
Overview

This standard is about facilitating educational experiences in the outdoors. This standard covers the initiating, monitoring, supporting and guiding the participant through the educational experience. This standard will also help participants identify how they can transfer learning to other aspects of their lives

This standard covers five outcomes:

- 1 initiate the outdoor educational experience
- 2 monitor, support and guide the participant through the educational experience
- 3 manage the physical and emotional well-being of participants
- 4 facilitate learning through individual and shared reflection on experience
- 5 help participants identify how they can transfer learning to other aspects of their lives

This standard is for staff with some experience working in the outdoors who are capable of working without direct supervision. Typical contexts will be working with children and young people to meet the requirements of educational clients such as schools and colleges.

**Performance
criteria**

Initiate the outdoor educational experience

- You must be able to:
- P1 make sure the **participants** have the equipment and clothing required
 - P2 create and maintain a climate conducive for learning
 - P3 communicate own **roles** to the **participants**
 - P4 adapt own behaviour to meet the needs of the **participants** and the purpose of the **experience**
 - P5 encourage the **participants** to take responsibility for their own learning
 - P6 agree ground rules

Monitor, support and guide the participant through the educational experience

- You must be able to:
- P7 balance your own **roles** to achieve the best outcome for the **participants**
 - P8 encourage **participants** to take on responsibilities where this is safe
 - P9 provide **feedback** where this supports learning
 - P10 take opportunities where they arise to ensure best learning for the **participants**
 - P11 make sure the outcomes of the **experience** are differentiated to meet the needs of individuals and the group
 - P12 communicate with **participants** in a way that meets their needs, the situation and the aims of the **experience**

Manage the physical and emotional well-being of participants

- You must be able to:
- P13 follow organisational requirements and procedures for the activity
 - P14 manage risk to keep the activity as safe as possible taking account of the benefits of risk taking and **health and safety** requirements
 - P15 monitor for the onset of physical and emotional danger and **adverse conditions**
 - P16 encourage **participants** to support individual and group safety
 - P17 encourage **positive behaviour** and deal effectively with **unacceptable behaviour**
 - P18 intervene to prevent or limit harm
 - P19 recognise the differing physical and emotional limits of **participants** and uphold them to maintain dignity and self-respect

- P20 maintain and vary ground rules according to organisational requirements and procedures and client requirements
- P21 respond to incident and emergencies in line with organisational requirements and procedures
- P22 monitor the actions and behaviours of those other than **participants** involved in the activity

Facilitate learning through individual and shared reflection on experience

- You must be able to:
- P22 establish a listening environment for the review
 - P23 enable **participants** to reflect on their experiences and objectives
 - P24 enable **participants** to identify the process of individual and group learning
 - P25 link intended and non-intended learning to individual and group objectives
 - P26 clarify and reinforce key points to focus **participants'** attention on learning

Help participants identify how they can transfer learning to other aspects of their lives

- You must be able to:
- P27 enable **participants** to see the relevance of their learning and they can transfer the learning to specific areas of life
 - P28 evaluate potential obstacles to the participants transferring what they have learned
 - P29 discuss possible strategies to overcome these obstacles
 - P30 share information and guidance about opportunities to transfer learning and support they may need with **others**
 - P31 encourage ongoing reflection and review

Knowledge and understanding

Initiate the outdoor educational experience

You need to know and understand:

- K1 the equipment and clothing needed
- K2 how to create and maintain a climate conducive for learning
- K3 methods of communicating
- K4 **motivational techniques**
- K5 how to encourage the participants to take responsibility for their own learning
- K6 why it is important to agree ground rules

Monitor, support and guide the participant through the educational experience

You need to know and understand:

- K7 how to balance your own roles to achieve the best outcome for the participants
- K8 the benefits of encouraging participants to take on responsibilities where this is safe
- K9 methods of giving feedback that will support learning
- K10 how to take opportunities when they arise to ensure best learning for the participants
- K11 Design and develop the outcomes of the experience in a way that meets the needs of all
- K12 communication tools and techniques that will facilitate learning in the outdoors

Manage the physical and emotional well-being of participants

You need to know and understand:

- K13 **health and safety** requirements for the activity
- K14 risk management techniques that will encourage safe, healthy risk taking activity
- K15 why it is important to monitor for the onset of physical and emotional danger and adverse conditions
- K16 why it is important to encourage participants to take some responsibility for individual and group safety and how to do so
- K17 the benefits of encouraging positive behaviour and of dealing effectively with unacceptable behaviour
- K18 when to intervene to prevent or limit harm
- K19 factors affecting the differing physical and emotional limits of participants and

how to manage these effectively

K20 when to maintain and vary ground rules according to organisational requirements, procedures and client requirements

K21 the process for responding to incident and emergencies in line with **health and safety** requirements

K22 the process for monitoring the actions and behaviours of those other than participants involved in the activity

Facilitate learning through individual and shared reflection on experience

You need to know and understand:

K23 how to create an effective listening environment that encourages participants to air their views

K24 the concept of reflective practice

K25 the process of individual and group learning

K26 the participants' aims, objectives and goals

K27 how to link intended and non-intended learning to individual and group objectives

