

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Supporting Diverse Needs in Outdoor and Adventure Therapy

Unit Reference Number: H/651/7994

Level: Four (4)

Credit Value: Three (3)

Minimum Guided Learning Hours: 15

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the principles of a strengths-based approach in Outdoor and Adventure Therapy	1.1 Identify the principles of a strengths-based approach in Outdoor and Adventure Therapy
	1.2 Explain how a strengths-based approach supports positive therapeutic outcomes
2. Understand the principles of a neuroaffirming approach in Outdoor and Adventure Therapy	2.1 Explain the principles of neuroaffirming practice in Outdoor and Adventure Therapy
	2.2 Analyse the neuroaffirming practices used in a given case study
3. Understand how to adapt outdoor activities for clients with diverse needs	3.1 Explain the key principles of inclusion for clients with diverse needs
	3.2 Describe the importance of considering sensory needs when planning outdoor activities
	3.3 Give three examples of strategies for adapting therapeutic activities to promote inclusion and meet sensory needs
	3.4 Give one example of a strategy supporting people from different cultures attending outdoor therapy

Indicative Content

LO1	Learners must identify and explain the principles of a strengths-based approach in Outdoor and Adventure Therapy, including how focusing on client strengths fosters positive therapeutic relationships and enhances self-efficacy.
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	Learners must explain how strengths-based approach create flexible, supportive, and empowering environments for diverse clients, particularly those who are neurodivergent or have SEND needs.
LO2	Learners must identify and explain the principles of a neuro-affirming approach in Outdoor and Adventure Therapy, including how focusing on client strengths fosters positive therapeutic relationships and enhances self-efficacy. Learners must explain how neuroaffirming approach create flexible, supportive, and empowering environments for diverse clients, particularly those who are neurodivergent or have SEND needs.
LO3	<p>AC 3.1 Learners must explain how to modify outdoor and adventure activities to ensure they are accessible to clients with various neurodiverse or SEND needs</p> <p>AC 3.2 could include adapting communication methods, modifying environments to reduce sensory overload, preparing clients for activities through clear, accessible information.</p> <p>AC 3.3 could include adjusting pace, providing sensory-friendly equipment, offering structured sensory breaks.</p>