
Overview

This standard is about developing outdoor programmes which meet individual and group development needs.

This standard covers two outcomes:

- 1 identify individual and group development needs
- 2 develop programmes which meet individual and group development

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 adults and young people to meet development training objectives agreed with client organisations.

**Performance
criteria**

Identify individual and group development needs

- You must be able to:
- P1 analyse **information** about **participant** and **group development needs**
 - P2 confirm and prioritise **participant** and **group development needs** through consultation with **colleagues, participants** and **clients**
 - P3 establish levels of agreement for physical, psychological and or emotional risk taking
 - P4 identify and agree preferred learning and transfer strategies with **colleagues, participants** and **clients**

Develop programmes which meet individual and group development

- You must be able to:
- P5 identify and agree objectives which meet **participant development needs**
 - P6 select **development opportunities** to achieve the learning objectives
 - P7 make sure the **programme** is consistent with organisational regulations and procedures
 - P8 design challenges that meet the **client's** needs
 - P9 plan for progression and the transfer of learning to other contexts based on the **programme** outcomes
 - P10 plan opportunities for reflection, review and evaluation of the **programme** outcomes
 - P11 make sure there is a supportive learning environment in line with your organisational regulations and procedures
 - P12 plan for contingencies within the **programme** design

Knowledge and understanding

Identify individual and group development needs

You need to know and understand:

- K1 how to analyse information about participant and group development needs
- K2 how to confirm and prioritise participant and group development needs through consultation with colleagues, participants and clients
- K3 how to establish levels of agreement for physical, psychological and or emotional risk taking
- K4 how to identify and agree preferred learning and transfer strategies with colleagues, participants and clients

Develop programmes which meet individual and group development

You need to know and understand:

- K5 the common types of group and individual development needs which participants are likely to have
- K6 how to identify and agree objectives which meet participants development needs, abilities and potential
- K7 the participants work context, background, organisational arrangements and activity
- K8 how to select development opportunities to achieve the learning objectives
- K9 the underlying philosophy of outdoor development training, and why its principles and values are important
- K10 how to make sure that the programme is consistent with organisational regulations and procedures
- K11 how to design challenges that meet the participants and client's needs, abilities, potential and learning styles
- K12 how to select activities and environments that meet the needs, abilities, potential and learning styles
- K13 factors to bear in mind when selecting activities which stretch the participants and how to select such activities
- K14 the importance of establishing levels of permission for physical and emotional risk taking and how to do so
- K15 how to plan for progression and the transfer of learning to other contexts based on the programme outcomes

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- K16 the types of situations for which activities can act as metaphors and how to choose activities which are appropriate metaphors
 - K17 how to plan opportunities for reflection, review and evaluation of the programme outcomes
 - K18 how to make sure there is a supportive learning environment in line with your organisational regulations and procedures
 - K19 how to plan for contingencies within the programme design

Additional information

Scope/range related to performance criteria	1	Information
	1.1	question
	1.2	observation
	1.3	consulting with clients
	2	Participants
	2.1	adults
	2.2	children and young people
	2.3	groups whose members do not know one another
	2.4	participants with particular needs in relation to the programme
	2.5	individuals
	2.6	groups
	3	Group
	3.1	work colleagues
	3.2	related groups within one organisation
	3.3	related groups within more than one organisation
	4	Clients
	4.1	leaders and key contacts within one organisation
	4.2	leaders and key contacts within more than one organisation
	5	Development needs
	5.1	affective
5.2	cognitive	
5.3	physical	
5.4	team development	
6	Programme	
6.1	one day	
6.2	multi-day	

6.3 requiring overnight accommodation

7 **Colleagues**

7.1 more senior staff

7.2 working at the same level

7.3 those working in supporting roles

7.4 freelance colleagues

7.5 colleagues from other organization

8 **Development opportunities**

8.1 focused on the individual

8.2 focused on the team

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

Contingencies

Provision made for events which may occur: weather, accident and emergency, forced changes and how to plan for these. May also include planning for behavioural or welfare issues with participants or other staff.

Organisational regulations 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. Good quality documents have many uses and may be needed by a range of internal and external parties and stakeholders. The documents help to communicate to staff and others clear and consistent information.

Physical, psychological and or emotional risk taking

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

Preferred learning and transfer strategies

How and in what ways the processes of learning linked to activities and experiences are to be actioned.

Supportive learning environment

The place where learning has the most positive chance of happening.

Links to other NOS

This standard links to SKAOP9

SKAOP8 (SQA Unit Code - HF0Y 04)
Develop outdoor development training programmes



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