

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Planning Therapeutic Interventions in Outdoor and Adventure Therapy

Unit Reference Number: L/651/7997

Level: Four (4)

Credit Value: Four (4)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the purpose and importance of case formulation in Outdoor and Adventure Therapy	1.1 Define 'case formulation'
	1.2 Explain the role of case formulation in Outdoor and Adventure Therapy
	1.3 Explain the steps involved in conducting a case formulation
	1.4 Analyse how case formulation informs intervention planning
2. Understand methods for conducting client assessments in outdoor and adventure settings	2.1 Describe different client assessment methods suitable for Outdoor and Adventure Therapy
	2.2 Explain how therapeutic goals are set in outdoor and adventure therapy settings
	2.3 Evaluate the effectiveness of different assessment and goal-setting approaches
3. Understand values-based goal setting techniques in Outdoor and Adventure Therapy	3.1 Define values-based goal setting techniques in Outdoor and Adventure therapy
	3.2 Explain how nature-based activities can be used for values-based goal setting
	3.3 Create a values-based goal-setting plan for a client
4. Understand methods for measuring therapeutic progress	4.1 Describe different methods for tracking progress in outdoor and adventure therapy

	4.2 Explain how outcome measures inform intervention adaptations
	4.3 Explain how data can be used to inform interventions in outdoor settings
	4.4 Evaluate a given case study demonstrating therapeutic progress measurement

Indicative Content	
LO1	Learners must show understanding that case formulation involves gathering client information to plan outdoor therapeutic interventions. It helps identify client needs, strengths, and risks. In outdoor settings, information may come from observation, conversation, or activity-based assessment. Formulation supports setting goals, planning activities, and managing risks to meet individual needs. Learners must be able to identify and plan for both physical risks (such as environmental hazards and outdoor activity safety) and emotional risks (such as emotional overwhelm or escalation of distress) in outdoor therapy.
LO2	<p>AC 2.1 could include different ways of assessing clients outdoors, including informal methods (e.g., observation, structured conversation, activity-based assessments) and formal tools where appropriate (e.g., Strengths and Difficulties Questionnaire [SDQ], wellbeing scales).</p> <p>AC 2.2 Learners must include how therapeutic goals are set by linking assessments to client strengths, needs, and values.</p> <p>AC 2.3 Learners must evaluate the benefits and limitations of different assessment and goal-setting approaches used in outdoor therapy.</p>
LO3	<p>AC 3.1 could include how values-based goal setting focuses on helping clients identify personal values and align goals with these values.</p> <p>AC 3.2 Learners must explain how nature-based activities (e.g., symbolic activities like planting seeds, mindful walking) can support values exploration.</p> <p>AC 3.3 Learners must apply their understanding of value-based goal setting by creating a simple goal-setting plan for a client. Where possible learners should create a plan based on a real-life scenario, however if they are not in a position to do so, The Therapy Adventure will provide a scenario to base their plan on.</p>
LO4	AC 4.1 Learners must describe ways to track progress in outdoor and adventure therapy (e.g., observational notes, client reflections, wellbeing measures), using both formal and informal methods. Learners must take into consideration that feedback may come from a range of sources, including the individual, parents/carers, and the wider team.