

## Adventure Sports Leader Awards

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### Definition of a Leader

*A Leader is a person with relevant competencies in a specific outdoor recreation activity whose purpose is to lead or guide participants in that outdoor recreation activity within defined parameters.*

*The main aim of the Leader is to provide an enjoyable and valuable outdoor experience for the participant while managing group expectations and integrating and conserving the environment.*

### Levels/Types of Leaders

<b>Basic Leader</b>	leads groups in low risk environments for short duration
<b>Intermediate Leader</b>	leads groups in low to medium risk environments and/or for periods of longer duration* (e.g. multi day or short expedition)
<b>Advanced Leader**</b>	Leads groups in medium to high risk environments and / or for extended periods of time* (longer expeditions)
	* It is up to the NGB to define what is meant by short or long duration as this can differ across sports and activities
	** This award is not being developed / implemented until requested by a relevant National Governing Body

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## Awards Outline

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>Course Aim</b>	To develop and assess the learners ability to lead groups in low risk environments and / or for short duration	To develop and assess the learners ability to lead groups in low to medium risk environments and/or for periods of longer duration (e.g. multi day or long expedition)
<b>Participants with whom Leaders will work with</b>	Individuals and groups taking part in adventurous activities in low risk environments and / or for short duration	Individuals and groups taking part in adventurous activities in low to medium risk environments and/or for periods of longer duration (e.g. multi day or short expeditions)
<b>Entry Requirements</b>	<p>The programme must include a clearly defined level of personal skills, knowledge &amp; experience required prior to entry to the programme and identify how this is to be measured.</p> <p>Leaders working independently must be 18 years or over.</p> <p>Leaders will have agreed to abide by the sports code of ethics and code of conduct.</p> <p>Leaders would usually be required to hold a current qualification from a relevant emergency care training body.</p> <p>Leaders who may work with children or vulnerable adults must have successfully completed Police / Garda Vetting appropriate to the jurisdiction they will be practicing in.</p>	<p>The programme must include a clearly defined level of personal skills, knowledge &amp; experience required prior to entry to the programme and identify how this is to be measured.</p> <p>Leaders working independently must be 18 years or over.</p> <p>Leaders of overnight or multiday expeditions must be 21 years or over.</p> <p>Leaders will have agreed to abide by the sports code of ethics and code of conduct.</p> <p>Leaders would usually be required to hold a current qualification from a relevant emergency care training body.</p> <p>Leaders who may work with children or vulnerable adults must have successfully completed Police / Garda Vetting appropriate to the jurisdiction they will be practicing in.</p>
<b>Course Duration</b>	This programme should have a minimum of 16 hours contact training which may include continuous assessment but should not include time spent on pre course or distance learning tasks.	This programme should have a minimum of 32 hours contact training, which may include continuous assessment but not pre course or distance learning / tasks or time spent off training while on overnights

