Outdoor Leadership

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	OXP315118
COURSE SPAN	2018 — 2023
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Outdoor Leadership prepares learners for a wide range of future study and vocational destinations by developing transferable leadership skills that can be taken into everyday life and the work environment to foster active citizenship, and make contributions to the wider community.

Course Description

Outdoor Leadership 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 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 choosing and applying various approaches in outdoor activities. Learners will develop an awareness and knowledge of the requirements and procedures for planning activities, and managing groups 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.

Outdoor Leadership places an emphasis on applying critical and creative thinking to solve problems in response to environmental, technical and personal challenges experienced during outdoor activities. It is the only Health and Physical Education (HPE) course which is specifically targeted at developing the learner's capacity to fill a leadership role.

Rationale

Tasmania's unique world-class natural heritage provides learners with an ideal setting and opportunity to experience a national benchmark senior secondary course in Outdoor Learning.*
Trends in Tasmania's social and economic development, particularly the strong future focus on the Tourism industry, make it essential to have quality processes to research and develop, prepare, up-skill and train people in Eco and Adventure Tourism, Outdoor Education and Leadership.**

The primary focus of this course is on developing learners' understanding of leadership concepts and the organisation of practical activities. Outdoor activities provide the context for application and opportunities for a range of experiences that enable individuals to build awareness of themselves, others and the environment.

Outdoor Leadership prepares learners for a wide range of future study and vocational destinations by developing transferable leadership skills that can be taken into everyday life and the work environment to foster active citizenship, and make contributions to the wider community.

Outdoor Leadership helps build capacity in the tourism sector by preparing students for careers as guides, and outdoor operators and employees.*** It also provides a path to further study that leads to positions in management, human services, teaching and research.

Experience in the broader field of Outdoor Learning also helps young Tasmanians to shape values where they appreciate, promote and act to preserve the value of our environmental assets. Outdoor Leadership exposes learners to skills and concepts that will continue to build a culture where the wider community recognise the importance of lifelong healthy lifestyle, close connections to the outdoor environment and the significance of maintaining appropriate management of this sector.

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*(https://www.lonelyplanet.com/travel-tips-and-articles/top-10-outdoor-adventures-in-tasmania , Aug, 2015, http://www.discovertasmania.com.au/ accessed Oct, 2016)
**http://www.tourismtasmania.com.au/publications/tourism_21 (accessed Oct, 2016)
***http://www.stategrowth.tas.gov.au/ti/home/investment_attraction/tourism_eio/eoi_project_table (accessed Oct, 2016)

Aims

Outdoor Leadership is a Level 3 course in the Outdoor Learning group of the Health and Physical Education (HPE) suite of courses.

Outdoor Learning provides a range of experiences that engage and develop learners in an holistic way.

Outdoor activities explicitly use experiences which challenge learners across three domains:

- the physical self (through physical activity)
- the cognitive self (through questioning and reflection)
- the emotional self (exploring themselves and their relationships to others).

Outdoor Leadership aims to provide learners with opportunities to develop personal leadership capacity, and a broad suite of transferable of leadership skills which can be applied to multiple career pathways and settings including:

- organising and leading group activities in the natural environment
- recognising and dealing with a range of challenging and often complex situations
- decision-making processes, time and risk management
- group welfare, understanding group dynamics, people management and delegation
- handling responsibility and adapting to change
- establishing, communicating and consistently following a personal values framework
- empowering learners to contribute to achieving an ecologically sustainable world.

The area of Outdoor Learning provides opportunities for learners to participate in active citizenship and contribute to the wider community.

Learning Outcomes

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

1. plan, manage and lead outdoor adventure activities
2. explain key features of a range of leadership theories
3. assess group dynamics and make appropriate choices from a range of people management strategies
4. recognise and integrate core skills and approaches required to lead group activities
5. evaluate and reflect on personal leadership capabilities and decisions
6. identify and use a range of minimal impact strategies for ecologically sustainable practice in outdoor experiences
7. identify stakeholders and techniques for managing and conserving environments
8. recognise how outdoor leaders can facilitate participants' emotional connections with nature
9. compare different ways in which humans experience and relate to natural environments.

