

Girl Guides Australia

Australian Learning and  
Qualification Program

**PASSPORT GUIDANCE  
NOTES FOR**

**OUTDOORS  
LEADERSHIP  
QUALIFICATION**



**GIRL GUIDES  
AUSTRALIA**

# ALQP Passport Guidance Notes for Outdoors Leadership Qualification

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# 1 Australian Learning & Qualification Program (ALQP)

The Australian Learning & Qualification Program comprises all learning and development for adult members of the State Girl Guiding Organisations. The ALQP is based on extensive research with Leaders, Managers and Trainers, which identified what they need to know and be able to do, in order to deliver a safe and high-quality Guide Program, while at the same time recognising the constraints of being a volunteer organisation. The ALQP aims to make it easier both to qualify new Leaders and Managers and to foster further learning for experienced members.

The ALQP encompasses the following qualifications:

- Leadership Qualification for Assistant Unit Leaders and Unit Leaders
- Outdoors Leadership Qualification for Outdoors Leaders
- District Management Qualification for Assistant District Managers and District Managers
- Region Management Qualification for Assistant Region Managers and Region Managers
- Learning & Development Qualification for Workshop Presenters, Trainers and Training Partners.

The table below shows the ALQP in table form. The features and benefits of the ALQP are that:

- All new appointees have a Learning Partner or Mentor to provide a high level of guidance and support through the initial qualification process.
- All new Leaders and Managers undertake a structured and standardised induction process to ensure they have all the information and resources required to be successful and there is clarity about what the role entails.
- All new Leaders and Managers go through a process to recognise previous Guiding experience, relevant occupational experience and qualifications, meaning that their learning pathway is tailored to reflect their individual circumstances. As such new Leaders and Managers with previous experience of Guiding will qualify in a shorter time.
- Each qualification is supported by a single comprehensive learning document – the Passport – that sets out everything they need to do to get qualified as well as a place to fully record progress.
- There is a wide range of learning options used including reading, training, activities and reflection exercises to embed the learning and to suit a range of different learning styles.
- The learning activities are all based on tasks the new Leader or Manager needs to perform in their role, so by the time the qualification is completed they will be confident and competent in most aspects of their position.
- Other qualified Leaders and Managers are able to sign off activities, both removing blockages to completion and creating an environment of support for the new Leader or Manager.
- The Manager of the new appointee is closely involved in the qualification process, strengthening the relationship with the new Leader or Manager.
- Leadership and Management Qualifications do not expire. As such, it is possible to hold a qualification without a corresponding appointment. For example, a qualified Unit Leader may change roles, even gain a new qualification; however, she still holds the Leadership Qualification, as it does not expire.

# AUSTRALIAN LEARNING & QUALIFICATION PROGRAM

The Australian Learning & Qualification Program incorporates

- Qualifications for primary roles and some supplementary roles
- Continuing learning for all volunteers
- Special learning programs for some supplementary roles.

Each Qualification includes role-based activities, reading and reflection exercises. In addition, tailored face to face and online training courses complement the Passports. Additional support is offered by a Learning Partner or Mentor.

<b>QUALIFICATIONS FOR PRIMARY ROLES</b>	
<b>Leadership Qualification</b>	<b>Management Qualification</b>
Assistant Unit Leader	District Manager and Assistant District Manager
Unit Leader	Region Manager and Assistant Region Manager
Outdoors Leader	
<b>CONTINUING LEARNING</b>	
<b>Region Training and Workshops</b>	Training tailored to meet needs of Districts, Regions and State
<b>Outdoor Modules</b>	Tasks and activities assessed by an Outdoor Skills Assessor
<b>Learning Topics</b>	Suggested activities and resources for self-directed learning
<b>Adult Endeavours</b>	Syllabus of activities assessed by a skilled mentor
<b>Other Learning</b>	Learning both within and outside Girl Guides recorded in <i>Learning Log</i>
<b>QUALIFICATIONS FOR SUPPLEMENTARY ROLES</b>	
<b>Learning &amp; Development</b>	Workshop Presenter, Trainer and Training Partner
<b>SPECIAL LEARNING FOR SUPPLEMENTARY ROLES</b>	
<b>Learning Partner</b>	Training course

## 2 The Outdoors Leadership Qualification Passport

### 2.1 Definitions

**Outdoors Leadership Qualification Passport** – sets out the full requirements for the Qualification and records any relevant experience and/or qualifications, as well as progress. Depending on previous experience and/or qualifications it is possible to gain exemption from some of the requirements.

**Learning Partner** – a qualified Leader who designs a tailored learning plan for the new Outdoors Leader and provides guidance on completing learning activities.

**Induction** – comprises meeting with District or Region Manager, meeting with Learning Partner, and local induction.

**Learning activities** – replicate the main leadership tasks and can be completed in any order. Most activities in the Passport are signed off by a qualified Leader. Some activities, as specified, must be signed off by the Learning Partner or District/ Region Manager.

