- debriefing.

Planning: GO PREPARE as a planning framework – Goals, Objectives, Participants, Resources, Equipment, Plan, Access, Rationing, Emergency plan. Inclusive of the following:

- Logistics:
 - administrative concerns (e.g. institutional documentation, medical forms)
 - transport, equipment, food, water, etc...
- Safety:
 - procedures in the field to ensure safety for participants (arising from risk management).
- Communication with participants, parents and other leaders:
 - information to be conveyed (consent forms, equipment lists, route plans, etc...)
 - knowledge and application of communication systems including satellite phones, UHF radios and mobile phone networks.
- Venue considerations (e.g. National Parks' exemptions, hut usage requirements, campsite bookings).
- Weather:
 - knowledge of information services
 - weather information required for specific activities
 - reading synoptic charts and forecasting
 - monitoring and interpreting weather in the field.
- Navigation:
 - understanding and interpretation of topographical maps
 - route planning, including grid references and calculating distances/times and the use of navigation tools.
- Risk management:
 - identify hazards and the risks they present for a range of activities
 - causal factors – environment, equipment, people
 - risk minimisation/prevention/management strategies
 - real, perceived and absolute risk
 - balancing risk in outdoor activities
 - development of comprehensive risk analysis and management plans.
- Emergency procedures:
 - escape routes
 - contacting emergency services
 - First Aid as a requirement of planning.
- Health and wellbeing from a leadership perspective:
 - physical preparation
 - nutrition (e.g. basic food groups, sensible food for adventure activities – high energy, easily prepared and cleaned up, lightweight, little rubbish)
 - hygiene (e.g. water treatment methods, hand washing and food preparation)
 - campsite selection
 - maintenance of overnight camp site
 - clothing and equipment.

TOPIC B: LEADERSHIP THEORY

- The role of a leader during outdoor adventure activities:
 - communication
 - planning
 - organisation
 - conducting/leading
 - evaluation.
- Attributes of effective leaders.
- Leadership theories (such as Leadership continuum/style theory (autocratic, democratic, abdicratic), Conditional outdoor leadership theory, Situational leadership, Transactional and transformational leadership).

- Group and task oriented leadership:
 - goals setting (e.g. specific, measurable, achievable, realistic, time-framed goals)
 - group and individual goals.
- Equity issues in leadership (e.g. gender, age, disadvantaged groups/individuals).
- Decision making:
 - definitions and relationship between decision making and problem solving
 - analytical technique of decision making
 - value of experience based judgement.
- Techniques for reflecting on outdoor adventure activities (e.g. written notes/journals/logs/readings, dyads, photographs and drawings, group discussions, activity sheets, isolation).

TOPIC C: GROUP MANAGEMENT

- Individual (Maslow's Hierarchy of Needs), group and task needs.
- Stages of group formation:
 - forming, storming, norming, performing, transforming
 - techniques to facilitate and manage issues of group development.
- Conflict:
 - resolution techniques, including benefits and disadvantages of each: avoidance, accommodation, competition, compromise, collaboration
 - tolerance and understanding for the needs of others.
- Communication:
 - channels for communication: verbal; tactile; auditory; visual
 - effective communication techniques
 - one way communication
 - two way communication, including transactional feedback
 - barriers to communication: (e.g. noise (semantic, internal, external) and overload)
 - facilitation and listening skills.

TOPIC D: ECOLOGICAL SUSTAINABILITY OF OUTDOOR ADVENTURE ACTIVITIES

- Current issues relevant to ecological sustainability of outdoor adventure activities.
- Knowledge of environmental practices to minimise impact on environments used for outdoor adventure activities (e.g. 'Leave no trace').
- Stakeholders involved in environmental management and conservation, including private and government organisations including:
 - strategies stakeholder organisations use to manage the environment: permit systems, track rerouting, track closure, investment in infrastructure (new huts, toilets, camping platforms)
 - strategies stakeholders use to evaluate the effectiveness of environmental management strategies, including track and water monitoring.