Access

Teamwork and interaction with others is a fundamental aspect of this course.

The capacity to demonstrate fundamental technical skills applicable to selected outdoor activities is required to ensure that safety elements and educational challenges are aligned at an appropriate level.

Expectations of learners
This course requires participants to work in roles as a leader and participative group member across a range of experiences. Learners undertaking this course must be aware of the complexity of the content and the high levels of leadership responsibility and physical activity required.

Pathways

This course builds on foundation concepts emerging from the cross curricular approaches of the Australian Curriculum F-10:
These Curriculum Connections for Outdoor Learning are designed to address four dimensions:

1. Skills and knowledge
2. Human–nature relationships
3. Conservation and sustainability
4. Health and wellbeing

These cross-curriculum experiences may be organised and delivered through Outdoor Learning in Health and Physical Education, Humanities and Social Sciences, Geography, Science.

Outdoor Learning F-10 also provides opportunities to develop the General Capabilities particularly:

- Personal and Social Capability,
- Critical and Creative thinking
- Ethical understanding

Outdoor Leadership Level 3 also connects Outdoor Learning perspectives with concepts from the Personal, Social and Community Health and Movement and Physical Activity strands of the F-10 Australian Curriculum - Health and Physical Education

Successful completion of *Outdoor Education* Level 2 is not essential but provides a useful foundation of the culture and fundamental outdoor skills through participation across a range of practical activities.

Students completing *Outdoor Leadership* Level 3 may use it as a basis for a wide range of personal, vocational and further education and training options.

Outdoor Leadership Level 3 provides a transferable skillset for learners wishing to move into areas of employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision-making and resourcefulness are crucial, such as: The Defence Forces; Police, Ambulance and Fire Departments; the Antarctic Division; and Adventure Tourism and Education.

Outdoor Leadership Level 3 may also provide a pathway to further study in related Certificate 3 or 4 VET qualifications and it also prepares learners who may wish to pursue tertiary qualifications in the Outdoor Education field.

Resource Requirements

When planning and conducting outdoor adventure activities, in addition to addressing their workplace Risk Management procedures, providers of this course will ensure that they are able to meet the requirements in the Tasmanian Department of Education's Procedures for Planning Off Campus Activities - (or equivalent) which are aligned with the National Adventure Activity Standards.

Providers should seek case-by-case advice when dealing with learners with high or additional needs.

Outdoor Learning is an evolving, dynamic and technology-connected area. Research tasks and presentations will require students to be able to access a range of suitable digital software and hardware.

Course Size And Complexity

This course has a complexity level of Level 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills, and use judgment 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.

Relationship To Other TASC Accredited And Recognised Senior Secondary Course

Outdoor Leadership Level 3 builds on topics and areas which appear in the Outdoor Education Level 2 and Outdoor Experiences Level 1 courses.

While learners studying within the HPE suite of courses may recognise common terms and be familiar with broad concepts, *Outdoor Leadership* has specific academic rigour and focus on leadership perspectives and learners experiencing practical leadership roles.

Course Delivery

Outdoor Leadership Level 3 consists of six (6) Units of study. **All Units are compulsory.**

UNIT 1 - PLANNING FOR OUTDOOR ACTIVITIES

UNIT 2 - LEADERSHIP THEORY

UNIT 3 - GROUP MANAGEMENT

UNIT 4 - ECOLOGICAL SUSTAINABILITY OF OUTDOOR ADVENTURE ACTIVITIES

UNIT 5 - HUMAN–NATURE RELATIONSHIPS

UNIT 6 - INDIVIDUAL OUTDOOR LEADERSHIP PROJECT

The order in which Units 1–5 are delivered is *not* prescribed. It is strongly recommended that all learners either lead or participate in at least one overnight expedition during Unit 6.

Unit 6 has an applied focus and may be flexibly delivered in a range of models or combinations including spaced, intensive or culminating activities. Experiences aligned to Unit 6 will need to be suitably scaffolded with classwork and scheduling organised to provide students with the skillset required to lead outdoor activities safely.

