
Overview

This standard is about leading people through adventurous experiences in the outdoors. Examples may include rock climbing, white water canoeing, gorge walking, high ropes or a combination of activities such as expeditioning in wild or remote country.

This standard covers four main outcomes. These are:

- 1 prepare for adventurous experiences
- 2 prepare participants for adventurous experiences
- 3 supervise and facilitate adventurous experiences
- 4 conclude and review adventurous experiences

This standard is for staff with some experience working in the outdoors who are capable of working without direct supervision.

**Performance
criteria**

Prepare for adventurous experiences

- You must be able to:
- P1 identify the **aims** of the **experience**, as they relate to the **participants'** needs, abilities and potential
 - P2 assess the **participants'** adventure thresholds
 - P3 design the **experience** to meet the **aims** of the **participants'** adventure thresholds
 - P4 make sure the **experience** is in line with health and safety requirements according to organisational regulations and procedures
 - P5 select, research and, if necessary, check and prepare the **location** and equipment for the **experience**
 - P6 identify the external influences and hazards to the **experience**
 - P7 make sure that the **experience** is within your competence to manage
 - P8 make sure that effective but flexible safety parameters have been established following health and safety requirements

Prepare participants for adventurous activities

- You must be able to:
- P9 communicate the **aims** and value of the **experience** to the **participants**
 - P10 enable the **participants** to help plan and manage the **experience**
 - P11 communicate the safety parameters for the **experience** and the **location**
 - P12 provide a forum for group discussion and reflective practice to take place amongst **participants**
 - P13 prepare the **participants** to cope with both anticipated and unforeseen circumstances, and to solve problems by themselves
 - P14 agree with **participants** the responsibility of leaders and **participants** for reporting hazards accidents and near-misses, and for assessing and managing risk
 - P15 ensure that **participants** follow the emergency procedures

Supervise and facilitate adventurous experiences

- You must be able to:
- P16 continuously monitor the level of challenge and adventure in relation to

participants' adventure thresholds and their ability to cope

- P17 adjust the level of challenge and adventure by measured interventions which maximise the likelihood of achieving the **aims** of the **experience**
- P18 maintain the **participants'** attention to hazards, safety parameters and agreed responsibilities for the **experience** and **location**
- P19 encourage the noting of events and exchanges which may be used with **participants** both during and following the **experience** to get the best out of the **experience**

Conclude and review adventurous experiences

- P20 encourage the **participants** to assess whether the **experience** and **location** have achieved their physical and other objectives and the **aims** of each participant
- P21 assess with the **participants** whether the adventure threshold of each participant has been respected, agreed safety parameters observed and responsibilities discharged
- P22 enable the **participants** to give **feedback** to help them learn from their **experience**, to reinforce progress and maintain morale
- P23 identify any significant learning points for future actions

You must be able to:

Knowledge and understanding

Prepare for adventurous experiences

You need to know and understand:

- K1 methods of identifying the aims of the experience, as they relate to the participants needs, abilities and potential
- K2 the health and safety requirements
- K3 the value of adventure and challenge and the benefits which participants can get from such experiences
- K4 how to assess the participants' adventure thresholds
- K5 how to design the experience to meet the aims, and challenge, but not exceed, the participants' adventure thresholds
- K6 methods of balancing the participants' abilities and concerns with the perceived risk of the experience
- K7 why it is important to make sure the experience is in line with health and safety requirements
- K8 how to select, research and, if necessary, check and prepare the equipment location and equipment for the experience
- K9 the importance of having familiarity with and appropriate personal experience in the planned adventure activity, location and equipment
- K10 the importance of identifying the external influences and hazards to the experience
- K11 why it is important to make sure that the experience is within your competence to manage
- K12 how to make sure that effective but flexible safety parameters have been established

Prepare participants for adventurous activities

You need to know and understand:

- K13 the value and benefit of adventure and challenge and how to communicate the aims to the participants
- K14 why it is important to enable the participants to help plan and manage the experience and develop a sense of ownership
- K15 how to communicate the safety parameters for the experience and the location and ensure participants have understood them

- K16 why it is important to encourage mutual trust, support and openness in the group, about concerns, apprehensions, strengths and weaknesses
- K17 how to prepare the participants to cope with both anticipated and unforeseen circumstances, and to solve problems by themselves
- K18 the importance of fostering judgement and self-confidence amongst participants
- K19 agree with participants the responsibility of leaders and participants for reporting hazards accidents and near-misses, and for assessing and managing risk
- K20 ensure that participants follow the emergency procedures

Supervise and facilitate adventurous experiences

You need to know
and understand:

- K21 how to use different **styles of leadership** which support leading adventurous experiences
- K22 the importance of continuously monitoring the level of risk, challenge and adventure in relation to participants' adventure thresholds and their ability to cope
- K23 how to adjust the level of risk, challenge and adventure by measured interventions which maximise the likelihood of achieving the aims of the experience
- K24 typical reactions of individuals under stress and their physical and psychological needs
- K25 ranges of likely group behaviour and interaction
- K26 how to encourage **positive behaviour** and deal effectively with **unacceptable behaviour** and why this is important
- K27 the situations in which help will have to be called upon and the procedures to follow to do this
- K28 why it is important to maintain the participants' attention to hazards, safety parameters and agreed responsibilities for the experience and location, and how to do this
- K29 why it is important to encourage the noting of events and exchanges which may be used by participants to reflect and review both during and following the experience

Conclude and review adventurous experiences

You need to know
and understand:

- K30 how to encourage the participants to assess whether the experience and location have achieved their physical and other objectives and the aims of each participant
- K31 how to assess with the participants whether the adventure threshold of each participant has been respected, agreed safety parameters observed and responsibilities discharged
- K32 how to enable the participants to give feedback to help them learn from their experience, to reinforce progress and maintain morale
- K33 how to identify any significant learning points for future actions

Additional information

**Scope/range related
to performance
criteria**

1 Participants

- 1.1 adults
- 2.1 children and young people
- 3.1 groups whose members do not know each other
- 4.1 participants with particular needs in relation to the activity
- 5.1 individuals
- 6.1 groups

2 Aims

- 2.1 recreational
- 2.2 curricular and cross curricular focus
- 2.3 activity/skill focus
- 2.4 environmental
- 2.5 personal, social and spiritual development
- 2.6 potential for further development

3 Experience

- 3.1 one session
- 3.2 multi-day
- 3.3 requiring overnight accommodation
- 3.4 co-educational

4 Location

- 4.1 within the site boundary
- 4.2 in remote areas
- 4.3 overseas

5 Feedback

- 5.1 formal
- 5.2 informal
- 5.3 positive
- 5.4 negative

**Scope/range related
to knowledge and
understanding**

1 Styles of leadership

There may be other styles used but examples are:

- 1.1 authoritarian
- 1.2 democratic
- 1.3 laissez-faire

2 Positive behaviour

- 2.1 communication
- 2.2 involvement
- 2.3 mutual support
- 2.4 problem solving
- 2.5 enthusing

3 Unacceptable behaviour

- 3.1 behaviour causing physical harm
- 3.2 behaviour causing emotional harm
- 3.3 behaviour causing damage

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.

Measured interventions

Interventions such as those related to imminent health and safety issues may need to happen quickly.

Near-misses

A near-miss is an unplanned event that did not result in injury, illness, or damage.

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.

Sense of ownership

In relation to participants' engagement in all aspects of the activity/session, including suitable levels of involvement in planning, organising and the running of the session itself, with even some decision-making aspects on options, taking into account the experience and capability of all involved.

Links to other NOS

This standard links with SKAOP2, SKAOP3 and SKAOP15.

SKAOP20 (SQA Unit Code - HF19 04)
Facilitate and deliver adventurous experiences



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