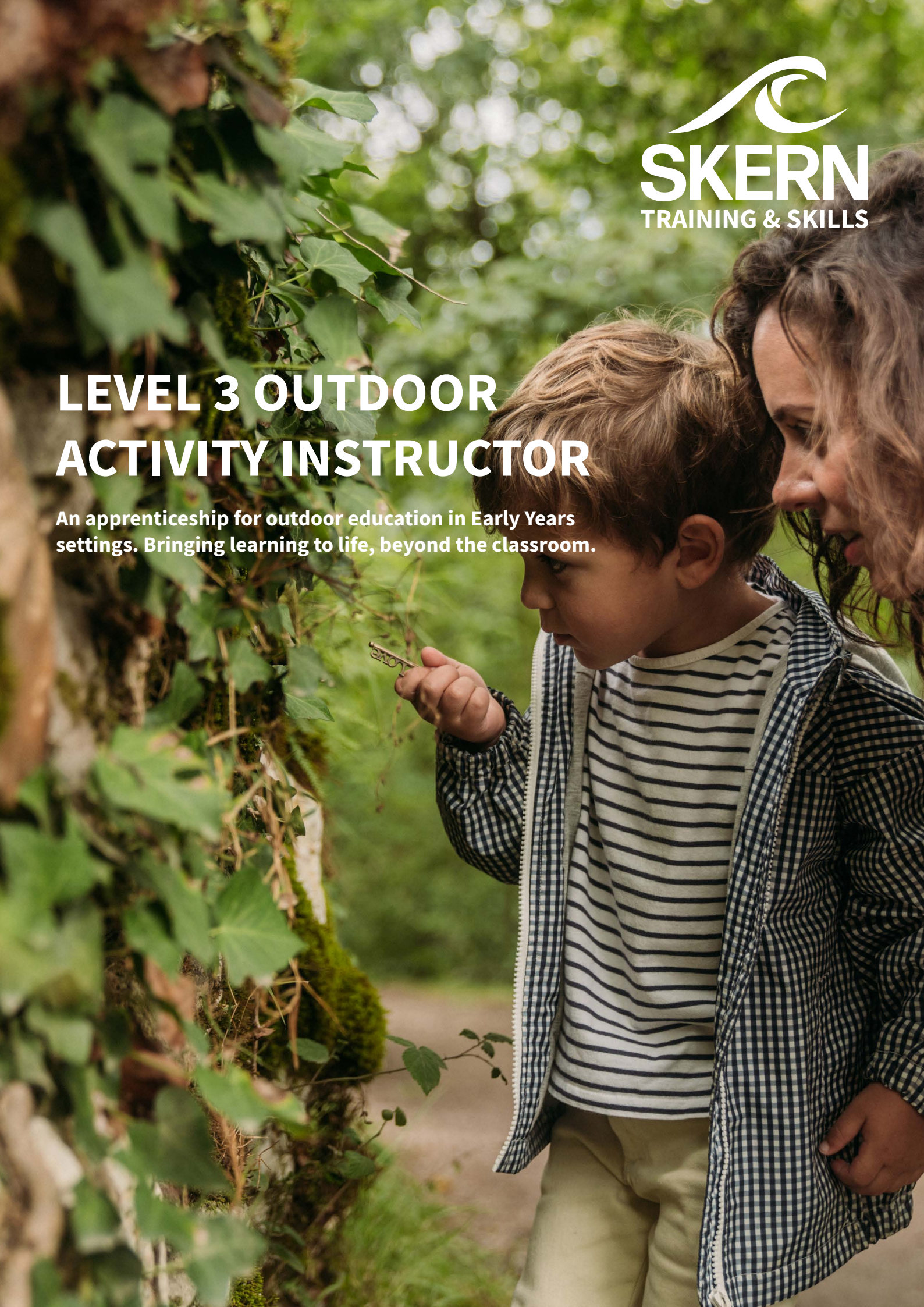


LEVEL 3 OUTDOOR ACTIVITY INSTRUCTOR

An apprenticeship for outdoor education in Early Years settings. Bringing learning to life, beyond the classroom.



Why STS?

- Operating nationally, our experienced team offer high quality training ensuring an apprentice attains the specific knowledge, skills & behaviours required to succeed in the role.
- Our apprenticeships are tailor-made, and we really mean it. Every aspect of delivery is unique, we cater specifically to the agile needs of each organisation needs to ensure objectives are met.
- We take the time to get to know your business so that we can incorporate individual culture, vision and values into activities to ensure each apprenticeship fits in seamlessly.

Learning Modes

1-2-1 teaching and observations;

A training specialist will coach, teach, and support apprentices at the centre on a one to one basis, visiting at regular and agreed intervals.

Online Teaching and Face-to-Face;

The delivery model will be designed to support employers needs and combine monthly online teaching, and face to face observations.

Tutorials;

Apprentices will be offered regular 1-2-1 tutorial time remotely with their specialist trainer.

E-learning;

We provide an e-learning platform with work and activities for apprentices to complete.

Experiential Learning

All apprentices could attend a residential (overnight stay) at one of our North Devon locations, or at one of our partner training centres across the UK.

- This experience provides added value to each apprentice's learning and is an opportunity to build confidence while undertaking exciting and learning-focused activities.
- Residential activities are designed to address the individual learning needs of apprentices, as a result real personal growth can be achieved.

Modules

- Preparing session plans
- Company policies and procedures
- Adapting session plan
- Developing session plans
- Dynamic and emerging risks
- Activity Briefings
- Understanding the risk assessment process
- Environmental impacts of activities
- Emergency procedures, reporting and dealing with injuries
- Engaging and supporting participants
- Review techniques
- Managing behaviour
- Managing session times
- Team working
- Communication with customers
- Equality, diversity, and inclusion

Value Adding Courses

In addition to the level 3 Outdoor Activity Instructor standard, STS can provide a range of developmental qualifications.