Course Requirements

Learners undertaking Outdoor Leadership will examine multiple facets of skilled leadership in an outdoor context. Learners will apply theoretical concepts and further develop their practical leadership skills by participation in a range of learner-lead recreational activities.

The course will be delivered through connected theory and practical components. The strong link between these aspects of the course allows learners to develop knowledge and understanding and skills in an holistic way. Learners will build a personal electronic folio by gathering resources and recording evidence of their work, experiences, and reflections during the year of study.

A time ratio of at least one third (approximately 50 hours) practical to two-thirds (approximately 100 hours) theory will be maintained. 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.

Course Content

UNIT 1 - 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 as appropriate to the nature of the activities undertaken:

- logistics
    - administrative concerns (e.g. institutional documentation, medical forms)
    - transport, equipment, food, water.)
- 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)
    - 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:
    - accessing and utilising suitable information services
    - monitoring and interpreting weather in the field.
- navigation:
    - interpretation of topographical maps
    - route planning, including grid references and calculating distances/times and the use of navigation tools.
- risk management:
    - identifying 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
    - evacuation plans
    - 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 and maintenance
    - clothing and equipment.

Minimum Work Requirements – Unit 1 PLANNING FOR OUTDOOR ACTIVITIES

Task	Criteria	Example Product

One (1) oral presentation (3-5 min)	1	30 minute Topographic Challenge: Find and use a suitable map to determine the best route if, in 24 hour's time, you were to dropped in with 1 day to walk from position A to position B (teacher insert options here - e.g. Lake Sally to Lake Thor).
One (1) analytical response (800 words)	1,8	Create a report using GOPREPARE as the basis for summarising considerations you would need to take in planning and running a 4 hour trip with an outdoor adventure or challenge component
One (1) personal reflective response (800 - 1000 words)	1,3,4,8	Personal reflective response

UNIT 2 - LEADERSHIP THEORY

- The role of a leader during outdoor adventure activities:
  - communication
  - planning
  - organization
  - conducting/leading
  - evaluation.
- Attributes of effective leaders
- Leadership theories (such as Conditional Outdoor Leadership theory, Leadership Continuum/Style theory (autocratic, democratic, abdicratic), 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
  - rational (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).

Minimum Work Requirements – Unit 2 LEADERSHIP THEORY

Task	Criteria	Example Product
One (1) comparative response (1000 -1500 words)	2,3,4	Comparison of leadership theories essay that compares two leadership theories and their application to a practical scenario.

UNIT 3 - GROUP MANAGEMENT
Needs

- individual needs (Maslow's Hierarchy of Needs)
- group needs
- 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.

Minimum Work Requirements – Unit 3 GROUP MANAGEMENT

Task	Criteria	Example Product
One Digital presentation - (5-10 minutes)	4, 5, 8	Digital presentation Create a 5 minute slideshow / digital presentation summarizing the key elements of group management
One reflective response (800-1000 words)	2, 5, 8	Reflect on and evaluate the processes of group formation experienced within a practical activity.

UNIT 4 – ECOLOGICAL SUSTAINABILITY OF OUTDOOR ADVENTURE ACTIVITIES

- Current issues relevant to ecological sustainability of outdoor adventure activities.

- Knowledge of environmental practices to minimize impact on environments used for outdoor adventure activities (e.g. 'Leave No Trace').

- Stakeholders involved in environmental management and conservation, including private and government organizations including:
    - strategies stakeholder organizations 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.

Minimum Work Requirements – Unit 4 ECOLOGICAL SUSTAINABILITY OF OUTDOOR ACTIVITIES

Task	Criteria	Example Product

One multimodal response (5-10 minutes)	6, 8	Multimodal Presentation - the 'Leave No Trace' principles. Create a presentation to demonstrate how you will incorporate the 'Leave No Trace' principles into your leadership practice.
One analytical response (1000 words)(1000 words)	3, 5, 6	Essay - Wilderness Management: On the right track? Analyse and share your personal positon on how activity leaders can contribute to best manage Tasmania's unique wilderness environment

UNIT 5 - 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)
- future concerns and long-term management strategies – (e.g. popular or iconic destinations – Blue Derby, 3 Capes Track, Overland Track, Wineglass Bay, Cradle Mountain).