**Leader's Handbook** – provides core reading material. All reading must be completed before the Outdoors Leadership Qualification Training is attended.

**Outdoors Leadership Qualification Training** – supports the modules: *Delivering the Australian Guide Program Outdoors*, *Being Safe* and *Developing Outdoor Skills*. Sometimes combined with Unit Leadership Qualification Training

**Guiding Orientation webinar** - supports the *Being Part of Guiding in Australia* module, delivered nationally. Completed early on.

**First Aid training** – Provide First Aid HLTAID003. Theory component can often be completed online.

**Completion of Qualification** - Learning Partner signs off that new Outdoors Leader has completed the Passport and District Manager confirms the appointment.

**The New to Role Review** – after 6 months with the District or Region Manager to provide further guidance as needed.

### 2.2 Structure of the Passport

The Outdoors Leadership Qualification Passport sets out the requirements to become a qualified Outdoors Leader. The Passport contains a summary of the Qualification requirements and a place for the learner to record the contact details of those who can support them during the process. It also includes a section where the Learning Plan can be individually tailored, reflecting any recognition of prior learning or previous experience. The qualification includes a number of modules, and each module has required reading, training, activities and reflection exercises. The Passport is designed to record progress and any additional evidence. The training, reading, activities and reflection exercises all need to be signed off in the Passport and the Passport sets out who can sign each element. Finally, the Passport contains a *Qualification & Appointment Form* to record the completion of the qualification process.

### 2.3 Activities

The activities in the Passport have been designed to reflect what a successful Outdoors Leader should be able to do and thus the Passport makes the most of learning that occurs naturally. None of the activities are things which are “extra work” or unnecessary, but they all lay the foundation for strong, high quality practice.

The emphasis of the activities is not so much on *achieving* a set standard, but on the new Outdoors Leader having a clear understanding of what standard they should be aiming for as a qualified and experienced Outdoors Leader. As such, the activities must not be seen as classic competencies with the requirements for performance criteria and range statements, but as role tasks which a confident, knowledgeable and skilled Outdoors Leader should carry out naturally.

## 2.4 Order of activities

There is no pre-set order to complete the modules or the activities within the modules. Rather, a major focus of the *Learning Plan and Record* is to ensure that activities and training are scheduled expeditiously, making the most of opportunities as they arise.

Outdoors Leaders have activities to complete over three months so these should be planned ahead to manage timely completion.

## 2.5 Equivalent activities

Alternative activities can be undertaken if the specified ones cannot be completed due to distance or isolation; however, the Learning Partner is required to make a judgement on their equivalence. In addition, some flexibility around activities and evidence provision is necessary for aspiring Outdoors Leaders who may have a disability, and there is further guidance on this later in Section 8.

## 2.6 Individualised Learning

The Passport balances the requirement for a national program of learning and development with the desire to tailor the learning for the individual. Consequently, the *Recognition of Prior Learning* (RPL) process is an essential element of the Learning Plan for all new Leaders and is likely to optimise the motivation of the Outdoors Leader to complete the Qualification. In addition, having an individually tailored plan puts the onus on the new Leader to take responsibility for her learning. It is very important that the Leader understands the fulfilment of the Learning Plan is her responsibility.

# 3 The Role of the District Manager

The District Manager oversees the qualification process for Outdoors Leaders in her District. If there is no District Manager, the Region Manger will take on this role.

Her first role is to complete the Induction and to appoint (or confirm) the Learning Partner. She is also responsible for signing-off some module activities and should generally oversee that the process between the Learning Partner and new Leader is working well. While the District Manager is one of those supporting a new Outdoors Leader, she cannot be the Learning Partner for those she oversees as it is important that she maintains her independence in the process.

If the new Leader is transferring as an experienced qualified Outdoors Leader from another area or State, the Induction should be completed, but it is not necessary to complete the Passport and therefore the new Outdoors Leader does not require a Learning Partner.



## 4 The Role of the Learning Partner

### 4.1 Member of District team

Either the District Manager or Region Manager appoints the Learning Partner. The Learning Partner's overall goal is to ensure the Outdoors Leader becomes an integrated, confident, skilled and knowledgeable member of the District or Region team. Thus one of the key requirements for a Learning Partner is that they hold a current primary appointment, and have highly developed personal and team skills. The Learning Partner also has an important liaison role with the State Learning & Development Committee, as well as both the District and Region teams. However, a District Manager is not able to be a Learning Partner for her own District.

### 4.2 Optimise learning

The Learning Partner is experienced in optimising learning within Girl Guides Australia. This experience means she has a skill set in understanding the way adults learn, being able to evaluate prior learning, designing a meaningful Learning Plan and identifying alternative learning activities. In addition, she has skills in helping adults to evaluate their learning through "coaching" type conversations. Further, she has her finger on the pulse in relation to the way Learning & Development runs in Guiding and is familiar with the content of the training programs for new Leaders.