- IQL Level 3 Award in Emergency First Aid at Work
- National Pool Lifeguard Qualification (NPLQ)
- RLSS Automated External Defibrillator (AED) Programme
- FAA Level 1 Awareness of Safeguarding
- FAA Level 3 Principles of Safeguarding

Apprentice Entry Requirements

Applicants must demonstrate a keen interest in outdoor instructing as a career choice

GCSE Grade 2 in English and Maths
*Learners must achieve a minimum of Functional Skills L2 (GCSE grade 4 equivalent) before completion of the apprenticeship with support from STS and their employer.

Applicants must have a suitable employer or to be actively looking for an employer

Typical duration; 12-18 Months

Levy paying employers have no additional costs to fund apprenticeships.
Non-Levy paying employers pay just 0-5% of the cost, depending on the organisation's size.



Occupational Duties

STS and employers work in partnership to ensure apprentices attain the knowledge, skills, and behaviours required to effectively carry out their role.

	Knowledge	Skills
Preparing for sessions	• How to collate and use information about the participants in order to run the session such as group size, age, mental and physical ability, and relevant medical information. • How to meet desired outcomes of the session. E.g. recreation and enjoyment, increasing self-confidence, learning about a local habitat. • The approved options for adapting a session to accommodate predictable environmental changes. • The organisation’s procedures and standards relevant to the session being delivered. • Activity venue locations and access arrangements	• Find information on: the activity type and timings; outcome requirements; participant age; medical information; equipment and resourcing allocation; venue; weather conditions. • Prepare sessions to achieve the required outcomes. E.g. enjoyment, thrill seeking, personal or team challenges, acquisition of new knowledge or skills. • Select methods to meet all participant needs. E.g. visual impairment, mental and physical ability. • Select methods to respond to potential changes in the environment. E.g. wind increasing in a sailing session or rain making conditions slippery underfoot. • Collect appropriate equipment and resources. • Ensure the venue is set-up and ready to be used
Delivering sessions	• The relevant operational procedures related to session delivery to meet Health & Safety, environmental sustainability, safeguarding and data protection requirements. • Why an appropriate activity briefing is important, what it needs to include and where to source the relevant information. • How to guide participants to the venue in a safe and efficient manner. • Information about the training activity or subject at the required level to deliver the session. • Basic good practice protocols and techniques for giving instructions and demonstrations. E.g. visual, verbal. • How to identify hazards in the environment they are working and the dynamic changes that may occur • How to minimise environmental impact and support sustainability. E.g. picking up litter, not broadening paths. • How to respond to problems: A grasp of common problems and issues related to outdoor working in general, and the businesses specific products offering. • How to respond to and deal with incidents or accidents that may occur during the session.	• Maintain self and group safety when delivering the session. • Deliver an effective session briefing with clear instruction and following organisational procedures. • Perform a competent demonstration of the skills required for the activity or subject at the appropriate level for the session. • Provide on-going instruction to encourage learning and progression. • Follow organisational operating procedures to adapt to changes in the environment. E.g. thunderstorm, a wind shift to offshore in a surfing session. • Select and implement organisational procedures to deal with routine problems. E.g. broken equipment. • Provide basic First Aid to respond to accidents in a safe, prompt and effective manner. E.g. injured participant. • Initiate organisational procedures to summon support in the case of incidents or accidents.

	Knowledge	Skills
Meeting session outcomes	• The organisations set approaches for instructing or teaching each activity in order to meet the defined outcomes of each session. • Simple techniques to ensure engagement and participation by all. E.g. energisers, sharing responsibilities, appropriate pace. • How to use open questions and observation to check understanding and progression of learning. • How to recognise participants that have additional support requirements. E.g. nervousness, short attention span, disengagement. • Simple techniques for dealing with conflict and challenging behaviours. • Simple techniques and questioning styles to aid review of sessions in meeting required outcomes.	• Use the organisations set approaches for learning delivery. • Support individual and group engagement and participation in the session E.g. energisers, sharing responsibilities, appropriate pace. • Change the pace of the session to match participants’ speed of learning. • Identify and support the individual participants’ needs E.g. give personal attention, active listening, allow additional time, encouragement. • Apply simple techniques to deal with conflict and challenging behaviour E.g. redirection, increasing responsibility. • Use simple review techniques to check the achievement of required outcomes E.g. thumbs up; rounds; memorable moments.
Completing sessions	• How the venue should be left and equipment and resources returned - including adherence to any reporting policies.	• Signpost participants to progression routes. • Complete a session within time, including the restoration of the venue, return of equipment and resources and any logging or recording requirements. • Use participant feedback and own reflection to suggest improvements to sessions.
Organisation requirements	• The profession’s policy on equality and diversity. • Good practice regarding session structure to encourage participation and inclusion while protecting sensitive participant information. • Sources for continuing development. E.g. IOL Membership.	• Actively encourage whole group participation and promote equality and diversity. • Undertake activities to further develop knowledge and personal skills. • Reflect on own performance and make refinements.

Behaviours
• Show punctuality, diligence, commitment, and appropriate appearance. • Is enthusiastic for the organisations products and loyal to the employing organisation and brand. • Actively respects the environment and encourages behaviours in others that preserves it. • Is encouraging towards participants and supports each person to achieve to their limit. • Promotes on-going use of the outdoors and onward progression. • Shows a positive attitude with all colleagues and all customers come rain or shine.



Contact us
enquiries@skernttrainingandskills.co.uk
www.skernttrainingandskills.co.uk