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A guide for OUTDOOR EDUCATORS in SCOTLAND

EDITORS

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Published by Adventure Education, Penrith.

Printing by Reeds Ltd, Penrith.

ISBN 1 874637 04 0

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Supported by *Scottish Natural Heritage* and *Scottish Advisory Panel for Outdoor Education*

ACKNOWLEDGEMENTS

The editors would like to thank the authors who contributed to the Guide. Their substantial collective experience was brought to bear both in their written contributions and in advice and guidance on other aspects of the text.

Members of the Scottish Advisory Panel for Outdoor Education provided support and encouragement during the discussions which led to the conceptualisation of the Guide.

A number of colleagues in the field have given advice and information at various times during the writing of the text and collation of the resource material. Their help is much appreciated. One editor (Peter Higgins) is particularly grateful for the support of Outdoor Education colleagues Anne Salisbury and Ally Morgan at Moray House, who eased his workload during the final stages of the preparation of this Guide.

Matt May spent many a happy hour at the beck and call of the editors chasing up and typing in reference and resource material. His efficiency and pleasant company were encouraging and a vital aspect of the project.

The editors wish to thank Mary Dodge, who applied her experience and feeling for Outdoor Education and an artistic talent to the production of the cover design in an improbably short time.

Fiona Exon resolved all the issues surrounding the printing and publishing of the Guide and ensured that we were aware of all our deadlines. Much of the appearance of the finished product is due to her efforts, for which we are grateful.

Finally, the production of this Guide was supported by a grant from Scottish Natural Heritage. The editors gratefully acknowledge this help, without which its development and printing would not have been possible.

Any correspondence and suggestions for improvements should be addressed to the editors c/o Adventure Education, 12, St. Andrew's Churchyard, Penrith, Cumbria, CA1 1 7YE.

Peter Higgins, Chris Loynes, Neville Crowther

February 1997

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Whilst the editors have made considerable efforts to ensure that the information provided is accurate, this cannot be guaranteed. We can accept no responsibility for inaccuracies or the misuse of the information provided.

We intend to update this Guide at regular intervals and so would be grateful for reports of any inaccuracies.

We hope that the Guide proves to be of value, and we would welcome your comments.

Further copies of this guide may be obtained from Adventure Education.

A guide for OUTDOOR EDUCATORS in SCOTLAND

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GENERAL INTRODUCTION

by Peter Higgins, Chris Loynes and Neville Crowther

Preamble

In 1987 Neville Crowther (Moray House College) compiled a booklet entitled 'Resources for Teachers of Outdoor Education'. Although much of the information included in a publication of this type has a fairly short life expectancy, this booklet was for several years, a useful reference source for many Outdoor Educators.

One of the impediments to revising the book has been the rapid growth in the number and range of organisations, texts and other resources. This has been particularly true of the Environment and Environmental Education. However, in 1994 the Scottish Environmental Education Council produced a 'Guide to Resources for Environmental Education' (soon due for revision) and recently Scottish Natural Heritage have published 'Who's Who in the Environment: Scotland' (1996).

Chris Loynes (Adventure Education) first published 'the Outdoor Sourcebook' in 1989. This gives brief details of a wide range of 'outdoor providers' throughout the UK.

The production of these greatly simplifies the task of updating the Outdoor Education guide, and has allowed us to develop a number of themes which provide general background and advice.

Recent analysis of the needs of teachers by the National Association for Outdoor Education highlights the need to raise awareness that Outdoor Education is worthwhile, as well as to develop the confidence to lead it. The aim of this guide is to support both of these needs.

Although this Guide is written with the primary intention of satisfying a need within Scotland, much of the guidance and information will certainly have validity throughout the UK.

The Changing Pattern of Outdoor Education Provision

Despite many changes in the pattern of Outdoor Education provision in Scotland and the UK over recent years the subject area seems quite resilient. Whilst there have been closures of a number of Outdoor Education Centres as a result of the reorganisation of local government there seems to have been an increase in the number of commercial and charitable trust providers. These range from large organisations with a number of employees to individuals who provide specific services. One result of this shift is a reduction in access to established advice structures such as those to be found within a Centre or a Local Education Authority. With so much change, questions such as 'who can I ask?' and 'what resources are available?' are not so easily answered.

Recent changes in legislation (eg Activity Centres (Young Person's Safety) Act 1995) and education provision (5 - 14 curriculum etc) also generate new responsibilities and opportunities, as have rapid changes in Information Technology.

The Economic Impact of Outdoor Activities in Scotland

Recent reports indicate that recreational use of the outdoors in Scotland is a major contributor to the economy. For example Highlands and Islands Enterprise concluded in 1996 that within the HIE area, mountaineering related expenditure alone amounted to almost £149 million. Other reports suggest figures of a similar order for watersports.

Tourism is currently the greatest contributor to the Scottish Economy and, according to Scottish Enterprise, activity holidays now represent the fastest growing sector of the Scottish tourist industry.

These findings lend support to the notion that there are an increasing number of independent providers who may wish to access the broad range of information provided in this Guide.

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ON THE NATURE OF OUTDOOR EDUCATION

by Peter Higgins and Chris Loynes

Introduction

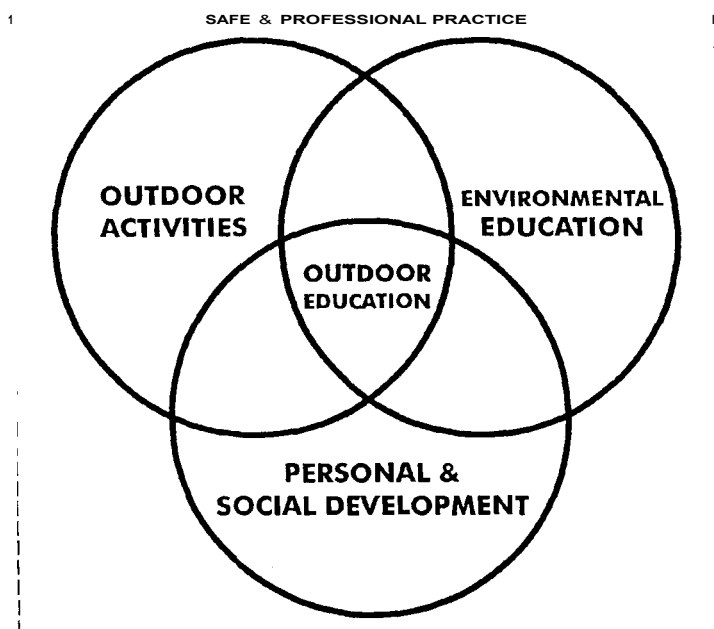
Outdoor Education has often been considered to be an approach to education which can permeate throughout virtually any curricular subject area. In addition it is used to satisfy the aims of those wishing to encourage outdoor recreation, environmental awareness and personal and social development: a role as broad as any subject area within the field of human experience. It should be no surprise then that this has often left Outdoor Educators with a feeling of some bewilderment and of being everywhere but nowhere! However, the field has perhaps now 'come of age' and has its own distinct body of knowledge which is reflected in the publication of dedicated journals (eg Journal of Adventure Education and Outdoor Leadership, Journal of Experiential Education).

Outdoor Education is now seen within the profession as drawing on three main areas of outdoor activities, environmental education and social and personal development. A good Outdoor Educator may well be focussing attention on one or other of these at any given time but will still be sensitive to opportunities to guide experience within the complementary areas. However, all experience must take place within a framework of safety. Appropriate decision making and the discrete maintenance of a safe environment within which outdoor experiences take place are a hallmark of professionalism. This view of Outdoor Education is shown in diagrammatic form in Figure 1.

Much of what follows is an attempt to express the unexpected accord the authors discovered at an international gathering of Outdoor Educators at the 1996 Easter Seminar in Tornio, Finland. This section formed part of the 'Statement of Intent' of the newly created 'European Institute for Outdoor Adventure Education' was founded, and a paper published in the Journal of Adventure Education and Outdoor Leadership (Higgins and Loynes, 1997).

Figure 1

THE RANGE & SCOPE OF OUTDOOR EDUCATION



The Common Ground

There are many views as to exactly what Outdoor Adventure Education is. This is not only to be expected in such a broad subject area, it is to be welcomed. Individuality of approach reflects individuality in learning. Internationally the same variety is reflected in cultural diversity. There is, however a great deal of common ground and most practitioners would agree that the process comprises most or all of the following elements.

* The educational intention is to stimulate personal and social development. Those who work in this field have learning aspirations for their students beyond physical recreation to the academic, aesthetic, spiritual, social and environmental.

* The themes of Outdoor, Adventure and Education are all important to some degree in the process, which should not simply be recreational, nor should it take place without at least some experience of the outdoors. Adventure in this context implies that there is a journeying out' (a move onto new ground) to embrace the experience.

* The process engaged in is that of learning 'experientially'. To maximise the effect, the experience should be direct rather than mediated, with the facilitator acting as a guide rather than in the usual formal capacity of a teacher.

* The result of this approach being applied in the powerful context of the outdoors is that many report the experience to be effective as a means of personal and social development, and in increasing awareness of community and environment.

* Whilst some aspects of the experience may involve the use of settings in which there are apparent or real hazards, the physical and emotional safety of the client is protected through appropriate professional standards.

* The natural environment is usually 'the workplace' and professional standards must be applied to ensure it's protection from overuse. Outdoor Education programmes should also encourage participants to develop respect for the environment.

* This respect is extended and developed through the concept of 'friluftsliv' (see footnote) which seeks, through an experiential approach to a simple way of living, to help people rediscover the natural world as the true home of our cultures.

* As a result of this experiential process, participants should take increased responsibility for their own learning, and consequently develop increased confidence in their own judgment and ability to direct their lives.

* This approach is applied to a broad range of client groups. For example, a school may use a residential outdoor experience to encourage students to draw together a wide range of academic disciplines, whereas a therapeutic worker may focus on developing self respect through increased responsibility in a small group.

The Development of Outdoor Education

In a sense Outdoor Adventure Education had its origins in debates between the philosophers of Ancient Greece over the dominance of the body or the mind in controlling the actions of the individual.

The debate has moved on over the centuries with philosophers and academics from many countries making contributions. In modern educational terms the issue is whether a modern, primarily intellectual form of education is adequate for proper development of the individual, or whether some direct form of educational experience which encourages awareness of self, others and the environment is more appropriate. In therapeutic terms the issue is whether outdoor educational and adventure experiences can address some of the personal and social difficulties we encounter in modern society.

To some extent these issues have been resolved and most practitioners agree on the merits of this form of work. The theoretical base for the process of experiential learning is strong with research and publication now being a feature of the work of Outdoor Educators in Europe, North America and Australasia.

However, as a subject area Outdoor Education is still young, with the bulk of the development taking place over the last 30 years. A great deal of work still needs to be done to develop the underpinning philosophy, techniques and professional standards in the field.

Outdoor Activities

In a sense the development of Outdoor Education may be seen as a consequence of those who took part in the adventure activities themselves appreciating the potential for both formal and informal education. With all the discussion surrounding educational value, curricular links etc which follows it is worth remembering the uncomplicated joy to be found in simply taking part in the activities, and participating in an 'adventure'.

The activities which seem to be used most for educational purposes are mountaineering, rock climbing, canoeing, kayaking and orienteering. Other providers are still able to offer more staff intensive activities such as sailing and windsurfing. However, activities such as gorge walking and abseiling seem to be even more popular. The degree to which these and others are discussed and reviewed to enhance educational outcomes appears to be very variable.

The Social Context

Since classical times philosophers have been aware of the disassociation between people and nature brought about by the civilising process. Today, at a time of rapid change, the individual is also becoming increasingly disconnected from society. There is a widespread feeling of a loss of control and lack of influence through the political process.

Outdoor adventure has the unique ability to address many of these issues, engaging people with place and community in a lasting way.

Additionally there is increasing evidence of social dissatisfaction, particularly amongst many young people. The tension is generated by a mismatch between the demanding nature of our complex, risk society and our ability to cope with and find fulfilment within it. In today's society there appears to be little acknowledgement of the importance of physical activity and the desire to face 'testing' or 'risk' situations. In some young people this tension is expressed in various forms of behaviour which cause great anguish for many individuals in our society.

The concept of 'friluftsliv' is essentially Norwegian. The term implies 'feeling at home in nature' (Repp, 1996) and is very familiar to most people in Scandinavia, the majority of whom will also take part in some form of activity such as skiing or orienteering. For further elaboration of the concept and what it can offer Outdoor Education see Repp (1996) and Tellnes (1992).

Outdoor educators and therapeutic workers use the outdoors to bring their clients back to an involvement with adventure and the natural world and through this process seek to effect some attitudinal and behavioural change.

The Environmental Context

For many 'the environment' seems to be detached from their own personal experience, simply something which environmentalists and politicians argue about. Environmental issues are however of increasing importance in the political agenda, and due recognition has been given through Local Agenda 21 commitments made subsequent to the Rio Summit.

However, the trend towards urbanisation and a form of living which is not connected to the land nor the natural world leaves us with an inability to experience the elements which support life on Earth.

Outdoor educational experiences can provide opportunities for direct contact with the natural world, leading to reacquaintance with these processes. Without the opportunity to draw upon such experiences our opinions and values are formed in isolation and our attitudes and actions may be ill informed. In this area Outdoor Education has strong links with Environmental Education and these should be developed.

Outdoor Education for Specific Purposes

The outdoors appears to be used increasingly for 'outdoor management development' 'adventure therapy' and 'intervention for those with criminal tendencies'. Although these have not been formally addressed in the preceding analysis the principles remain the same. The use of the outdoors, frequently for challenging adventurous activities forms part of many such programmes. In a sense these can be considered as specific forms of 'personal and social development' and thus conform to the model described above.

Acknowledgements

This paper owes much to a number of European Outdoor Educators who stimulated the formation of the 'European Institute', and most of whom gave papers at the Tornio conference. In particular, Peter Becker provided focus with a thought provoking discussion paper on aspects of philosophical influences, and the social consequences of 'disassociation'.

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WHY EDUCATE OUT OF DOORS ?

by Peter Higgins

Introduction

For most people who read this there will be an extensive list of reasons to educate out of doors. Outdoor Educators generally believe in the value of direct experience as the most effective form of learning. As the 'real world' exists outside the classroom then the case for education out of doors is already made. Obvious ! Perhaps the reason we do not succeed in driving home our case and convincing others of the value of this form of education is that it is so obvious to us. However, others may not be so easily persuaded and we must find convincing arguments.

For simplicity I have pursued this debate on the basis of the validity of Outdoor Education for young people and in schools. This is obviously not the only role for Outdoor Education and similar arguments apply to other types of 'client'. There seem to be two issues to consider. Why do it at all? And assuming we can find a justification for it, how do we win the argument?

Education through Direct Experience

Before we argue that education out of doors is essential we should first examine the arguments surrounding the educational value of direct experience. We should bear in mind that Outdoor Education is simply one aspect of direct educational experience and that for example a student in a chemistry practical is engaged in an equally valid and quite similar process. The term Experiential Education is often applied to this form of education and has for a long time been accepted as a valid approach to learning. For a review of its long history, its proponents and antagonists, from Aristotle to the present day see Kraft (1984).

Much of the confusion seems to arise when we mix up learning and teaching. There is a feeling that the former may not be undertaken without input from the teacher. I am not suggesting that the teacher does not have role to play in the process, merely that this role may not be as crucial as is often thought to be the case.

It is clear that we all learn through direct experience and experimentation, otherwise none of us would be able to walk or talk, and we would frequently burn ourselves on hot objects etc. It is clearly not possible to have direct experience of all things and so to learn we have to find a way of generalising from previous experiences to the new one we are involved in at the time.

It is this process of learning to learn without attenuation which leads to the development in the individual of a mature view of education. In the end all of us must either take responsibility for our own learning or we will cease to learn at all. If we do not do so, forms of behaviour become embedded and we become reluctant to change, despite what the new information coming our way tells us. This leads to pre-judging situations. Literally prejudice. We lose confidence to adapt to new situations and instead fall back on our preconceptions. Our opinions will become fixed and completely impervious to any new facts!

It is perhaps wrong to assume a lead role for the educator in the education of a student as there are so many other influences from family, friends, society, the world of advertising etc. At times some or all of these will promote a valid view of the real world, at other times they may not. Where the teacher does have a central role I believe is in encouraging the student to have a questioning outlook and to trust her or his own judgment.

What seems to be clear is that there are a number of parts to a full experiential learning process. These can be described as follow:

- a) Having the experience;
- b) Reflecting on the experience;
- c) Applying the new knowledge to this and to new situations;
- d) Generalising the principles so they can be applied to future situations;
- e) Considering the value of the whole process as a way of learning.

There have been a number of worthy models developed to explain this process. The simplest seems to be that of Kolb (1984) who described the first three of these as a learning cycle. This view has been extended by others who see the process as a spiral rather than a cycle, with experimentation in new situations being a vital development.

Some authors have suggested that the process becomes more effective if it is reviewed afterwards and/or 'front loaded' so that the student has some existing framework within which to set the experience. This 'front loading' may take the form of a direct or indirect prompt to encourage a certain form of behaviour; or a direct comparison between the activity and some aspect of personal or work life (see Priest, 1996 for a review). This gives a role for the facilitator/teacher who otherwise seems left without much to do! In fact he/she can make valuable input at all stages by prompting and facilitating the process. Furthermore, learning by experimentation may for many be a fairly unsettling process, and in

some situations (eg outdoor activities) potentially hazardous. The facilitator/teacher has a clear role here too. One important post-script is that the nature of these inputs must be adapted to different groups and different situations. We have to constantly remind ourselves to ask the question 'why are these people here?' Whilst there may well be common situations, the skill of the teacher/facilitator is in responding to the needs of the group and the individual.

I believe the whole process becomes particularly valuable when stage (e) is addressed. At this point it becomes possible not just to generalise the lessons learnt in the recent experiences, but also to extend this to the process of learning itself. Here the student can, usually with some assistance from the facilitator, develop confidence in the process and thereby in their ability to take responsibility for their own learning. In other words, the learner becomes more self confident and independent. This adventurous learning process becomes attractive and valuable in its own right. These are vital life skills and their development should be the ambition of every educator for every student.

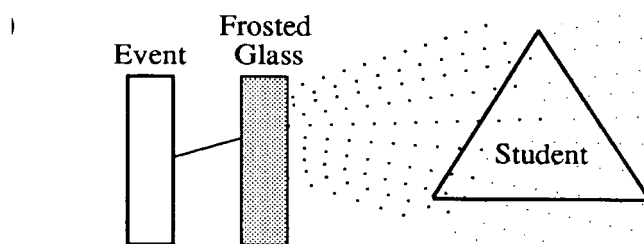
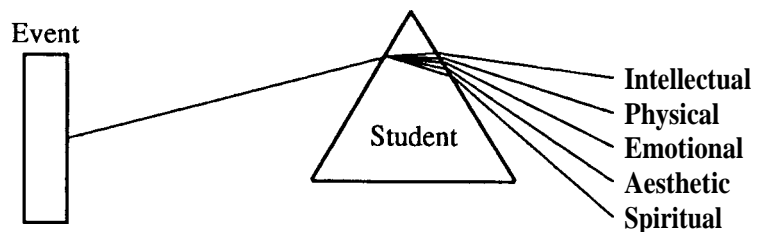
Throughout this debate it is important to remember that it is just as possible to do Outdoor Education in a non experiential way as it is to do other forms of education in an experiential way. Am I suggesting that there is nothing special about Outdoor Education or Outdoor Educators? I suppose I would rather evade the question by suggesting that there is something special about education out of doors. It then becomes the responsibility of the Outdoor Educator to maximise the powerful learning potential of the setting and not to be tempted to assume that the 'experience will speak for itself.

Outdoor Education through Direct Experience

Amongst many working in the field there will be agreement that a good Outdoor Educational experience will provide a wide variety of learning opportunities. At times one form of development may find more emphasis than at others, but there is often the potential for intellectual, physical, emotional, aesthetic and spiritual development to take place. The mix will vary from individual to individual and from time to time.

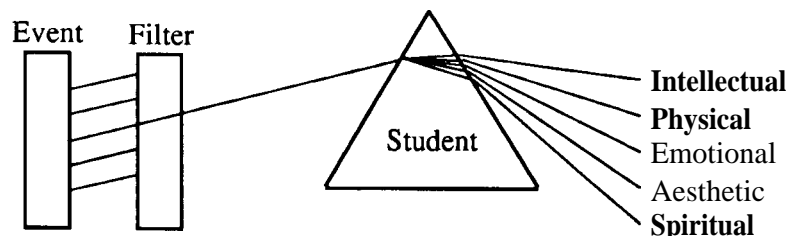
The teacher or instructor can take a number of roles in this process. Several of these are represented diagrammatically here. The student is represented as a prism, the experience as a beam of light which results in a spectrum development outcomes.

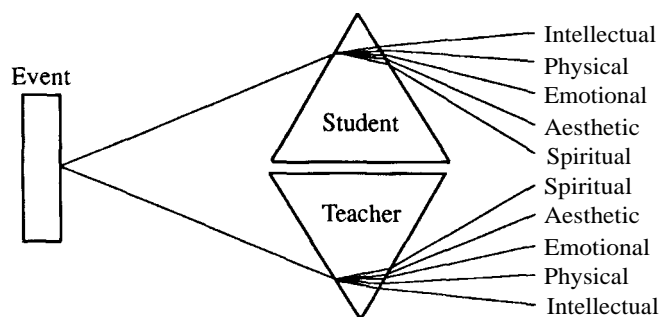
i) No role for the teacher. The student experiences the event without any intermediary (teacher or instructor). Some form of development will take place dependent upon the student's interest in learning. It is up to the student to interpret the situation or not to bother.



ii) The teacher as 'frosted glass'. The light from the beam becomes diffused by the influence of the teacher who selects and separates out the information he wishes to pass on to the student. There is no direct experience and there is a likelihood that the true nature of the experience will be so reduced by the teacher adopting this role that its value is substantially reduced for the student.

iii) The teacher as 'filter'. If the initial event is complex it is possible that the teacher may be acting in a very positive fashion by selecting the particular direct experience the student needs and then focusing this for the attention of the student.





iv) Teacher and student share a common experience. In this case both teacher and student are represented as prisms. The experience each gains from the event is separate but there is room for comparison and subsequent greater understanding of both the event and one another.

Teacher and student will have had different previous experiences. It is likely that the teacher will have a greater range of experiences to draw upon and these are set alongside the new ones. The result is a sharing of experience and subsequent development. This will probably be greater for the student as she/he will initially be less experienced. However, as the student gains more shared and independent experience there will be less need for the teacher to be involved or to interpret the experience. It is worth noting that the teacher also learns from this process.

This explanation could perhaps be applied to any subject area. However, what seems special about the outdoors is the potential for the wide range of development which can take place through direct experience.

Some Arguments For Outdoor Education

There have been a number of attempts to summarise the arguments in favour of Outdoor Education. In one of the most recent of these Barrett and Greenaway (1995) attempted to consider the educational processes and claimed outcomes for Outdoor Education experiences. However it is fair to say that they encountered great difficulty in filtering out the factors which had the greatest positive impact on personal development. Cooper (1996) provides recent anecdotal but substantial evidence for the value of residential Outdoor Education programmes.

Notwithstanding the paucity of proper research it is clear that a number of convincing arguments have been made in the past, and that these have found favour. Otherwise there would have been no growth and development of Outdoor Education.