## Awards Outline

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>Course Formats</b>	<p>The course format (what, where, when) is defined by the NGB in conjunction with providers.</p> <p>Where contact periods are less than 1 day, additional time may need to be included.</p> <p>A significant part of the programme should be practical in nature and run in the environment(s) in which the Leaders will be expected to practice.</p>	<p>The course format (what, where, when) is defined by the NGB in conjunction with providers.</p> <p>Where contact periods are less than 1 day, additional time may need to be included.</p> <p>A significant part of the programme should be practical in nature and run in the environment(s) in which the Leaders will be expected to practice.</p>
<b>Course Cost</b>	To be set by NGB / provider	To be set by NGB / provider
<b>Personal equipment, clothing and materials</b>	Indicate what candidates should bring and wear (including footwear and personal equipment) and writing materials/other resources they should bring to the course.	Indicate what candidates should bring and wear (including footwear and personal equipment) and writing materials/other resources they should bring to the course.
<b>Methodology</b>	During knowledge based and skills based learning activities Leaders will be actively involved in planning, leading and reflecting on practical sessions delivered in an outdoor setting appropriate to leading participants in their sport.	During knowledge based and skills based learning activities Leaders will be actively involved in planning, leading and reflecting on practical sessions delivered in an outdoor setting appropriate to leading participants in their sport.
<b>Who can deliver the programme</b>	<p>At least 75% of the course must be delivered by CDPI Instructor / Leader Developers.</p> <p>All assessments must be completed by a CDPI Instructor / Leader Developer.</p>	<p>At least 75% of the course must be delivered by CDPI Instructor / Leader Developers.</p> <p>All assessments must be completed by a CDPI Instructor / Leader Developer.</p>
<b>Facilities and Equipment</b>	NGBs should identify what facilities, equipment other resources are required to deliver the programme.	NGBs should identify what facilities, equipment other resources are required to deliver the programme.
<b>Programme Materials</b>	<p>Typically, these programmes would be supported by;</p> <ul style="list-style-type: none"> <li>• A course / programme manual including worksheet material,</li> <li>• A Leaders Logbook</li> </ul>	<p>Typically, these programmes would be supported by;</p> <ul style="list-style-type: none"> <li>• A course / programme manual including worksheet material,</li> <li>• A Leaders Logbook</li> </ul>

## Awards Outline

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>Assessment</b>	<p>Programmes must have a clearly defined assessment process mapped against the outcomes identified in the ASF Leader framework and the NGBs own syllabi.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>Written plan for a single activity, or a series of activities</li> <li>Observed practical on the course against set criteria (with emphasis on organisation, communication &amp; safety).</li> <li>Written/oral assessment on key programme content.</li> <li>Logbook to be marked against set criteria and to be submitted prior to certification (5-15 hours leading experience).</li> </ol>	<p>Programmes must have a clearly defined assessment process mapped against the outcomes identified in the ASF Leader framework and the NGBs own syllabi.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>Written plan for a single activity, or a series of activities</li> <li>Observed practical on the course against set criteria</li> <li>Observed practical in the activity setting against set criteria</li> <li>Written/oral assessment on key course content.</li> <li>Logbook to be marked against set criteria and to be submitted prior to certification (25-30 hours leading experience).</li> </ol>
<b>Certification</b>	A CDPI Basic Leader Certificate will be awarded to those who attend the full course and satisfactorily complete the assessment. The certificate will be awarded by the NGB, with Sport Ireland Coaching Ireland accreditation.	A CDPI Intermediate Leader Certificate will be awarded to those who attend the full course and satisfactorily complete the assessment. The certificate will be awarded by the NGB, with Sport Ireland Coaching Ireland accreditation.
<b>Evaluation</b>	The programme should include an evaluation process that gathers feedback from participants and those delivering the programme and feeds this into an review and improvement process.	The programme should include an evaluation process that gathers feedback from participants and those delivering the programme and feeds this into an review and improvement process.
<b>CPD and On-going Support</b>	<p>The programme will identify how Leaders will keep up-dated on new developments, good practice etc.</p> <p>Leader re-accreditation / revalidation / licence renewal should be required on at least 5 yearly basis using a process defined by the NGB.</p>	<p>The programme will identify how Leaders will keep up-dated on new developments, good practice etc.</p> <p>Leader re-accreditation / revalidation / licence renewal should be required on at least 5 yearly basis using a process defined by the NGB.</p>

## Learning Outcomes

By the end of the programme, the Leader will be able to...