TOPIC E: HUMAN – NATURE RELATIONSHIPS

- Historic and contemporary values for natural environments:
 - cultural, recreational, social, aesthetic, economic, educational, scientific, spiritual
 - connection between values, attitudes and beliefs.
- Ways in which humans have experience of natural environments:
 - senses of place and space
 - experiences (e.g. indigenous spiritual relationship, early colonial settlers, industry (forestry, mining, agriculture and fishing, 'enterprise/employment /resources'), recreation and adventure based activities)
 - how values and attitudes towards the environment have changed over time.
- Human relationships with nature such as:
 - identification of the different values people have for the environment
 - Peter Martin's 'Signposts to Nature'
 - how leaders facilitate connection with natural environments.
- Threats to wilderness areas and the potential impact on human-nature experiences:
 - historical (e.g. Lake Pedder and Franklin River)
 - contemporary (e.g. population growth and climate change).

Work Requirements

Learners will complete a body of work that includes evidence of their practical application (log and journal), research essays and a negotiated leadership project.

NEGOTIATED LEADERSHIP PROJECT (INTERNALLY ASSESSED)

In the project learners will:

- undertake a practical leadership role in an outdoor or adventure activity
- demonstrate knowledge and understanding of leadership concepts
- formally reflect – in writing – on their own leadership.

Learners will plan, conduct, lead and report on an adventure activity. The activity could be part of a multi-day trip or a stand-alone activity. Learners must *reflect on that activity* in a written report, relating their leadership to concepts and theory in outdoor leadership and their personal skills, responsibilities and leadership roles.

As a guide, about *15 hours of work* should be sufficient for the planning and conduct of the activity, and completing the written report. The report must represent the equivalent of between 2000 and 2500 words in total. The report will include – and make reference to – Evaluation Sheets completed by the activity supervisor and at least one participant. The Evaluation Sheets will provide feedback to the activity leader on their leadership and related skills. It is recommended that the pro forma Evaluation Sheet provided for Outdoor Leadership be used. This can be found in the list of Supporting Documents below.

The outdoor or adventure activity must be:

- negotiated by the student with the teacher – the appropriateness of a multi-day activity must be carefully considered
- undertaken via individual leadership – ‘individual leadership’ means planned, managed and led by a single person (not a shared leadership). If assistance is required, for instance, for specific technical matters, appropriate arrangements must be negotiated and clarified prior to the activity. This must be clearly stated in the planning material
- a minimum of one hour continuous duration, excluding any travel time not specific to the activity
- conducted with a group of people, the number of people in the group being a suitable size for the activity
- conducted using appropriate equipment and in an environmental setting relevant to the group's developmental stage.

Learners must explain any changes to the conduct of the activity due to weather or mitigating circumstances. This explanation must include any attempts to postpone or use an agreed backup plan. Unfavourable weather conditions may mean the need to implement a backup plan and conduct a planned outdoor activity indoors.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

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

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

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

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

- a match between the standards for achievement specified in the course and the standards demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The following criteria will be externally assessed: 2, 3, 5, 7 and 8.

For further information, see the current external assessment specifications and guidelines for this course in the Supporting Documents below.

Criteria

The assessment for Outdoor Leadership Level 3 will be based on the degree to which the learner can:

1. Demonstrate understanding of organisational and planning requirements for leading outdoor activities
2. Demonstrate understanding of leadership theory **
3. Demonstrate understanding of leadership qualities and skills**
4. Demonstrate personal leadership skills
5. Demonstrate understanding of group management and work collaboratively with others**
6. Apply and evaluate a range of ecologically sustainable practices
7. Demonstrate understanding of ways in which people experience and relate to the natural environment**
8. Communicate ideas and information in a variety of forms.**

* = denotes criteria that are internally and externally assessed

Standards

Criterion 1: Demonstrate understanding of organisational and planning requirements for leading outdoor activities

The learner:

Rating A	Rating B	Rating C
identifies, communicates and organises equipment and associated needs of a group for outdoor activities, preparing for the possibility of changed conditions	identifies and communicates to a group, equipment and associated needs for outdoor activities, taking into account the possibility of changed conditions	identifies equipment and associated needs of a group for outdoor activities, and takes account of the possibility of changed conditions
facilitates group in developing outdoor activity plan, analysing and selecting most appropriate plan from a range of options	co-ordinates development and planning of agreed tasks for outdoor activities	uses self-management strategies in developing and planning the agreed tasks for outdoor activities
sets, instigates and monitors goals which are specific, measurable, achievable, realistic and time-framed	sets and instigates goals which are specific, measurable, achievable, realistic and time-framed	sets goals which are specific, measurable, achievable, realistic and time-framed
applies, monitors and adjusts planning for a variety of outdoor activities for a group	applies and monitors a model for planning outdoor activities for a group	applies a given model for planning an outdoor activity for a small group
reflects on personal progress towards organising a group for participation in an outdoor activity	reflects on personal progress in organising a group for participation in an outdoor activity and articulates a way in which this could be enhanced in the future	reflects on personal progress towards organising a group for participation in an outdoor activity
communicates and negotiates with stakeholders when organising an outdoor activity	communicates with stakeholders when organising an outdoor activity	identifies stakeholders when organising an outdoor activity
utilises and adapts operational procedures and documentation required for conduct of outdoor activities.	utilises operational procedures and documentation required for conduct of an outdoor activity.	identifies operational procedures and documentation required for conduct of an outdoor activity.

Explanation of Criterion 1: Students will work within the context of best practice of the Australian Adventure Activity Standards (as articulated in the Tasmanian Department of Education's, 'Procedures for Planning off Campus Activities').

The GOPREPARE Model is the recommended model for planning an outdoor activity.

In the context of standard element 6 'stakeholders' are people and organisations potentially affected or involved in the running of an activity, such as: students; parents; participants; staff the school/college; businesses; land owners/managers and activity bodies.

Criterion 2: Demonstrate understanding of leadership theory *

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
analyses a range of leadership theories and evaluates how these may be applied in a range of situations	analyses a range of leadership theories and their application in given situations	describes some leadership theories and provides basic discussion of their application
critically analyses and evaluates the effectiveness of strategies and leadership models in a broad range of outdoor activities	analyses and evaluates relevant strategies and leadership models in a range of outdoor activities	describes relevant strategies and leadership models in a limited range of outdoor activities

critically analyses and evaluates techniques for facilitating reflection with different groups in a broad range of situations	analyses and evaluates techniques for facilitating reflection in a range of situations	describes techniques for facilitating reflection in given situations
critically analyses role and attributes of effective leadership in a broad range of situations	describes role and analyses attributes of effective leadership in a range of situations	describes role and attributes of effective leadership in given situations
critically analyses methods used in goal setting and evaluates their application in a broad range of situations.	analyses methods used in goal setting and evaluates their application in a range of situations.	describes methods used in goal setting and discusses their application in given situations.

Explanation of Criterion 2:

Examples of leadership theory include, but are not limited to: continuum/style theory; conditional outdoor leadership theory; situational leadership; group and task oriented leadership; and transactional and transformational leadership.

Examples of techniques for facilitating reflecting include, but are not limited to: groups discussions; photographs and drawings; journals and logs; and scaffolded activity review sheets.