Holism

This is the notion that Outdoor Education can generate opportunities for integrated learning experiences which may incorporate aspects of intellectual, physical, emotional, aesthetic and spiritual development. Although there are few other parts of the curriculum which can make such claims, it is important to appreciate that there are a number of factors acting in our favour which are nothing to do with the direct influence of the outdoors. For example many Outdoor Education experiences take place over an extended time scale, with small groups and in residential settings. It is quite possible that in such circumstances, Maths or History for example could have similar positive learning outcomes. Nonetheless the reality is that it is generally the Outdoor Educator who adopts this role and that positive development results.

However, we do have the advantage of the powerful influence of the outdoors which brings a variety of experiences likely to be new to the majority of students. For many this comes in the form of the additional and new dimension of physical or emotional challenge to their perceived limits.

There is a tendency to consider education as taking place in a purely intellectual domain. The view expressed above includes 'physical' and it is important to realise that this is intended as a form of education and not simply as exercise. Learning is likely to be more effective if it uses physical sensations as well as intellectual, and there are of course many things which must be learnt primarily physically. We know the world best when we encounter it through as many of our senses as possible.

Health

There can surely be no real argument as to the value of some form of physical exercise. For many of us life is becoming increasingly sedentary and a venture out of doors provides some counter to this. Furthermore, there have been claims as to the benefits of aesthetic appreciation in reducing stress related disorders and there is now a branch of Outdoor Education (Adventure Therapy) which has this as one of its major themes. Such experiences are perhaps of greatest value when they are seen as preventative rather than remedial.

Play and Adventure

Even adults need to play. It's just that our play habits are often more expensive than those of young people and we find ways of describing them in sophisticated terms. Young people are subject to increasing pressures to leave childhood behind and this may lead to a gap in development. To provide opportunities for young people to experience play and adventure in situations where they don't have to be embarrassed about it is a thoroughly worthwhile aim of Outdoor Education. Sometimes there is even the added benefit that this can be combined with learning!

Personal and Social Development

This has for a long time been one of the claims of Outdoor Education and it is in this context that it is justified within many schools. The benefits are probably as the result of the factors described above and the opportunity for students to spend time together and with staff in a new setting. Even sitting down to share a meal may be a new experience for some. The lack of familiarity with an unfamiliar outdoor setting is seen as offering a new 'playing field' with a new set of rules and therefore allowing a fresh start in the understanding of self, relationships amongst individuals within the group and with the members of staff present.

Environmental Connection and Sustainability

Issues of sustainability and environmental understanding are seen by several authors as a central responsibility of Outdoor Education. Amongst others, Cooper (1991, 1994) and myself (Higgins, 1996 a,b) have argued that a feeling for the natural world is an essential element in developing a sense of value and in encouraging sustainable practices. Who could be better placed than Outdoor Educators to develop programmes which take account of these aspirations?

Consequential Education

There are few opportunities within formal education for young people to discover the importance of making correct decisions and taking the most appropriate course of action. For example, taking note of the correct way to place tent pegs may well have consequences for a decent night's sleep. Outdoor Education is uniquely placed to allow such experiences to be arranged and provide such opportunities. We are protected from our own mistakes to such an extent that we cease to be able to accept that we make them. This too is unhealthy and the overall effect is a dulling of the senses. I have argued this extensively elsewhere (Higgins, 1996 a,b).

Sense of Place

A sense of place, or of one's position in relation to other organisms and the landscape is often the result of direct involvement with these. To feel a love of place is for many Outdoor Educators a common emotion, as is a sense of connection with such places: of how we fit in there. For many of our students this may not be so familiar an experience. To express this feeling and seek to arrange learning experiences which encourage such involvement is an important responsibility. It is through such experiences that an appreciation develops of the aesthetic, which puts much of art, prose and poetry into perspective.

Rites of Passage

There is very little opportunity for the transition from childhood to adulthood to be acknowledged and valued in Western society. However, there are distinct similarities between traditional tribal 'rites of passage' and the residential or camp experience. For a number of reasons there is a tendency for young people to have Outdoor Education opportunities in the early years of their secondary schooling, ie as adolescents. The process involved is often that of extraction (from school or home): an adventure with a group of peers which may involve hardship; and return and reintegration. This is of course somewhat analogous to some tribal 'rites of passage'. There are few other opportunities for young people to have such experiences and allow them to become the hero of their own story. See Maddern (1990,1991) and Hodgkin (1981) for a more fulsome elaboration of this theme.

Citizenship: Taking Responsibilities

Famously now Colin Mortlock argued that through Outdoor Education we could encourage a love of self, others and environment; and that these should be in balance. It is now well understood that the first step in developing positive attitude is to encourage an emotional connection. From this point it becomes possible to take responsibility for self, others and environment. In other words to take responsibility for one's actions. A well balanced Outdoor Education programme can provide a wide range of opportunities for young people to do so.

This is precisely what many individuals in our society would wish for our young people, and indeed would expect our educators to focus on. It is a source of bewilderment to me that we seem to have been unable to get the message over that this is what we do.

Different Learners, Different Potentials

Not all students are best suited to intellectual development within a classroom environment. There are those who excel in more physical or aesthetic ways. There are opportunities for such development within the school timetable but here again Outdoor Education can provide an additional stimulus. The issue is not simply the development of the individual in the way that best suits him or her, it is that through the release and acknowledgement of this potential, the student is seen in a different light by peers and staff. The consequent change in self esteem can have far reaching educational and social effects.

Reality: Virtual and Actual

Few would disagree that there is an increasing tendency for young people to spend more school and recreation time engaged in the virtual world of computer and television images. Whilst interactive computer programmes may well have their place, and there is no doubt as to the power of television as a means of learning, neither can expect to replace the real world. We must guard against the idea that such devices might obviate this need as it is only through direct experience that we can check the validity of the image. Furthermore the images presented through computer and TV technology focus on visual and aural images and therefore miss out the other senses. There seems little point in watching film of a storm and listening to the wind howling if one has never had to put on a waterproof. After all, the outdoors is where amongst other things the weather actually happens.

Government Legislation

The 1944 Education (Scotland) Act contains the following passage (Chapter 37, 3(i)):

'It shall be the duty of an education authority to secure that the facilities for primary, secondary and further education provided in their area include adequate facilities for recreation and social and physical training. For that purpose an education authority, with the approval of the Secretary of State, may establish, maintain and manage, or assist the establishment, maintenance and management of camps, holiday classes, playing fields, play centres and other places. The 'camps' described here were the forerunners of the Outdoor Education Centres in use today.

In 1971 the Scottish Education Department issued Standard Circular 804 as guidance to Education Authorities and schools. Amongst other recommendations it suggests (Section 2) that 'during their school careers pupils (should) have a continuous and progressive outdoor experience as an integral part of the whole educational experience, including if possible at least one period of residence at an outdoor centre'.

There are strong justifications for Outdoor Education provision in a number of recent Government reports. Perhaps the strongest of these is to be found in the 5-14 Expressive Arts and Environmental Science Guidelines. For a full discussion of the benefits of Outdoor Education in the formal and informal see Chapter 4.

Some Arguments Against Outdoor Education

It is not the responsibility of the protagonist to make the case for the opposition. However, it is worth reviewing the arguments against as these will be one to be faced during any decision making process.

Whilst there is often support for Outdoor Education this tends to falter when the financial cost is considered. There is little doubt that this and similarly staff intensive forms of education are costly. All we can expect to do to counter the argument is demonstrate the benefits. Whilst these have been briefly described above, there are, as far as I know, no cost benefit studies of the process. We can continue to argue our case with belief and conviction, and take the lofty stance that we are not prepared to place a financial value on what we do. However, this does not seem to impress those who make decisions on the future of Outdoor Education. We have to find some way of addressing this issue, and establish that there are long term social and financial consequences of a lack of provision.

Whilst Outdoor Education may not have had it's origins in any form of academic validity, some effort has been made in the last 20 years or so to make these 'new clothes' fit. In order to maintain credibility now we must make a convincing case. There are opportunities to do so and some of these arguments are made in Chapter 4.

The argument is often put forward that we are not really involved in the academic development of the student but rather their personal and social development. Some critics argue against this by pointing out that nothing has changed in their home circumstances and so ask the uncomfortable question 'what's the point?'. Whilst I could agree that there may well be issues which cannot be resolved, we can make some attempt to deal with this by adapting the nature of our programme to include follow up work etc.

Finally

If we are to get anywhere in making the case for this, or indeed any other form of education we first need to know something about the expectations society has for education. If we take the narrow view, that what we want for young people is training to do a particular job then there is little opportunity for Outdoor Education to play a part. If however we wish to encourage individuals to develop an interest in their own subsequent learning then Outdoor Education should take a central role.

If we work on the assumption that the purpose of education is to allow students to develop fully and become well balanced adults who take an active responsible role in society and the greater outside world, we have to allow them at some point to experience that world. In fact a narrow view of education would only prepare young people for adult life in a school! Similarly we must ensure that we do something more than encourage young people to want to work in an outdoor centre!

At the same time as it is appropriate to be advocates for Outdoor Education we must not expect it to be a panacea for all educational and social ambitions.

So, perhaps we should pose the question the other way around. *Why Educate Indoors?* To be fair there are clearly many things which will be best taught indoors, but the question still has validity as it may serve to challenge notions which are often taken for granted. The answer is perhaps fairly straightforward do your educating where it is likely to be most effective, allowing the combination of theory and practice to inform each other. There may be all sorts of constraints which may quite validly prevent this from happening. However, surely we owe it to our students (and society) to first consider whether we have the right to deny them the direct experience from which they will learn most effectively.

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JUSTIFYING OUTDOOR EDUCATION IN THE FORMAL AND INFORMAL CURRICULUM

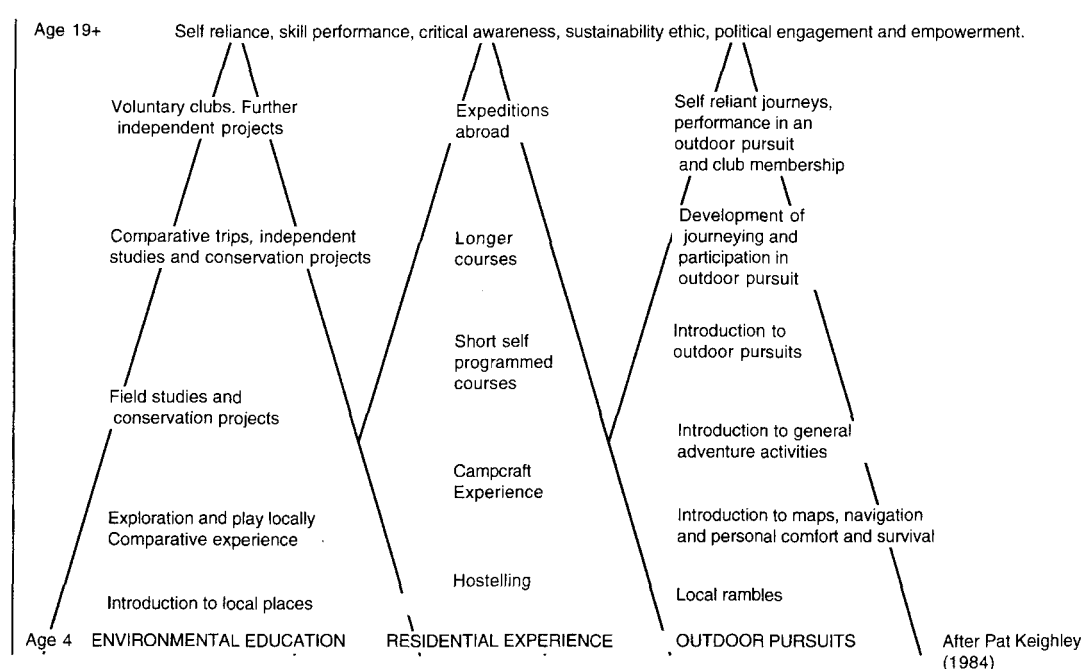
by Chris Loynes, Drew Michie and Chalmers Smith

Pathways for Progression

Outdoor Education is a flexible approach to developing people used by many different agencies in the formal and informal education sectors.

Within the wide range of options available to the Outdoor Educator three themes flow, environmental, residential and adventure activities. Within each of these themes there is a progression of experiences and an increasing empowerment of individuals to undertake their own ventures (see Figure 1 and Keighley 1984).

FIGURE 1: A FRAMEWORK FOR A PROGRESSIVE CURRICULUM IN OUTDOOR EDUCATION



Within any community a number of agencies can be involved in the provision of the range of opportunities available to any one individual. These include outdoor organisations interested in providing a range of specialist courses: the sports clubs interested in meeting the needs of their own members in a particular activity: youth and community groups with a range of informal education objectives; and schools with their responsibilities for providing a balanced formal education.

When deciding to launch a new Outdoor Education programme it is essential to carry out a mapping exercise of current local provision. The best programmes collaborate with each other in order to provide various pathways by which people can navigate their own progression for themselves. The most fortunate communities have a number of different providers that appeal to different sections of the community and address different needs within it.

For example as a school curriculum programme and extra curricular clubs provided a skills progression that involved the local outdoor clubs so that when students left they were already competent in their chosen sport and known to the club members. Others found fulfilment in the Duke of Edinburgh's Award Gold Club having carried out bronze or silver ventures at school. For those not intending to progress outside of the school provision we provided a challenging finale in their last year to ensure a satisfying conclusion to their involvement. Individuals from all clubs, youth groups and schools benefited from collaboration to provide an expedition society organising UK and overseas trips each year. The local authority centres were engaged whenever specialist skills or equipment were needed. Field trips were designed to underpin specialist courses in higher education and pre-vocational outcomes contributed to vocational training in further education.

Informal Education

As well as designing a programme that will integrate with and complement other provision it is also important to be consistent with the values of your own educational sector. To the outsider two groups climbing may look identical but if one is led by a teacher and the other by a community worker the process may well be very different.

Tiffany (1995), in a series of articles, draws out some of the differences between informal and formal education. He describes what informal Outdoor Education can do well:

- Contact is made on the client's territory and in the client's time.
- Participation is entirely voluntary.
- It works from within the community.
- There is a focus on the relationship established.
- It provides progression from foundation to performance.
- There is a focus on learning not teaching and student centred goal setting.
- It was a collaborative approach leading to self reliance and empowerment.

Huskins (1996), in his book on quality work with young people, confirms many of these views. However, he points out these are ideals to be worked towards. Resources, opportunities and skills do not always support this approach. He suggests using such criteria as benchmarks for progression from a foundation recreational experience on the one hand to a progressive educational experience on the other.

As well as meeting the personal and social development needs of young people programmes in the community may set out to meet more specific outcomes such as:

- health education;
- political education;
- tackling disruption and delinquency;
- diversion from crime;
- correction;
- community building and integration;
- vocational training.

All these agendas can and have been supported by Outdoor Education. They are also important government policies and community concerns. It is worth demonstrating, where appropriate, the contribution your programme can make to such objectives.

Formal Curriculum

1. "Outdoor Education is not so much a subject but rather an approach to education"

This was a statement made by the Scottish Office Education and Industry Department in February 1991 in response to a strong proposal to create a Teaching Qualification, thereby providing General Teaching Council for Scotland registration, for teachers of Outdoor Education working in Local Education Authorities. As a result of this view a teaching qualification was not created and GTC registration remains impossible.

The view that Outdoor Education is 'an approach to education' however has created a wide range of curricular opportunities for teachers of many curricular areas to exploit and many have for the benefit of pupils learning experiences.

Sandwiched between the contrasting fortunes of Outdoor Education in the 1970s and the 1990s, a booklet was published which implicitly endorsed the value of Outdoor Education and explicitly endorsed the different methodologies employed in delivering Outdoor Education within High Schools. "Curriculum Design for the Secondary Stages: Guidelines for Headteachers", (1989) was to change - as intended - the curricula of all High Schools.

However, more importantly for Outdoor Education and all High School pupils, was the recognition of the need for a broad and balanced curriculum. Until then Outdoor Education was seen as an odd bed-fellow in that it could not be conveniently 'compartmentalised'. Not being part of the formal curriculum and not being timetabled made it even more peripheral.

The Guidelines made clear that, pupils could learn from short courses designed to deliver process skills and should have choice within the 'flexibility factor'. Pupils could learn from horizontal courses, cutting across the curriculum, and not only from vertical, discrete subjects. Enrichment of the curriculum, for example through cross-curricular thematic studies, should be available for pupils of all abilities. Personal and Social Development was important. Outdoor Education could, therefore, be seen in a new light - supporting aspects of the curriculum, tapping into key subject areas and also being supported by the curriculum in its cross-curricular approach.

2. Outdoor Education in the 5 - 14 Curriculum

The Scottish Office Education and Industry Department has published national 5 - 14 guidelines in all areas of the curriculum. The creative teacher will ensure that the principles and targets of these guidelines are translated into an enriched exciting curriculum and that is exactly what has been happening. Outdoor Education can be used to deliver many aspects of 5 - 14 although the most significant areas are Expressive Arts, Environmental Studies and Personal and Social Development. See Figure 2.

An Overview of a Short Course in Outdoor Education for S1 in Relation to the 5 - 14 Curriculum

FIGURE 2

| | English Language | Mathematics | Expressive Arts [Physical Education] | Environmental Studies | Personal and Social Development | Religious and Moral Education |
|--------------------------------------|--|--|---|---|---|--|
| Attainment Outcomes | Listening Talking Reading Writing | Number, money and measurement Shape, position and movement | Using materials, technique, skills and media Expressing feelings, ideas, thoughts and solutions Evaluating and appreciating | Understanding living things and the processes of life Understanding people and place Understanding and using technology in society Healthy and safe living | Personal Development Social Development | Personal Search |
| Strands | <ul style="list-style-type: none"> • Listening for information, instructions and directions • Talking in groups • Reading for information • Functional writing • Personal writing | <ul style="list-style-type: none"> • Measure and estimate • Scales • Position and movement | <ul style="list-style-type: none"> • Applying skills • Creating and designing • Cooperating, sharing, communicating and competing | <ul style="list-style-type: none"> • Knowledge and understanding • Collecting evidence • Interpreting and evaluating | <ul style="list-style-type: none"> • Self-awareness • Self-esteem • Inter-personal relationships • Independence and inter-dependence | <ul style="list-style-type: none"> • The natural world • Relationships and moral values |
| Examples of Attainment Targets | <ul style="list-style-type: none"> • Listen to details of hillwalk route • Discuss orienteering strategies with partner • Read about trees, birds • Write daily sections of Outdoor Education workbook • Write report for English | <ul style="list-style-type: none"> • Calculate distance walked and height climbed on hillwalk • Interpret and apply scales of maps • Calculate distances along grid lines | <ul style="list-style-type: none"> • Use movement in less predictable situation eg a hillwalk • Participate in a number of outdoor activities efficiently and safely • Cope with the challenges of competition | <ul style="list-style-type: none"> • Understand animal reproduction in vertebrates • Collect and identify shells • Understand the design of outdoor equipment and clothing • Environmental conflict | <ul style="list-style-type: none"> • Acknowledge aptitudes and abilities • Show confidence in tackling unfamiliar situations • Show respect and tolerance towards others • Set personal goals | <ul style="list-style-type: none"> • Exploration of the natural world • Understand 'rules' in orienteering and hillwalking |

"Outdoor education can provide an invaluable means of delivering all the outcomes of personal and social development. In particular, residential experience, with its different rules and conventions, provides excellent contexts for developing skills.

The various activities offered can provide opportunities for working in smaller groups: for negotiation and collaboration: and for developing initiative, independence and confidence, self-esteem and sensitivity to the feelings of others. Experiences can be tailored to individual needs, extending pupils' confidence in a natural environment and offering opportunities for enjoyment and satisfaction"(SOED 1993)

"Outdoor education can provide an exciting and motivating way of delivering all the outcomes of expressive arts, often in ways which link the four subjects with each other and to activities in other areas of the curriculum" (SOED 1992)

Most primary schools provide outdoor and residential opportunities for their pupils but, for a whole range of reasons, these opportunities decrease at High School. The 5 - 14 curriculum opens important doors for Outdoor Education and its inclusion in the SI and S2 curriculum. Significantly, the above quotes do not mention some outcomes but all outcomes. Outdoor Education can provide all the outcomes of Personal and Social Development and all the outcomes of Physical Education, Drama, Art and Design and Music (collectively known as the Expressive Arts).

Consequently, Outdoor Education should be some part - taking account of local and school needs - of the the SI and S2 curriculum and Outdoor Educationalists should be offering relevant areas of the curriculum. In its audit and review of Expressive Arts, Fife Council focused on Outdoor Education as a whole school issue with management as the target. (1995)

An example of how a substantial part of the 5 - 14 curriculum can be delivered using an outdoor focus is well illustrated in a recent publication "Orienteering in the Scottish 5 - 14 Curriculum". It explains how the outcomes, strands, attainment targets and assessments form each of the 5 - 14 guidelines relate to Orienteering. It also provides a series of practical ideas and lesson plans for teachers use. (Michie 1994). A little creative thinking, as utilised in "Orienteering in the Scottish 5 - 14 Curriculum", will enable teachers and Outdoor Education staff to provide an outdoor focus on part of the formal curriculum. More importantly it provides an early opportunity for pupils to have an Outdoor Education experience.

This is an area which deserves attention and further development. Mixed activity courses in Outdoor Education are common and are valued. This is another area for research and a flavour of how the pieces fit is in the tabled (Fig 3) overview of the S1 programme (three days of activities - usually a hillwalk, orienteering and coast walk - and a half-day zoo visit). This table is the briefest of views and had it contained all the attainment targets and the other 75% of Expressive Arts. It would have run to several pages.

3. Standard Grade Physical Education

There are opportunities provided in 2 categories of a Standard Grade course.

1. Water Based Activities - Sailing, Canoeing, Board Sailing
(the Arrangements for SGPE state; " Moving on water demands a range of skills which provide unique physical demands for coping with this different medium. They may be on an individual technical nature or may be linked to social consideration for the safety of others")
2. Outdoor Pursuits - Orienteering, Hillwalking, Rock Climbing, Skiing
(the Arrangements for SGPE state: " Outdoor Pursuits comprise those activities which take place in the natural environment. The scope for developing a range of physical skills and providing a variety of challenging experiences is extensive. There may also be special emphasis on interpersonal skills").

4. SCOTVEC Modules

A vast range of opportunities is provided from the catalogue of Module descriptors. They include:

Introduction of Outdoor Pursuits
Outdoor Pursuits - (levels 1 - 4) Canoeing, Sailing, Windsurfing, Nordic Skiing, Skiing, Climbing, hillwalking and Orienteering
Land Navigation using topographic maps, Map reading
Residential Experience (levels 1 - 4)
Taking part in a residential experience
Fundamentals of Geology, Understanding Weather
Cartography (1 - 4) and Problem Solving

It is possible to offer 2 or 3 modules concurrently during a residential experience. They might include an activity (eg skiing) residential experience and problem solving.

Rather than offering free standing modules some schools have used "Recognised Groupings" of the modules, as an alternative to SCE qualifications general entry/recruitment purposes. Regrettably none of the modules likely to be offered are in an outdoor education context with the exception of Cartography 1.

General SVQs are specially designed to meet the needs of 16-19 year olds and adult returners. They are structured into 3 levels and include core skills (communication, numeracy, information technology, personal and interpersonal skills and problem solving).

