

LEVEL 5 OUTDOOR LEARNING SPECIALIST

An apprenticeship guided by a knowledgeable team of outdoor experts



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 to ensure objectives are met.
- We take the time to get to know business needs 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.

Face to face teaching as a group;

Block delivery throughout the year with other apprentices in the area. The teaching location will be at a central point to those on the apprenticeship in the area

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.

Modules

- Understanding Customer Needs
- Programme Planning
- Organisational & Risk Management
- Decision Making
- Managing Programmes
- Outdoor Leadership & Environment
- Technology
- Evaluations
- Effective Relationships
- Professional Practices

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

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.

Mandatory Courses

- IQL Level 3 First Aid at Work
- FAA Level 3 in Principles of Safeguarding and Protecting Children, Young People or Vulnerable Adults (RQF)

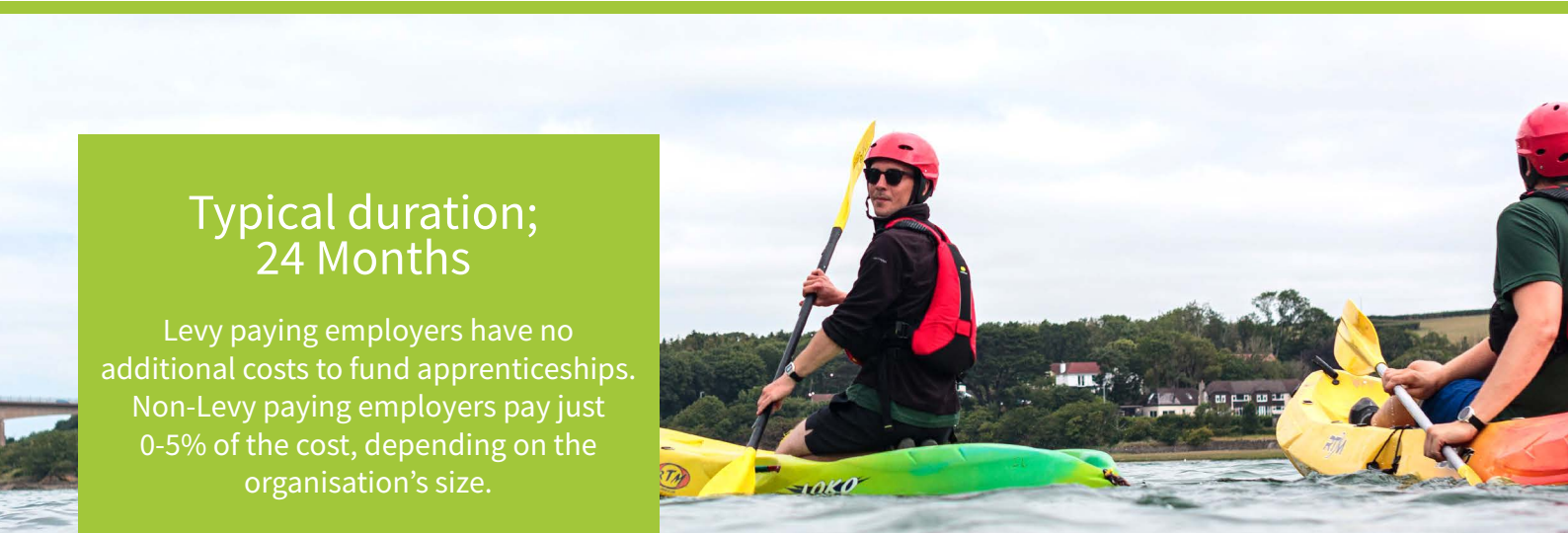
Value Adding Courses

In addition to the Level 5 Outdoor Learning Specialist standard, STS can provide a range of developmental qualifications. It is reasonable to expect apprentices to complete one or two additional courses.

- IQL Level 3 Award in Emergency First Aid at Work
- RYA Level 1 Start Powerboating
- RYA Level 2 Powerboat Handling
- RLSS National Vocational Beach Lifeguard Qualification (NVBLQ)
- RLSS National Pool Lifeguard Qualification (NPLQ)
- RLSS Open Water Lifeguard Qualification (OWL)
- RLSS Automated External Defibrillator (AED) Programme
- Lowland Leader Award
- FAA Level 1 Awareness of Safeguarding
- FAA Level 3 Principles of Safeguarding
- British Canoeing Foundation Safety and Rescue Training
- British Canoeing Paddlesports Instructor Award
- British Canoeing Paddlesports Leader
- British Canoeing Explore, Whitewater, Touring, SUP, Canoe Awards
- MIAS Mountain Bike Leader Level 1 & 2

Typical duration; 24 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.



Occupation Duties

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

1	Establish participants' needs, customer expectations and agree required outcomes for a programme of outdoor activities that delivers progressive learning and change by working in partnership with individual group members and stakeholders.
2	Design and plan outdoor learning programmes informed by relevant reports, evidence and research, related theories (e.g. theory of change, physiology, risk-benefit, adventure, sustainability, psychology, outdoor coaching, leadership), legislation (e.g. H&SAW, AALR), ethics (e.g. IOL Code of Professional Conduct), and accepted good practice in outdoor learning (e.g. IOL Occupational Standards, IOL Statements of Good Practice, Activity Awarding Body Scope of Practice).
3	Apply outdoor leadership experience to determine the likely hazards of activities and experiences and perform risk – benefit assessments for working in unknown or complex or unpredictable or wild or remote outdoor environments.
4	Manage the allocated resources required for an outdoor learning programme, including delivery team, vehicles, trailers, technical equipment, catering, budget, etc.
5	Coach, mentor and provide feedback to allocated programme delivery team to develop their knowledge skills, competence, and confidence in meeting the outcomes of the programme.
6	Lead individual and group activities and experiences outdoors by applying dynamic risk assessment, and professional judgement and decision making to meet the physical, mental and emotional safety and wellbeing needs of participants.
7	Assess and solve complex and unpredictable problems associated with changing conditions and needs (for example, individuals, the group, the natural outdoor environment, weather, equipment, etc.) to work autonomously in unknown outdoor environments away from immediate help and direct line management.
8	Manage individual and group wellbeing (e.g., food, shelter, warmth, security, safeguarding, duty of care responsibilities) during day and overnight experiences (e.g. wild camp, bunkhouse, residential centre, sail training vessel) and demonstrate equality, diversity and inclusion.
9	Facilitate learning using a wide variety of teaching, personal development, assessment, reflection, feedback, and coaching strategies to engage participants.
10	Plan, adapt and develop outdoor activity specific learning approaches, teaching resources and equipment to meet a complex variety of environmental, technical and participant needs.
11	Inspire connection, promote sustainable use and on-going engagement with the natural outdoor environment by explaining the essential facts, principles, values, beliefs, ethics, and aesthetics about the outdoor environment they are working in.
12	Evaluate actions, methods, results, and impact of an outdoor learning programme and explain qualitative and quantitative data to customers, stakeholders and other interested parties.
13	Maintain outdoor learning professional competence and ethical practice by taking responsibility for own learning and development with minimum direction.

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