### 4.3 Quality assurance

As a verifier, the role of the Learning Partner is to sample evidence, to ensure the Passport has been completed thoroughly and the Learning Plan as originally envisaged has been completed. She is responsible for raising any concerns with the Manager of the new Outdoors Leader and eventually for confirming the qualification has been satisfactorily completed.

The Learning Partner provides the main check and balance for the sign off process. She needs to ensure that any qualified Leaders or Managers who are likely to sign off activities understand the responsibilities of this role and the kind of "comment" and / or evidence that is acceptable. As much of the sign off will happen based on "observation", the Learning Partner will need to give advice on what considered observation consists of.

As part of the quality assurance process the Learning Partner is required to review the sign offs, and this is normally best done as a continuing process rather than at the end. The emphasis is on the quality of the sign off rather than judging the activities completed. High quality sign off means dates, signatures and comments are adequate and evidence is provided as specified. Any issues should normally be addressed with those signing off rather than the new Outdoors Leader herself.

### 4.4 Experienced Leader

The Learning Partner, as an experienced Leader, is expected to share her knowledge, experience, and skills. It is preferable that she has a qualification as an Outdoors Leader herself, but if not, she should have substantial experience in the outdoors. The Learning Partner will also need to share some of her network and contacts with the new Outdoors Leader both to ensure she can complete some of the activities, but also to help optimise the number of qualified Leaders who might be able to sign off activities.

## 4.5 Support

Closely related to providing assistance as an experienced Leader, the Learning Partner also supports the new Outdoors Leader. Specifically her role is to talk through any problems the new Leader is experiencing whilst completing the Passport and to make sure the activities are being completed in a sensible order. The Learning Partner also has a responsibility to remove any blockages to completion, for example, difficulties over training attendance or completing activities or having sufficient qualified people to sign off activities. More generally, the Learning Partner can enthuse, encourage and listen, although much of this more generalised support is also available from others.

## 4.6 Review

Following the completion of the qualification for the new Outdoors Leader, the Learning Partner and the new Leader will review how the process has worked.

# 5 Appointment as a Learning Partner

## 5.1 Position Description

Appointments to the role of Learning Partner are made by the relevant District or Region Manager. The Position Description, which is available on the *Guide Lines* website here:

[https://www.guidelinesforgirlguides.org.au/guide\\_lines/roles-recognition-development/volunteer-roles/](https://www.guidelinesforgirlguides.org.au/guide_lines/roles-recognition-development/volunteer-roles/) sets out the purpose and requirements of the position.

## 5.2 Learning Partner training course

To become a Learning Partner, it is necessary for an experienced Leader or Manager to complete the Learning Partner training course. The District Manager may then appoint her as a Learning Partner for the District, or the Region Manager may appoint her as a Learning Partner for the Region, or the State L&D Manager may appoint her as a Learning Partner for the State, by completing the *ADM 26 Appointment Form*.

## 5.3 Resources required

The Learning Partner needs to have:

- the *Leader's Handbook* and access to the *Manager's Handbook* and to have read them both recently
- access to a full set of the Guide Handbooks
- access to the State and National training calendars
- an up-to-date list of all the key contacts in the District/Region
- an up-to-date list of all Region and State appointments
- access to the District/Region/State events calendar
- access to dates of any scheduled District and Region meetings



## 6 Learning Partner Tasks

### 6.1 Major tasks

- Complete recognition of prior learning (RPL)
- Agree to the Learning Plan with the new Outdoors Leader
- Advise on ways to complete activities and suggest alternative activities if necessary
- Provide advice to qualified Leaders and Managers on the standards required for signing off activities
- Undertake on-going review of progress towards completing the Learning Plan, and expedite as necessary
- Sign off those activities in the Passport requiring the Learning Partner signature
- Have “coaching” discussions with the new Outdoors Leader based on the Leader’s reflections and reading
- Review sign offs and sample evidence on an on-going basis
- Complete the Learning Partner sign off at the completion of the Passport
- Attend the final sign off meeting with the Manager of the new Outdoors Leader (optional, and determined by the Manager).

### 6.2 Evidence standards for Passport activities

The evidence standards are based on the criteria of activities being: authentic, relevant, sufficient and current.

- Authentic is simply that the new Outdoors Leader must have carried out the activity herself.
- Relevant in this context means that it must be the activity cited in the module activity, unless the Learning Partner has agreed an alternative.
- Sufficient means that it must be the standard / frequency described in the activity. There is room in the Passport to provide a summary of discussions and / or what was observed. Unless specified there is no need to provide additional information.
- Current means that the experience, training or certification recorded in the Passport must be within the last three years.

For each activity the evidence and sign off requirements are specified. For some activities, multiple evidence is required.

- Observation encompasses both observation of the intended process, but also how the new Outdoors Leader dealt with the unexpected. There is no requirement for a specific expected outcome; the emphasis is on undertaking the activity as a learning process. Where observation has occurred some brief comments should be written in the Passport to summarise the observation.
- Discussion should be focused on what the new Outdoors Leader did, and how she planned and evaluated the activity, using the AGP process if appropriate. The discussion should demonstrate some insight and reflection and the new Outdoors Leader should be able to respond to questions about the activity. A brief summary of the key points from the discussion should be included in the Passport.
- Written plans refer to the notes or plan that the new Leader used in planning the activity. Any evidence should be kept with her Passport.