Minimum Work Requirements – Unit 5 HUMAN-NATURE RELATIONSHIPS

Task	Criteria	Example Product
One personal response (1000 words or equivalent)	6, 7, 8	Debate on a contemporary issue (cable car, development of national parks, recent media topic, etc.). Using the medium of your choice to demonstrate your understanding of the arguments of either side and present a case to support your personal stance.
One analytical response (1000 words)	7, 8	Essay – Relationships with Nature Reflection: Time, place and outdoor space Discuss how human relationships with nature have changed over the last 200 years. Consider the causes and shifts in experiences, values, attitudes and sense of place and space.

UNIT 6 – INDIVIDUAL OUTDOOR LEADERSHIP PROJECT

A significant applied element of this course is that all learners **must lead at least one** experience and participate, support and provide feedback to their peers in other expeditions. Performing in the leadership role is a major responsibility which is critical to success in this course and provides evidence of integrating theory work covered in the other five course units. Observations prior to and during the event will be used, along with the learners' post-event review and peer evaluations, to form major evidence for assessment in this unit.

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

As a guide for providers, 15 hours should be allocated for learners to complete the planning and implementation of the activity, including the Reflective Report.

In the project learners will:

- undertake a practical leadership role in an outdoor or adventure activity
- demonstrate applied knowledge and understanding of leadership concepts
- organise photos, video footage/clips of their activity to be used as supporting evidence in the Reflective Report.

The outdoor or adventure activity* must be:

- negotiated by the student with the teacher**– the appropriateness and safety aspects of a multi-day activity must be carefully considered to ensure that appropriate standards and procedures are met
- 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 and approved by the teacher
- 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.

*Examples of activities may include (but are not limited to):

- Boating and Sailing
- Short Bushwalks
- Flat-water Paddling
- Canoeing/Kayaking - White-water
- Canoeing/Kayaking - Sea
- Caving
- Diving
- Cycling
- Rafting
- Rock Climbing – Indoors
- Rock Climbing – Outdoors
- Abseiling
- Snow Activities
- Surfing (Introductory).

** Teachers need to ensure that leader qualifications and supervision ratios are in keeping with current standards (DoE Procedures for Planning Off Campus Activities or equivalent)

Minimum Work Requirements – Unit 6 OUTDOOR LEADERSHIP EXPERIENCE

Task	Criteria	Product (MUST Follow this format)
Reflective report on planning and delivery of Personal Outdoor Leadership Project (2000 - 2500 words)	1, 3, 4, 5, 7, 8	Part A Submit a detailed written proposal for your activity. Your submission should address accepted best practice elements for planning and risk management

		including evidence of contingency and emergency planning. Discuss and negotiate any adjustments or suggestions with your teacher. Part B Planning of trip using GOPREPARE (or similar). Part C Run an outdoor activity (minimum 1 hour). Part D Complete a review and report on your activity. Your work should address all facets from planning to implementation and evaluation with some explanations as to the thinking and purpose behind leadership choices that you made. The report will include: - the aims of the activity - key considerations and actions taken prior to the event - evidence of highlights and key aspects of the event from a leadership perspective - post-event evaluation: review; feedback; reflection; and recommendations.

Work Requirements

Learners will complete and regularly contribute to an electronic folio which will be a major source of evidence for assessment throughout the course.
This body of work must include (but is not limited to) evidence of their practical application (log and journal), research essays, assessment tasks and all aspects related to the Unit 6 Negotiated Leadership Project.