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>1.0</b>	<b><i>Personal Knowledge &amp; Personal Proficiency</i></b>	<b><i>Personal Knowledge &amp; Personal Proficiency</i></b>
1.1	Describe how the sport is governed and identify opportunities for participation within the activity/sport (NGB participant framework)	Describe how the sport is governed and identify opportunities for participation within the activity/sport (NGB participant framework)
1.2	Outline the role and characteristics of an effective Outdoor Leader and the scope of the Basic Leader qualification	Outline the role of and the scope of the Intermediate Leader and describe and reflect on the characteristics of an effective Outdoor Leader
1.3	Describe the benefits of outdoor activity e.g. physical, social, mental	Describe the benefits of outdoor activity e.g. physical, social, mental
1.4	Outline the leader-participant relationship in outdoor programmes	Outline the leader-participant relationship in outdoor programmes in more challenging environments and/or over longer trips
1.5	Demonstrate a prescribed level of personal skill proficiency/technical competency	Demonstrate a prescribed level of personal skill proficiency/technical competency
<b>2.0</b>	<b><i>Environment</i></b>	<b><i>Environment</i></b>
2.1	Demonstrate and interpret appropriate basic knowledge of relevant aspects in the outdoor environment and inspire participants to take an interest in the outdoor environment	Demonstrate and interpret appropriate in-depth knowledge of relevant aspects in the outdoor environment and inspire participants to take an interest in the outdoor environment
2.1	Discuss, demonstrate and promote responsible and sustainable use of the outdoors e.g. conservation, preservation, access	Discuss, demonstrate and promote responsible and sustainable use of the outdoors (e.g. conservation, preservation, access) in more challenging environments and/or over longer trips
2.3	Outline and apply relevant guidelines, legislation, regulations, rules and good practice	Outline and apply relevant guidelines, legislation, regulations, rules and good practice
2.4	Have a demonstrable knowledge of the dynamic and interactive nature of the natural environment	Have a demonstrable knowledge of the dynamic and interactive nature of the natural environment

## Learning Outcomes

By the end of the programme, the Leader will be able to...

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>3.0</b>	<b><i>Leadership Skills</i></b>	<b><i>Leadership Skills</i></b>
3.1	Design an itinerary with clear and specific objectives and that is appropriate to participants needs	Design itineraries for activities/trips in more challenging environments and/or for longer duration that have clear and specific objectives which are appropriate to participants needs.
3.2	Create a safe, interactive and positive outdoor experience with an appropriate level of challenge	Create a safe, interactive and positive outdoor experience with an appropriate level of challenge
3.3	Deliver an itinerary that maximises achievement of the objectives and meets participants needs	Deliver an itinerary for activities/trips in more challenging environments and/or for longer duration that maximises achievement of the objectives and meets participants needs
3.4	Organise and manage equipment and resources for self and others	Organise and manage equipment and resources for self and others (for more challenging environments and/or longer trips)
3.5	Effectively manage the group/individuals.	Effectively manage more complex groups of people participating in more challenging activities for longer periods of time
3.6	Lead a range of individuals, groups and activities in a variety of different environments.	Apply and adopt appropriate leadership skills with a range of individuals, groups and activities in a variety of different environments.
3.7	Demonstrate appropriate route planning and navigational skills	Demonstrate appropriate route planning and navigational skills in more challenging environments and /or for longer trips
3.8	Communicate effectively with participants, peer leaders and other relevant personnel and build relationships with, and gather information on, group members.	Communicate effectively with participants, peer leaders and other relevant personnel and build relationships with, and gather information on, group members.
3.9	Analyse and respond to the needs and expectations of participants/group	Analyse and respond to the needs and expectations of participants/group
3.10	Adapt the itinerary to changing circumstances/ challenges e.g. environment, participants	Adapt the itinerary to changing circumstances/ challenges e.g. environment, participants
3.11	Adhere to rules, regulations, industry standards and best practice	Adhere to rules, regulations, industry standards and best practice
3.12		Demonstrate creativity, critical thinking and situational-appropriate decision making and problem solving

## Learning Outcomes

By the end of the programme, the Leader will be able to...

