

# NZOIA™ Outdoor Safety Management Syllabus

## SCOPE

This award is for those persons who are instructing others in the principles and practices of risk management either through courses (1 day, 2 days or longer forms of delivery), or specifically designed training for client groups that may include teachers, youth leaders, instructors, polytechnic students, adventure tourism operators, other self-employed people.

## SKILL AND EXPERIENCE

### *Skills required:*

- Have a thorough knowledge of all syllabi content.
- Hold a current First Aid (or Advanced First Aid) Certificate, issued within the last three years.
- Be conversant with relevant publications (Outdoor Pursuits Guidelines, organisational codes of practice, safety guidelines, Manual – Managing Risks in Outdoor Activities, OSI Safety Management Guidelines, other up-to-date risk management publications).
- Have a good working knowledge of the various Acts (e.g. the Health & Safety in Employment Act) to the outdoor industry and know how these Acts affect our clients.
- Be familiar with the relevant NZQA unit standards (e.g. 451, 13377) and methods of assessment.
- Be a NZOIA member.
- Provide logged experience of facilitation skills, presentation skills, outdoor experience, risk management experience.

## LEADERSHIP AND INSTRUCTING

For all the modules contained in this syllabi, the instructor must be able to:

- Prepare a lesson plan and deliver the lesson to a given audience.
- Select and prepare the venue, equipment and resources required.
- Present the lesson that includes an introduction, uses appropriate voice, language, body language, teaching, visual aids, demonstrations and evaluation of learning.
- Demonstrates a wide knowledge and skill of the topic.
- Facilitate group discussion using methods that create a participative, open, tolerant learning environment.
- Manage unacceptable behaviour effectively.
- Deal with expressed fears and anxieties effectively.
- Encourage enthusiasm, interest and learning.
- Demonstrate an awareness and sensitivity to the cultural/special needs of the group.
- Demonstrate effective group briefing and debriefing.
- Demonstrate a leadership style and listening skills that is most relevant to the groups needs.
- Organise and motivate the group/individuals.

## COURSE LOGISTICS

The instructor must ensure:

- All gear and course/session needs are present.
- A timetable is produced and revealed to participants.
- Time management skills are displayed.
- Clear objectives for each lesson are set.
- Participants are welcomed and course objectives set.
- Housekeeping is clear for participants.
- An introduction session is held.
- The ability to keep focussed/on track with course/session objectives is demonstrated.

# EVALUATION/SUMMARY

On completion of the course/session, the instructor will:

- Sum up at the end.
- Hold a written and/or verbal course evaluation.
- Complete responsibilities to venue or host.
- All necessary paperwork and financial obligations are completed.

## 1. THEORY OF RISK MANAGEMENT

### *Learning Objectives*

By the end of the session the participant will be able to explain the principles of risk management and methods of accepting, reducing, avoiding and managing risk. They will also be able to explain the value of risk in outdoor activities.

### *Content*

- The nature and value of risk, why manage risk
- Definitions – risk, risk management, adventure, challenge, danger, hazard, peril.
- Hazard identification – people, equipment, environment, activity
- Types of risk – absolute, real, perceived
- Assessment of risk – legal and moral responsibilities, how much is acceptable, instructor judgment. HSE Act including the terms isolate, eliminate, transfer, minimize.
- Risk management – accept, avoid, reduce including tools, policies (non-negotiable), guidelines (strongly recommended), tools, pathways, in order to maximise value.
- Social and psychological factors including wild cards, familiarization with the situation, risk shift, get-home-it is.
- Ongoing role of evaluation in risk management

### *Resources*

NZMSC Manual 27  
Outdoor Leadership & Risk Management Training  
NZ Government Acts

## 2. TOOLS FOR PLANNING TO MANAGE RISK

### *Learning Objectives*

By the end of the session the participant will be able to complete a risk management plan for an activity incorporating the principles of risk management.

### *Content*

- Why plan to manage risk? (Range: legal requirement, systematic way of achieving objectives, risk management, hazard identification, organisational requirement, provides accountability, assists in explaining your actions should things go wrong)
- What are the range of tools that can be used? (Range: Pass it on, RAMS, Mind Map, checklists, other examples of planning forms).
- Give clear explanations of forms to be used, provide practical activity to demonstrate if preferred.
- Participants practice filling in forms using risk management principles.
- Plans are reviewed and feedback given.

### *Resources*

Various types of forms.  
Managing Risks in Outdoor Activities.  
Outdoor Leadership and Risk Management Training  
Safety Management for Schools, OSI

### **3. COMPETENCE / DIFFICULTY**

#### ***Learning Objectives***

By the end of the session the participants will be able to explain the importance of competence and tie this in with the concepts of risk, danger and adventure.