Levels 2 and 3 in Leisure and Tourism provide opportunities to make use of modules in problem solving, winter sports (eg skiing) and country sports leg hillwalking).

5 Higher Grade Physical Education

Any number of activities can be included in a Higher PE course but only 2 are assessed. The Scottish Examination Board of Statistics for 1996 show that three Centres assessed skiing and one assessed Canoeing. Whilst this is a small start it nevertheless shows that outdoor activities do feature on higher PE courses. There may of course be other instances of such activities in these courses and not selected by pupils as their 2 assessable activities.

6. Vocational Qualifications

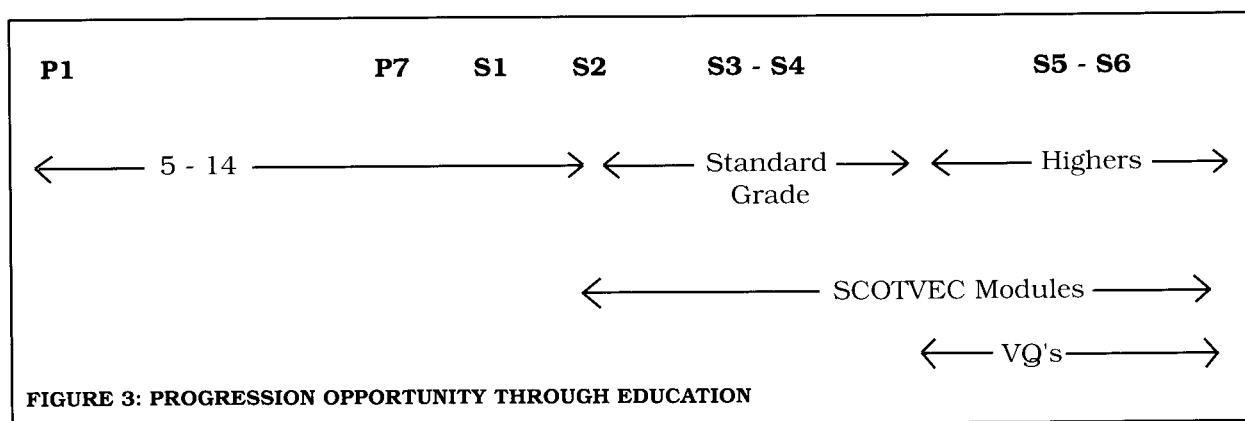
VQ's (called SVQ's in Scotland and NVQ's in England) are occupation specific recognising competence to undertake a specific job. There are 5 levels and they cover a vast range of jobs. Under the general area of Sport and Recreation, Outdoor Education is available at level III. It should be noted however that Outdoor Education covers such areas as:

- preparing an outdoor education session
- encouraging personal and social development
- assisting in conservation and presentation of the environment
- providing meals and domestic facilities
- organising and supervising the transport of participants and equipment

Those interested in coaching and instruction should follow the Coaching and Activity Delivery VQ route. Some NGBs have already incorporated VQ's into their coach education programmes. For example, SNSC has made the Artificial Slope Ski Instructor Awards into 2 parts. Part 1 is the old ASSI and part 2 is an SVQ level 2.

Skill Seekers and 'Modern Apprenticeships' also make use of SVQs and provide opportunities in the general sport and recreation sector.

It is clear the opportunities exist within the formal curriculum, extending to vocational training and assessment, for Outdoor Education to be provided. These opportunities should be overlooked when programmes are being planned as linking in this way often makes it more attractive for schools to include such experiences (Figure 3).



NEWBATTLE HIGH SCHOOL:- A CASE STUDY

Newbattle High School is a six year comprehensive built in 1969 to serve the cluster of former mining communities south of Dalkeith. Midlothian. Outdoor Education has been part of the school curriculum since 1973.

Transition from Primary to Secondary

The transition from small Primary to large High School can be daunting for some pupils and various workshops are arranged at the High School during P7 to ease transition. A week of the Outdoor Education programme is devoted in June of each year to offer each new S1 register class an "induction/orientation" morning. The aims of this morning are largely concerned with aspects of Personal and Social Development and include ice-breakers, team-building games and a school 'treasure hunt'. By the end of the session every pupil knows the names of, and has interacted with, classmates, register teacher and guidance teacher. Evaluation has shown that the sessions are valued, particularly by pupils.

The Organisation of a School Outdoor Education Programme

Most schools offer Outdoor Education in one form or another and by a variety of means such as a visiting specialist, enthusiastic member(s) of staff and/or residential. Newbattle uses, and has used, all three but the programme has only evolved with the appointment of a full-time teacher of Outdoor Education.

The main advantage of this is communication with pupils, staff and parents. Pupils have a permanent point of contact. Staff can be consulted on, and involved in, cross-curricular ventures and programmes can be tailored to take account of the specialist needs of particular subjects. Parents can learn of progress from written pupil reports and discussion at parents' nights.

Outdoor Education is almost impossible to timetable. Indeed it may be strongly argued that timetabling is neither desirable nor necessary and extraction is the common method of releasing pupils as it is for similar ventures such as lectures and theatre visits. Although this has obvious disadvantages, effective management can minimise disruption for pupils and teachers, especially in S1 and S2, where many subjects offer individualised programmes of study.

The Aims of The School Outdoor Education Programme

The aim of the programme is to allow youngsters to enjoy and learn about the out of doors in a safe, thoughtful and respectful manner. Contrary to popular belief, Outdoor Education is less about leisure for life and more about aspects of Personal and Social Development; self-awareness, self-esteem, inter-personal relationships and independence and inter-dependence. Close links, therefore, exist with the Guidance Team and House Heads.

There are further aims for the environment from local to international issues. We cannot expect youngsters to take responsibility for the environment unless they enjoy being there and know something about it, Outdoor Education is a tool for achieving both.

Although no evidence exists on evaluating the aims of Outdoor Education programmes in the post- school years, there is strong anecdotal evidence which shows that Outdoor Education experiences at school are remembered many years later in vivid detail and in a positive way.

The Newbattle High School Outdoor Education Programme

A programme has to take stock of a variety of local criteria and so no two schools have the same programme. Other issues such as safety, budgets, new legislation, student choice and local government reorganisation mean that programmes have to be flexible and adaptable. Programmes are, therefore, never the same two years running. For example the programme for 1996/97 is as follows:

S1

- all pupils are offered a three and a half day course which consists of three days of different activities based on the weather and a half-day study topic. Groups of 12 go out of school for three and a half consecutive days sometime between January and March.

The daily activities are usually a hillwalk, orienteering and coast walk - covering three different environments: hill, forest and beach - but can include Nordic skiing. The study topics are an enrichment of a particular subject in the S1 curriculum; currently the topic is 'Animal Reproduction' which is covered at Edinburgh Zoo for Science. Other topics have included a castle study for History and a farm study for Geography, gorge walk or forest walk.

Pupils use a specially designed workbook which is used before and after activities - this includes other pupils in the group, the weather, Country Code, trees, birds, animals, maps, equipment, life in rockpools, shells, a wordsearch, zoo visit and review sheet. The review sheet, completed at the end of the course, contains up to five aims or targets which the group set on the first morning and is done individually. In addition, pupils write their experiences (including facts, opinions, feelings) in a special newspaper-type report for their English teachers.

S2

· all pupils who did the S1 course are offered a choice of seven different activities: orienteering, kayaking, sailing, all-terrain biking, rockclimbing horseriding, and environmental studies. Almost 90% of pupils do their first choice of activity for four consecutive days. Progress is being made in the provision of a workbook for each activity. Pupils who missed the course in S1 have the opportunity to do a similar course in S2.

Pupils have the opportunity to learn and practise new skills, extend learned skills and, with different groupings from S1, continue to develop aspects of Personal and Social Development. The latter is especially true in orienteering where pupils from four or five different schools attempt different courses as individuals within mixed teams and not within school groups.

A cross-curricular venture with the English department, started two years ago, appears successful and methods for expansion are being pursued. A half class of some S2 English classes attends a "Why have Zoos?" topic at Edinburgh Zoo where discussion, opinions and reasoned arguments are encouraged. Follow-up work is done with the whole class in the following weeks.

S3

· all pupils are offered a choice of eight different activities; canoeing, kayaking, sailing, orienteering, backpacking, all-terrain biking, Nordic skiing and horseriding. As the S1/S2 provision is given priority in the school, less S3 pupils - but still over 70% - can do their first choice of activity for up to four consecutive days.

Nordic skiing and backpacking are residential and the latter - involving self-sufficient camping in groups of two or three - is very popular. A small number opt for the same activity as S2 but, interestingly, the large majority choose a different activity. Again different groupings and often different activities enhance Personal and Social Development, particularly in the residential.

S4

- this is Standard Grade year - arguably the most important year at High School - and no pupils are offered Outdoor Education.

S5 and S6

- at one time the entire month of June was devoted to different post-exam activities for S5/6. Unfortunately, the date of Scottish exams is getting later and with a week in June already dedicated to P7/S1 transition, only two courses are currently offered to S5/6; mountaineering (usually camping somewhere in the Highlands) and windsurfing. In addition, suitably experienced S6 pupils are often 'recruited' to help with younger trips eg on an S2 river kayak trip.

Pupils in S5/6 are also offered a 'problem-solving day' which incorporates team-building, negotiating skills, collaborating skills and different review techniques along with the entire range of personal and social skills. This exercise is most valuable if done with pupils from different schools.

Various factors influence the yearly programme of Outdoor Education. The most important is pupil choice as this largely dictates the range of the programme. For example, in S2 there are sometimes 3 kayak groups and no sailing groups. Other influences are examination dates, bookings for outdoor centres, extra safety cover for certain courses such as rockclimbing and other school events.

Opportunities do exist for the involvement of Outdoor Education in SCOTVEC modules and Standard Grade and Higher Grade Physical Education. These have not been pursued because they only involve a small percentage of pupils and include formal assessments - it is felt that formal assessment is prevalent in all subject areas and that enjoyment and learning should not be mutually exclusive.

The programme is reviewed annually as part of the School Development Plan and it is also compatible with the Midlothian Development Plan for Outdoor Education.

All pupils receive a written report in their report card after completing a course. The report contains facts about the course, attendance, a written comment and a score for effort. Attendance is very high as the pupils are generally highly motivated. Similarly, the scores for effort are also generally high for the same reason.

Extra-curricular Outdoor Education is generously provided by several interested members of staff. Activities include a sailing club, kayaking club, orienteering, the Lothian Mountain Challenge (a two day orienteering in hills/camping event).

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DEVELOPING AS A LEADER

by Chris Loynes and Peter Higgins

Introduction

There are a wide range of ways into the profession of Outdoor Education and none can be described as 'standard'. The following outline can only provide a brief outline of the options available.

The Part Time Contribution

By far the greatest amount of Outdoor Education is undertaken under the leadership of teachers and youth workers working voluntarily or part time as an addition to their main duties. Some of the best Outdoor Education we have witnessed was undertaken by teachers and playworkers who had never heard of the term. These people are not specialists with years of personal experience in outdoor activities and lists of instructing qualifications. They are imaginative and resourceful people who have developed from the traditions of camping trips and nature walks. They have the ability to connect experiences with curriculum objectives linking activities outside with work inside.

This locally provided general adventure and environmental activity is the mainstay of primary and lower secondary programmes. Leaders do not need to hold awards or qualifications. However, there are a growing number of books and courses to provide practical programming and organising ideas.

Becoming Qualified

For leaders with a personal background in one or more outdoor activity and who wish to include this in their work it is increasingly important to demonstrate their competence with the appropriate leadership or coaching award. These not only give leaders confidence in their ability but it also serves to reassure employers and parents. The time and money involved is well worth the investment. Since the introduction of the Mountain Leadership Award the number of accidents that have occurred has remained constant despite a many fold increase in levels of participation.

These awards compliment the leader's existing professional skills. It is important to bear in mind that the aim of the competences recognised by a coaching award are to develop a technical skill. The Outdoor Educator places an overlay on this process by using the skills to undertake a project or journey in order to develop personal, social and environmental awareness. For those leaders who become more involved in Outdoor Education books, short professional development programmes and post-graduate courses are available to help them develop this approach.

A Career in the Outdoors

Outdoor careers can encompass such jobs as instructor, teacher, countryside ranger, youth leader, sports coach, development trainer or facility manager. You could be working in central Glasgow or the Outer Hebrides; with senior managers or disadvantaged youth; on your own or as part of a large team. The training available is equally diverse partly because of the range of career paths available and partly because of the range of skills you need to be competent at the job. This is a brief guide to the options open to you, whether you are a school leaver or an experienced practitioner.

Within the field there are opportunities for 'apprenticeship' roles suited to inexperienced enthusiasts and long term career options for those wishing to make it their profession. Some people spend a few years giving service to a job they enjoy before moving into another field. Others come to the field bringing with them a wealth of experience from another career. The choices are yours.

Generic Competences

Despite the wide range of options for work in this field there are competences that are common to everyone. These can be divided into three types:

Technical skills such as safety management, administrative skills and environmental skills.

Process skills such as instructing and group leadership.

Meta skills such as sound judgement, creative thinking, ethical behaviour and clear vision.

The technical skills are the easiest to train in and the quickest to acquire whilst the meta skills grow over a lifetime. With this in mind many employers recruit for the meta and process skills knowing that the appropriate technical skills can be easily developed once you start work. They are therefore especially important to describe in your curriculum vitae.

Career Options

If you are seriously interested in a career in the outdoors there are several branches of the profession from which to choose and many routes you can take to get there. The three main areas are:

Outdoor Education: using outdoor experiences, including both environmental and adventure activities, to provide learning opportunities for people in, through and about the outdoors. Roles include teacher, tutor and youth worker.

Outdoor Recreation: leading people on outdoor activity sessions and trips or instructing people in the skills of their chosen outdoor pursuit. Roles include leading, coaching, technician and recreation manager.

Outdoor Training: using outdoor experiences, probably combined with other training methods, to help people realise their potential as individuals, in teams or for organisations. Roles include development trainer and therapist.

Another option is to specialise in the provision of facilities such as kit stores, climbing walls, day and residential centres and country parks. This field of **Facility Management** often retains a strong people focus as public relations is very important. Roles include centre manager, technician, and countryside ranger.

Training for a Career

You can train for a career in the outdoors full time, part-time or on the job.

On the Job Training. It clearly helps to have qualifications when you are applying for a post but it is not essential if you are prepared to volunteer or accept low salaries in exchange for training. A good employer will provide a full induction training programme and may offer you opportunities to train for and be assessed in certain qualifications even for a seasonal appointment. An active interest in outdoor activities will help your application as will involvement in youth work as a group member or a young leader.

Some employers offer **Volunteer or Training Placements** for which you or a training agency pay. In this case you should have a number of opportunities to gain awards whilst on the job. The awards most likely to be offered are outdoor coaching awards from the various governing bodies of sport covering activities such as orienteering, sailing, canoeing, caving, mountainwalking, single pitch climbing, etc. Most of these awards are soon to change so that they become recognised as Scottish National Vocational Qualifications (SVQ's) for coaches. An important award to obtain is a first aid certificate as this is needed in all outdoor work. It may also be possible to obtain SVQ's in facility operations through opportunities such as these.

There are a few **Youth Training and Modern Apprenticeship** schemes available for people interested in this field of work but are unable to find employment. To see if there is one near you ask at your job centre. In the north of England the modern apprenticeship scheme is run by Adventure Education.

When selecting an organisation ensure that they work in the sector in which you would like to operate i.e. outdoor activity holidays (recreation) or Outdoor Education.

Further Education. It has been possible for a number of years to take an award in Leisure Studies which specialises in outdoor recreation. It is now possible to follow a similar course with an outdoor education option. These courses will often give you the chance to gain governing body awards as well. They will also include extended placements to help you practice your skills.

Higher Education. Degrees are available in Recreation Management (with an outdoor focus), Outdoor Education for teachers (BEd), Outdoor Education for youth workers (this offers a diploma that can lead to a degree) and general degrees in Outdoor and Environmental Studies which do not tie you to a particular profession. These courses often prefer mature students as some work and life experience is a major asset.

However, unless you are sure of the profession you wish to follow, a wider range of degrees can form an excellent foundation for a career in Outdoor Education. Consider any Environmental Science, Psychology or a teaching degree in another specialism eg PE or Science or the Humanities. Several professions other than teaching and youth work can make use of the outdoors. There is a growing interest amongst the Probation and Prison Services, Social Work and Mental Health Workers. Consider a professional training in one of these fields before specialising in Outdoor Education with a post graduate course.

Beware of degrees that mention an outdoor pursuits module as part of the course but not as a specialist subject. They are excellent as a taster and for personal development but do not give you a professional qualification in Outdoor Education.

Post Graduate Qualifications are available in Outdoor Education and Recreation Management. These courses are suitable for further professional development within the field or for people taking a sideways step into a new area.

Overseas. A number of people have been attracted by the opportunity to take a masters degree in Outdoor Education in the USA. This is certainly worth a look if you wish to broaden your experience with the perspective of a different country. Americans are very articulate about the learning process and have developed expertise in different fields to the UK eg wilderness travel and therapeutic outdoor work. Contact the Association for Experiential Education for help. 'Outdoor Education' tends to mean 'Environmental Education' in North America. Look for Adventure or Experiential Education courses if this does not suit you. A number of higher degree courses in Outdoor Education exist in Australia as well. These courses are generally far more expensive than the UK equivalent ones and so you will need to consider funding and visa arrangements carefully.

Vocational Training. New awards are appearing called Scottish Vocational Qualifications. They can be gained on the job and can be very flexible in approach. They are based on work based assessment rather than exams or tests. Awards exist for Outdoor Education, Facility Management and Training and Development. The latter two are progressive leading to a high level of professional standing.

The awards are especially useful for people who have gained experience through work but have never gone to college. They can also form a natural and easy pathway from one professional field to another eg from teaching into training.

An advantage of SVQ's is that they are accepted as professional qualifications throughout the European Community.

Short Courses. Many training organisations offer short courses in a wide range of topics related to our field. Those that offer courses specifically about the outdoors are listed below. Other topics that can extend your skills in useful ways include Counselling, Management, Care Work and the Creative *Arts*. Outdoor Education is, above all, an approach to learning and *so* many skills can extend your scope into new markets or activities. The limit is your imagination. It is not a structured career but it can be a very rewarding and constantly changing one.

Career Profiles

The pathways taken into the profession are diverse and very 'individual'. Although there are a number of people with established careers and who are very influential in the field who do not hold an academic or teaching degree, the pure practitioners pathway is becoming less frequent. There are however certain characteristics which many in the field have in common.

The first of these is a 'love of the outdoors' - for its own sake. This is perhaps best explained as a feeling that being outdoors provides a vital dimension to one's own wellbeing. Furthermore, that some form of recreational activity in the outdoors offers more 'dimensions' than other forms of activity.

The second is a 'love of working with people'. Successful Outdoor Educators are able to separate their own personal enjoyment of the activities from the job of working with others in the outdoors. You will not be a good educator if you spend the time you have with your group wishing they weren't there so you could walk, canoe or climb at your own standard.

The third is that the combination of these two elements provide powerful learning opportunities, allowing the individuals in your care to develop in physical, intellectual, aesthetic and spiritual ways. Furthermore, that through such direct experiences, some love and understanding of the environment may be possible as well as social and personal development.

It may serve to illustrate this point that the editors of this Guide all share this philosophy. There are other common ground factors. All 3 are trained and qualified in an area of environmental science (biology, geology etc), all are qualified teachers, and all hold a range of national governing body awards. However, perhaps more telling is the fact that we are recreationally involved in a range of outdoor and environmental activities and spend a proportion of our free time working with others in the outdoors in an unpaid capacity.

Concluding Comments

The profession of Outdoor Education is an attractive one and consequently the field is becoming more competitive and jobs are not easy to come by. There are no prescribed routes to follow and it is important to seek advice from as wide a range of practitioners as possible. Also bear in mind that working in the Outdoors can be physically very demanding and you would be well advised to ensure that your outdoor education qualifications rest on a broad base perhaps in some other field which may be of value in later years.

We hope that this section prompts the reader to ask that most important question....'Why do I want to embark on this career?' Further information on the range of training courses currently available can be found in the Outdoor Source Book.

SAFETY AND RISK IN OUTDOOR EDUCATION

by Chris Loynes and Peter Higgins

Introduction

Whenever safety is in the spotlight reactions can be extreme. After the Cairngorm tragedy in 1971 one LEA prescribed that no one would go over 1,000 feet above sea level without a Mountain Leadership Certificate. As a result one headteacher had to telephone the authority to ask if he could open his school that morning as it was built at 1,200 feet above sea level! We are a little wiser now even though one youth club was recently forced to stop canoeing on the canal out the back of the centre this year because no one was a senior instructor.

The current spotlight has come about largely through the occurrence of the Lyme Regis tragedy in which four young people were killed whilst canoeing as part of the programme of a school visit to an outdoor centre. As a result many organisations have been reviewing their safety policies and the Government have enacted legislation.

It is encouraging to see, therefore, two major documents published recently on this subject. 'Outdoor Education, Safety and Good Practice' (AHOEC et al, 1988) or Guidelines for Guidelines as it has become known, was produced by a panel representing all the national organisations in the field. The second is the revised Department of Education and Science booklet 'Safety in Outdoor Education' (DES, 1989). The booklets make two key statements. The first is that they acknowledge that Outdoor Education can be, by its nature, hazardous; there can be real risks involved. What's more, that part of the educative process may be the active engagement by the student with these real risks, appropriately supervised.

Secondly, both booklets go on to point out the diversity of activities and locations now used by outdoor educators. They emphasise the impossibility of prescriptive rules about staffing ratios, in such a dynamic field. Instead, they adopt an approach that requires leaders to develop their own guidelines in any given situation. Both booklets then go on to give some of the questions that should be asked. Central to all the questions is 'do you have a right to place students at risk?'

Hazard and Risk

These terms tend to be used interchangeably but in fact both have a specific meaning under law. The Health and Safety Executive define a 'hazard' as something with the potential to harm and 'risk' as the likelihood of realising that potential. There are a number of HSE publications which define these terms but perhaps the most accessible is and the most useful in helping us conduct our own brief risk assessments is 'Five Steps to Risk Assessment' (HSE, 1994). It also has the advantage of being a free publication !

When working in the outdoors we accept that there are hazards and associated risks; it is our responsibility to be aware of the hazards and assess the risks.

Are you working with risk?

Outdoor situations all contain risks, just like the laboratory or the walk to school. It is important to decide whether these risks are faced as a means to achieve something else or whether they are part of the educative process you are arranging. The Cairngorm tragedy happened to a party that deliberately set out to traverse the mountains in the prevailing weather conditions. The risk taking was intentional as part of the experience. In two recent enquiries, Lands End (Buckinghamshire County Council, 1985) and Altwood (Berkshire County Council, 1989), the risks were encountered because of the location visited but it was not intended as part of the programme. Whatever, both sets of risks need to be recognised and appropriately managed.

What hazards do we face?

After the Cairngorm tragedy and other such mountain incidents with youth groups, great emphasis was placed on obtaining the Mountain Leadership Certificate before leading groups in the hills. This raised the awareness of leaders in the nature of the hazards present in the mountain environment, gave them skills to cope and insisted on experience to develop sound judgment. It was an effective strategy in bringing down the number of incidents despite a continuing increase in the number of visits.