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>4.0</b>	<b><i>Safety</i></b>	<b><i>Safety</i></b>
4.1	Identify and explain relevant safety legislation and regulations and duty of care	Investigate and discuss relevant safety legislation and regulations and duty of care
4.2	Continually identify hazards and associated risks when planning and implementing activities to create an enjoyable experience	Continually identify and analyse hazards and associated risks when planning and implementing activities to create an enjoyable experience
4.3	Develop an emergency action plan	Develop and communicate an emergency action plan
4.4	Implement appropriate First Aid and emergency procedures	Implement appropriate First Aid and emergency procedures
4.5	Describe how challenge and risk are used in adventure sports – risk benefit analysis	Describe how challenge and risk are used in adventure sports – risk benefit analysis
4.6	Manage actual and perceived risk during the activity	Manage actual and perceived risk during the activity
4.7	Demonstrate the ability to empower students to understand and take ownership of risk and to develop sense of personal responsibility	Demonstrate the ability to empower students to understand and take ownership of risk and to develop sense of personal responsibility
<b>5.0</b>	<b><i>Leadership approaches, values and ethics</i></b>	<b><i>Leadership approaches, values and ethics</i></b>
5.1	Describe and demonstrate a range of leadership approaches to facilitate participants to have a positive outdoor experience.	Discuss and employ a range of leadership approaches and styles to facilitate participants to have a positive outdoor experience.
5.2	Demonstrate an awareness of relevant standards in ethics and best practice	Demonstrate an awareness of relevant standards in ethics and best practice
5.3	Demonstrate integrity and honesty and act ethically	Demonstrate integrity and honesty and act ethically
5.4	Outline best practice in safeguarding children and vulnerable adults	Explain best practice in safeguarding children and vulnerable adults
5.6	Promote a culture of inclusiveness and facilitate outdoor activities that meet the needs of all participants in the group	Develop and promote a culture of inclusiveness and facilitate outdoor activities that meet the needs of all participants in the group
5.7		Be a role model for Basic Leaders and support their development as Leaders
5.8		Work collaboratively with other Leaders for the benefit of the group/individuals and the sport/activity

## Learning Outcomes

*By the end of the programme, the Leader will be able to...*

	<b>Basic Leader</b>	<b>Intermediate Leader</b>
<b>6.0</b>	<b><i>Evaluate, review, self-reflect</i></b>	<b><i>Evaluate, review, self-reflect</i></b>
6.1	Continually evaluate and reflect on the programme/activities and identify modifications to your own actions and practice, to benefit your performance and your groups experience	Continually evaluate and reflect on the programme/activities and identify modifications to your own actions and practice, to benefit your performance and your groups experience
6.2	Describe the value in and opportunities for developing and growing personal and leadership skills and knowledge e.g. mentoring, support, CPD	Describe the value in and opportunities for developing and growing personal and leadership skills and knowledge e.g. mentoring, support, CPD



## Developments on Learning Outcomes

Providing those developing or delivering Leader programmes with a more detailed narrative around programme outcomes.

<b>1.0</b>	<b><i>Personal Knowledge &amp; Personal Proficiency</i></b>
1.1	<p>Leaders should be able to describe how their sport / activity is governed and regulated. This should allow them to manage their own interactions with these agencies and, if required, to provide accurate information on this topic to participants on activities they are running.</p> <p>Leaders should be able to describe how participants may be introduced to their sport / activity and then develop their skills. This would typically cover their NGBs participation framework as well as a knowledge of how to access information on clubs and providers.</p>
1.2	<p>Leaders need to be able to accurately describe what is, and what is not, expected of them in their leadership role.</p> <p>Describing and then reflecting on the characteristics of an effective leader should help the new or developing leader grow into and within their new role.</p>
1.3	<p>The link between participation in outdoor activities and improved physical and mental health are now firmly established. As a leader, having an awareness of these links, and their role maximising this potential, will enhance their ability to plan, deliver and promote their activities.</p> <p>Considering the role of outdoor activities in promoting social interaction, cohesion and tolerance should be designed to provide the leader with this role as a perspective in the development and delivery of their activities.</p>
1.4	<p>The leader - participant relationship in outdoor and adventurous activities is a complex relationship that can place particular challenges and responsibilities on the Leader. Creating an awareness of these challenges and responsibilities in new leaders and then providing them with some form of framework within which to operate should be aimed at helping them provide outdoor experiences that are safer, more fulfilling, more equitable and more ethical.</p> <p>As well as their responsibilities as an outdoor leader, the participants should have explored their role in delivering customer care/customer experience on behalf of the organisation they are employed by / represent.</p>
1.5	<p>Participants on the Leader development programme must have a clearly defined set of personal skills, knowledge and competencies commensurate with the role they are expected to fulfil.</p> <p>These skills, knowledge &amp; competencies should be identified by the NGB. In doing so, consideration should be given to;</p> <ul style="list-style-type: none"> <li>• the type of activity the leader will be leading</li> <li>• the type and range of environments in which the Leader will be expected to operate</li> <li>• the duration of the activities the leader will be expected to lead.</li> <li>• How these skills and competencies are to be measured and by who?</li> </ul> <p>Is a separate assessment or measurement process required? Does the measurement process have levels of quality assurance commensurate with the importance this element plays to the ability of the leader to safely effectively fulfil their role?</p> <ul style="list-style-type: none"> <li>• What records are required?</li> </ul>