#### ***Content***

- Definition of competence.
- The relationship of risk and danger with competence.
- Implications for the instructor and for the participant. (Priest & Martin 1986)
- Competence/difficulty model (Davidson 1992, McConnell 1989, Priest & Baillie 1987)
- The concept of 'peak experience'.
- Risk/safety meter (Davidson 1992)

#### ***Resources***

Managing Risks in Outdoor Activities  
Outdoor Leadership & Risk Management Training

### **4. CRISIS MANAGEMENT THEORY**

#### ***Learning Objectives***

By the end of the session participants will be able to explain the theory of crisis management and apply it to a theoretical situation.

#### ***Content***

- The Lemons Theory (Raffan 1984)
- The Crisis Management Triangle (Raffan 1984)
- Profile of a Crisis (Raffan 1984)
- Profile of a Managed Crisis (Raffan 1984)
- The Crisis Resolution Plan including the importance of having an effective debriefing model in the follow up process.

#### ***Resources***

Managing Risks in Outdoor Activities  
Outdoor Leadership and Risk Management Training  
Videos – Found Alive, Cold, Wet and Alive, Duel with Anteallach, Lyme Bay, The Ruapehu Tragedy  
Case Studies

### **5. PRACTICAL ACTIVITIES**

#### ***Learning Objectives***

Using a practical activity, participants will demonstrate the ability to provide a quality experience for a group by applying the principles of risk management and producing a risk management plan.

#### ***Content***

- Guide participants to choosing practical activities that will enable them to demonstrate the principles of risk management at work.
- Set clear objectives/rationale for doing practical activities.
- Clear time boundaries set and adhered to.
- The risk management is reviewed.
- A debriefing is chosen and demonstrated for a given group that best reflects their learning needs.

## 6. CRISIS MANAGEMENT PRACTICAL

### ***Learning Objectives***

Using a crisis management scenario, participants will demonstrate the ability to manage a crisis, practicing the theoretical skills learned, and responding in a systematic and effective way to ensure a speedy resolution.

### ***Content***

- Set clear objectives/rationale for doing crisis management scenarios.
- Give clear instructions on the choice of 'crisis'.
- Instruct participants as to what is required, and time frame.
- Run session to time and debrief effectively.

## 7. CAUSAL PATHWAYS

### ***Learning Objectives***

By the end of the session the participant will be able to identify where the basic causes of accidents lie using a 'Causal Sequence' analysis, and be able to suggest pathways for change.

### ***Content***

- Explain the benefits and reasons for using a Causal Sequence analysis.
- Basic Causal Sequence models – Bird and Germaine 1987 (LCMS)
- Pathways to change and/or block events – Kates, Hohenemser & Kasperson 1995 adaptation
- Using case studies, complete a causal sequence matrix and write a brief report outlining any change management strategies.

### ***Resources***

NZMSC Manual 27  
Case studies

## 8. ACCIDENT/INCIDENT REPORTING, RECORDING AND ANALYSIS

### ***Learning Objectives***

By the end of the session the participant will be able to identify the necessity and reasons for recording, reporting and investigating accidents and incidents.

### ***Content***

- The legal requirements for accident/incident recording and reporting.
- Types of forms that can be used
- Formats for gathering data
- Reasons for accident/incident recording, reporting and analysis (patterns and trends)
- Processes (information gathering, debriefing, follow up)

### ***Resources***

NZMSC Manual 27  
Outdoor Leadership & Risk Management Training  
OSI Safety Management Guidelines for Schools  
Bird & Germaine – Loss Control Leadership  
OSH Guidelines

## 9. OPERATIONAL PLANS

### **Learning Objectives**

By the end of the session the participant will be able to explain the importance of developing an organisational operations plan incorporating policies and procedures. Also display a knowledge of the basic content of such a plan, and where to go to obtain further information.

### **Content**

- Why have such a document?
- How is it used?
- Contents of the Operational Plan.
- The difference between policies and procedures
- Checklists and contracts
- Relevant Industry Codes and organisational of Practice

### **Resources**

OSI Safety Management Guidelines for Schools

Health and Safety Act 1992

Quality Management and Safety Systems for EOTC – EONZ

Safety Management plan for Outdoor Adventure Activities – Ross Clapcott

Outdoor Pursuits Guidelines for Educators

## 10. EMERGENCY PROCEDURES

### **Learning Objectives**

By the end of the session the participant will demonstrate knowledge of the emergency policies and procedures of an organisation.

### **Content**

- The need for an organisational emergency policy and procedures.
- Procedures must include people, equipment, and environment.
- Compliance with relevant legislation.
- Consistency with Organisational Plan
- Ability to deal systematically with emergency situations, or new hazardous situations.

### **Resources**

Case studies

OSH Guidelines

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