The MLC dealt effectively with one field of hazards, the environmental ones. However, it throws less emphasis on the second set, the human hazards. A risk is only encountered when the environmental hazards interact with the human ones and it is as important for a leader to be aware of the nature of these human hazards as it is to know about the environmental ones. This is emphasised by the Altwood enquiry which criticised the nature of the supervision of the group rather than their presence on the mountain.

It is easy to imagine some of the potential hazards amongst a group of students, their level of skill or knowledge, their physical fitness, their readiness to be there, their eagerness to be somewhere else, their willingness to follow instructions. etc. It is important to recognise that the leader may also represent a 'hazard'.

The enquiry into a recent American tragedy on Mount Hood (Williams, 1987) in which students and staff died of exposure during an attempt on the peak concluded that the judgment of the leader was impaired. He had made the ascent many times before and often turned back. On this occasion he didn't. It was concluded that, for some reason, he particularly wanted the students to achieve the summit and that this, together with his own physiological reaction to the cold, clouded his judgment. Perhaps, also familiarity leads to complacency in such situations.

So, human hazards include the students, leaders and, of course, other people at the site. over which one may have little control.

It will be interesting to see if an awareness of these dimensions of leadership appear in the various award schemes as methods for training people in such topics as group management or decision making become more widely known and accepted. The work of Phipps in the USA demonstrates that specific training can improve competence in decision making in the outdoors. The world wide research of Priest (1988) gives us a progressive model on which to base these possible developments.

One canoeing coach recently confided that, in his advanced assessments, he sets students progressively harder challenges not, as it would seem at first, to see how good they are on the water, but to see if they will recognise that, despite their competence as a paddler, there is a limit to what you can do until you know the group you are paddling with better. You are relying on their performance if things go wrong and you need to trust that they will deliver. So change is taking place. Group dynamics is being recognised as a necessary part of a leaders awareness. It will be interesting to see how the Basic Expedition Training Award (BETA) develops. Aimed at training leaders operating in open country it includes many of these 'soft' leadership skills in its syllabus.

What sort of risk is it?

Colin Mortlock (1981) has identified one way to classify risks that is helpful when selecting activities and venues for programmes. He recognises two types; objective and subjective.

Objective risks are those that are beyond management and involve the crossing of fingers! They include environmental hazards such as slopes in avalanche condition, human hazards such as activities where it is not possible to back up the consequences of a mistake such as some airborne activities; or levels of activity in which the participant does not have the skills to perform or the experience to make correct judgments. The freak wave involved at Lands End is in this class of hazard. They are not justifiable in educational situations and so the only way to manage them is to avoid them.

Subjective risks are those that can be managed by exercising skills or good judgment and are the arena of educational programmes. There is still a risk of harm but the participant has the ability to cope and back up safety systems can operate where a mistake might lead to serious harm eg a rope in climbing.

The distinction between objective and subjective hazards is not therefore absolute but depends on the condition of the environment or the ability of the participants' and their instructor. A freeze thaw cycle may stabilise a dangerous slope; a skills training programme may allow activities that were previously unsuitable; the development of new equipment might change the nature of the hazard eg the development of kayak construction materials from lath and canvas to fibre glass and now plastic has changed the nature of white water canoeing considerably).

What are the big risks?

A way of examining safety stems from the work of Alan Hale in North America (1988). He has collected data from many outdoor programmes and publishes his findings each year. Many of his insights stand crossing the Atlantic.

It is not always the apparently big risks where the danger actually lies. Ask an insurance company what they consider to be risky from the list of outdoor activities and they might pick out climbing. It certainly seems to push premiums up! Yet statistics demonstrate that climbing is very safe because experience has taught us how to be safe in this situation. So what is the highest risk activity? - walking; at least in America. The serious accident rate to people walking caused by various slips and trips comes top of the list.

It is not just on the really high risk activities that Alan Hale is shedding light. Other factors come into play. For example, by far the majority of accidents occur just before lunch and supper. The inference is that energy levels are low and so concentration is affected. Yet the end of a session is often when students attempt the most demanding challenges. A most recent concern was that the majority of injuries to adults were wrongers to old accident sites. This indicates the possible value of collecting such information on medical forms before courses start. Alan's work is food for thought and it would be good to see his methods being tried out here.

With the amount of media attention and the strength of Government legislation following the Lyme Bay canoeing fatalities, the public (and even Outdoor Educators) could be forgiven for assuming that Outdoor Education presents virtually unjustifiable risks. Statistical evidence, however, tends to refute this. Under the supervision of qualified instructors fatalities are very rare. (For example, the Directors of Training of the BCU, RYA, BMC and BOF report that amongst *students at an introductory level under the supervision of qualified instructors* there have been a total of only 3 fatalities in the past 20 years (2 of these were from medical causes).

The accidents which have been so newsworthy Cairngorm (1971, 5 deaths); Lands End (1985, 4 deaths); Altwood Ski Trip (1988, 4 deaths); and Lyme Bay (1993, 4 deaths) were either informal activities for which no specific qualification exists or those responsible were unqualified. Even these, as tragic (and in certain cases avoidable) as they are need to be put into context with over 1200 children a year being killed on the roads in the UK.

Although there is an understandable tendency to focus on fatalities, remember that serious injury is also a possibility. Similarly, harm may not be physical - psychological damage may be serious and permanently debilitating. It is clearly our responsibility to guard against this.

How do I manage risks?

First, it is important to recognise that there are objective hazards you just don't want to mix with. They need to be avoided. This can be done initially in your selection of venue. It is also important to remember the human dimension and be selective about your participants.

The group composition and number can be taken into consideration alongside the hazards likely to be encountered. A small group and/or a high skill level may make the risk of an accident lower and therefore the activity may be acceptable. This may not be the case with a different group composition.

Rules can be established. The problem with rules is that you are dealing with dynamic situations, the outdoor environment and human behaviour, and so they may be ignored or circumstances may change. When they are made evidence suggests that positive framing makes a difference. For instance we wear a helmet when we go climbing to protect our head is more likely to produce the required response than 'you must wear a helmet when we go climbing'.

One apparent incongruity in the accident figures may help to support a positive approach to safety management whether dealing with groups that are deliberately risk taking or ones that are simply taking risks to be somewhere. Although self reliant groups often get lost they rarely have accidents. It seems that most accidents that happen to students occur when they are accompanied. This suggests that students are more likely to concentrate when the responsibility is theirs and that, when faced with a decision, they tend to err on the cautious side.

A possible strategy then, is for us all to take a positive attitude to risks. Rather than avoid them or simply make all the risky decisions ourselves it would be better to adopt an approach that briefs the students fully on the nature of their situation and gives them the skills and resources to manage them for themselves. This is, after all, how we all get to learn to cross the road.

How do I know what is prudent exposure to risk?

Prudent is what we, as professionals, are meant to be. Prudent behaviour in law is defined by what is considered to be good practice by the professional's peer group. In court, this is determined, in part, by case law and specialist witnesses. It might be relatively easy to establish when the matter under consideration is, for instance, the type of rope to use. It will not be so easy if you are debating whether the student had the competence to undertake a risk at the level of supervision you were offering.

It will always be the hardest decision to make. When is a student ready to make his or her own decisions in hazardous situations? I have sweated profusely watching from below whilst a student of mine has coolly made his first lead on rock. You may choose never to place yourself in quite that position but we are all there in degrees every time we lead a group outdoors.

A friend with a daughter at school recently reported that the outdoor education staff had sent a letter home stating that certain activities they would be doing, such as orienteering, would not be supervised! This is probably not quite what they meant. Rather, they perhaps meant to indicate that the students would not be directly accompanied. The letter then asked for parental consent for this unsupervised risk taking. The result was a very anxious student and even more wary parents. The risks incurred in driving a car are accepted by most because they are known and the activity valued. If we want risk taking in the outdoors to be acceptable when properly led we have a major communications job to undertake.

What is ethically acceptable as a level of risk to which to expose students and what is the appropriate level of supervision in those circumstances is the core of the debate on which we have now entered. It is a debate which should never be concluded. Because it seems healthy to air these matters continuously for our own profession's development but mainly because what is right should remain a constant debate between leader, student, employer and parent.

There is a relationship between the educational worth of an experience and the degree of risk entered into. The balance can only be found through careful deliberation and a decision made for each situation. One of the most influential factors is our individual development and many of our students and their parents would agree with us. Some will not, especially in the even of an accident.

Perhaps the last word should be left to Nick Halls, a lifelong Outdoor Educator who in a recent discussion with one of the authors pointed out that although many of our perceived educational outcomes may be both valuable and realisable, there is 'nothing more harmful to a child's education than death'!

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THE CONTEXT AND REGULATION OF OUTDOOR EDUCATION

by Drew Michie, Peter Higgins and Robbie Nicol

Introduction

The legal circumstances within which Outdoor Education takes place are complex and rest on a number of laws, issued guidance, codes of practice and interpretation of case law. As we have no formal training or qualification in this area the following should be considered as guidance only. The reader is therefore encouraged to check for themselves, preferably with a legal representative of their organisation.

The text is arranged in four sections: 'The Regulatory Framework', 'Local Authority Provision' 'Health and Safety Regulations and Risk Assessment' and 'Access'. References and Bibliography for all three sections is included at the end of the text.

Section 1: The Regulatory Framework

The position in Scots Law is that those responsible for children must take reasonable steps to ensure their well being. With reference to educational excursions it is held that the standard of care expected from the Education Authority is similar to that of a parent *in loco parentis*).

The person *in loco parentis* stands in the place of the parent and owes a duty of care to the child equal to the duty of care owed by a reasonable parent; that is a careful parent. The careful parent will avoid activities and situations likely to cause harm to the child. This duty requires careful thinking ahead and anticipation.

Activity Centres (Young Persons' Safety) Act 1995

This Act came into effect on 1 April 1996 and from 1 August 1996 it is a criminal offence to provide, in return for payment, adventure activities (within the Act) to young people under the age of 18, without a licence.

The following adventure activities have been defined as being included in the Act (this is a definitive list):

Caving (underground exploration of natural caves and mines including pot holing, cave diving and mine exploration):

Climbing (Winter climbing, Rock climbing - multi or single pitch, gorge walking, other climbing, abseiling or scrambling on man-made structures or natural features);

Trekking (Walking, running, pony trekking, mountain biking, off piste skiing and related activities in moor or mountain country which is remote ie over 30 minutes walking time from the nearest road or refuge);

Water Sports (Canoeing, kayaking, rafting (inflatable or improvised), board sailing, sailing or related activities on the sea, tidal waters or inland waterways which are more than 100 metres across or are turbulent.

All outdoor providers of the above activities, individuals or Centres must have applied for a licence by 31 July, 1996. There will be a period of 12 months during which inspections will take place when licences might not have been issued. During this period, the licence application will have been considered and providers will be allowed to trade if they can say - 'I have applied for a licence and it has not been refused'. These transitional arrangements will apply until 1 October 1997 when all providers must actually hold a licence.

The Act also requires Local Authorities to hold a licence if it provides facilities to educational establishments for their pupils without requiring payment. This would, for example include peripatetic teaching staff offering hillwalking.

Leaders should become familiar with the regulations surrounding this Act and always ask for evidence of a provider's license if they fall within the scope of the Act.

Although schools themselves are exempt from requiring to hold a licence when providing the kinds of activities covered by the Act, they are likely to be judged against the Act's regulations if there is an accident. For example, staff have work within the relevant procedures. Schools should be able to ensure they are operating to the standards of the Act when providing adventurous activities whether they do so as part of the formal or informal curriculum.

For further information on the Act contact the Adventure Activity Licensing Authority Ltd, 17 Lambourne Crescent, Llanishen, Cardiff, CF4 5GG.

EU Directive on Package Travel

The EU Package Travel Directive came into force in June 1990 as a consumer protection measure and was incorporated into UK law in December 1992. It defines the responsibilities of tourism operators in relation to 'packages' which they sell or promote.

A 'package' is a prearranged combination of two or more of the following, offered at an inclusive price and covering a period of at least 24 hours or overnight accommodation:

- transport;
- accommodation;
- other tourist services which account for a significant proportion of the package.

The law relating to package travel requires the tour operator to:

- provide full and accurate details about packages including terms and conditions;
- provide guarantees for any advance booking monies until the trip has taken place;
- be liable as well as responsible for the services supplied by their sub-contractors.

As consumers this legislation should provide security in a variety of ways not least of which is protection of deposits and late changes in arrangements. Tour operators must provide financial security of prepayments in one of three ways:

- bonding-setting up a form of business guarantee usually through an association such as ABTOT (The Association of Bonded Travel Organisations Trust Ltd);
- insurance - an individual policy for each customer;
- trust accounts - lodging prepayments in a secure account until the package has been taken.

When booking an excursion with a tour operator or with anyone offering a 'package' as previously defined, you should ensure that they are complying with the EU Directive. As a minimum you should ask for information on how they are providing financial security for prepayments and be satisfied that there is compliance with one of the three options outlined.

Tour operators who can provide a current ABTA registration number automatically comply with financial security for prepayments.

The directive does not effectively or clearly distinguish between a tour operator and a teacher (who might unwittingly put a 'package' together and offer it to pupils). The Guidance Notes prepared by the Consumer Affairs division of the Department of Trade and Industry state:

'Packages organised as part of a course of education, for example a geology field trip are unlikely to be sold in the normal sense of the word and will probably therefore not fall within the scope of this directive'; and

'Organisers who organise packages only occasionally will not fall within the provisions of these regulations. The directive does not define what constitutes occasionally'.

There exists the possibility that teachers offering a regular type of excursion (eg 4 or 5 trips a year to Cairngorm for skiing) might be selling a package which:

- includes overnight accommodation, and
- includes transport and accommodation and a tourist service (eg skiing).

Under such circumstances the need for financial security of prepayments will require to be provided.

Mini-Bus Regulations

1. Mini-buses are classed as small buses and may be of two sizes: up to eight seats and up to seventeen seats.

From February 1997 all minibuses and coaches must be fitted with seat belts for the driver and all passengers. The Scottish Child Law Centres publish a guide to the Act. (Cleland, 1996). Under no circumstances can a mini-bus be used for hire or reward. 'Hire or reward' is any sort of payment a person makes which lets them travel on your vehicle even if it is not enough to make a profit. The payment may be for anything (eg concert tickets) but if it lets a person travel on your vehicle it counts as hire or reward'. (Reference: PSV Operator Licensing - PSV 437 rev 4/9 1).

There are two ways in which passengers can be transported legally:

- a) Obtain a PSV Operator's License and drivers obtain a new PCV driving entitlement;
- b) Obtain a mini-bus permit from the local authority;

2. Driving Licences

Depending on when a test was passed a driving licence will state 'Group A' or 'Category B' or 'DO'. These mean the same thing. Today's drivers are all classed 'DO' (if the driver is 21 years of age or older). 'Category DO' allows the holder to drive small passenger-carrying vehicles (between 9 and 16 seats) not for hire or reward.

These regulations applied until 1 January 1997 when EU Directive (91/439/EEC) came into force. Anyone currently over the age of 21 with 'Category DO' will be able to continue as before. New drivers, taking a test for the first time, will if successful, be limited to vehicles having not more than eight seats. (Their licence will state 'Category B'). If they wish to

drive mini-buses with nine to sixteen passenger seats, they will require an additional test coupled with higher medical standards.

3. Speed Limits

Most drivers assume that the speed limits which apply to cars also apply to mini-buses. The following table gives the legal speed limits currently in force.

| | Motorway | Dual Carriageways | Other Roads |
|-------------------------|----------|-------------------|-------------|
| Mini-bus | 70 | 60* | 50* |
| Mini-bus towing trailer | 60 | 60* | 50* |

(*Provided Lower speed limits are not in force)

4. Taking a Mini-bus Abroad

Mini-buses which can carry ten or more persons (including the driver) and are used on journeys to or from the continent or the Republic of Ireland, come within the scope of the European Union and other international regulations governing international bus and coach journeys.

From the Council (or owner of the vehicle) you will need the following documents:

Green Card Insurance;
The Vehicle Registration Document;
A letter of authorisation for the use of the vehicle;
CIGNA Insurance Card (Europe Assistance).

From the Department of Transport:

A waybill (either EU or ASOR depending upon the countries to be visited) - available from Consideration of Passenger Transport UK, Sardinia House, 32 Lincoln's Inn Fields, London, WC2A 3LZ (0171 240 3131);
A certificate to drive a passenger vehicle within the scope of EEC Regulation 3820/85 - available from Scottish Traffic Area, J Floor, Argyll House, 3 Lady Lawson Street, Edinburgh, EH3 9SE (0131 529 8500).

Full details of the legislation is available in a leaflet issued by the Department of Transport entitled 'Taking a Mini-Bus Abroad' issued by the Freight and Haulage Division, July 1995.

VAT on Educational Excursions

The Value Added Tax (Education) Order 1994 came into effect on the 1 April 1994. it sets out the arrangements under which "educational school trips" would be viewed as non-business activities provided they are part of an 'agreed curriculum'.

This term has been clarified by HM Custom and Excise VAT Policy Directorate (London) and the following guidance issued:

'If the Headteacher or other responsible person within the Education Authority is able to state that the trip forms an essential part of state education then it can be treated as non-business'.

An education excursion does not require to include a VAT payment if the headteacher is able to say that it is a part of the state education.

Children Act

The 1988 Children Act redefined the legal relationship of parents with their children and Local Authorities (and any carers they employ or contract) with children. The Children (Scotland) Act 1995, embraces the different legal position in Scotland and completely redefines Scots law on, amongst other things, parental rights, parental responsibilities, guardianship and Local Authority duties. These Acts give effect to the UN Convention on the Rights of the Child (Article 12). Clearly, not all aspects of the law are relevant to Outdoor Education, but there are specific areas which require some attention. These relate primarily to children being 'looked after' (this term replaces 'in care') by the Local Authority, children with disabilities and those in residential schools. For those working in Outdoor Education these are the likely implications.

a) For those children being 'looked after' there are increased obligation on the part of the Local Authority to ensure that their responsibilities towards them are discharged properly. This may mean that provision is made for school holiday and after school activities; and so anyone responsible for children in these circumstances may have to meet new demands made by the Local Authority.

b) Residential schools may be inspected. It is not clear whether this also applies to Residential Outdoor Education Centres, but it is probably fair to say that this may be the prerogative of the Local Authority, especially in the case of children being 'looked after'.

c) Special provision is made for children from ethnic minorities or with disabilities, where the requirement is that they should have the opportunity to lead as normal a life as possible.

d) There are substantial implications for those employed in Social Work with special regard for those children placed in foster care. This is particularly the case where there are disabilities, social difficulties or emotional

The provisions are detailed and there are already a number of draft regulations out for consultation from the Scottish Office. Consequently the best policy is to consult with the person responsible in the Education or Social Work department of the Local Authority. The Scottish Child Law centres publish a guide to the act. (Clelland, 1996).

PPE and CE Marks

Originally a European directive, the regulations associated with Personal Protective Equipment became UK law in 1992 and have been in force since 1995. PPE is considered to be 'any device or appliance designed to be worn or held by an individual for protection against one or more health hazards'. The regulations also apply to equipment in a safety system but not worn or held. The CE mark, which must be of a specific type style, denotes compliance with the PPE requirements. There are 3 categories of PPE: simple, intermediate and complex. Much of the equipment used in outdoor activities will fall into the third category. Amongst other things, the regulations specify user instructions and independent testing requirements (ISO 9000 / BS 5750).

New regulations are being phased in to require the employer and user to select and use CE marked products. The actual requirements will vary according to the equipment selected which will depend on the type of outdoor activity. Perhaps the most regulated situation will be where climbing and caving equipment is used. For a clear interpretation see the guidance notes available from a number of manufacturers such as Troll Safety Equipment, Uppermill, Oldham. More detailed information is available from the DTI and HMSO (see references).

Wildlife and Countryside Act

The Wildlife and Countryside Act (1981) and the Conservation of Wild Creatures and Wild Plants Act (1975) have brought a substantial measure of protection to our wildlife. For the first time the presumption has become that all wild plants and animals are protected unless specifically mentioned. There is little likelihood that Outdoor Educators will contravene the Acts, but it is as well to know that, for example, adult clients should not expect to uproot flowering plants to take home for their gardens. It is also useful to be able to inform all types of 'client' that almost all of our flora and fauna is protected in this way.

Legal Liability

Many of those working as Outdoor Educators will have some concern that in the event of an accident they may face prosecution or litigation. Action may be taken against providers under both the Criminal Law and the Civil Law. The Criminal Law will be applied in cases where individuals break the laws which apply to the conduct of their business and associated activities. This will be relevant in failure to comply with, for example, the Activity Centres Act and was applied to those responsible for the Lyme Bay accident. Compliance with legal requirements will of course make prosecution under the Criminal Law impossible.

The Civil Law may perhaps cause more concern as there is an awareness that individuals are now perhaps more likely to sue than in the past. The most likely scenario is when the provider or instructor is responsible for negligence, resulting in wrong to a client. If there is an attempt to establish the elements of negligence on the part of the provider, the plaintiff will need to prove that:

- a) they have suffered loss or injury;
- b) this is the result of the negligent acts of the defendant; and
- c) the defendant owes a duty of care to the plaintiff.

Clearly, all these points will need elaboration in both common sense and legal terms, and issues such as foreseeability must be considered in any judgment. For those requiring more information a more extensive outline of the situation is available from Adventure Education (Edmondson-Preedy et al).

Section 2: Local Authority Provision

Local Education Authorities have responded to their responsibility largely through the production of guidelines and/or procedures for the safe conduct of groups on educational excursions. All former Regional Councils had such procedures and the most recently published was 'Safety and Good Practice in Outdoor Education' by Grampian Regional Council.

Following the establishment of unitary authorities in April 1996 the new Education Authorities generally adopted the former Regional Council procedures in the first instance. Many are now preparing their own procedures to encompass the amalgamation of schools, Community Education, Leisure Services etc which the merging of former Regional and District Council functions has caused.

LEA Guidelines

These guidelines or procedures principally contain detailed information about the safety arrangements for the organisation of excursions. This will include home contact, emergency procedures, responsibilities, supervision ratios, qualification of staff/instructors, insurance cover, emergency procedures and the like.

All Education Authority guidelines tend to be written to similar standards. There are 2 main reasons for this, namely

- a) Since 1974 members of the Scottish Advisory Panel for Outdoor Education (representatives from all Education Authorities in Scotland) shared their excursion policies/guidelines/procedures. By the start of the 1990's they were all quite similar. They had been reviewed in the light of recommendations following the Land's End accident and the Altwood School accident as well as smaller and more localised incidents within Councils themselves.
- b) In October 1994 the Scottish Office Education and Industry Department (SOEID) issued a circular to all Local Education Authorities entitled 'Guidance on Safety in Outdoor Activity Centres' which became known as Circular 10/94. This Circular confirmed that the earlier SOEID circular 848 (issued following the Cairngorm accident) was still effective. Circular 10/94 was prepared as a result of the Lyme Bay accident and was issued as guidance to Education Authorities and Schools in Scotland. This circular caused Education Authorities to review their guidelines and some were amended.

Implementation and Use of Procedures

Principally Local Authorities implement their excursion procedures in one of the following ways:

Responsibility is totally devolved to schools;

Responsibility is partly delivered to schools, Community Education staff etc and partly retained by the local authority;

The majority of responsibility is retained by Local Authority with only very safe, simple short excursions being approved in school:

Some Education Authorities operate an inspection scheme where an officer visits the centre/provider and makes an assessment, using a checklist, during a site visit. Some of the more remote Authorities (such as Orkney and Shetland Isles Councils) have commissioned inspections of mainland centres from mainland Local Authority colleagues using the criteria set out in Circular 10/94.