## Developments on Learning Outcomes

Providing those developing or delivering Leader programmes with a more detailed narrative around programme outcomes.

<b>2.0</b>	<b><i>Environment</i></b>
2.1	Leaders should be able to demonstrate an appropriate knowledge of the environmental (ecological) systems e.g terrain, history, flora, fauna, ecology and culture, specific to their operating context.
2.1	Demonstrates an ability to recognise the basic health of the ecosystem and take appropriate action to maintain the health of those ecosystems. Can describe the interrelationship between activities within the environment and its potential impact on that ecosystem. Demonstrate and promote the principals of Leave No Trace in the planning and execution of activities.
2.3	State the current outdoor access legislation in Ireland and describe where to find additional information at local and national level. Describe the responsibilities of the leader accessing the environment. Describe the principal responsibilities with respect to good practice.
2.4	Leaders should be able to demonstrate an appropriate knowledge of the dynamic components of the natural environment (weather, tides, water levels, currents etc.) and how these might interact to affect the planning of and participation in their activities.
<b>3.0</b>	<b><i>Leadership Skills</i></b>
3.1	Leaders should be comfortable designing itineraries (activities, excursions, trips, expeditions) for the full range of participants, environments and durations within the scope of their award.
3.2	Leaders should be able to; <ul style="list-style-type: none"> <li>• Discuss the role of challenge in adventurous activities and its relationship with actual &amp; perceived risk.</li> <li>• Identify what is most likely to make an activity challenging for its participants and develop a plan that is appropriate to the whole group of participants.</li> </ul>
3.3	Nothing to add
3.4	Leaders should be able to identify what equipment and resources are (and are not) required in order to safely & effectively run the activities within their scope. This would include their own personal equipment as well as group equipment. Leaders also need to be able to show that they can pack, use and care for the equipment before, during and after the activity.
3.5	Leaders need to show that they can manage a group effectively including; <ul style="list-style-type: none"> <li>• Communicating clearly and effectively when setting up and running activities and keeping a group together and working as a coherent body.</li> <li>• Motivating people when required as well as keeping more enthusiastic participants safe and engaged.</li> <li>• Recognising and using strategies to manage different personalities, needs and expectations within the group</li> <li>• Demonstrating the ability to identify and empathise effectively with those who are struggling physically or emotionally and help these people cope within the context of the activity / programme. The awareness and identification of nonverbal cues is important.</li> </ul>
3.6	This leadership experience needs to be relevant to the scope of the award.
3.7	Leaders need to be very comfortable planning and navigating activities, routes, trips or expeditions within the scope of their award.
3.8	Effective communication should include verbal and non-verbal methods of communication and then depending on the role might include written communication, presentation skill etc. Leaders should be able to describe what information that they need from participants in order to be able to run safe effective activities. They should also be able to describe how to manage the gathering, processing and safekeeping of this information.
3.9	Nothing to add

## Developments on Learning Outcomes

Providing those developing or delivering Leader programmes with a more detailed narrative around programme outcomes.