- A photo could either be a printed photo or a digital image, movie or video.
- Some activities require that the evidence is validated or signed off by the Learning Partner – this is in those areas that are central to Guiding, e.g. Promise and Law or Australian Guide Program (AGP).
- The Passport specifies who is able to sign off each activity.

## 7 The Passport Process

### 7.1 Beginning of process

The initial meeting between the Learning Partner and new Outdoors Leader should happen face-to-face and could take between one and two hours depending on her previous experience of Guiding. Ideally, her Manager will have already given the new Outdoors Leader a copy of the relevant Passport, so she will have some familiarity with what will be required.

#### **The following tasks need to be completed by the Learning Partner:**

- Check that the Induction meetings have been arranged and / or completed (Section 4 of the Passport).
- The Manager of the new Outdoors Leader may ask the Learning Partner to send a copy of the completed Induction page to the State Office.
- Agree to the recognition of prior learning and if there is any confusion or disagreement, take advice from the State RPL Liaison. Complete the relevant tables in Section 5: Learning Plan and Record of the Passport.
- Make sure the new Leader has access to the resources she will need to complete the Learning Plan. Double check she has obtained the *Leader's Handbook*, the Guide handbooks and knows how to navigate the State, GGA and WAGGGS websites.
- Agree frequency and mode of catch up with the new Outdoors Leader – monthly is probably the norm but this does not have to be face-to-face.
- Check that the Support Network grid (Section 2 of the Passport) is completed with up-to-date contact details.
- Discuss with the new Outdoors Leader where she is going to get additional support. The Learning Partner may need to make the relevant introductions. Perhaps other Outdoors Leaders, Unit Leaders or Manager with outdoors experience, as well as Olave Program or Trefoil Guild members can support her.

#### **At this initial meeting the Learning Plan should be compiled with the new Leader.**

- Make sure there is clarity on the role she wishes to undertake - although it is likely this has already been confirmed with her Manager.
- Gain insight into her strengths and areas that require development.
- Advise her on the appropriate First Aid course (and providers).
- Consider if it will be necessary to devise and approve alternative learning activities, particularly if the new Outdoors Leader is in a remote or rural area or if she has special needs.

- Ascertain any blockages to completion including learning difficulties, other commitments, extended holidays, cost of First Aid course etc.
- Set a realistic target date for the completion of the Qualification taking into account the new Leader's previous experience and the scheduling of training courses.
- Inform her Manager of the target completion date.

Further qualifications are required before leading camps or expeditions, or conducting adventure activities.

**This meeting is also the time to ensure the new Outdoors Leader understands the sign off process.**

- Qualified Leaders do not have to be from the same District or even the same State to be able to sign off activities.
- The Learning Partner is not just restricted to signing off activities that require a Learning Partner signature – when appropriate she can sign as a qualified Leader or Manager too according to her qualification and current appointment.
- Discuss with the new Leader who she might use as signatories for the activities. It is good practice for the Learning Partner to contact these Leaders and Managers and make sure they fully understand the sign off process and the quality standards required.
- The sign off must include a name, legible signature and date.
- There is no restriction on the number of activities that can be signed off from one event – that's just good planning!
- Where **qualified Leader** is specified, this means a currently appointed Unit Leader, Assistant Unit Leader or Outdoors Leader.
- Where **qualified Unit Leader** is specified, this means only a qualified Unit Leader can sign.
- A qualified Manager or Resource Leader may sign Outdoors Leadership Qualification Modules if she has current and substantive outdoors experience.
- Some activities **must** be signed off by either the Learning Partner or her Manager and these are clearly marked.
- Her District Manager must oversee this process and therefore cannot sign as Learning Partner or qualified Leader.

## 7.2 During the process

The progress meetings should include:

- Quick review of the Learning Plan and Record in Section 5 of the Passport, where the new Outdoors Leader has recorded what she has done since the last sign off meeting. This should guide the focus of the discussion. Depending on progress made since the last meeting, these meetings will probably take 60-90 minutes.
- Discussion of the reading completed and initialling this on the relevant module grids.
- Review of the module activities completed and a check if anything else could be signed off from the completion of these.
- Review the Guiding activities, correspondence and issues of the Outdoors Leader as they may provide evidence to sign off further module activities.
- Review of module activities still to be completed and any difficulties the Leader is experiencing with these.