Finally, the successor Unitary Authorities of the former Grampian and Tayside Regional Councils have adopted their Agency Agreement schemes. These schemes were introduced in Grampian as a direct result of circular 10/94 being issued, and in Tayside, as a result of a fatal accident enquiry.

In both cases, a contract which stipulates, in some detail, the responsibilities and standards which a provider must meet and agree to be signed and adhered to before the provider is permitted to trade with any Local Authority group (including schools).

Scottish Office Education and Industry Department Circular 10/94

In October 1994, SOEID issued a circular on 'Guidance on Safety in Outdoor Activity Centres' (known as Circular 10/94). It does not supersede SOEID Circular 848 which also remains in force for the time being.

Circular 10/94 was prepared following the Lyme Bay Canoeing accident but prior to David Jamieson's Bill which has become the Activity Centres (Young persons' Safety) Act 1995.

It states that Local Authorities have wide ranging obligations under the Health and Safety at Work Act (HSW Act 1974, Reporting Regulations 1985 and MHSWR 1992). The advice which it contains is designed to help Local Authorities to meet their existing duties in an efficient and effective way. It is aimed at providing schools, Education Authorities, teachers and Community Education workers with advice on procedures they may wish to follow to ensure, as far as is practicable, the safety of pupils attending Outdoor Centres.

Circular 10/94 contains information on the following areas:

Guidance on planning and managing visits
Preliminary considerations
Curriculum
Reconnaissance
Risk Assessment
Selecting participants
Staffing the visit
Briefing the visit
Parental consent

Safety during the visit
Proposed trips abroad
Information for retention at the school

Assurances to be sought from Outdoor Activity Centres

Recognition/Accreditation
Activity management and staffing

Equipment
Health, safety and emergency policy
Insurance
Accommodation

Emergency procedures
Framework for party leaders

Legal responsibilities
Health and Safety at Work Act 1974

Reporting of Injuries, Diseases and Dangerous
Occurrences Regulations 1985

Management of Health and Safety at Work
Regulations 1992

Common Law
Guidance on Law Requirements.

A recent statement from SOEID has indicated that Circular 10/94 is to be revised and reissued in Spring 1997.

Future Expectations

Recently, as a result of having to comply with the demands of many inspections (AALA licensing, NGB standards, as well as apparent varying Local Authority standards) providers would wish to have fewer inspections and fewer varying standards to meet. This is a laudable objective and if, through the Convention of Scottish Local Authorities (COSLA) the soon to be redrafted Circular 10/94 meets all of the Scottish Local Authorities criteria, then perhaps COSLA could agree that providers approved by one Scottish Local Authority could receive automatic approval for use by every other one. Only time will tell.

Section 3: Health and Safety Regulations and Risk Assessment

Health and Safety at Work etc Act 1974

Duties of Employers to Employees

General duties of an employer are qualified by the words 'so far as reasonably practicable'. The implication of this is that measures taken by an employer to alleviate a risk should bear a proportionality to that risk.

Safety Policy and Working Arrangements

A written statement of policy and working arrangements is still required where five or more persons are employed. One statement will satisfy the requirement of the HSW Act and the 'Management Regulations'. In addition to normal working arrangements for control of health and safety matters, employers can include emergency procedures.

Duties to Persons other than Employees

Both employers and the self-employed have duties to conduct their undertakings in a manner which will not put others at risk. This duty is therefore of great importance to Centres who will generally have a 'Section 3' duty to participants.

It is also under Section 3 that an argument could be made out for provision of an emergency procedure for non-employees, ie most participants. Whilst provision of an emergency procedure is not specific, a strong argument could be made in many cases eg sea canoeing, where lack of an emergency procedure could be a matter of life and death.

Premises for use by Non-Employees

There are duties concerning safety of premises and equipment. The duties are on persons (including therefore legal entities) who make non-domestic premises or equipment available for non-employees. This has application if for example a Centre makes an indoor climbing wall or indoor climbing equipment available to the public.

Employees Duties

Any employee, including instructors who are employees, has duties towards others who could be affected by his acts whilst at work - including participants.

Directors or Managers Duties

If in law a conviction was obtained under the HSW Act against the Centre as a legal entity, then the director or manager or similar officer of the Centre could also be prosecuted if consent, connivance or negligence on the part of that director or manager could be demonstrated.

HSE Risk Assessment

Although the topic 'Risk Assessment' has been around for some time, it has only recently become a familiar phrase in the context of Outdoor Education and in schools.

The Management of Health and Safety at Work Regulations 1992 provides practical guidance under section 16 of the Health and Safety at Work etc Act 1974. These regulations state:

'Every employer shall make a suitable and sufficient assessment of:

- a) the risks to the health and safety of the employees to which they are exposed whilst they are at work; and
- b) the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him or his undertaking'.

'If an employer employs five or more employees, he shall record:

- a) the significant findings of the assessment; and
- b) any group of his employees identified by it as being especially at risk'.

These regulations came into effect on the 1 January 1993 and although failure to comply with any provision is not in itself an offence, that failure may be taken by a Court in criminal proceedings as proof that a person has contravened the regulation or sections of the 1974 Act to which the provision relates.

Detailed guidance on carrying out risk assessment to HSE requirements is contained in a handy document entitled '5 Steps to Risk Assessment' published by the Health and Safety Executive. The key parts of the assessment are:

- 1 location and task;
- 2 potential risk and who might be affected;
- 3 whether the risk is high, medium or low;
- 4 what the present control measures are;
- 5 an assessment of the effectiveness of the controls and any proposed amendment.

Finally the assessment should be signed and dated by the person carrying it out and it should state the reassessment date.

One important point in carrying out a risk assessment to HSE requirements is to concentrate on significant hazards and ignore the trivial. However, people interpret 'significant' and 'trivial' in different ways. As long as those carrying out the assessment and the employees it affects are satisfied that the significant risks to them are included then HSE should be satisfied.

Risk Assessment for the Activity Centres License

The full HSE risk assessment is not required by AALA. The organisation's Head of Inspection Services, Marcus Bailie highlights the need to look at risk assessment in the context of the environment in which we work and focus on occurrences which if not managed or avoided could foreseeably result in death or disabling injury (Bailie, 1996).

Under this definition, 'significant' is likely to include drowning, impact with something solid or exposure/hypothermia.

AALA want to know 'How do you prevent these from happening during your sessions?'. Unlike HSE risk assessment which focuses on the safeguarding of employees, this risk assessment will look at ways in which participants are safeguarded as well as the instructors. Other factors to be included for AALA include:

- Group management and care
- Location of session
- Operational procedures
- Safety statement
- Records (meetings, locations issued, accident and near misses, qualifications, equipment).

Risk Assessment for Safety in Schools

Recently 'risk assessment' has come to the fore following Lord Cullen's report into the Dunblane Tragedy. School safety groups are now well established and funding is planned for the SOEID to assist with school security. It is anticipated that the allocation of this finance will be based on evidence provided by a risk assessment. This will not be to HSE nor AALA criteria.

It is important when seeking access to risk assessments that it is made clear which risk assessment is being referred to and for which specific purpose it was carried out.

Other Relevant Statutory Provision

There are numerous enactments which will require consideration from time to time. Some of the main ones are as follows:

| Applications/Comments | Legal Requirement |
|--|---|
| The Control of Substances Hazardous to Health Regulations 1988 | Any work involving chemicals , eg canoe maintenance |
| Electricity and work Regulations 1989 portable equipment. | Safety of electrical systems of Centres. Maintenance of electrical equipment |
| Gas and Safety (Installation and Use) 1984 and amendments | Installation and maintenance of gas Regulations appliances |

Fire Safety

General fire precautions at Centres are administered by the fire authorities, from whom advice may be obtained.

Food Hygiene

Food hygiene regulations are enforced by Local Authorities for kitchens at all Centres.

Health and Safety (First Aid) Regulations 1981

Most, if not all, Centres will recognise the need of adequate first aid provision. The regulations apply only to duties of employers towards employees who suffer injury or ill-health.

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985

There are two categories:

1. Fatalities and major injuries occurring to any person involved with the work of the Centre.
 - a) Notified to the enforcing authority as soon as possible - usually by telephone
 - b) Reported on form F2508, within 7 days of the accident, to the enforcing authority.
2. Where an employee of the Centre is off work for more than three days because of an accident at work the enforcing authority should be notified on form F2508 within 7 days of the accident.

The regulations require the Centre to keep a record of reportable accidents.

Health and Safety Information for Employees Regulations 1989

Employers must by law display a poster or distribute a leaflet to employees. The poster and leaflet set out basic information on health and safety in an easily understandable form. The poster should also give the name and address of the Enforcing Authority relevant to the particular Centre.

Section 4: Access

The law relating to access in Scotland 'is complex in nature which often leads to the misunderstanding that there is no law of trespass' (Nicol, 1996). Civil law places many conditions on recreationists using private land. For example, those who seek to gain access to land for recreation are primarily interested in the areas which are maintained as sporting estates. Since over 13 % of all land in Scotland is held in estates of over 5000 acres which are privately owned (Illegins et al, 1996), then the recreationist is required to seek permission from the landowner or have a statutory right of access such as a Right of Way (Brodie, 1991).

Access to Land

In the situation where a member of the public crosses private land without permission then the landowner is legally entitled to ask them to leave. "The landowner may use what is termed as 'reasonable force' (Scottish Rights of Way Society, 1986, p4) to ensure that the trespasser is removed. Clearly the term 'reasonable force' is open to interpretation and the recreationist should always bear in mind that any unreasonable force would likely constitute a criminal offence.

In 1994 SNH issued a policy paper entitled 'Enjoying the Outdoors'. In Annex 1 it offers a summary of the law relating to open air recreation. It provides a straightforward view of the situation regarding aspects of the law as summarised here and an outline of the implications of the Criminal Justice and Trespass Act (1994). Although this was met with understandable anxiety when it was drafted, it has so far not been used against those visiting an area for recreational purposes.

Although not enshrined in law there are other aspects of access to be considered. The Access Concordat is an agreement subscribed to by land owners and users. Its purpose is to 'establish better understanding between the various interests in order to promote tolerance and to encourage co-operation' (SNH, 1996). Since this concept depends on the voluntary principle there are no formal sanctions for unreasonable behaviour on the part of user and owner with the success of the scheme depending on goodwill on the part of the subscribers. However, the parties to the Concordat agree that 'freedom of access (may be) exercised with responsibility and subject to reasonable constraints for management and

conservation purposes'. Whilst this is not a substitute for revision of legal instruments it does provide a positive step towards this and an acknowledgement of the de facto situation.

in 1993 the owner of the Letterewe Estate together with user group representatives published the Letterewe Accord. The premise underpinning this document was that 'public use is based on the tradition of freedom of access to all land'. Writers such as McOwan (1993) and Morris (1994) point to the traditional right to roam (de facto access) as the true right of access in Scotland, and that this right precedes present legislation. The root cause of this debate centres around the antiquated nature of the Scots law of property which authors such as Wrightman (1996) suggest needs to be reformed in order that equitable use of the countryside be achieved.

Water Based Access

Those seeking access to inland water are legally required to follow the requirements set, out above. For example, if a loch is surrounded by private land (whether in single or multiple ownership) then the recreationist will be trespassing unless permission has been granted. In effect the act of trespass occurs not through being on the water but by reaching it. This must be distinguished from access to public land where rights are more straightforward.

Rights of Navigation provide the water user with certain priorities. Where such a right has been declared (the rivers Spey, Leven and Ness for example) the right of passage takes precedence over other uses. This would have particular significance in conflict arising between canoeists and anglers. However, if canoeists are to maintain or improve their public image such rights must of course be exercised in a considerate manner.

The Scottish Canoe Association's interpretation of the legal situation is that 'the law of Scotland allows canoeists to paddle all rivers or associated waterways where passage can be found either in their daily flow or during seasonal floods' (SCA, 1991) Any incidence of conflict would be decided in court on the basis of the history of use (commercial logging has helped to create Rights of Navigation), judicial precedent (previous cases such as Wills' Trustees v Cairngorm Canoeing and Sailing School Ltd. 1976), physical navigability (where the testing agent is whether the stretch of water is navigable by a boat) and that the use of those claiming a Right of Navigation is not unreasonable.

Having read this far the reader may feel less sure of the law relating to access than before they started. This is indicative of the nebulous nature of the law enforcing those rights. They are in essence negative concepts enforcing those rights not to be enjoyed by the public. Countries such as Norway, Sweden, Finland, Denmark, and Germany are guided by positive legislation which protects recreational and educational use of the countryside.

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WHO SPEAKS FOR OUTDOOR EDUCATION ?

by Peter Higgins and Drew Michie

Introduction

A visitor from another world, listening at the door of a meeting of any of the organisations which have a claim to represent the views and interests of Outdoor educators in the UK might be excused for thinking that we had more representative organisations than members. As a professional working in the field and a member of a number of these organisations I have to say that I am frequently bewildered myself. Imagine then the difficulty we face when dealing with politicians (both local and national) and representatives of Local Education Authorities, Local Enterprise Councils, Tourist Boards and the like. Add to this the difficulty we often encounter when asked what Outdoor Education is (see Chapter 2) and it is perhaps little wonder that others don't seem to understand us or our 'message'.

The complexity of the situation first became apparent when S/NVOs were being developed and the Sport and Recreation Lead Body attempted to consult with a body representative of the views of Outdoor Education, and again during the drafting of legislation following the Lyme Bay canoeing fatalities, when the Health and Safety Executive attempted to consult with the representative bodies. The Health and Safety Executive have encountered great difficulty in drawing up a list of providers, as have the newly appointed Activity Licensing Authority. It seems little surprise that the Government don't understand us.

The situation in Scotland is both simplified and made more complex by the fact that a number of the organisations have a Scottish incarnation as well as a UK one. The complexity arises from the increased range of bodies, but as the Outdoor Education community is smaller there is perhaps a better communication network.

In the following discussion I will attempt to set the main organisations into a context with regard to the others and the profession as a whole. A number of organisations are omitted from the discussion as they have a specialist function (eg Duke of Edinburgh's Award Scheme) or are effectively providers (eg Outward Bound, Scout Association).

The addresses of the organisations are given in the 'Useful Organisations' section of this guide.

National Governing Bodies

These organisations have a vital role in setting the training and qualification framework for each of the activities employed in Outdoor Education. Their role is not a legal one although the holding of appropriate qualifications validated by the NGBs has become the most conventionally accepted form of currency for various levels of competence within the profession. The advisory bodies discussed here all recognise the validity of NGB awards and on the whole promote them. In any debate concerning professional competence, the views of the office holders within the appropriate NGB will carry a great deal of weight.

In several cases the NGB will have a Scottish equivalent to the UK body and will work closely with it (eg Mountainwalking Leadership Training Board and the Scottish Mountainwalking Leadership Training Board). In many cases however there remains confusion as to whether a UK organisation really represents the UK, or just England, or the whole of the UK except Scotland! This issue has led to a great deal of confusion and at times some acrimony.

Advisory Panels

The **Outdoor Education Advisory Panel (OEAP)** and its Scottish Counterpart - **Scottish Advisory Panel for Outdoor Education (SAPOE)** had their origins in the Local Education Authority provision. Although there has been a great deal of reorganisation of the structure of educational provision, especially in Scotland, and of course almost annual cuts in finance over the past 15 years, most LEAs have retained some form of full or part-time advisory position. Outdoor Educational experiences remain part of educational provision and there are still school trips to Centres etc. Therefore there is still a role for someone with this remit. Since their inception there have always been others with a role in Outdoor Education provision who have been members of these panels.

In Scotland the 1996 dis-aggregation of Regional Authorities such as Strathclyde, Lothian, Central and Grampian) has led to an increase in membership, and all of the new councils have chosen to send representatives to SAPOE meetings.

The **Association of Heads of Outdoor Education Centres (AHOEC)** and **AHOEC Scotland** is a representative body for the wide range of Outdoor Centres. Members of the association represent their own Centre which will have been inspected (by others within AHOEC or AHOEC (Scotland)), and judged to be operating on a satisfactory basis. These associations have members drawn from Local Authorities, charitable trusts and the private sector. The organisation is affiliated to the National Association of Head Teachers.

The Activity Centre Advisory Committee (ACAC) was established in March 1993 (ironically the same week as the Lyme Bay canoeing accident), and set out to develop guidelines for activity provider accreditation. There were a wide range of organisations involved in its establishment representing commercial and charitable sectors and including the associations detailed above. Notably there were no Scottish representatives and the Committee had no mandate to discuss matters pertaining to Scotland.

The original aim was to establish a nationally recognised code of practice for Centres, supported by inspection and accreditation. The credibility of the scheme was called into question in some quarters as there were sections in the proposed code which appeared to circumvent the NGB guidelines on appropriate qualifications and staffing ratios. Government legislation leading to the establishment of the Activities Licensing Authority has to a large extent overtaken the proposed code.

Organisations with their Origins in NVQs

The Council for Outdoor Education, Training and Recreation was established by individuals from a number of member organisations as (amongst other things) an overseeing body for the **Institute for Outdoor Careers and Qualifications**. The latter was itself a response to the Government drive towards National Vocational Qualifications (SNVQs in Scotland). In this regard the Outdoor Education world is no different to other 'vocational' sectors from the construction industry to hairdressing. The driving notion is that training and competence in the workplace can count towards transferable, nationally recognised awards.

The introduction of S/NVQs has met with great success in some sectors though not so much so in Outdoor Education. There may be a number of reasons for this, most notably that VQs in Outdoor Education do not specifically relate to coaching and instructing. Rather, they focus on issues such as preparing for an instructional session, the residential experience and the development of interpersonal skills. Additionally the strong influence of NGBs and the broad acceptance of NGB awards is probably the main factor in the lack of uptake of VQs in this area.

Both the Council and the Institute have generated a great deal of debate in the Scottish Outdoor education [community](#). [as](#) at least initially there was a presumption that these were intending to be UK organisations. In Scotland the **Scottish Council for Education, Training and Recreation (SCOETR)** is the equivalent body and it draws together the principal representative organisation working in the field in Scotland.

The **UK Liaison Group** is the forum where the SCOETR and the other national Councils meet to discuss issues UK issues. This is the main organisation which can represent Outdoor Education at this level.

National Legislative Organisations

The **Adventure Activities Licensing Authority (AALA)** is the organisation charged with the responsibility of implementing the Government legislation on Centre licensing. The Government decided that this function should not be carried out by the body most would expect - the Health and Safety Executive, instead it went to tender. The body which won the contract, **Tourism Quality Services (TQS)**, and is therefore designated as the Activity Centres Licensing Authority by HSE, has appointed a number of inspectors to implement the scheme. Further details are provided in the section of this Guide which describes the regulatory framework.

The **Health and Safety Executive** are responsible for implementing the Health and Safety at Work Acts including the Activity Centres (Young Persons Safety) Act - which led to the establishment of AALA. Consequently the HSE will monitor the work of AALA by establishing the **Adventure Activities Industry Advisory Committee (AAIAC)**. There will be 16 members from throughout the UK and it is planned to have a life expectancy of 3 years.

Neither of these bodies would claim to speak for Outdoor Education, and their function is essentially regulatory.

Organisations with Individual Membership

The **National Association for Outdoor Education (NAOE)** is a membership organisation for those involved in Outdoor Education, recreation or training. Its stated purpose is to develop excellence amongst those committed to and responsible for learning through Educational and Training Activities in the outdoors. It is a registered charity and offers a variety of benefits for its members, including a newsletter, an insurance scheme, occasional publications, training and study courses etc. **NAOE (Scotland)** addresses the above and additionally particular Scottish issues.

Other Organisations

The **British Activity Holidays Association (BAHA)** and the **Scottish Activity Holidays Association (SAHA)** represent the interests of those mainly commercial providers who offer activity holidays. This is a rapidly growing form of tourism, especially in Scotland.

The **Scottish Activity Holiday Steering Group - Safety and Accreditation Sub-Group** is representative of those with activity holiday interests in Scotland. Recently its membership has also included the Scottish Sports Association and SCOETR. One of its main purposes is to create an accreditation scheme for activity providers in Scotland, which would include safety and quality. In view of the current interest by AALA in a voluntary accreditation scheme, and to avoid additional inspections of providers it is likely that a joint approach to inspection will be pursued.

The **Foundation for Outdoor Adventure** is a charitable national independent research and education body. Amongst its aims are the promotion of recognition and awareness of the value of Outdoor Activities for all young people and good practice by organisers of activities.

The Last Word

Whilst all of these bodies have both position and influence, this is clearly spread very thinly. It remains to be seen whether a clear voice will emerge from those summarised above to meet the needs of the profession and speak for the individuals who have chosen Outdoor Education as their career.

PROFESSIONALISM AND CODES OF CONDUCT

by Peter Higgins and Ian Sherrington

Introduction

If someone gets paid for the work they do there tends to be an assumption that they are 'professional'. However, we generally hope for much more than a proper return on our money, and in a sense the financial transaction is largely symbolic. Our expectation is that the professional will embrace the spirit of the term and will behave in an appropriate manner.

Professionalism is a quality which is clearly difficult to define, and for each of us there will be our own version of its meaning. Paradoxically it is perhaps easier to bring to mind the absence of a professional approach than its presence. We all know the feeling when we have been treated unprofessionally, and there are lessons to be learnt from such experiences. It is quite possible to feel treated properly by someone not working for money, and treated badly by someone paid well for their work.

As we work (whether for money or not) in a field where there is the possibility of harm to those in our care it is a fair guess that our students or clients will expect us to take a duly professional approach.

The experience of the 'client' of the Tutor and Organisation suggest a common area where all three meet. This is the curriculum or more commonly the 'course' undertaken. It is at this point that the 'client' experiences the professional affect of both the organisation and the tutor. Here the experience may become a positive or a negative one.

Considering Professionalism

It seems inappropriate to attempt to lay down rules about this issue as there will be a number of particular factors which any individual or organisation will wish to take into account. In preference we put forward an approach which we have used successfully with a range of groups.

Before starting the process it has been valuable to 'set the scene' with some form of prompt. An example might be the documentary film of the Lyme Bay canoeing accident as it raises a number of questions concerning professionalism and management.

Ideally we have divided groups into two halves and set one the task of drawing up a list of examples of professionalism or good practice. The other half were separated from the first and asked to consider examples of unprofessional behaviour or poor practice. In order to avoid too many small issues the groups were asked to generalise these into traits, qualities, characteristics, actions etc.

The groups were subsequently brought back together and the factors they selected were summarised. In each case it became apparent that the issues were actually the same and were really 'two sides of the same coin'. eg 'An atmosphere of safe practice' might be matched with 'A feeling of unease regarding safety'. So in this case 'Safe practice' would be agreed upon as a facet of professionalism.

In this way an agreed list of qualities and factors was arrived at for each group.

Devising a Code of Conduct

From this point it is relatively straightforward to move on to devise a code of conduct as this is basically a statement of the intentions of the members of the organisation. Again, to do this as a group, and to set the standards by which members of the organisation should be judged has an inherent strength. If the code of conduct is agreed in this way it is a reasonable hope that all members of staff will abide by it.