Criterion 3: Demonstrate understanding of leadership qualities and skills*

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
correctly uses specialised terminology when discussing leadership qualities and skills	correctly uses specialised terminology when discussing leadership qualities and skills	correctly uses some specialised terminology when discussing leadership qualities and skills
accurately defines and explains terms related to leadership qualities and skills	correctly defines terms related to leadership qualities and skills	correctly defines some common terms related to leadership qualities and skills
critically analyses and evaluates the relative significance of leadership qualities and skills required in a range of situations	analyses leadership qualities and skills required in a range of situations	describes basic leadership qualities and skills required in a given range of situations
analyses knowledge and skills a leader needs to predict, recognise, prevent, minimise and react appropriately to emergencies in a wide range of outdoor activities	explains knowledge and skills a leader needs to predict, recognise, prevent, minimise and react appropriately to emergencies in a range of outdoor activities	describes basic knowledge and skills required by a leader to predict, recognise, prevent, minimise and react appropriately to emergencies in a given range of outdoor activities
analyses recreation sector's policies and procedures associated with outdoor activities	explains recreation sector's policies and procedures associated with outdoor activities	describes recreation sector's policies and procedures associated with outdoor activities
critically analyses reasons a leader may need to adjust personal actions when leading a group and evaluates possible outcomes of a range of adjustments.	analyses reasons a leader may need to adjust personal actions when leading a group and suggests plausible adjustments.	explains reasons a leader may need to adjust personal actions when leading a group and suggests possible adjustments.

Criterion 4: Demonstrate personal leadership skills

The learner:

Rating A	Rating B	Rating C

analyses personal leadership skills, roles and responsibilities required to effectively lead an outdoor activity	describes personal leadership skills, roles and responsibilities required to lead an outdoor activity	identifies personal leadership skills, roles and responsibilities required to lead an outdoor activity
accurately completes operational procedures and documentation required for an outdoor activity	completes operational procedures and documentation required for an outdoor activity	completes operational procedures and documentation required for an outdoor activity as directed
effectively completes planning and communication associated with leading an outdoor activity, including provision for changes in circumstances/conditions	completes planning and communication associated with leading an outdoor activity	completes most aspects of planning and communication associated with leading an outdoor activity
effectively leads a diverse group in an complex outdoor activity	leads a group in a complex outdoor activity	leads a group in a simple outdoor activity
monitors own leadership and responds appropriately during an activity, and also reflects on own leadership, evaluates personal performance, and articulates ways in which leadership skills may be improved	reflects on own leadership, evaluates personal performance and articulates ways in which leadership skills may be improved	identifies aspects own leadership skills requiring improvement
uses strategies to make appropriate and effective decisions in a wide range of situations/conditions	uses strategies to make appropriate decisions in a range of situations/ conditions	uses strategies to make some appropriate decisions in a limited range of situations/conditions
analyses relevance of leadership planning and practical skills to other areas of life.	describes leadership planning and practical skills relevant to other areas of life.	identifies aspects of leadership planning and practical skills relevant to other areas of life.

Criterion 5: Demonstrate understanding of group management and work collaboratively with others*

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
works collaboratively with others, recognises individual strengths and weaknesses, and supports others in achieving designated goals	works collaboratively with others, and supports group and individuals to achieve designated goals	works collaboratively with others in outdoor activities
initiates, leads and manages collaborative tasks and facilitates others in the planning, organisation and completion of group activities and attainment of group goals	constructively contributes to group activities and attainment of group goals, and facilitates group processes	constructively contributes to group activities and attainment of group goals
correctly identifies reasons for, and stages of, group formation which occur within an outdoor activity context	correctly identifies stages of group formation which occur within an outdoor activity context	correctly identifies some stages of group formation which occur within an outdoor activity context
correctly uses specialised terminology when discussing group dynamics, and accurately explains terms and concepts related to group dynamics	correctly uses specialised terminology when discussing group dynamics, and explains terms and concepts related to group dynamics	correctly uses basic terminology when discussing group dynamics, and explains some aspects of terms and concepts related to group dynamics

effectively employs a range of collaborative strategies to address issues affecting achievement of team goals	effectively employs a range of collaborative strategies to address issues affecting achievement of team goals	employs some collaborative strategies to address issues affecting achievement of team goals
accurately describes a range of conflict management strategies, identifies situations where such strategies may be effective, and effective employs some appropriate strategies in group situations.	describes a range of conflict management strategies, identifies situations where such strategies may be effective, and employs some strategies in group situations.	describes some conflict management strategies and identifies situations where strategies may be effective.