3.10	Nothing to add
3.11	Leaders need to be able to identify any rules, regulations, industry standards and guidelines around best practice and then translate these into practice
3.12	Leaders should be able to react positively to evolving scenarios while keeping the wants and needs of their group at the centre of any decisions being made.
<b>4.0</b>	<b><i>Safety</i></b>
4.1	Leaders should have an awareness of moral and legal responsibilities to others who may be affected by their actions. Leaders should understand the implications of insurance, duty of care and legal leadership practices.
4.2	Leaders need to be able to constantly monitor and manage risk in dynamic and remote environments. Leaders should understand and demonstrate the ability to perform a dynamic or ongoing risk assessment based on changing levels of risks or unpredicted hazards within a specific environment. Leaders should be able to state the principles of risk assessment and carry out a formal risk assessment for a specific activity.
4.3	Leaders need to be able to identify the key considerations when managing an emergency and why these are relevant. They need to be able to form these considerations into a plan or defined series of actions for use in the event of an incident or accident.
4.4	Leaders should hold a first Aid / Emergency Care appropriate to the environment and activities that they will be leading. This should be linked to an appropriate national or international framework (PHECC etc.)
4.5	Risk is an intrinsic and necessary feature of adventurous activities. Leaders need to be able to explain why this is so and the difference between actual and perceived risk and link / relate this to the activities that they are planning and leading. The ability to undertake outcome based risk-benefit analysis to include element like participant screening, adventure theory and concepts, actual vs. perceived risk, educational benefits of adventure.
4.6	Leaders must demonstrate (during appropriate activities) that they can identify actual, potential and perceived risk and manage these within the context of the activity they are leading and intended outcomes.
4.7	There is an element of risk associated with all adventure sports. Leaders should empower participants to take ownership of these risks through an educative process of the risk-benefit analysis and balance.
<b>5.0</b>	<b><i>Leadership approaches, values and ethics</i></b>
5.1	Nothing to add
5.2	Nothing to add
5.3	Leaders should be able to describe the principal considerations they need to be aware of when working with children and with vulnerable adults and practices to use and avoid. Leaders need to be able to describe the indicators that may lead them to become concerned for a child's welfare / wellbeing and what action to take if they do have concerns. This would usually be covered by one attending the appropriate Sport Ireland Safeguarding course. Leaders need to have read their Sport's / NGB's Code of Ethics and the Code of Conduct for coaches, / leaders / Instructors.
5.4	Leaders should be required to read and sign their Sport's / NGB's Safeguarding Guidelines / Code of Ethics for coaches, / leaders / Instructors.

## Developments on Learning Outcomes

Providing those developing or delivering Leader programmes with a more detailed narrative around programme outcomes.

5.6	<p>Leaders need to be able to describe the barriers to participation in their activity as well as those for physical and outdoors activities in general. These barriers may include physical, emotional and economic and other components.</p> <p>Leaders should be able to describe how to make their sport &amp; activities accessible to a wide range of potential participants.</p>
5.7	<p>Leaders, no matter how experienced, will always be viewed as role models by their participants and other less experienced leaders. Leaders need to be aware of this role and the impact that their behaviour, actions and practice can have on their participants and sport.</p>
5.8	<p>Leaders will often need to work as part of a team as they plan and deliver activities, trips or expeditions. As part of the development process they need to have been exposed to these collaborative environments and have developed the skills and competencies needed to work positively as part of a small team.</p>
<b>6.0</b>	<b><i>Evaluate, review, self-reflect</i></b>
6.1	<p>Many Leaders will find that they are practicing in relative isolation. They should therefore have the ability to evaluate and reflect on their own practice and use this to constantly adapt and evolve their programmes, activities and skills in order to provide an optimum experience for the people they are leading, and to better understand, promote and protect the environment that they are leading in. This ability needs to be developed and measured during the Leader development process.</p>
6.2	<p>Leaders need to know what structures exist to help them maintain their skills and qualifications and develop within their field. This information should be readily available to the Leaders and they should to be able to identify where they can access it.</p>