From the perspective of the 'client' the code of conduct should probably not be apparent. In a sense their experience should take place within a couple of 'invisible overcoats'; first that of the code of conduct, then that of safe and professional practice. It may even be a hallmark of a good professional that the client will not be aware that he or she was behaving in a professional manner.

Are We Professional ?

Although we have made a case for organisations devising their own code of conduct there are examples available for those providers who wish to join certain organisations. Similarly, some organisations are very large or diffuse and it is simply not practicable for the organisation to draw up its own.

Perhaps the best known of these is that devised in 1994 by the Activity Centre Advisory Committee (ACAC). This offers guidance in 6 areas: customer care, activity management and staffing, participants' welfare, facilities, environmental concerns and general conditions. Although the function of this body has to a large extent been overtaken by the formal ion of the Adventure Activities Licensing Authority (AALA) (see Chapter 8), the code has been adopted by a range of providers within the UK.

Several of the National Governing Bodies have their own codes of practice but naturally these relate primarily to conduct during instruction. Perhaps the most useful of these are the National Guidelines published by the UKMTB. The National Coaching Foundation also has a code of practice for coaches which provides an interesting perspective as it relates to a wide range of sporting activities.

The question must arise as to whether it is possible or desirable to devise a global code of conduct for all Outdoor Activities, which would be broad enough and yet still specific to each group of workers in the field. This clearly poses difficulties. Our suggestion is that any code of conduct produced by a large or diffuse organisation might have as its first article, that individual groups should 'customise' the guidelines for their own situation. This has the advantage that the subscribing group would have to consider, agree with and 'take ownership' of the code, which then becomes 'their' code. To achieve this the code of conduct could include a required 'process' which must be committed to by the organisation's members.

At present there are a variety of ways in which an individual provider or someone working within a larger organisation can express their own professionalism by subscribing to a particular code of conduct. Perhaps at some time in the future there may be a role for an organisation which provides access to a register of professionals who will (for example) offer assurance that they will work within the NGB awards they hold. Steps of this nature must aid in the progression towards an improved public image for Outdoor Educators. In the meantime each of us must work to ensure that we do what we can to inspire confidence that we operate within a mature, well regulated profession.

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DEVELOPING AN OUTDOOR EDUCATION PROGRAMME

by Chris Loynes

Introduction

Outdoor Education may be described as a rich and potent tool with many applications. It is also varied in its appearance as programme designers tackle the variety of desired outcomes with the various resources, or lack of resources, available. It is clear that an understanding of the process of programme design will help course organisers carry out a key professional role.

Outdoor programmes do not work in a vacuum. They are performing a function within the framework of the operating authority which will have its aims more or less spelled out. Within education this aim is clearly stated in the 1988 Education Reform Act:

The curriculum of a maintained school satisfies the requirements of this section if it is a balanced and broadly based curriculum which:-

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life .

The 1988 Education Reform Act, Clause1 (2).

For the Youth Service or the Social Services similar if not so clearly articulated aims also exist. For instance:

The primary task of youth work is the personal and social development of young people.
Thompson Report 1982

Within this framework learning or developmental needs that can be met through the vehicle of Outdoor Education will constantly be identified. Some needs will be predictable and general to all learners at a certain age. Once a programme is established that satisfies this need it can run repeatedly with minor adjustments.

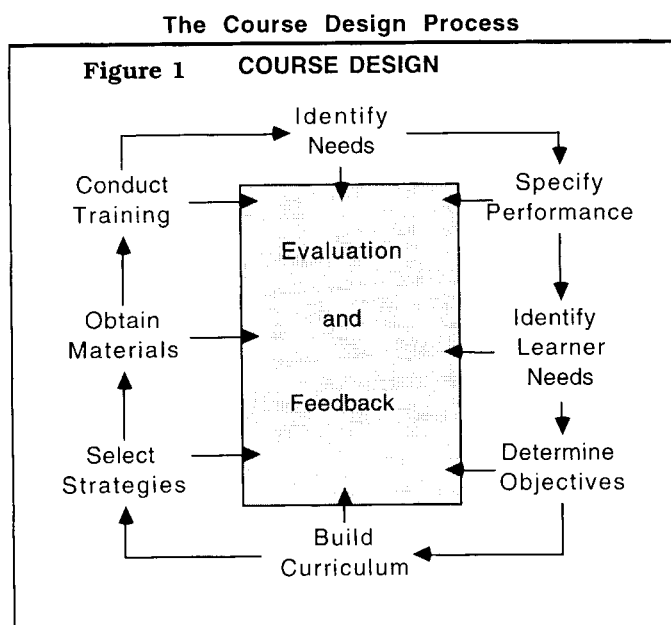
The beauty of Outdoor Education is that it can also respond to specific and less easily anticipated needs such as those of youth at risk. Programmes can be developed on the spot to tackle unique situations. These programmes may never be exactly repeated.

Course design can be treated as a systematic problem solving exercise. This model (figure 1) breaks the process down into a logical sequence of problems. As each is resolved the structure of the outdoor event that will achieve the desired outcome emerges. The following example from a school illustrates the process.

Identify Needs. The school is concerned about its responsibility to support the students in their transition from school to work, further education or training. It is also felt that there is a wider responsibility to prepare them to be effective members of the community. These concerns fit well with the cross curricular responsibility for careers and citizenship. However, they identify a need for *students to be self directed* before leaving the school. At this point, assuming the existing school activities do not fulfill this need, a number of possible solutions exist including classroom activities, work placements and community projects as well as Outdoor Education.

Specify Performance. The curriculum defines standards of performance for those areas of education within its remit. For those areas it does not cover, and for organisations other than schools this is the next stage to consider. This is a definition of the outcomes being sought from the course. *Be able to initiate and undertake a challenging new activity with confidence.*

Identify Learner Needs. Having established the educational context for the course the next step is to consider the specific needs of the learner if he is to meet these aims. *Increased personal confidence and responsibility; be more effective in relations with adults and peers especially in team work and problem solving; develop a sense of purpose/direction.*



Determine Objectives. Only then is it appropriate to consider the objectives of the course. It is easy to become confused about the difference between an aim and objective. **Achieve success in new, group activities; be involved in planning and organising a venture; develop interpersonal skills with peers and adults.**

Build Curriculum. Once the objectives are established it is possible to plan the subject matter of the course. It is only at this stage that the outdoors comes into the frame as a possibility. In the example there could still be a number of options that meet the objectives stated such as community experience or a creative arts course. The choice of the outdoors will depend on resources, time, staff enthusiasm and capability, and, above all, feedback from the students as to what they consider to be challenging, desirable and achievable.

Experiential Learning Criteria. The following criteria have been found to have a major bearing on a successful outcome for an experiential course:

- a) Students appreciate the value of the experience (process is more important than product);
 - b) There is a recognisable conclusion;
 - c) Students have independence and responsibility (ownership)
 - d) Work is in small groups;
 - e) It involves working alongside adults;
 - f) The event has a uniqueness that brings esteem (consequential).
- (Kennedy, 1988.)

Other criteria found to be of value are that the course should be:

- h) Sequential and consistent with ability;
 - i) Integrated and pervasive;
- (Richards, 1988.)

So: Prepare and carry out a multiday self-reliant journey in wild country.

Select Strategies. Once the curriculum is agreed the teacher should begin to consider what the course content and processes will be. **Skills training; planning meetings; problem solving and group building activities; accompanied practices; supervised, independent journey; self and peer appraisal; record of achievement, tap into existing award scheme.**

Organise Resources. From here on the task is a logistics exercise of getting the people, transport, accommodation and equipment all together in the right condition. **Timetable, staffing, lesson plans, transport, accommodation, equipment, venues, etc.**

Evaluation and Feedback. Evaluation should be conducted at each stage of the sequence rather than being a terminal activity that concludes the sequence. In this way the feedback can inform the work as it progresses. There is no need to wait till the end of the course to establish that, for instance, the identification of the learners needs was off target or the cost of the venture in time and money is too high. It should be evaluated earlier and corrected.

In practice many teachers short circuit the design sequence or, alternatively, go about it in a different order. The teacher often has an intrinsic sense of the worth of an event such as a residential experience. Student evaluation may support this view with generalised feedback that says it was 'good'. The teacher then ends up attempting to work back through the sequence to justify the activity in the light of the organisation's aims.

If undertaken in this way the result can be defensiveness from colleagues who perceive the teacher's attempts as competing with their own efforts to justify their courses. It is also likely that there will be a lack of understanding from other colleagues about how this element fits in to the whole picture and might contribute to their courses rather than threaten them. By working the sequence through in the correct order these possibilities can be avoided. The course will be viewed as an integral part of an overall educational strategy and the commitment of colleagues can be obtained.

This situation can be the cause of the continuously marginal position of Outdoor Education in the curriculum.

The next section of this chapter will examine in more detail the options available to the facilitator in the structuring of an outdoor education programme.

Choosing the Approach to Take

My background led my initial outdoor programmes to involve, with the exception of sailing, regular weekend trips to far flung places to climb, canoe and cave. The chance to offer a curriculum based course led me to re-appraise the local area. I found, to my surprise, that within 20 minutes of the school there were a dozen venues for kayaking including the sea, moving water and dramatic but safe weir drops; 2 climbing walls; several orienteering courses; numerous woodlands with access for general adventure and overnight stays; a maze of footpaths and bridleways; 2 riding schools; and sailing. And this was the heart of - Essex!

After the start of the course a simple evaluation based on numbers of students participating in outdoor programmes and the number persisting with an outdoor sport by their own efforts clearly demonstrated the value of this re-appraisal. Other indicators of note were a significant drop in school truancy rates and the active involvement of many more staff often on a voluntary basis.

During this evolution we tried a number of programme models. Each was the solution to a particular set of circumstances and, as the curriculum developed, all of these strategies were retained as the best approach to some aspect of our work.

Outdoor Pursuits Clubs. The early approach was entirely extra-curricular. Activities were chosen because the staff involved were enthusiasts and we travelled to the places these staff knew. Progression was clearly possible in the sailing club as the facility was close by, a well resourced, education owned facility, possessing a range of craft and an advisory teacher to help us. More surprisingly, through the commitment of a few students, the caving and climbing trips also resulted in a progressive build up of skill. Indeed, a number of students became and still are climbers.

However, despite the successes, this approach was clearly exclusive, demanding on staff time and largely recreational.

The Duke of Edinburgh's Award Scheme. Still bound to extra curricular time we adopted the Award Scheme as a framework that encouraged personal and social development. It was already running in the school but our motives were to make good use of those elements that had an outdoor focus. In fact it is quite possible to do an entirely outdoor based award.

The adoption of the Scheme gave us an 'off the shelf educational framework that worked as a supporting structure for both ourselves and the students. We soon had participants at all Award levels. Participants could also make good use of the outdoor pursuits clubs for aspects of their awards. Some of the trips away now became a means to undertake self reliant journeys.

'One-off residential's. The school had a policy of all 15 year olds having the opportunity to undertake a residential. This was largely fulfilled through the medium of field study trips. However, a small group of students who did not pursue subjects that lent themselves to field work encouraged us to offer a week at the authorities Outdoor Pursuits Centre. Despite a multi activity programme that had no progression the course had many strengths. The Centre was small and students managed their own domestic arrangements including the catering. Several of the activities were new to us including canoeing and riding. The popularity of these led to the introduction of both as school outdoor pursuits clubs back in Essex.

Building on the interest from these residential's, the demand for opportunities for self reliant journeys and the activity in the clubs the number of camps away was also increasing. So was the demand for something more challenging. A checklist for checking out an outdoor provider is given in figure 2.

Figure 2. HOW TO CHECK OUT AN OUTDOOR CENTRE.

It is unlikely that you will encounter such a thing as a bad outdoor provider. What you will find are providers who's approach does not match your own. Getting this match is the key to a good partnership which adds value to the curriculum.

Does your organisation have guidelines or advisers for visits, journeys and residential's?

These will give you excellent help on how to ensure you get the centre you want.

Does the Centre hold a license from the Adventure Activities Licensing Authority?

All outdoor providers must hold or have applied for a license if they provide outdoor activity courses for under 18s.

Will the Centre provide contacts for references?

Previous users especially regulars can be most helpful in describing what you might expect to receive.

Does the Centre offer pre-course liaison?

A pre course visit or discussion with full explanatory literature can go a long way to ensuring you get the programme you want. Check that the staff understand the objectives, have the experience to relate to the group the way you want and have skills in facilitation and reviewing as well as instructing. A useful indicator will be to discover if any of the staff have teaching or youth work backgrounds.

Do they take account of equity?

Ask to see an equal opportunities policy and ask how it works in practice. Ensure the catering can meet all dietary needs and that the programme is suited to all anticipated disabilities.

Will they work in partnership?

If you are aiming for developmental objectives choose a cCentre that will negotiate a programme with activities that are appropriately sequenced. Some Centres enjoy partnership working involving you in the programme and complimenting you with their outdoor expertise. This takes some commitment on your part as well as theirs but it's probably the 'Rolls Royce' of residential experience.

Expeditions. Our first [expedition](#) an Easter trip to a Hebridean island, was planned to meet a demand in the sixth form for challenging opportunities. The participants were given the task of managing the whole event. It was also the first time we had involved parents in the staff team. Its success led to an overlanding trip to Turkey as well as setting a precedent for Easter trips to Scotland. Recruits often developed an environmental interest on the trip in preference to adventure activities.

More ambitious plans led to integrated trips with other schools, the most ambitious project, a survey of a new mountain national park in Greece, involving 12 schools and youth groups. The programme included Award Scheme gold explorations, field studies and adventure activities, all student led. An area exploration group was formed with a UK and overseas programme. It also developed a major staff development role supplementing the LEA in service provision.

Timetabled curriculum programme. The popularity of the outdoor pursuits residential led to a curriculum experiment offering a one term personal development programme as part of a social studies course. It was soon expanded to a full 2 year programme in its own right adding social and environmental aims at the same time. The latter were achieved through the vehicle of conservation projects. Despite the proximity of a wide range of activities we had to wrestle with many constraints including time, funding, staffing, travel and group size. The programme would have been impossible without the PTA's support in buying us a vehicle and equipment. Staff prepared to use their break times and other staff prepared to release students from their own courses on occasion. Nevertheless we had over 70 students each year in 2 year groups on the programme.

I am not quoting this personal case study because it is a model of good practice. It is not. We did some things well. I am particularly pleased with the student led expedition work and with the canoe club - many students still paddle. The rest of the programme was developed almost ad hoc on that the assumption the work was worthwhile. Integration with the remainder of the curriculum was patchy. After the field studies our best efforts were with the Craft Department, the Home Economics Department and the English Department where many students used their outdoor exploits as the subject for aural and written work. Nor were our educational intentions well formed. This meant we were not well guided in our programme design. Our successes were intuitive.

However, we did range through a broad spectrum of curriculum options. It stands well as an example with which we can explore programme design.

In building this structure you will answer such questions as:

- * the activities;
- * the location and the duration;
- * a single, major event or an integrated course;
- * residential or not.

Sequencing

The Adventure Wave. A training programme should consist of a series of action/reflection cycles or waves. These operate at different scales: the activities through a day; the day to day progress; the before, during and after the course wave. Both action and reflection phases require activities programmed in to support them. Both require facilitation but with different foci. Action requires facilitation to support the immediate events, reflection requires facilitation that looks back and plans ahead. Outdoor Education is a dynamic process to which each individual will respond in their own way. To ensure that there is something for everyone there should be a variety of experiences in both the action and reflection phases. (Source: Islands of Healing; Project Adventure.)

Case Studies

Howtown Outdoor Education Centre for Durham LEA

Type: a 10 day standard residential programme of outdoor pursuits for 14-16 year old pupils, from Durham schools.

Aim: to raise self esteem and explore personal potential.

Description: **Little more than 1 hour from the secondary schools of Durham** and set on the shores of Ullswater in the Lake District. Surrounded by fells it is the ideal setting for a mixed programme of land and water based activities. The building has character and fine grounds. Centre staff are specialists providing a high standard of safety and skill. Schools can bid for places at the Centre at a heavily subsidised rate. The programme is largely fixed being a sequence of activities culminating in a 2 day journey in the mountains camping at night. The groups are accompanied by school staff who assist with pastoral duties whilst the Centre staff take responsibility for the programme. Supported by tire instructors, each pupil faces a sequence of outdoor challenges in which they can participate to the limit of their ability. Greater responsibility is expected of the students whilst on the final camp. A Record of Achievement is produced for each pupil. The opportunity exists for pupils to return in holiday time to pursue a special interest to a higher standard.

Walkabout

Type: an afternoon session based in the school grounds for third year and fifth year English students.

Aims: to use an outdoor experiential component as a stimulus to support curriculum studies.

Description: an English teacher was studying "Walkabout", a book about two Australian children lost in the bush and befriended by an aboriginal boy on walkabout, with 3rd year pupils. She was looking for a way to explain to the students how much is involved in learning essential survival skills. At the same time she had a fifth year class looking for an oral project for the course work element of their examination. The two were put together by arranging for the fifth year class to spend an afternoon teaching the third year class how to light fires and build shelters. They used a patch of rough ground alongside the school playing fields as a setting.

Wirral Schools Residential Project for Disabled Pupils

Type: a partnership between Special Schools from Wirral LEA and The Brat Hay Hall Trust. an independent Development Training Centre in the Lake District.

Aims: These varied as each school had particular needs but they all involved a) raising self confidence, b) working together; c) taking responsibility, d) exploring personal potential.

Description: The programme was organised around a 7 day residential at a Lake District venue. Specialists in the education of disabled pupils from the Wirral schools worked alongside experts in the design and delivery of residential programmes from the Centre. Pupils with different special needs were mixed e.g. maladjusted boys with physically disabled pupils or 15 year old slow learners with pupils from the feeder primary school. This was one element in the attempt to create responsible, caring behaviour. The centre was purpose built to operate as a small community allowing both pupils and staff to live together and establish new working relationships.

A unique programme was created for each course with sequenced activities designed to build skills and confidence then give responsibility. Many of the courses were designed using a story line enacted by a theatre company thus integrating outdoor activities with the creative arts. The result was that, presented in the early days with a dramatic problem, the [pupils](#), [as](#) they became players in the drama, undertook various feats in their efforts to resolve the plot. An example to illustrate this was the Romeo and Juliet situation played out between two Lakeland families - only, hopefully, with a different outcome! Set 60 years ago this plot was used with a group of limited mobility allowing the course designer to use steam boats, horse drawn carts and charcoal burners giving a result something like a cross between Westside Story and Swallows and Amazons! The estranged couple did live happily ever after!

The programme ran for 4 years involving 8 schools.

The Trident Trust Challenging Pursuit

Type: a national, industry backed agency promoting transition learning opportunities for 14-16 year old pupils at comprehensive schools who's authorities have entered into partnership with Trident.

Aim: The Trust was founded by a number of companies who felt that an academic background was not a sufficient preparation for entry into the world of work. The aim, therefore is to provide experiential components that help build the bridge from school and home to the world of work and adulthood.

Description: The three prongs of the trident are work experience, community involvement and challenging pursuit. A school may choose to participate in one or more of these. A certificate is presented to any student completing all 3 elements. A pioneer in the provision of work experience, it is now a major agency helping schools with this aspect of 14-16 education. Less well known is its support for demonstration projects involving Development Training approaches to Residential and Outdoor Education. One of these, lasting 3 weeks, attempted to integrate the 3 elements of the trident in one experience. This was done by using the theme of the work of a Countryside Ranger. Students were volunteers attracted by this title. The first week was spent undertaking a mixed programme of outdoor pursuits and environmental projects. The intention was to build an effective working group ready to take responsibility for the rest of the course and with a working knowledge of the local environment. During the second week the group undertook a major environmental project creating access to a small nature reserve. The design as well as the building of the facilities was all theirs, working to a brief from a customer and with a 'consultant' on hand for skills training, resources, etc. A second 'consultant' was available for group related issues such as decision making or motivation problems. The third week concerned the design and delivery of a days activity for a class from a local primary school. The whole event was reviewed continuously in groups and students wrote a self appraisal at the conclusion.

Results: Research associated with the project established that the students involved had a higher self esteem than their peers and sustained this difference for a period of at least a year.

Bradford Low Achieving Pupil Project

Type: a Remedial Education project set in an urban comprehensive school.

Aim: to provide a practical and interesting alternative curriculum as a stimulus for learning with low achieving pupils traditionally classed as less able.

Description: the 2 year course was based around outdoor projects that involved pupils undertaking the planning and organisation of a total of 15 days of outdoor visits starting with single, guided days and concluding with a self reliant, journey in the locality. The total budget for the outdoor elements was £70/pupil. For the project pupils were extracted from the normal curriculum and worked in their own unit to their own, more flexible, timetable. The students were given increasing responsibility for their own learning within a framework of clear goals. For example, each student had to undertake a personal challenge. The level and nature of that challenge was up to the pupil to set in discussion with the teacher.

This was used as a base for the curriculum in 3 ways:

1) the organisation and undertaking of the outdoor days provided content for many elements of the curriculum including Maths (budgeting, route planning, compass work), English (writing letters, research, oral work on the telephone, interviewing, holding meetings, etc, writing up reports, giving presentations), Personal and Social Education (working together, problem solving, personal safety), Home Economics (personal hygiene, menu planning and cooking), and so on.

2) The skills required for the trips gave the lesson elements of school work a relevance and a context. This worked as a motivator:

3) Activities undertaken on the trips had adventure and environmental ingredients providing a source for follow up work reporting and researching. This included the use of various media including photography and video work.

The special nature and profile of the project as well as the appropriate nature of the vehicles for learning went a long way to raising the self esteem of the participants.

The Coleridge Journey; a Duke of Edinburghs Award Gold Exploration; Kendal Gold Group.

Type: a 4 day wild country exploration as part of the D of E Gold Award.

Aim: The aims of the D of E Award are those of personal development through the meeting of various challenging new experiences. The Exploration element aims to encourage self reliance as part of a cooperative group in a physically and mentally demanding undertaking in wild country.

Description: to meet the criteria of a worthwhile project undertaken in wild country members of a Gold Club decided to retrace a famous walk undertaken by Coleridge that took in the summits of Sea Fell and Broad Stand, a climb that links Sea Fell with Sca Fell Pike, the highest English mountain. In addition the walk traverses other Lakeland dales, fells and villages. The object was to compare their experiences with those recorded by Coleridge. Preparation included much historical research as well as getting ready for the journey. Each participant undertook a different medium for an aesthetic appreciation of the walk including video, sketching, writing and photography.

Liverpool School Saharan Expeditions

Type: an optional, project based course for 14-16 year old students at an inner city comprehensive school. The course culminates in an expedition to the Sahara during the Summer holiday.

Aims: to provide an alternative approach to learning practical and life skills for students from a depressed urban community. The intention is to build self esteem in people who live in an area where little else provides such opportunities. It is also intended to create enterprising individuals who may, in due course, play some part in the rebuilding of the community of the area.

Description: Once recruited pupils spend school and out of school time preparing for a major Saharan journey by truck. This preparation includes rebuilding the trucks' engines and bodies, fund raising, organising equipment, food and travel plans, etc. The eventual journey is a sustained trip to the Central Sahara with opportunities to explore desert cultures and environments. The practical skills learned are enhanced by the responsibility the students are expected to take for working and living together on such a challenging venture.

The Peers School and the Jack Peers Centre, Oxford LEA.

Type: a residential facility established close to a comprehensive community school and in support of a variety of curriculum elements.