Summary of Minimum Work Requirements

Unit	Task	Criteria	Elements
1	One (1) oral presentation (3-5 min)	1	C1,E2,3,7
1	One (1) analytical response (800 words)	1, 8	C1,E1,2,4,6,7 C8 E1-81
1	One (1) personal reflective response (800 - 1000 words)	1, 3, 4, 8	C1,E1,2,4,6,7 C3,E1
2	One (1) comparative response (1000-1500)	2,3,4	C2, E1,2,4 C3, E1-3,5 C4, E1, 7
3	One (1) digital presentation - (5-10 minutes)	4, 5, 8	C4, E3,5,7 C5, E2,3,4 C8 E1-8
3	One (1) reflective response (800-1000 words)	2, 5, 8	C2, E3,4 C5, E2,3,4 C8, E1-8
4	One (1) multimodal response (5-10 minutes)	6, 8	C6, E1,3,5 C8 E 1-8
4	One (1) analytical response (1000 words)	3, 5, 6	C3, E4,5 C5, E1,5 C6, E1,5,6
5	One (1) personal response (1000 words or equivalent)	6, 7, 8	C6, E2 C7, E1-3 C8, E1,2,5
5	One (1) analytical response	7, 8	C7, E1-4

	(1000 words)		C8, E1-6
6	Reflective report on planning and delivery of Personal Outdoor Leadership Project (2000 - 2500 words)	1, 3, 4, 5,7,8	C1, E1-7 C3, E1-3 C4, E2-5 C5, E1-6 C7, E1, 4 C8, E1-5

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. Further information on quality assurance processes, as well as on assessment, is on the TASC website: http://www.tasc.tas.gov.au

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

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.
Under Section 55ZN of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

External Assessment Requirements

The external assessment for this course will comprise:
A 3 hour written examination assessing criteria: 2, 3, 5, 7 and 8.

For further information see the current external assessment specifications and guidelines for this course available on the TASC website.

Criteria

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

*= denotes criteria that are both internally and externally assessed

1. manage and review organisational and planning requirements for leading outdoor activities
2. analyse and compare contemporary theories of leadership*
3. analyse leadership qualities and approaches*
4. integrate and apply personal leadership skills
5. apply personal skills in group management and working collaboratively with others*
6. analyse and employ a range of ecologically sustainable practices
7. describe ways in which people experience and relate to the natural environment*
8. communicate ideas and information in a variety of forms.*

Standards

Criterion 1: manage and review organisational and planning requirements for leading outdoor activities

Rating A	Rating B	Rating C
identifies, communicates and organises equipment and logistics needs of a group for outdoor activities, plans for possible condition changes	identifies and communicates to a group, equipment and logistics needs for outdoor activities, explains possible condition changes	identifies equipment and logistics needs of a group for outdoor activities, describes possible condition changes
facilitates group input in developing outdoor activity plan. Effectively identifies and manages multiple tasks and issues, analyses options, selects and flexibly adapts strategies during planning for outdoor activities	develops and gathers multiple views to form a personal plan. Effectively manages multiple tasks, adjusts and flexibly adapts to issues arising during planning for outdoor activities	uses fundamental self-management strategies in developing a personal plan. Effectively manages agreed tasks and sequence during planning 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
selects, applies, monitors and adjusts to effectively use multiple models when planning for outdoor group activities	selects, applies and monitors an accepted model when planning for outdoor group activities	applies a given model when planning for a small group outdoor activity
reflects in writing on personal progress during organisation of an outdoor activity and, on reflection, compares the most appropriate ways to improve in the future	reflects in writing on personal progress during organisation of an outdoor activity, and on reflection, explains ways to improve in the future	reflects in writing on personal progress during organisation of an outdoor activity and, on reflection, identifies ways to improve in the future
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.

Criterion 2: analyse and compare contemporary theories of leadership

This criterion is both internally and externally assessed.

Rating A	Rating B	Rating C
analyses a range of leadership theories* and evaluates how these may be applied in a range of situations	describes a range of leadership theories* and explains their appropriate application in given situations	describes a limited range of leadership theories* and illustrates typical application and situations
critically evaluates and compares the effectiveness of strategies and leadership theories* applied to a broad range of outdoor activities	analyses relevant strategies and compares leadership theories* applied to a range of outdoor activities	describes relevant strategies and compares leadership theories* applied to a limited range of outdoor activities
evaluates techniques for supporting and facilitating client self-reflection** with a broad range of groups and situations	analyses techniques for supporting and facilitating client self-reflection** in a range of situations	describes techniques for supporting and facilitating client self-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	describes role and attributes of effective leadership in given situations.

	a range of situations.	

Criterion 3: analyse leadership qualities and approaches

This criterion is both internally and externally assessed.