Criterion 6: Apply and evaluate a range of ecologically sustainable practices

The learner:

Rating A	Rating B	Rating C
analyses issues related to the environmental impact of a range of outdoor activities and critically evaluates ways in which these can be addressed	explains issues related to the environmental impact of a range of outdoor activities and evaluates ways in which these can be addressed	accurately identifies some issues related to the environmental impact of specific outdoor activities and discusses ways in which these can be addressed
consistently demonstrates and promotes care for, and conservation of, the natural environment during outdoor activities	consistently demonstrates care for, and conservation of, the natural environment during outdoor activities	demonstrates care for, and conservation of, the natural environment during outdoor activities
analyses and evaluates 'leave no trace' practices and consistently applies and promotes these during outdoor activities	explains 'leave no trace' practices, consistently applies these during outdoor activities and assists others to do so	identifies 'leave no trace' practices and applies these during outdoor activities
accurately describes stakeholder organisations and evaluates effectiveness of environmental management strategies	accurately describes stakeholder organisations and explains environmental management strategies	identifies stakeholder organisations and some environmental management strategies
analyses how environmental management strategies are implemented and evaluated.	accurately identifies and describes how environmental management strategies are implemented and evaluated.	accurately identifies environmental management strategies and their implementation.

Explanation of Criterion 6:

Stakeholder organisations include, but are not limited to: Parks and Wildlife; Hydro Tasmania; Forestry Tasmania; and private, non-government organisations (e.g. Tasmanian Land Conservancy, private companies offering outdoor experiences).

In the context of this course 'environmental management strategies' are those related to the use of the environment for outdoor activities. Such strategies include, but are not limited to: permit/booking systems; track re-routing/stabilising/closure; and investment in infrastructure (e.g. new huts, toilets, camping platforms).

Environmental management strategies include, but are not limited to: track use monitoring; monitoring of water quality on major tracks; and monitoring phytophora (e.g. Parks and Wildlife Overland Track Management strategy).

Criterion 7: Demonstrate understanding of ways in which people experience and relate to the natural environment*

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C

critically analyses how values shape attitudes towards the natural environment	analyses how values shape attitudes towards the natural environment	describes some connections between values and attitudes towards the natural environment
provides a detailed chronological description of human interactions with a natural environment and analyse factors that influence these interactions	accurately describes human interactions with a natural environment and identify factors that influence these interactions over time	describes human interactions with a natural environment and provide a limited overview of how these have changed over time
gives a comprehensive description of historical and contemporary issues relating to a natural environment, and critically analyses how these impact on human-nature relationships	gives an accurate description of historical and contemporary issues relating to a natural environment, and analyses how these impact on human-nature relationships	gives an overview of historical and contemporary issues relating to a natural environment, and describes how these impact on human-nature relationships
accurately describes and justifies choice and sequence of activities designed to increase connection of others with the natural environment.	accurately describes and justifies choice of activities designed to facilitate increasing connection with the natural environment.	identifies activities aimed at increasing connection with the natural environment.

Explanation of Criterion 7: 'Values' include, but are not limited to: economic, recreational, cultural, spiritual, educational, and social values.

Criterion 8: Communicate ideas and information in a variety of forms.*

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
clearly and accurately conveys ideas and information in a logical, coherent manner using appropriate formats	clearly and accurately conveys ideas and information in a logical manner using appropriate formats	conveys ideas and basic information in a logical manner using some appropriate formats
produces written work in which English usage is correct including grammar, spelling of technical/ specialised terms, punctuation, accurate sentence structure, and effective use of paragraphs	produces written work in which English usage is generally correct including grammar, spelling, punctuation, sentence structure, and use of paragraphs	produces written work in which basic English usage is correct, including grammar, spelling of common words, simple punctuation, sentence structure, and use of paragraphs
clearly and accurately conveys essential information to group participants - orally and in writing - regarding activity objectives, organisational details, and safety issues. Additional information given is relevant and enhances clarity	clearly and accurately conveys essential information to group participants - orally and in writing - regarding activity objectives, organisational details, and safety issues. Additional information given is relevant	conveys essential information to group participants - orally and in writing - regarding activity objectives, organisational details, and safety issues
creates complex reports, and completes forms/templates and follows required processes with a high degree of accuracy	creates reports, completes forms/templates and follows required processes	creates simple reports, completes forms/templates and follows required processes
correctly uses specialised terminology when discussing outdoor leadership issues	correctly uses terminology when discussing outdoor leadership issues	correctly uses basic terminology when discussing outdoor leadership issues
clearly identifies the information, images, ideas and words of others used in the student's work	clearly identifies the information, images, ideas and words of others used in the student's work	identifies the information, images, ideas and words of others from the student's own
clearly identifies sources of the information, images, ideas and words that are not the	clearly identifies sources of the information, images, ideas and words that	identifies the sources of information, images, ideas and