- Review the sign offs completed, looking for balance of signatories and ensuring evidence, discussion points and comments are included as applicable.
- Discussion of learning including those activities which the new Leader has enjoyed, found difficult, how they managed when something went wrong or activities they would like to know more about.
- Ascertain the growing levels of confidence, skills and knowledge and how the new Leader is transferring the skills and knowledge she already has.
- Discussion of the reflection questions, when each module has been completed.
- Confirmation that the target completion date is still appropriate.
- If the new Outdoors Leader has not attended any scheduled training courses, assist her to arrange or rearrange this.
- Attend at least one event or meeting where the new Outdoors Leader is undertaking an active leadership role, ideally when she is completing the activities in the *Delivering the Australian Guide Program Outdoors* module.

### 7.3 End of process

Check that the Passport has been fully completed:

- Review the sign offs completed, looking for balance of signatories, checking dates and reviewing evidence, comments and discussion points as applicable.
- Physically meet with the new Outdoors Leader to:
  - Discuss reflection questions (if not already done so)
  - Address any concerns or questions the new Outdoors Leader may have.
- Review evidence as applicable
- Contact her Manager to facilitate the final meeting to confirm completion of the Qualification and that all requirements for the position have been met. Ascertain whether the Learning Partner needs to attend this meeting.
- The Learning Partner's involvement with the new Outdoors Leader is complete at this stage as her Manager is responsible for forwarding the *Qualification and Appointment* Form to the State Office.

### 7.4 Expected completion times

These times are approximate and will depend largely on the new Outdoors Leader's home life, work, location and role in Guiding.

- **Outdoors Leaders:** With previous experience of Guiding: 3 – 6 months, if new to Guiding: 6 – 9 months.
- **All new Outdoors Leaders:** The Outdoors Leadership Qualification should be completed within 12 months with active support from the Learning Partner, relevant Manager and other qualified leaders. If the qualification is not complete in this time, her Manager should review the options with her and consider changing her appointment – maybe she could be a Unit Helper or have a District Team role that does not require a qualification. As circumstances change, she may choose to continue and complete the Outdoors Leadership Qualification. If this is within three years, she can continue where she left off. Those new Outdoors Leaders dealing with a disability, bereavement, illness etc. can take up to two years to complete the qualification provided this is monitored by her Manager.

## 8 Supporting new Leaders living with disability

The role of the Learning Partner is to structure the learning for the new Outdoors Leader and to minimise or remove any obstacles caused by her disability.

Where the disability is profound or serious, the District Manager will discuss how the new Outdoors Leader will be able to supervise a group of lively girls, especially when outside the Guide meeting place and cope with the outdoors activity aspects of her role. As the requirements of the role must still be performed, for some aspiring Outdoors Leaders it may be appropriate to initially become a Unit Helper or District Team member (without a qualification). The role of the Learning Partner is to support the new Leader with regard to achieving the Qualification, not to make adjustments with regard to the way the role is performed.

When meeting the new Outdoors Leader it is important the Learning Partner **ASKS** her if she feels there is an area of the Qualification process where she might need some extra help and support. The Learning Partner must not assume what her special needs are even if they have some relevant experience. Any information provided about a disability must be treated in confidence and with sensitivity. Where the disability is mild, a Learning Partner may realise the new Outdoors Leader only needs extra support as the Learning Plan is being compiled.

The disability might be:

- a visual impairment
- a hearing impairment
- a physical disability ranging from poor mobility due to arthritis to a wheelchair user
- learning difficulties, such as reading difficulties, dyslexia, a low level of numeracy
- a disability that makes social situations difficult, e.g. autism.

The level of support required will vary depending on the circumstances or the activity, so different adjustments may need to be made, and these might include:

- providing a large print version of the Passport or *Leader's Handbook*
- allowing lots of time for completing the reading activities and using discussion to supplement this
- reading chapters of the handbook aloud
- using a computer with a spell check when completing any written activities
- using dictation for written activities
- working through the process of keeping financial records step by step on several occasions until the new Leader feels comfortable with the process.



## 9 Recognition of Prior Learning (RPL)

### 9.1 How recognition of prior learning works

The philosophy of RPL for the Leadership Qualifications is to maximise the exemptions for those previously involved in Guiding or with relevant professional skills. This approach not only recognises and values the knowledge and skills previously acquired but is consistent with a learning approach focused on the skills and knowledge required to perform the actual role.

The Recognition of Prior Learning process groups prior learning into three areas:

- Previous Guiding or Scouting experience – within last three years
- Occupational skills – if using currently or within last three years
- Qualifications achieved – within last three years.

The Recognition of Prior Learning process is normally completed by the Learning Partner. In addition, the State RPL Liaison has a role in resolving any disputes about RPL and ensuring that the process is applied even-handedly. However, to minimise individual interpretation, all RPL given must be for prior learning within the last three years. Further, the common experience and qualifications have already been calibrated to reflect specific exemptions, and these are detailed in the table in Section 11. In addition to these automatic exemptions the Learning Partner will determine what other module activities can be exempted.

### 9.2 Previous Guiding or Scouting experience

In order to gain exemption based on previous Guiding or Scouting experience, the new Outdoors Leader will need to provide records from the relevant State or National organisation. All the reading and reflections for every module need to be completed even if the Leader is exempt from the module activities. Previous Guiding and Scouting experience does not exempt the new Leader from the requirement to undertake First Aid training.