Rating A	Rating B	Rating C
correctly uses a wide range of specialised terminology when discussing leadership qualities and skills	correctly uses specialised terminology when discussing leadership qualities and skills	correctly uses a limited range of 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 a limited range of common terms related to leadership qualities and skills
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 leadership qualities and skills required in a given range of situations
critically analyses recreation industry's policies and procedures associated with outdoor activities	analyses recreation industry policies and procedures associated with outdoor activities	explains recreation industry 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: integrate and apply personal leadership skills

Rating A	Rating B	Rating C
critically analyses personal leadership skills, roles and responsibilities required to effectively lead an outdoor activity	analyses personal leadership skills, roles and responsibilities required to lead an outdoor activity	explains personal leadership skills, roles and responsibilities required to lead an outdoor activity
accurately completes documentation and evaluates operational procedures required for an outdoor activity	completes documentation and explains operational procedures for an outdoor activity	completes documentation and describes operational procedures for an outdoor activity
uses, evaluates and designs planning and communication approaches associated with leading an outdoor activity, including provision for changes in circumstances/ conditions	uses, analyses and modifies planning and communication approaches associated with leading an outdoor activity	uses and explains basic aspects of planning and communication approaches associated with leading an outdoor activity
confidently and effectively leads a group in an outdoor activity	independently and competently leads a group in an outdoor activity	safely leads a group in a simple outdoor activity
monitors own leadership and responds appropriately during an activity, and reflects on own leadership, evaluates personal performance, and articulates ways in which leadership skills may be improved	reflects on own leadership, analyses personal performance and articulates ways in which leadership skills may be improved	identifies aspects of own leadership skills requiring improvement
uses and evaluates strategies to make appropriate and effective decisions in a wide range of	uses and compares strategies to make appropriate decisions in a	uses and explains strategies to make appropriate decisions in a

situations/conditions	range of situations/ conditions	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: apply personal skills in group management and working collaboratively with others

This criterion is both internally and externally assessed.

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 to achieve designated goals
correctly identifies and explains stages of, group formation which occur within a wide range of outdoor activity contexts	correctly identifies and explains 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 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	employs a range of collaborative strategies to address issues affecting achievement of team goals	employs basic collaborative strategies to address issues affecting achievement of team goals
compares a range of conflict management strategies, identifies situations where such strategies may be effective, and effective employs range of appropriate strategies in group situations.	explains a range of conflict management strategies, identifies situations where such strategies may be effective, and successfully employs limited range of strategies in group situations.	describes fundamental conflict management strategies. and identifies situations where strategies may be effective.

Criterion 6: analyse and employ a range of ecologically sustainable practices

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	investigates issues related to the environmental impact of a range of outdoor activities, and evaluates ways in which these can be addressed	explains basic issues related to the environmental impact of specific outdoor activities, and discusses ways in which these can be addressed
explains and demonstrates practices which promote care for, and conservation of, the natural environment during outdoor activities	explains and demonstrates practices which show care for, and conservation of, the natural environment during outdoor activities	identifies and demonstrates practices which show care for, and conservation of, the natural environment during outdoor activities
analyses and evaluates 'Leave No Trace' practices and consistently applies and promotes these practices during outdoor activities	analyses 'Leave No Trace' practices, consistently applies these practices during outdoor activities and assists others to do so	explains 'Leave No Trace' practices and consistently applies these practices during outdoor activities
accurately describes stakeholder organisations* and evaluates effectiveness	accurately describes stakeholder organisations* and explains	describes stakeholder organisations* and basic environmental management

of environmental management strategies**	environmental management strategies**	strategies**
critically analyses how environmental management strategies** are implemented and evaluated.	analyses and describes how environmental management strategies** are implemented and evaluated.	explains environmental management strategies** and their implementation.

Criterion 7: describe ways in which people experience and relate to the natural environment

This criterion is both internally and externally assessed.

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 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 provides a limited overview of how these have changed over time
comprehensively describes historical and contemporary issues relating to a natural environment, and critically analyses how these impact on human-nature relationships	accurately describes 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 and describes activities aimed at increasing connection with the natural environment.