Aim: to provide a resource that enriched the opportunities for staff at the school in the delivery of both the subject and the wider curriculum and accessible on a day to day basis. At the same time to provide a resource for the Community.

Description: A simple hut style building was constructed in a setting as different from that of the school as possible and yet close to it. This was made possible by funds from a benefactor. The school is in a suburban setting, the hut is afield away from the road in the centre of a dairy farm. As well as being accessible only by foot it is also wind powered and supplied by its own spring, a further attempt to provide a stimulating contrast. The potential for Arts, Science, Humanities, Home Economics and CDT subject enrichment is clear. However, a major element was also to support the recently introduced Personal and Social Education programme delivered in tutor groups. The setting, physically removed from the school with a radically different work setting, supports the development of a different teaching style and student teacher relationship if so wished. This is enhanced by the appointment of a specialist to develop programmes for the centre. Among other things this includes problem solving activities aimed at developing initiative and communication skills whilst cooperating with others. The setting also allows for personal and social issues to be explored in discussion groups.

The Centre is increasingly popular with community based groups, such as the Duke of Edinburgh's Award Scheme, as a venue for training.

Conclusion

Whilst there is no set recipe to follow, and it is of course possible to miss many of the steps outlined above, there is little doubt that a properly planned and integrated programme is more likely to succeed and survive over time. The case studies are provided as evidence of this and to act as a stimulus to your own programme design.

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Penrith, Adventure Education.

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Islands of Healing
Boulder, USA: Project Adventure.

RESOURCES

by Neville Crowther, Peter Higgins and Chris Loynes

Introduction

In recent years there has been substantial growth in the wide range of texts, videos etc. available. Consequently, this section can only represent a personal selection on the part of the editors.

We have therefore limited ourselves to a selection of texts for each subject area, on the assumption that this will provide an introduction to further materials. These have been chosen on the basis of the value of the contribution they make to Outdoor Education. Some of the older materials may not have as much current validity as others given but nonetheless are still valuable from a philosophical or historical perspective.

The subject areas selected are those with current direct relevance to Outdoor Education.

Bookshops should have the majority of the texts cited, but where we think there may be difficulty in tracing materials we have provided details of the supplier. Where appropriate we have included details of videos, CD Rom, etc.

For most of the activities or areas of interest the section contains details of preferred resources or details of any inaccuracies. These will be considered in any subsequent publication of this guide.

There are two sources of articles that cover all of the topics below. The first is the Journal of Adventure Education and Outdoor Leadership which publishes an index to past volumes. This is also available on the Adventure Education web site. The other is the international education data base ERIC which has a category for Outdoor Education. The database provides references and abstracts, reports and other resources. This can be accessed at university libraries or on the Web.

GENERAL RESOURCES

PHILOSOPHY AND HISTORY OF OUTDOOR EDUCATION

Publications

BARRETT, J. AND GREENAWAY, R. (1995)
Why Adventure? The Role and Value of Outdoor Adventure in Young People's Personal and Social Development.
Foundation for Outdoor Adventure,

EWERT, A. (1989)
Outdoor Adventure Pursuits: Models Foundations and Theories.
Columbus, Ohio: Publishing Horizons Inc.

HOPKINS, D. AND PUTNAM, R. (1993)
Personal Growth Through Adventure.
London: David Fulton Pub.

HUNT, J. (1989)
In Search of Adventure.
Guildford: Talbot-Adair Press.

KRAFT, R. J. AND SAKOFS, M. (EDITORS) (1984)
The Theory of Experiential Learning.
Boulder, Colorado: Association for Experiential Education.

MILES, J. AND PRIEST, S. (EDITORS) (1990)
Adventure Education.
State College: Venture Pub.

MORTLOCK, C. (1988)
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Ecology, Community and Lifestyle.
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Minneapolis: Univ. Minnesota Press.

Other Resources

Adventure Education Library,
Adventure Education,
12, St. Andrew's Churchyard, Penrith, Cumbria. CA1 17YE.

Moray House Library,
Moray House Institute of Education, Cramond Road North,
Edinburgh, EH4 6JD.

EXPLORATION AND THE NATURE OF ADVENTURE

Publications

BOARDMAN, P. (1978)
The Shining Mountain.
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BROWN, J. T. (1967)
he Hard Years.
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MACINNES, H. (1977)
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London: Penguin Books.

MCNEISH, C. AND ELSE, R. (1994)
The Edge.
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MUIR, J. (1992)
The Eight Wilderness Discovery Books.
London: Diadem.

MURRAY, W.H. (1979)
Mountaineering in Scotland and Undiscovered Scotland.
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NEWBY, F. (1984)
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Peaks, Passes and Glaciers.
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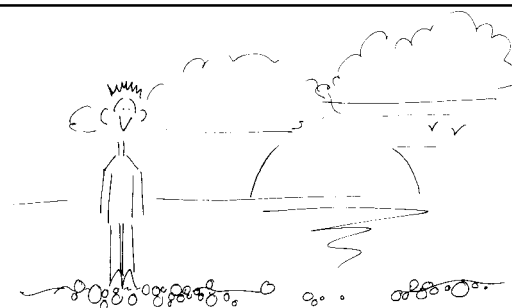
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NORMAN MacCAIG, SORLEY MacLEAN, KATHLEEN RAINE
AND KENNETH WHITE.

THE PUBLIC, THE LAW AND THE COUNTRYSIDE

Publications

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CLAYDEN, P. AND TREVELYAN, J. (1983)
Rights of Way - A Guide to Law and Practice.
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NEILL GUNN AND GAVIN MAXWELL

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National Association for Values in Education and Training.
5 Church Meadow, Rhydymwyn, Mold, Clywd, CH7 5HX.

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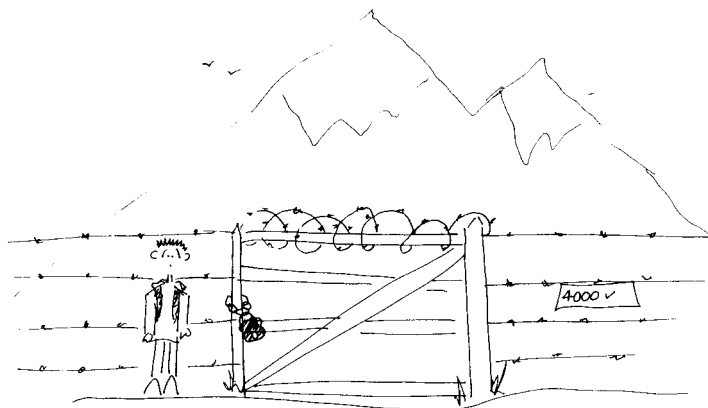
Other Resources

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Department of City and Regional Planning, University of
Wales, Cardiff, PO Box 906, Cardiff, CF1 3YN.

Useful Organisations

Countryside Recreation Network.
c/o Dept of City and Regional Planning, University of Wales,
Cardiff, PO Box 906, Cardiff, CF1 3YN.

Scottish Natural Heritage.
Battleby, Redgorton, PERTH, Perthshire, PH1 3EW. Tel:
01738 521381.



Scottish Rights of Way Society.
10 Sunnyside, Edinburgh, EH7 5RA. Tel/Fax: 0130 652 2937.

Scottish Environmental Protection Agency.
Clearwater House, Heriot Watt Research Park, Riccarton,
Edinburgh, EH 14. Tel: 0131 449 7296.

Scottish Office, St Andrews House Edinburgh EH1 3DG.
Tel: 0131 556 8400.

Scottish Landowners Federation.
25 Maritime St, Leith, Edinburgh EH6. Tel: 0131 555 1031.

Scottish Wild Land Group,
Coordinator: Alistair Cant, 8 Hartington Place, Bruntsfield,
Edinburgh, EH 10 4LE. Tel: 0131 229 2094.

Scottish Wildlife and Countryside Link,
PO Box 64, Perth, PH2 0TF. Tel: 01738 630804.

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Useful Organisations

Association of Heads of Outdoor Centres. Secretary, Les Berrow, Firthush Point Field Centre, Killin, Perthshire, FK21 8SU. Tel: 01567 820329. Fax: 01567820994. email: les.berrow@ed.ac.uk

National Association for Outdoor Education, 12 St. Andrew's Churchyard, Penrith, Cumbria, CA11 7YE. Tel: 01768-891065.

Scottish Advisory Panel for Outdoor Education. Secretary: Andrew Michie, Clackmannan Council, Education and Community. Lime Tree House, Alloa. FK10 1EX Tel: 01259 452461. Fax: 01259 452350

Her Majesty's Inspector of Schools (Outdoor Education), Mike Rhodes, Greyfriars House, Gallowgate, Aberdeen, AB9 1VE. Tel: 01224 642544.

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Publications

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Development Training Advisory Group.
2 Fern Grove, Welwyn Garden City, Herts.

National Youth Agency.
17-23 Albion Street, Leicester. LE1 6GD.

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DUKE OF EDINBURGH'S AWARD SCHEME. (1993)
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Adventure Education. 12 St. Andrew's Churchyard, Penrith,
Cumbria, CA11 7YE.

Useful Organisations

Adventure for All.
c/o Bendrigg Trust, Bendrigg Lodge, Old Hutton, Kendal,
Cumbria, LA8 0NR. Tel: 01539- 723766 Fax: 01539-
722446.

Badguish Cairngorm Outdoor Centre,
Aviemore, Inverness-Shire, PH22 1QU. Tel: 01479 861285.

Calvert Trust,
Kielder Water, Hexham, Northumberland, NE48 1BS. Tel:
01434 250232 Fax: 01434 250015.

Physically Handicapped and Able Bodied (PHAB)
5a Warriston Road, Edinburgh, EH3 5LQ. Tel: 0131 558
9912.

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224 Great Portland Street, London. Tel: 0171 388 1266.

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Young Explorers Trust (Booklets on many subjects).
YET c/o Royal Geographical Society, 1 Kensington
Gore, London, SW7 2AR. Tel: 0171 5899724.

Other Resources

The Expedition Advisory Centre. Planning a Small
Expedition. An annual seminar for prospective leaders.
EAC c/o Royal Geographical Society, 1 Kensington
Gore, London, SW7 2AR. Tel: 0171 5812057

Information on maps may be obtained from:

Royal Geographical Society Publications Department.
1 Kensington Gore, London, SW7 2AR

Stanfords Ltd. 12 Long Acre, London, SW1.

Useful Organisations

Brathay Exploration Group, Brathay Hall, Ambleside,
Cumbria, LA22 0HP.

British Schools Exploration Society, Temple Chambers,
Temple Lane, London EC4.

Expedition Advisory Centre, 1 Kensington Gore, London,
SW7 2AR
Tel: 0171 581 2057.

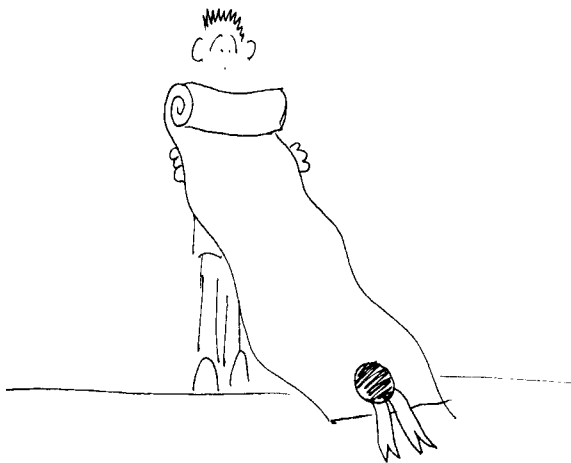
Royal Geographical Society, 1 Kensington Gore, London,
SW7 2AR

Schools Hebridean Society, Chasefield Mews, Park Road,
Bowden, Cheshire.

Young Explorer's Trust c/o RGS, 1 Kensington Gore,
London, SW7 2AR (Many publications on all types of
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Winston Churchill Memorial Trust, 15 Queens Gate Terrace,
London SW7 5PR. Tel: 0171 584 9135.





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Department for Education and Employment
(For HMI reports).

HMSO Edinburgh,
South Gyle Crescent, Edinburgh, EH 12 9EB.

TQS/AALA.
Adventure Activities Licensing Authority 17, Lambourne Crescent. Llanishen, Cardiff, CF4 5GG.
Tel: 01222 755715, Fax: 01222 755757.

TQS/AALA Scottish Office.
Adventure Activities Licensing Authority, Main Street.
Newtonmore, Inverness-shire.
Tel and Fax: 01540 67330.

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Child Accident Prevention Trust,
Clerk's Court, 18-20 Farringdon Lane, London, EC 1 R3A.

Health and Safety Executive.
HSE Information, Broad lane, Sheffield, S3 7HQ. Tel: 0114 2892345.

Health and Safety Executive.
HSE Books, P.O. Box 1999, Sudbury, Suffolk, CO10 6FS.
Tel: 01787- 881165.

Royal Society for the Prevention of Accidents.
Cannon House, The Priory, Queensway, Birmingham B4 613S. Tel: 0121 200 2461, Fax: 0121 2001254.

INSTRUCTING, COACHING, FITNESS

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SHARP, R.H. (1992)
Acquiring Skill in Sport.
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Useful Organisations

National Coaching Foundation,
114 Cardigan Road, Leeds, LS6 3BJ.

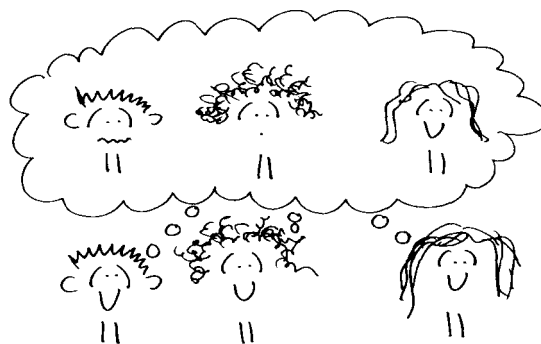
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Publications

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GREENAWAY, R. (1996)
Reviewing Adventure. Why and How?
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HUNT, J. (1989)
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Grange-Over-Sands, Cumbria: Groundwork Group Development.



NADLER, R. S. AND LUCKNER, J.L. (1990)
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Publications

ANDERSON, B. (1989)
Stretching.
London: Pelham.

GODDARD, D. (1993)
Performance Rock Climbing.
Leicester, Cordee.

HURN, M. (1988)
Climbing Fit.
Crowood Press.

ILLINGWORTH, R. N. (1984)
Expedition Medicine - A Planning Guide.
Blackwell Scientific.

JONES, I.
First Aid in Mountaineering (Notes to Accompany Lectures).
Published in association with St John Ambulance Brigade in Wales. (Available from D. Siviter, Cilgeraint Farm, St Arms, Bethesda, Gwynedd, LL57 4AX).

LENTZ M.C., McDONALD S.C. & CARLINE J.D. (1985)
Mountain First Aid (3rd Ed.)
Seattle: The Mountaineers, 1985.

McLATCHIE G. AND MacLEOD D. (1985)
Injuries and Sport.
Scottish Sports Council.

MEYER, K. (1994)
How to Shit in the Woods.
Berkeley, CA: Ten Speed Press.

ST JOHN AMBULANCE ASSN, (1992)
First Aid Manual.
London: Darling Kindersley, 1992.



STEELE, P. (1989)
Medical Handbook for Mountaineering.
Constable.

SYER, J. (1990)
Sporting Body, Sporting Mind.
Simon and Shuster.

WILKERSON, J. (1992)
Medicine for Mountaineering.
Seattle: The Mountaineers.

Other Resources

Health Care and Emergency Services Ltd
(Suppliers of First Aid and Health Care Equipment), Unit 5,
Station Road, Birnam, Perthshire, PH8 ODS. Tel: 01350 727171. Fax: 01350 727173.

Useful Organisations

British Association of Ski Patrollers.
20 Lorn Drive, Glencoe, Argyll, PA39 4HR. Tel: 01855-811443.

British Red Cross Society.
62 Great King Street, Edinburgh. Tel: 0131 556 5644. Fax: 0131 558 3037.

Gordon Turner (Chartered Physiotherapist Specialising in Outdoor Activities).
Beinn Rehab, Birchfield, Balnaan, Dulnain Bridge, PH26 3LY. Tel: 01479 851271.

Rescue Emergency Care.
101 Devonshire Road, Aberdeen AB10 6XP. Tel: 0990 329242.

St Andrew's Ambulance Association,
St Andrew's House, Milton Street, Glasgow, G4 OHR.

MOUNTAIN RESCUE

Publications

ANDERSON, C. (1994)
Scottish Mountain Rescue Study 1964-93.
Mountain Rescue Committee of Scotland, 1994.

MACINNES, H. (1972)
International Mountain Rescue Handbook.
London: Constable.

MOUNTAIN RESCUE COUNCIL.
Mountain and Caue Rescue.
Ulverston: Mountain Rescue Council, (Annual Publication).



APPALACHIAN MOUNTAIN CLUB, (1980).
Wilderness Search and Rescue.
Appalachian Mountain Club.

Useful Organisations

MRC of S. Mountain Rescue Committee of Scotland,
Secretary: Alfie Ingram, 12 Hazel Avenue, Dundee, DD2
1QQ. Tel: 01382 668193.

MRC.
Mountain Rescue Committee. Secretary: Ray Davis, 18
Tarnside Fold, Simmondley, Glossop, Derbyshire, SK13
9ND. Tel: 01457 853095.

WEATHER, METEOROLOGY, SNOW AND AVALANCHE

Publications

BARTON, R. AND WRIGHT, B. (1985)
A Chance in a Million?
Scottish Mountaineering Trust.

DAFFERN, T. (1983)
Avalanche Safety for Skiers and Climbers.
London: Diadem.

PEDGELEY, D.E. (1993)
Mountain Weather - A Practical Guide for Hillwalkers.
Milnthorpe: Cicerone.

THOMAS, M. (1995)
Weather For Hillwalkers and Climbers.
Stroud: Alan Sutton Publishing.

UNWIN, D. (1978)
Mountain Weather for Climbers.
Cordee.

WATTS, A. (1995)
Instant Weather Forecasting.
Adlard Coles Nautical.

Other Resources

Avalanche and Crevasse (Avalanche Safety Video).
BMC. 177-179 Burton Road, West Didsbury, Manchester,
M20 2BB. Tel: 0161 4454747.

Useful Organisations

Scottish Avalanche Information Service.
Information Line 01463 713191 or 0800 987988. SAIS /
Met Office Faxback: 0374 506999. Internet:
avalanche@dcs.gla.ac.uk. World Wide Web: <http://www.dcs.gla.ac.uk/other/avalanche/>
SASS also publish a pocket sized Avalanche Card.

Royal Meteorological Society.
49 Cornwall Road, London SW3.

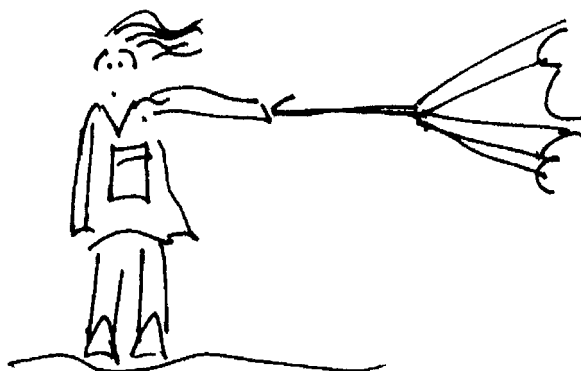
Hot Lines

Mountaincall: East: 0891 500 442, West: 0891 500 441.

Skicall: 0891 654 654.

Scottish Weather and Conditions <http://www.tardis.ed.ac.uk/~miked/r/climbing/weather/>

Scottish Skiing <http://www.abdn.ac.uk/~ul7am/ski/ski.htm/>



NAVIGATION AND MAPS

Publications

BAGNESS, M. (1993)
Mountain Navigation for Runners.
Ambleside: Misty Fell Books.

CLIFF, P. (1991)
Mountain Navigation.
Cordee.

KEAY, W.
Land Navigation: Route Finding with Map and Compass.
Duke of Edinburgh's Award Scheme.

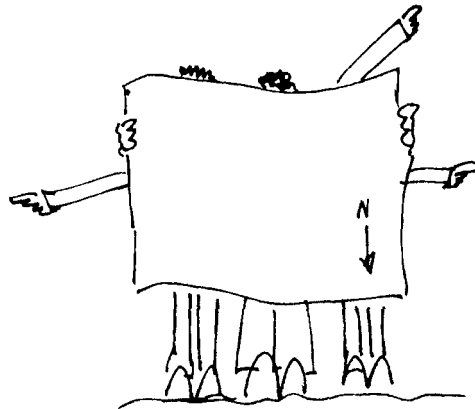
NEVE, R.
Simply Map Reading.
Telegraph Maps.

WALKER, K. (1991)
Mountain Navigation Techniques.
London: Constable.

WILSON, J.G.
Follow the Map - An Ordnance Survey Guide.
A. C. Black

Other Resources

Map Library Service of the Ramblers Association.
1/5, Wandsworth Road, London SW8 2XX. Tel: 0171 582 6878. Fax: 0171 587 3799.



National Navigation Award Scheme.
Peter Palmer, 2, Greenway Park Lane, Brocton, Staffs. ST17 OTS. Tel: 01785 662915.

Publishers and Retailers of Maps

Harvey's Map Services.
Main Street, Doune, Perthshire.

Stanfords.
12 Long Acre, Covent Garden, London WC2E 9LP. Tel: 0171 836 1321.

Thomas Nelson & Sons Ltd.
The Edinburgh Map Centre, 51 York Place, Edinburgh EH 1 3JD. Tel: 0131 557 3011.

RESEARCH AND ENQUIRY METHODS

Publications

BARRETT, J. AND GREENAWAY, R. (1995)
Why Adventure? The Role and Value of Outdoor Adventure in Young Peoples Personal and Social Development.
Foundation for Outdoor Adventure.

BELL, J. (1993)
Doing your Research Project, 2nd Edition.
Milton Keynes: OUP.

DAY, I. (1993)
Analysing Qualitative Data.
London: Routledge.

DREVER, (1996)
Using Semi-Structured interviews in Small-Scale Research.
SCRE Newsletter, Issue 59, Autumn 1996.

LEWIS, I. AND MUNN, P. (1987)
So You Want to Do Research?
Edinburgh: SCRE Newsletter, Issue 59.

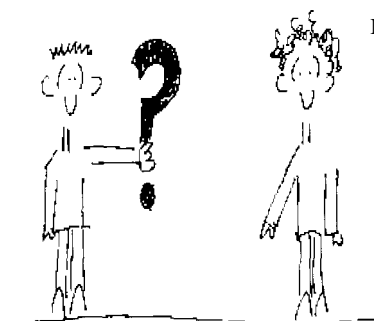
MAYKUT, P. AND MOREHOUSE, R. (1994)
Beginning Qualitative Research: A Philosophic and Practical Guide.
London: Falmer Press.

MUNN, P. AND DREVER, (1996)
Using Questionnaires in Small-Scale Research (Revised Edition).
SCRE Newsletter, Issue 59.

SIMPSON AND TUSON. (1996)
Using Observations in Small-Scale Research.
SCRE Newsletter, Issue 59.

Useful Organisations

Scottish Council for Research in Education.
15 John Street, Edinburgh, E118 8JR. Tel: 0131 557 2944. Fax: 0131 557 9454.



CENTRES AND ACCOMMODATION

Publications

BRITISH MOUNTAINEERING COUNCIL.
List of Climbing Huts in U.K.
Manchester: BMC.