Qualified Leaders transferring within the State or interstate (from the same position) are exempt from all reading, activities, reflection exercises and training except meeting the relevant First Aid certification requirements and completing the Induction process. They do not need to complete the full Passport, but the *Induction* page and the *Qualification and Appointment* forms must be completed and sent to the State Office. However, if a previously qualified Outdoors Leader wishes to be appointed to a different position, she will need to complete the relevant modules or Qualification in full (although she is likely to achieve some RPL).

The Recognition of Prior Learning should be summarised in the Learning Plan and Record in Section 5 of the Passport and then the relevant Module activities in Section 6 can be signed off. If the Learning Partner has any doubts about how to apply RPL, questions should be referred to the State RPL Liaison.

### 9.3 Occupational and professional experience

The module activities from which new Outdoors Leaders can gain automatic exemption based solely on occupation are limited because all the Passport activities are very much Guiding-centric.

The tables in Sections 11 show the automatic exemptions from activities for some common occupations. However, the occupation list is not exhaustive and thus the Learning Partner needs to use their common sense to make a decision about exemption. If a new Leader has an occupational background that is not listed, but would seem to provide a case for exemption, the Learning Partner should contact the State RPL Liaison for clarification.



In addition, some occupations provide exemption from the requirement to achieve a First Aid qualification as follows:

- Emergency doctor or nurse
- Ambulance worker or paramedic
- General Practitioners with current vocational registration.

## 9.4 Qualifications already held

There is limited recognition of learning based on previous qualifications. Once any relevant certificates have been checked, the date and provider should be recorded in the relevant module activity boxes and signed by the Learning Partner, the Learning Plan ticked, and a copy or scan of the certificate should be sent to the State Office. Any questions about applying RPL or equivalence of qualifications from another country can be discussed with the State RPL Liaison.

# 10 First Aid qualifications

## 10.1 Rationale

Under Workplace Health & Safety legislation, workplaces (Guide meeting places are classified as workplaces) are required to set an appropriate standard for First Aid qualifications. As part of ALQP, Girl Guides Australia has taken the opportunity to tailor First Aid training to the Leadership role so that:

- Outdoors Leaders and those Leaders who wish to undertake camping or adventure activities are required to have 'Provide First Aid' HLTAID003. The qualification must be renewed every three years. In addition, the practical CPR component should be refreshed (not necessarily reassessed) annually.

To avoid the completion of the First Aid qualification being a blockage to timely completion of the Outdoors Leadership Qualification, the date of intended First Aid training should be identified at the beginning of the process and recorded in the Learning Plan. It is possible to complete some elements of the First Aid qualifications online and this is both cost-effective and efficient.

## 10.2 Leaders with disabilities

Please note: A disability that prevents the Outdoors Leader from doing CPR may prevent her from gaining 'Provide First Aid' HLTAID003. Please check with the First Aid training provider. An aspiring Outdoors Leader who is unable to gain 'Provide First Aid' HLTAID003 should be offered other opportunities that do not require this qualification.

## 10.3 Accredited First Aid Providers

Any RTO (Registered Training Organisation) which is accredited to deliver the nationally recognised First Aid qualifications listed above can be used.

A **Unique Student Identifier (USI)** is now required for enrolment in any Vocational Education and Training (VET) course such as First Aid. More details at <http://www.usi.gov.au/Pages/default.aspx>

# 11 Outdoors Leadership Qualification

## 11.1 Summary of Outdoors Leadership Qualification

The **Girl Guides Australia Outdoors Leadership Qualification** consists of four modules, see summary below.

Modules	Reading	Training	Summary of Learning Activities
<b><i>Being Part of Guiding in Australia</i></b>	<i>Leader's Handbook</i> – Chapters 1, 2, and 3	Guiding Orientation webinar	4 activities – discuss and make Promise, find out about State outdoor activities, access WAGGGS website, attend a District / Region meeting, build networks
<b><i>Delivering the Australian Guide Program Outdoors</i></b>	<i>Leader's Handbook</i> – Chapters 4, 5 and 6	LQ training – Delivering the Australian Guide Program Outdoors	12 activities – assist with Unit Meetings, assist at District / Region event for Guides, run a wide game, welcome parents, conduct ceremonies, discuss shared leadership, record events and activities, create 12 month plan, lead outdoor activities
<b><i>Being Safe</i></b>	<i>Leader's Handbook</i> – Chapter 7 <i>Guide Lines</i> – policies	LQ training – Being Safe Provide First Aid HLTAID003	5 activities – be designated first aider and check first aid kit, identify health and safety issues, conduct risk assessments, use safe food handling
<b><i>Developing Outdoor Skills</i></b>	Guide Handbooks – Outdoor chapters	LQ training – Developing Outdoor Skills	11 activities – minimise environmental impact, camp, prepare a budget, develop outdoor skills including: environmental awareness, knots and gadgets, map and compass, fires and cooking, bush craft and camping, research other outdoor activity providers