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

This criterion is both internally and externally assessed.

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 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	clearly conveys essential information to group participants - orally and in writing - regarding activity objectives, organisational details, and safety issues
follows required processes with a high degree of accuracy in the creation of complex reports	follows required processes in the creation of reports and completion of	follows required processes in the creation of simple reports and

and completion of forms/ templates	forms/templates	completion of forms/templates
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 differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own
referencing conventions and methodologies are followed with a high degree of accuracy	referencing conventions and methodologies are followed correctly	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.

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 ratings from internal assessment and 5 ratings from the external assessment).

The minimum requirements 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 student 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 forward 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 Alison Savage (Guilford Young College), Kristen Kelly (St Helens District High School), Rebecca Hughes (Guilford Young College), Simon Barnes (Launceston College) and Darren Perry (Curriculum Services) in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 30 July 2017 for use from 1 January, 2018.
This course replaces *Outdoor Leadership* OXP315113 that expired on 31st December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Minor amendments 28th February 2019 to Criterion 5 standard element 1, and clarification of minimum work requirements for Unit 1.

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

Line Of Sight

Learning Outcomes	Unit	Criteria	Elements
• organise and lead outdoor adventure activities	1, 2, 3, 4, 6	1, 2, 4, 5, 6, 8	C1: E 1-7 C2: E 1-4 C4: E 1-7 C5: E 1-6 C6: E 2 C8: E 1-5
• explain key features of a range of leadership theories	2, 3	2, 3, 4,8	C2: E 1-4 C3: E 1-5 C4: E 1, 5 C8: E 1-7
• assess group dynamics and make appropriate choices from a range of people management strategies	2, 3, 6	4, 5, 8	C4: E 4-6 C5: E 1-6 C8: E 1-7
• summarise and integrate core skills and approaches required to lead group activities	1, 2, 3, 6	1, 2, 3, 4, 5	C1: E 1-7 C2: E 1-4 C3: E 1-3,5 C4: E 4-7 C5: E 1-6
• accurately and logically evaluate personal leadership capabilities and decisions	2, 6	2,3,4,8	C2: E 1-4 C3: E 1-3,5 C4: E 5, 6 C8: E 1-7
• identify and use a range of minimal impact strategies to ensure ecologically sustainable practices for outdoor experiences	1, 4	1, 6, 8	C1: E 3-7 C6: E 1-5 C8: E 1-7
• discuss how outdoor leaders can facilitate participants emotional connections with nature	5	1,7,8	C1: E 2, 3 C7: E 1-4 C8: E 1-7
• identify stakeholders and techniques for managing and conserving environments	4	6, 8	C6: E 4, 5 C8: E 1-7

• compare different ways in which humans experience and relate to natural environments	5	7, 8	C7: E 1-3 C8: E 1-7

Supporting documents including external assessment material

- OXP315118 Outdoor Leadership TASC Exam Paper 2018.pdf (2018-12-09 10:01am AEDT)
- OXP315118 - Assessment Panel Report 2018.pdf (2019-02-07 11:35am AEDT)
- OXP315118 Outdoor Leadership TASC Exam Paper 2019.pdf (2019-11-15 02:57pm AEDT)
- OXP315118 Assessment Report 2019.pdf (2020-01-24 03:01pm AEDT)
- OXP315118 Outdoor Leadership TASC Exam Paper 2020.pdf (2020-11-16 10:46pm AEDT)
- OXP315118 Assessment Report 2020.pdf (2021-01-13 10:38am AEDT)
- OXP315118 Outdoor Leadership TASC Exam Paper 2021.pdf (2021-11-11 09:43am AEDT)
- OXP315118 Assessment Report 2021.pdf (2022-01-24 03:15pm AEDT)
- OXP315118 Outdoor Leadership External Assessment Specifications.pdf (2022-04-07 03:41pm AEST)
- OXP315118 Outdoor Leadership TASC Exam Paper 2022.pdf (2022-11-12 10:17am AEDT)
- OXP315118 Assessment Report 2022.pdf (2023-03-09 02:35pm AEDT)

Tasmanian Government

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