
Overview

This standard is about facilitating learning with individuals and groups of adults or young people using methods development training in the outdoors to meet their agreed objectives. Novelty, challenge, risk and uncertainty will often be present, so careful attention must be paid to the physical and emotional safety of the participants.

This standard covers three main outcomes. These are:

- 1 establish and maintain a climate conducive to achieving specified learning outcomes
- 2 facilitate participants' individual and group development
- 3 manage the physical and emotional wellbeing of participants

This standard is for staff with some experience working in the outdoors that is 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**

**Establish and maintain a climate conducive to achieving specified learning
outcomes**

- You must be able to:
- P1 establish your own **role** with the **group**
 - P2 negotiate ground rules for behaviour
 - P3 respond to **feelings** and values expressed by the **participants**
 - P4 encourage **participants** to share responsibility for their own individual and **group** learning
 - P5 work with and influence **group** dynamics in ways that support learning
 - P6 acknowledge **participant** achievement

Facilitate participants' individual and group development

- You must be able to:
- P7 emphasise the importance of team work in achieving **objectives**
 - P8 make sure at least one **group** member understands the **objectives** and parameters
 - P9 encourage open and effective communication
 - P10 vary activities to meet individual and **group** needs
 - P11 encourage exploration and risk taking within agreed safety procedures
 - P12 make use of unplanned events during the experience
 - P13 enable individual and **group** reflection and review
 - P14 encourage **participants** to consider how they could apply and test what they have learned to existing and new situations

Manage the physical and emotional wellbeing of participants

- You must be able to:
- P15 follow organisational regulations and procedures for the activity
 - P16 manage risk to keep the activity safe following organisational regulations and procedures, taking account of the benefits of risk taking
 - P17 monitor for the onset of physical and emotional danger, including **adverse conditions**
 - P18 encourage **participants** to safeguard individual and **group** safety
 - P19 encourage **positive behaviour** and deal effectively with **unacceptable behaviour**

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- P20 intervene to prevent or limit harm
 - P21 recognise and safeguard the physical and emotional limits of **participants** and enable them to maintain dignity and self-respect
 - P22 maintain and vary ground rules according to organisational regulations and procedures and client requirements
 - P23 respond to incidents and emergencies in line with organisational regulations and procedures

Knowledge and understanding

Establish and maintain a climate conducive to achieving specified learning outcomes

You need to know and understand:

- K1 the features of the planned experience
- K2 the underlying philosophy and **concepts** of outdoor development training, and why its principles and values are important
- K3 how to establish your own role with the group using a range of techniques and methods of communication
- K4 why it is important to negotiate ground rules for behaviour
- K5 how to respond sensitively to feelings and values expressed by the participants
- K6 why it is important to encourage participants to share responsibility for their own individual and group learning and how to do this
- K7 how to work with and influence group dynamics in ways that support learning
- K8 why it is important to acknowledge participant achievement, and how to do this

Facilitate participants' individual and group development

You need to know and understand:

- K9 the importance of team work in achieving objectives
- K10 the importance of ensuring at least one group member understand the objectives and parameters
- K11 how to encourage open and effective communication
- K12 a range of activities and techniques to meet individual and group needs
- K13 how to encourage exploration and risk taking within agreed safety procedures and organisational regulations and procedures
- K14 methods of making use of unplanned events during the experience and the benefits of this
- K15 how to enable individual and group reflection and review
- K16 the importance of encouraging participants to consider how they could apply and test what they have learnt to existing and new situations

Manage the physical and emotional wellbeing of participants

You need to know
and understand:

- K17 why it is important to follow organisational regulations and procedures for the activity
- K18 methods of managing risk to keep the activity as safe as necessary taking account of the benefits of risk taking and **health and safety requirements**
- K19 why it is important to monitor for the onset of physical and emotional danger and adverse conditions
- K20 methods of encouraging participants to take responsibility for individual and group safety, and how to do so
- K21 the importance of encouraging positive behaviour and deal effectively with unacceptable behaviour, and how to do so
- K22 when to intervene to prevent or limit harm and when to hold back with individuals approaching their adventure thresholds
- K23 methods of recognising the differing physical and emotional limits of participants and uphold them to maintain dignity and self-respect
- K24 how to maintain and vary ground rules according to organisational requirements and procedures and client requirements
- K25 how to respond to incident and emergencies in line with organisational regulations and procedures

Additional information

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
	2	Group
	2.1	work colleagues
	2.2	related groups within one organisation
	2.3	related groups within more than one organisation
	3	Role
	3.1	learning facilitator
	3.2	group process facilitator
	3.3	task facilitator
	4	Feelings
	4.1	anxiety
	4.2	anger
	4.3	confusion
	4.4	apathy
	4.5	exhilaration
5	Objectives	
5.1	affective	
5.2	cognitive	
5.3	physical	
5.4	team development	

6 Adverse conditions

- 6.1 difficult terrain
- 6.2 difficult water conditions
- 6.3 weather

7 Positive behaviour

- 7.1 communication
- 7.2 involvement
- 7.3 empathy
- 7.4 mutual support
- 7.5 problem solving
- 7.6 enthusing

8 Unacceptable behaviour

- 8.1 behaviour causing physical harm
- 8.2 behaviour causing emotional harm
- 8.3 behaviour causing damage

Scope/range related to knowledge and understanding	1	Health and Safety
	1.1	relevant health and safety legislation
	1.2	organisational procedures and requirements
	1.3	principles of the duty of care
	1.4	safeguarding
	1.5	emotional/psychological health
	1.6	licensing regulations for activities/centres
	1.7	equipment manufacturers' guidelines
	1.8	technical knowledge
	1.9	contingencies
	1.10	standard emergency procedures
	2	Concepts
	2.1	Learning styles theory
	2.2	the experiential learning cycle
	2.3	group dynamics and team development
	2.4	team development which can be achieved by outdoor programmes
	2.5	adventure thresholds and misadventure
	2.6	development of the whole person including affective cognitive, physical, social and spiritual factors

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**Adventure thresholds and misadventure**

The concept in outdoor adventure that individuals each have their own 'threshold' in terms of when 'normal' life activities move across a line into a less comfortable but more exciting, challenging and ultimately life-affirming experiences. Misadventure may be seen to come when hurt or injury takes over in these challenging situations.

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 and psychological needs and limits

Understanding the needs and limits that each participant will have, and how to balance these with the challenges of the outdoors and the activities and requirements of the programme.

Staff with some experience

Typically someone who has worked in the sector for at least two or three seasons/years. May have progressed from a junior/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.

Technical Knowledge

Relating to technical aspects of the activities and related equipment, activity bases. This may also involve linking with specific aspects of activities and their National Governing Bodies or other national organisations' guidance.

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