## 11.2 RPL for Outdoors Leaders

**Table 1: Automatic Exemptions from module activities and training due to previous Guiding or Scouting experience**

Previous Role	Exemptions from Module Activities (Reflections must still be completed)	Exemptions from Guide Training
<b>Youth Members</b> New Leaders who have been youth members for at least one year of the previous three years		<ul style="list-style-type: none"> <li>♣ Guiding Orientation webinar</li> </ul>
<b>Leadership Trefoil 3 and / or Leadership Focus</b> Gained while working in a Guide Unit in the previous three years	<ul style="list-style-type: none"> <li>♣ <i>Being Part of Guiding in Australia</i></li> <li>♣ <i>Delivering the AGP Outdoors – Activities 1, 2, 3, 5, 6, 11</i></li> <li>♣ <i>Being a Leader of your Unit – Activities 2-6</i></li> </ul>	<ul style="list-style-type: none"> <li>♣ Guiding Orientation webinar</li> </ul>
<b>Unit Leaders</b> Qualified Unit Leaders from any Australian State	Exempt from all module activities, reading and reflections from the following modules: <ul style="list-style-type: none"> <li>♣ <i>Being Part of Guiding in Australia</i></li> <li>♣ <i>Delivering the AGP Outdoors</i></li> <li>♣ <i>Being Safe</i></li> </ul>	<ul style="list-style-type: none"> <li>♣ Guiding Orientation webinar</li> <li>♣ Outdoors Leadership Qualification training – all sessions except Developing Outdoor Skills. Although not automatic, the individual may have sufficient skill to exempt her from this session too.</li> </ul>
<b>Assistant Unit Leaders</b> Qualified Assistant Unit Leaders from any Australian State	Exempt from all module activities, reading and reflections from the following modules: <ul style="list-style-type: none"> <li>♣ <i>Being Part of Guiding in Australia</i></li> <li>♣ <i>Delivering the AGP Outdoors – all except activity 4 and 10</i></li> <li>♣ <i>Being Safe</i></li> </ul>	<ul style="list-style-type: none"> <li>♣ Guiding Orientation webinar</li> <li>♣ Outdoors Leadership Qualification training course – all except Developing Outdoor Skills. Although not automatic, the individual may have sufficient skill to exempt her from this session too.</li> </ul>
<b>Overseas Leaders</b> Leaders who were qualified Guide / Girl Scout Leaders in another country	<ul style="list-style-type: none"> <li>♣ <i>Being Part of Guiding in Australia – activity 3</i></li> <li>♣ <i>Delivering the AGP Outdoors – activities 1, 2, 5, 6, 9, 10</i></li> </ul>	
<b>Scout Leaders</b> Leaders who were qualified Australian Scout Leaders (any youth section)	<ul style="list-style-type: none"> <li>♣ <i>Delivering the AGP Outdoors – activities 1, 2, 5, 6, 9, 10</i></li> <li>♣ <i>Developing Outdoor Skills – activity 3</i></li> </ul>	
<b>Outdoors Leaders from other Australian States</b> Leaders who gained their Outdoors Leadership Qualification in a different Australian State	Exempt from all module activities, reading and reflections as already a qualified Leader. Will need to meet State or Territory regulations as part of the Induction process.	<ul style="list-style-type: none"> <li>♣ Guiding Orientation webinar</li> <li>♣ Outdoors Leadership Qualification training course</li> </ul>
<b>District or Region Managers</b>	<ul style="list-style-type: none"> <li>♣ <i>Being Part of Guiding in Australia</i></li> <li>♣ <i>Being Safe – reading, activity 3</i></li> <li>♣ <i>Delivering the AGP Outdoors – activities 3, 5, 6, 9, 10</i></li> </ul>	<ul style="list-style-type: none"> <li>♣ Guiding Orientation webinar</li> </ul>

Holders of the Queen’s Guide and / or Olave Baden-Powell Award may have exemption from some module activities. This also applies to those who hold Adventure, Boating, Camping or Outdoors Trefoil 3 badges. The Learning Partner will establish these exemptions once she has reviewed the relevant records and discussed them with the new Outdoors Leader.

Qualified Outdoors Leaders who have not had an active leadership role for more than three years will need to complete Induction and the *Being Safe* module and undertake the required reading and reflection activities.

**Table 2: Automatic exemptions due to occupation / professional experience**

No automatic exemptions due to occupation apply to activities in the following modules: *Being Part of Guiding in Australia* and *Being Safe*.