student's own. Referencing conventions and methodologies are followed with a high degree of accuracy	are not the student's own. Referencing conventions and methodologies are followed correctly	words that are not the student's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

Explanation of Criterion 8: 'Formats' might include, but are not limited to: using ICT to create a PowerPoint presentation; creating a poster, brochure or flyer; giving a class talk or verbal presentation; written responses.

Qualifications Available

Outdoor Leadership Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from the external assessment).

The minimum requirement for an award in Outdoor Leadership Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

11 'A', 2 'B' ratings (4 'A', 1 'B' from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B' ratings 5 'C' ratings (2 'B', 2 'C' from external assessment)

SATISFACTORY ACHIEVEMENT(SA)

11 'C' ratings (3 'C' from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Marcel Brown, Jordan Taylor, and Rod Staples of the Tasmanian Academy in the development of this course.

Accreditation

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

Version History

Version 1 – Accredited Version 20 December 2012. This course replaces Outdoor Leadership (EXP315108).

Version 1.a – 10 December 2013. Correction to CA award requirement (8 'B' ratings changed to 7 'B' ratings).













Appendix 1

Line of Sight – Outdoor Leadership Level 3

On successful completion of this course, learners will have knowledge and skills to:

Outcome	Topic	Criteria
<ul style="list-style-type: none">plan, manage and lead adventure activities	A, B, C, D	1, 2, 4, 5, 6, 8
<ul style="list-style-type: none">understand a range of leadership theories	B, C	2, 3, 4, 5, 8
<ul style="list-style-type: none">understand group dynamics and management strategies	B, C	4, 5, 8
<ul style="list-style-type: none">understand the skills required in leading activities	A, B, C	1, 2, 3, 4, 5
<ul style="list-style-type: none">develop personal leadership capabilities with a self-reflective capacity	B, C	1, 2, 3, 4, 5, 8
<ul style="list-style-type: none">identify a range of minimal impact strategies to ensure ecologically sustainable practices for outdoor experiences	A, D	1, 6
<ul style="list-style-type: none">understand how outdoor leaders can facilitate emotional connection with nature	E	1, 7
<ul style="list-style-type: none">identify stakeholders and techniques for managing and conserving environments	D	6, 8
<ul style="list-style-type: none">identify different ways in which humans experience and relate to natural environments	E	7, 8

Supporting documents including external assessment material

-  [OXP315113 Assessment Report 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [OXP315113 Assessment Report 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [OXP315113 Exam Paper 2013.pdf](#) (2017-07-21 01:05pm AEST)
-  [OXP315113 Exam Paper 2014.pdf](#) (2017-07-21 01:05pm AEST)
-  [OXP315113 Exam Paper 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [OXP315113 Exam Paper 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [OXP315108 Assessment Report 2012.pdf](#) (2017-07-26 03:57pm AEST)
-  [OXP315113 Assessment Report 2013.pdf](#) (2017-07-26 03:58pm AEST)
-  [OXP315113 Assessment Report 2014.pdf](#) (2017-07-26 03:58pm AEST)
-  [OXP315108 Exam Paper 2012.pdf](#) (2017-07-26 03:58pm AEST)
-  [OXP315113 Examination Guidelines 2013 -2017.pdf](#) (2017-07-26 03:59pm AEST)
-  [OXP315113 Exam Paper 2017.pdf](#) (2017-11-24 04:37pm AEDT)