K28 how to analyse participants' experiences and provide a summary of this analysis

Help participants identify how they can transfer learning to other aspects of their lives

You need to know and understand:

K31 the methodology related to the transfer of learning to other areas of life

K32 how to evaluate potential obstacles which may impede the transfer of learning

K33 different types of opportunity to transfer learning and the types of support participants may need from others

K34 the types of advice, assistance and information about participants' learning opportunities and needs

K35 how to encourage ongoing reflection and review

K36 instructional techniques to support the transfer of learning

Additional information (Delete any sections not needed)

Scope/range related to performance criteria	1	Participants
	1.1	adults
	1.2	children and young people
	1.3	groups whose members do not know each other
	1.4	participants with particular needs in relation to the activity
	1.5	individuals
	1.6	groups
	2	Roles
	2.1	leadership
	2.2	instructing and awareness raising
	2.3	monitoring
	2.4	supporting
	2.5	guiding
	3	Experience
	3.1	with a curricular and cross curricular focus
	3.2	with an activity/skill focus
	3.3	with an environmental focus
	3.4	with an experiential/development focus
	3.5	with a progression focus
4	Adverse conditions	
4.1	difficult terrain	
4.2	difficult water conditions	
4.3	weather	
5	Positive behaviour	
5.1	communication	

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- 5.2 involvement
 - 5.3 mutual support
 - 5.4 problem solving
 - 5.5 enthusing

 - 6 **Unacceptable behaviour**
 - 6.1 behaviour causing physical harm
 - 6.2 behaviour causing emotional harm
 - 6.3 behaviour causing damage

 - 7 **Feedback**
 - 7.1. formal
 - 7.2. informal
 - 7.3. positive
 - 7.4. negative
 - 7.5. suggestions for improvement

Scope/range related to knowledge and understanding	1.	Motivational techniques
	1.1	positive imagery
	1.2	team-building activities
	1.3	training
	1.4	enhanced communication
	1.5	targets
	1.6	rewards
	1.7	incentives
	2.	Health and Safety
	2.1	health and safety legislation
	2.2	organisational procedures and requirements
	2.3	principles of the duty of care
	2.4	safeguarding
	2.5	emotional and or psychological health
	2.6	licensing regulations for activities/centres
	2.7	equipment manufacturers' guidelines
	2.8	technical knowledge, including as relevant, National Governing Body and other national organisational guidance relating to activities
	2.9	the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these
	2.10	standard emergency procedures

Skills

Listed below are the main generic skills and qualities applied to the delivery of Outdoors Programmes.

- 1 Empathy
- 2 Active listening
- 3 Coaching
- 4 Communicating
- 5 Consulting
- 6 Influencing and persuading
- 7 Delegating
- 8 Diplomacy
- 9 Empowering
- 10 Facilitating
- 11 Following
- 12 Leading by example
- 13 Managing challenging behaviour
- 14 Mentoring
- 15 Motivating
- 16 Negotiating and compromising
- 17 Obtaining feedback
- 18 Planning and evaluating
- 19 Providing feedback
- 20 Setting objectives
- 21 Valuing and supporting others

Glossary**Conducive learning environment**

About the physical environment, cognitive environment, activity context and the relationship and positive atmosphere created by the instructor/leader amongst all involved - passion, enthusiasm, commitment to initiate and complete the experience.

Experience

Within the context of education within the outdoors there might be many types of aims and outcomes as experiences. These could include curricular, cross-curricular, learning to learn, lifelong learning as well as personal and social outcomes that could include spiritual, moral, cultural, mental and physical elements.

Ground rules

In relation to behaviour of participants who are children or young people. Instructors will often propose and get agreement from participants on simple but important aspects of behaviour such as "participants listen when the instructors talking and the instructor will listen when a participant is asking a question", or "for your safety and fun, you must do what the instructor asks you to" and "we all agree to help and support and look out for each other however well we do on the activity". This cannot only help set some useful behavioural rules, but also sends a strong positive and often re-assuring message to sometimes nervous participants that there is a responsible presence in the instructor and or leader who will ensure everything goes well.

Organisational requirements and procedures

Typically, these documents will set out the standards, procedures and requirements for activity delivery. They may include equipment lists, outline session plans, safety points and procedures. They also may make reference to specific NGB (National Governing Body) or other relevant national activity bodies in terms of information and guidelines related to activities. The documents may

also make reference to staffing levels and standards in terms of ratios, qualifications and training/assessment undertaken, which may link to NGBs, technical advisers and other external or internal features.

Physical and psychological needs and limits

Understanding how to balance the physical and emotional strengths of individuals with the general and specific challenges of the outdoors and how to recognise and manage the challenges and related limits for individual's wellbeing and success.

Staff with some experience

Typically someone who has worked in the sector for at least two or three seasons and or years. May have progressed from a junior and or entry role to now dealing with more complex activities, locations and or participations, but not at the more extreme/demanding levels which would be covered by other standards.

Links to other NOS

This standard links to SKAOP6.

SKAOP7 (SQA Unit Code - HFOX 04)
Facilitate educational opportunities in the outdoors



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