Module Activity (Other activities may be exempt depending on occupation)	Teacher / Outdoor Ed Teacher	Youth Leader other org.	Child Care Worker	Teacher Assistant	Qual. Outdoor Activity Instructor	Local Sports Coach	Counsellor or Social Worker	Religious Leader	Nurse, Doctor, Ambulance Worker	Business Manager	Accountant
<b>Delivering the AGP Outdoors</b>											
5. Welcome parents and visitors and explain your role.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
9. Keep a program book that records your activity details.	✓	✓	✓		✓		✓	✓		✓	
<b>Developing Outdoor Skills</b>											
4. Budget for an event / camp.					✓					✓	✓

**Table 3: Automatic exemptions due to commonly held qualifications**

Module Activity	Outdoor Education qualification	Basic Food Hygiene qualification	Financial or Book-keeping qualification
<b>Being Safe</b>			
7. Use safe food handling procedures during outdoor activities		✓	
<b>Developing Outdoor skills</b>			
			✓
6. Budget for an event			✓

## 11.3 Guidance on Outdoor Leadership Qualification module activities

### 11.3.1 Local Induction

As Outdoors Leaders are attached to a District or Region, the local induction can be for any Guide meeting place or campsite or activity centre likely to be frequently used by the Outdoors Leader. The local induction should include the items relevant to that location.

Outdoor equipment may be spread throughout the District / Region rather than located in one place. This item on the local induction list is intended to help the new Outdoors Leader become familiar with the resources available locally to enhance outdoor activities for Guides.

### 11.3.2 Being Part of Guiding in Australia

The aim of this module is for the new Outdoors Leader to learn about Guiding in Australia and how it fits into the World Association of Girl Guides and Girl Scouts. The success of the Outdoors Leader role largely depends on her having both a strong and active network with other Leaders in her District / Region and being aware and able to promote opportunities for the Outdoors.

### 11.3.3 Delivering the AGP Outdoors

The aim of this module is for the new Outdoors Leader to gain an understanding of the Fundamentals of the Australian Guide Program and the skills, knowledge and confidence to apply them to outdoor activities. The focus of the activities should be on the AGP and outdoor activities. The activities in this module can be done in conjunction with the activities in other modules, see the grid at the beginning of Section 6 of the Outdoors Leadership Qualification Passport.

### 11.3.4 Being Safe

The aim of this module is for the new Leader to understand what having a “duty of care” means and to develop the skills and knowledge to ensure all youth and adult members are safe from all kinds of harm. Due to the higher safety risks inevitable in outdoor activities, it is essential the new Outdoors Leader is very clear on her responsibilities.

### 11.3.5 Developing Outdoor Skills

The aim of this module is to help the new Outdoors Leader develop and / or demonstrate a wide range of basic outdoor skills that are relevant to Guides. As an Outdoors Leader, the expectation is that she has broad awareness of all areas of the Outdoors, although she is not expected to be an expert in them. However, it is likely that over time she will develop deeper skills and knowledge in some areas rather than others.

Each Outdoors Leader will have different interests. For example, if the Outdoors Leader is particularly passionate about environmental activities, their list for that module activity will be more comprehensive than others. Their interest and skills in knots and gadgets may be considerably less but there should be a few activities listed. They will know enough knots to teach a couple to the Guides, but they don't have to know how to build a bridge! There is no minimum amount of activities for each of these module activities – but there must be something recorded in each one to show diversity in the outdoor field.

Leaders and Managers changing roles can include activities from the previous three years.

There is no restriction on the number of activities that can be signed off from one event – that's just good planning!

## 11.4 Outdoors Leadership Qualification Training

Unless exemptions apply, the training required for the Outdoors Leadership Qualification is Guiding Orientation, Outdoors Leadership Qualification training course and First Aid training.

The Learning Partner must have an up-to-date copy of the State's training course schedule. However, as all the national training courses are effectively the same, it is also possible for new Outdoors Leaders to attend training outside their State. At the planning stage relevant dates should be identified for all required training, i.e. Guiding Orientation webinar, Outdoors Leadership Qualification course and First Aid course.

### 11.4.1 Guiding Orientation

Guiding Orientation covers the content for the module: *Being Part of Guiding in Australia* as well as some information on Guiding as a whole.

Guiding Orientation is run as a national webinar with the responsibility for leading it rotating amongst the State organisations. The new Leader can attend any of the webinars; she does not have to pre-book or wait until her State Girl Guide Organisation is hosting it.

In order to participate in the Guiding Orientation webinar the new Leader will need a broadband Internet connection and speakers. Questions can be typed. If the new Leader doesn't have internet access, a digital version of the webinar can be ordered from the State Learning & Development Manager.

### 11.4.2 Outdoors Leadership Qualification training course

The content of the Outdoors Leadership Qualification follows the modular format of the Passport, which itself is consistent with the *Leader's Handbook*. The Leadership Qualification program is run on a State basis in multiple formats, e.g. weekend, single days, evenings, or part online and part face to face. The course covers the content for the modules *Delivering the Australian Guide Program Outdoors*, *Being Safe* and *Developing Outdoors Skills*.

The Leadership Qualification courses for Assistant Unit Leaders, Unit Leaders and Outdoors Leaders may be run concurrently sharing the common sessions *Delivering the Australian Guide Program* and *Being Safe*.

The registration process is the same as for any State based training program and is the responsibility of the new Leader.