Bunkhouses & Camping Barns.
Trevelyan House, 8 St Stephens Hall, St. Albans
AL1 2DY.

FAULKNER, L. (1983)
Outdoor Education Centres in Scotland.
CC(S).

The Hostel Guide for the Independent Traveller
The Scottish Tourist Board

LOYNES, C. (EDITOR) (1997)
The Outdoor Source Book.
Penrith: Adventure Education, 1997.

Youth Hostels Handbook.
Scottish Youth Hostels Association, 7 Glebe Crescent,
Stirling FK8 2JA. (Annual publication).

Other Resources

Adventure Education Web Site
<http://www.adventyre-ed.co.uk/>
e-mail: enquiries@mailadventure-ed.co.uk

Useful Organisations

British Activity Holiday Association.
22 Green Lane, Walton on Thames, Surrey, KT12 5HD.

Mountain Bothies Association.
Secretary: Andy Mayhew, The Royal Arms, 38 Bath Street,
Stonehouse, Glos. GL10 2JA. Tel: 01453 822718.

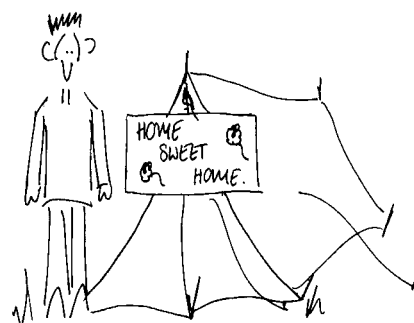
Outward Bound Trust,
Chestnut Field, Regent Place, Rugby, Warwickshire CV21
2PJ Tel: 01788 560 423.

School Journey Association.
48 Cavendish Road, Clapham South, London, SW12 0DG.

Scottish Tourist Board.
23 Ravelston Terrace, Edinburgh EH4 3EV.

Scottish Youth Hostels Association.
7 Glebe Crescent, Stirling FK8 2JA.

Scottish
Centres,
Broomlee
Camp, West
Linton,
Peeblesshire.



EDUCATION AND THE WORLD WIDE WEB

As anyone who has browsed the WWW will know, there is a vast amount of information to be fought through until you finally reach the areas of your own particular interest. Furthermore the number of sites and the range of material continues to increase rapidly. The following selection should provide a start point for most relevant material to Education and Outdoor Education. Most of the details in this section were kindly provided by Warwick Taylor of Moray House Institute of Education.

A Guide to the World Wide Web- For Beginners
Although this site is dated 1994 it is still one of the best guides to the history of the WWW and its use.
<http://www.eit.com/web/www/guide/>

A useful book is: Wayne, A. & Arpajian, S. (1996) How to use the World Wide Web. Macmillan Computer Publishing. ISBN 1-56276-392 X

Moray House Home Page
Details of all courses including the Post-Graduate Diploma and Masters Degrees in Outdoor Education.
<http://www.mhie.ac.uk>.

Central Government-UK

New United Kingdom Official Publications Online (NUKOP)
A basic starting point for policy documents. The main index contains 4300 references.

<http://www.soton.ac.uk/~nukop/index.html>

UK Government Home Page
<http://www.open.gov.uk/>

Central Government- Scotland

Scottish Office Home Page
Contains a number of reports eg. Cullen Report, Educational Research in Scotland, Social Work Services Group information and many other information sites.
<http://www.open.gov.uk/scotoff/scot.htm>

Local Government - Scotland
<http://www.open.gov.uk/scotoff/la.htm>

Scottish Agencies

Guide to Education and Training in Scotland
Includes information on all aspects of education and training in Scotland and links to Scottish organisations.
<http://www.ed.ac.uk/~riu/GETS/index.html>

Scottish Consultative Council on the Curriculum (SCCC)
Government independent advisory body on the Scottish curriculum 3-18.
<http://claudius.sccc.ac.uk/default.htm>

Scottish Council for Research in Education (SCRE)
Information on SCRE and SCRE publications.
<http://www.ed.ac.uk/~websere/>

Scottish Vocational Educational Council (SCOTVEC)
<http://www.ed.ac.uk/~riu/GETS> GETS- AC.html

UK Research

ESRC Economic and Social Research Council
A guide to the ESRC, a magazine, links to outputs database and a listing of research grants and resources.
<http://www.esre.ac.uk>

Leverhulme Trust
Support for short-term specific projects in research and education.
<http://www.york.ac.uk/admin/ido/lever.htm>,

Nuffield Foundation
Grants for research projects across a wide range of subject areas.
<http://www.comsec.co.uk/comorg/nf.htm>,

Library / Information Gateways - Education

ERIC Educational Resources Information Centre
A database connecting virtually all educational providers & educational information users.
<http://www.aspensys.com/eric/index.html>

US Government- Education and the Internet
An information site for internet sources for schools.
<http://quest.arc.nasa.gov/net-learning.html>

European Schools Project
Links between primary and secondary schools worldwide.
<http://www.kuleuven.ac.be/hcris/esp/esphome.htm>

Community Education

SCEC Scottish Community Education Council
<http://www.ed.ac.uk/~riu/GETS/GETS-A3.html>

Community Youth Work
Resource site for the study and practice of Community Youth Work.
<http://www.mailbase.ac.uk/lists-a-e/community-youth-work/>

Social Work

Central Council for the Education & Training of Social Workers (CCETSW)
<http://www.soton.ac.uk/~nukop/index.html>

Social Work Bibliography (SWBIB)
Reference site for literature and information technology related to human services.
<http://www.fz.hse.nl/causa/swbib/>

Outdoor and Adventure Education

The following is a good general search: www.hotbot.com

A good Outdoor Education information guide is:
<http://www.ael.org/outdoor.htm>

Adventure Education
12 St. Andrews Churchyard, Penrith, Cumbria. CA1 1 7YE.
Tel 01768 891065, Fax 01768 891914.
e-mail: enquiries@mail.adventure-ed.co.uk,
WWW: <http://www.adventure-ed.co.uk>

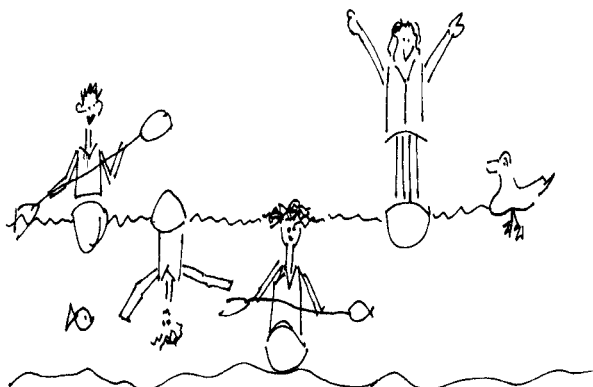
Association for Experiential Education <http://www.princeton.edu/~rcurtis/aeconli.html>
(to subscribe go to: list proc@ list s.princeton.edu)

British Mountaineering Council. <http://www.thebmc.co.uk>

Other

Guardian Education Debate <http://guardian.co.uk/education/>

OUTDOOR ACTIVITIES



CANOEING AND KAYAKING

Publications

BAILIE, M. (1991)
Canoeing and Kayaking (Techniques, Tactics and Training).
Ramsbury: Crowood Press Ltd.

BECHDEL, L. AND RAY, S. (1985)
River Rescue.
Boston: Appalachian Mountain Club.

BRITISH CANOE UNION.
Canoeing for the Disabled.
Addleston: British Canoe Union,

BRITISH CANOE UNION. (1988)
Canoeing Handbook.
Addleston: British Canoe Union.

CONOVER, G. (1991)
Beyond the Paddle.
Ontario: Old Bridge Press.

JACOBSON, C. (1989)
Canoeing Wild Rivers.
Merrilville, Indiana: ICS Books.

MASON, B. (1984)
The Path & the Paddle.
Toronto: Key Porter Books.

NEALY, W. (1988)
Kayak: The Animated Manual of Intermediate and Advanced Whitewater Technique.
Birmingham, AL: Menasha Ridge Press.

ROWE, R. (1988)
White Water Kayaking.
London: Salamander Books.

Other Resources

BILL MASON COLLECTION (VIDEO).
Path & the Paddle (Solo Basic, Doubles Basic, Solo Whitewater, Doubles Whitewater).
Mobile Adventure Ltd., Leicester.

CODE.
The Magazine of the BCU Coaching Service.
Adbolton Lane, West Bridgford, Nottingham, NG2 5AS.

Kayaker's Edge (Kent Ford - Video).
Mobile Adventure Ltd., Leicester.

Kayak Handling (Video Featuring Richard Fox).
ChrisFilm and Video Ltd., North Yorkshire.

Kayak: The Basic Skills (Video).
TSU Productions, Victoria, Australia.

Scottish Paddler:
Magazine of the SCA. Caledonia House, South Gyle,
Edinburgh, EH12 9DQ.

Useful Organisations

British Canoe Union.
John Dudderidge House, Adbolton lane, West Bridgford,
Notts, NG2 5AS. Tel: 01 159821100, Fax: 01 159821797.

International Sea Kayak Association.
c/o John Ramwell, 5 Osprey Avenue, West Houghton,
Bolton, Lancashire, BL5 2SL.

Scottish Canoe Association.
Caledonia House, South Gyle, Edinburgh, EH12 9DQ. Tel:
0131 317 7314.

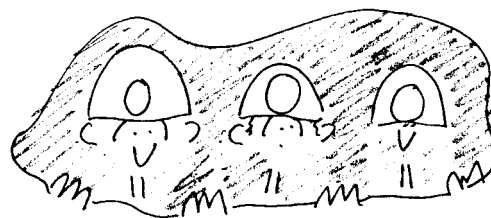
CAVING AND POTHOLING

Publications

JUDSON, D. (EDITOR). (1995)
Caving Practice and Equipment.
Leicester: British Cave Research Organisation & Cordee.

JUDSON, D. AND CHAMPION, A. (1981)
Caving and Potholing.
Granada Publishing.

MERIDITH, M. AND MARTINEZ, D. (1986)
Vertical Caving (2nd. Edition).
Lyon Ladders and Dent.



ELLIOTT, D. (1986)
Single Rope Techniques.
Troll and Cordee.

ELLIOTT, D. (1989)
Single Rope Technique-Rigging Guide.
Cordee.

WALTHAM. (1987)
Karst and Caves.
BCRA/Yorkshire Dales National Park (Available from Inglesports).

Other Resources

Cave Safe Training Videos (set of 3).
Available from Andy Sparrow, 2 Pelting Road, Priddy,
Somerset BA5 3BA. Also available from Inglesports.

Forbidden Secrets of Cigalene.
Available from Cordee.

CYCLING

Publications

FRANKLIN, J. (1988)
Cyclecraft: Skilled Cycling Techniques for Adults.
London: Unwin Hyman.

SAPOE. (1996)
Off-Road & Trail Cycling. Guidelines for Good Practice for Group Leaders.
Scottish Sports Council.

SCOTTISH OFFICE. (1996)
Cycling into the Future.
Scottish Office Development Dept. HMSO.

STEVENSON, J. (1994)
The Bike Book.
Sparkford: Haynes.

Other Resources

Forest Enterprise publish numerous pamphlets on cycling in forests in UK. Available from: Forestry Commission, 231 Corstorphine Road, Edinburgh.

Useful Organisations

National Caving Association.
Secretary: Frank Baguley, White Lion House, Ynys Ucal,
Ystradgynlais, Swansea, SA9 1RW. Tel: 01639 849519.

National Caving Association (Scottish contact).
Alan Jeffreys, 8 Scone Gardens, EH8 7DQ. Tel: 0131 661 1123.

British Cave Rescue Association.
Secretary: Pete Allwright, Pearl Hill Farm, Dent, Sedburgh,
Cumbria, LA10 5TG. Tel: 01539 625412.



Useful Organisations

British Mountain Biking. National Cycling Centre, Stuart Street, Manchester, M11 4DQ.

Cyclists Touring Club,
Cottrell House, 69 Meadrow, Godalming Surrey, GU7 3HS.
Tel: 01483 417217. Fax: 04183 426994.

Rough Stuff Fellowship.
Secretary: R. Callow, Belle View, Mamhilad, Pontypool,
Gwent, NP4 8QZ. Tel: 01873 880384.

Scottish Cyclists Union.
Velodrome, London Rd., Edinburgh EH7 6AD. Tel: 0131 652 0187. Fax: 0131 661 0474.

Sustrans. 35 King St., Bristol. BS1 4DZ. Tel: 01272 268893.

MOUNTAINEERING, HILLWALKING AND CLIMBING

Publications

ASHTON, S. (1987)
Hillwalking and Scrambling.
Marlborough: Crowood Press.

BARRY, J. AND SHEPHERD, N. (1988)
Rock Climbing.
London: Salamander,.

BARRY, J. AND JEPSON, T. (1988)
Safety on Mountains.
Manchester: BMC.

CLIFF, P. (1991)
Mountain Navigation.
Edinburgh: Thompson.

FYFFE, A. AND PETER, I. (1990)
Handbook of Climbing.
London: Pelham.

LANGMUIR, E. (1996)
Mountaineering and Leadership.
Edinburgh: Scottish Sports Council.

MORAN, M. (1986)
Scotland's Winter Mountains.
Newton Abbot: David and Charles.

MORAN, M. (1986)
The Munros in Winter.
Newton Abbot: David and Charles.

MOUNTAINEERING COUNCIL OF SCOTLAND & SCOTTISH
LANDOWNERS FEDERATION (1990)
Heading for the Scottish Hills
Perth: Scottish Mountaineering Trust.

NEATE, J. (1987)
*Mountaineering Literature: A Bibliography of Material
Published in English*.
Milnthorpe: Cicerone.

RAMBLERS ASSOCIATION. (1994)
*Navigation and Leadership... a Manual for Walkers
(2nd Edition)*.
London: Ramblers Association.

SHEPHERD, N. (1990)
A Manual of Modern Rope Techniques.
London: Constable.

SCOTTISH MOUNTAINEERING CLUB
*District Guides to: Cairngorms, Islands of Scotland including
Skye, Central Highlands, Northwest Highlands, Southern
Highlands*.

WESTMACOTT, H.
Walkers' Handbook.
Oxford Illustrated.

WILSON, K. (EDITOR) (1978)
Classic Rock.
St Albans: Granada Publishing.

WILSON, K. (EDITOR) (1981)
Hard Rock.
St Albans: Granada Publishing.

WILSON, K. ALCOCK, D. AND BARRY, J. (EDITORS) (1983)
Cold Climbs.
London: Diadem.

Other Resources

British Mountaineering Council Website.
<http://www.thebmc.co.uk>



Climbing Walls: Alien Rock, Pier Place, Newhaven,
Edinburgh; Carnegie Institute, Dunfermline; Glenmore
Lodge, Aviemore; Meadowbank Stadium, London Road,
Edinburgh.

Stone Monkey: Portrait of a Rock Climber (Video). From
ChrisFilm and Video, The Mill, Glasshouses, Pately Bridge,
Harrogate, Yorkshire, HG3 5QH.

Rockcourse. A Step by Step Guide to Rock Climbing (Video).
Newmarket: Mountain Film and Video, 7 The Hill, Snailwell,
Newmarket, CB8 7LX.

Useful Organisations

Basic Expedition Training Award.
Central Council of Physical Recreation, Francis St., London
SW 1 P 1 DE. Tel: 0171 828 3163.

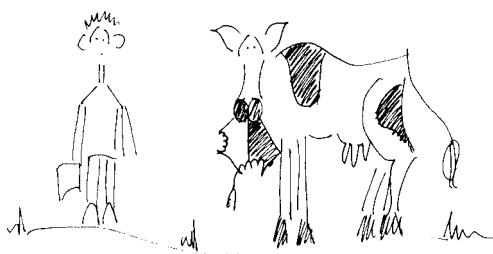
British Mountaineering Council.
177-179 Burton Road, West Didsbury, Manchester
M20 21313. Tel: 0161 445 4747.
Website <http://www.thebmc.co.uk>

Mountaineering Council of Scotland.
4a St Catherine's Road, Perth, PH1 5SE. Tel: 01738
638272.

Ramblers Association (Scotland).
Crusader House, Haig Business Park, Markinch, Fife KY7
6AD. Tel: 01592 611177. Fax: 01592 611188.

Scottish Mountain Leader Training Board.
Scottish Sports Council, Caledonia House, South Gyle,
Edinburgh. Tel: 0131 317 7217.

Scottish Mountain Safety Group.
Scottish Sports Council, Caledonia House, South Gyle,
Edinburgh. Tel: 0131 317 7200.



ORIENTEERING

Publications

BRAGGINS, A. (1993)
Trail Orienteering: On Outdoor Activities for People with Disabilities.
Doune: Harveys.

MCNEILL, C, RAMSDEN, J, AND RENFREW, T. (1988)
Teaching Orienteering.
Doune: Harveys.

MCNEILL, C. AND RENFREW, T. (1989)
Start Orienteering Series (6 Books).
Doune: Harveys

MCNEILL, C., MARTLAND, J. AND PALMER, P. (1992)
Orienteering in the National Curriculum (Key stages 1&2).
Doune: Harveys..

PALMER, P. AND MCNEILL C. (1992)
Orienteering in the National Curriculum (Key stages 3&4).
Doune: Harveys.

BAGNESS, M.
Outward Bound Orienteering Handbook.
London: Outward Bound Trust.

PALMER, P. AND MARTLAND, J. (1989)
The Coaching Collection.
Matlock: BOF.

RENFREW, T. AND MICHIE, D. (1994)
Orienteering in the Scottish 5-14 Curriculum.
Doune: Harveys.

Other Resources

Orienteering.
BBC Challenge to Sport Series (Video). BBC Publications.

Orienteering: The First Steps. (Video).
'Mikes Eye', Fellorien, Chestnut Hill, Keswick, Cumbria. Tel: 017687 74350.

Silva Orienteering Clinic (Video).
Silva UK Ltd, Unit 10, Sky Business Park, Eversley Way, Egham, Surrey, TW20 8RF. Tel: 01784 471721. Fax: 01784 471097.

Useful Organisations

British Orienteering Federation.
'Riversdale', Dale Road North, Darley Dale, Matlock, Derbyshire, DE4 2JB. Tel: 01629 734042.

Scottish Orienteering Association.
10 Newk Crescent, Houston. Johnstone, PA6 3HB. Tel: 01505 613094

SAILING AND WINDSURFING

Publications

ANDREWS, R (1995)
Dinghy Sailing.
London: Crowood.

BOND, B. (1992)
The Handbook of Sailing.
London: Pelham.

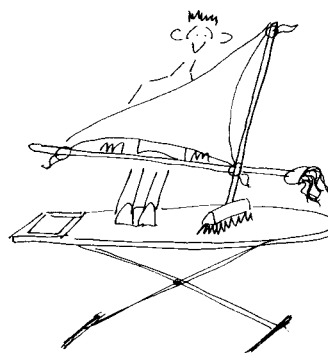
EVANS, J. (1987)
The Complete Guide to Windsurfing.
Bell and Hymen.

RYA. (1993)
Windsurfing Handbook Levels 1-3 (W3).
Eastleigh: RYA.

RYA. (1993)
Dinghy Sailing - Beginners Handbook (G3).
Eastleigh: RYA.

RYA. (1993)
Dinghy Sailing - Advanced Handbook (G1 2).
Eastleigh: RYA.

RYA. (1993)
Dinghy Sailing - Instructors Handbook (G14).
Eastleigh: RYA.



RYA. (1990)
Safety Boat Handbook (G16).
Eastleigh: RYA.

RYA. (1993)
Cruising Handbook (G 15).
Eastleigh: RYA.

RYA. (1995)
Cruising Instructors Handbook (G 27).
Eastleigh: RYA.

Other Resources

Windsurfing Videos: 'Stand Up For Fun' and 'Beyond the Barrier'. (Available from RYA).

Sailing Videos: 'At One With the Wind: The RYA Beginners Sailboat Training Video'. Sepia Visual Arts, Manchester. (Available from RYA).

Useful Organisations

Ocean Youth Club (Scotland),
Kip Marina, Inverkip, Renfrewshire.

RYA (Scotland),
Scottish Sports Council, Caledonia House, South Gyle,
Edinburgh
Tel: 0131 317 7388. Administrator Helen Allison.

Scottish Schools Sailing Association.
D.Meldrum, c/o RYA (Scotland)

Scottish Yachtmaster Instructors Association.
Nigel Gardiner, c/o RYA (Scotland)

SKIING

Publications

BASI. (1996)
Alpine Manual.
Editor F. Foxon. BASI, Aviemore.

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London: Unwin Hyman.

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Ramsbury: The Crowood Press.

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MICHAEL BRADY). (1980)
Teaching Children to Ski.
Champaign, IL: Leisure Press.

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Ramsbury: Crowood Press.



GALLWEY, W.T. AND KRIEGEL, B. (1987)
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London: Pan Books Ltd.

MAIN, A. AND WALKER, T. (1987)
Nordic Ski Technique and Instruction Manual (BAST).
Aviemore: BASI.

PARKER, P. (1988)
Free Heel Skiing.
Chelsea, Vermont: Diadem.

SHEDDEN, J. (1985)
Skilful Skiing.

SIMPSON, M. (1982)
Skisters: The Story of Scottish Skiing.
Inverness: Landmark Press.

WITHERELL, W. AND EVRARD, D. (1994)
The Athletic Skier.
Salt lake City: The Athletic Skier Inc.,

Other Resources

Videos:

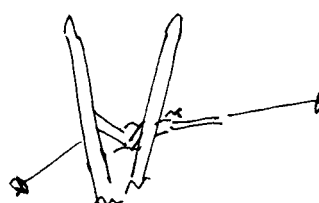
British Alpine Ski Award. Edinburgh: Scottish National
Ski Council.

Central Theme.
Aviemore: BASI, 1996.

Exploding Skiing. Bell
Television, 1992.

The Evolving Skier.
Edinburgh: John
Arnold, 1996.

Telemark One.
(Available from
Braemar Nordic Ski
Centre).



Useful Organisations

British Association of Ski Instructors,
Glenmore, Aviemore, Inverness-shire, PH22 1QU. Tel:
01479861717. Website <http://www.Caitness-mm.co.uk/>
basi

English Ski Council,
Area Library Building, Queensway Mall, The Cornbow,
Halesowen, West Midlands, B63 4AJ.

Scottish National Ski Council,
Caledonia House. South Gyle, Edinburgh, EH12 9DQ. Tel:
0131 317 7280.

SUB-AQUA, SWIMMING AND LIFESAVING

Publications

BRITISH SUB-AQUA CLUB. (1996)
Diving Manual.
BSAC.

CROSS, R AND WILSON, C. (1991)
Swimming Teaching and Coaching Level 1.
ASA

HEALTH AND SAFETY COMMISSION AND SPORTS
COUNCIL. (1988)
Safety in Swimming Pools
HSE

LAWTON, J. AND ASA. (1995)
An Introduction to Swimming Teaching and Coaching.
ASA

ROYAL LIFESAVING SOCIETY. (1990)
Lifesaving.
RLSS (UK)..

ROYAL LIFE SAVING SOCIETY. (1989)
Pool Lifeguarding.
RLSS (UK).

ROYAL LIFESAVING SOCIETY. (1991)
Resuscitation and First Aid.
RLSS (UK).

SCOTTISH SUB-AQUA CLUB.
Basic Training Handbook.
SSAC. Annual update.

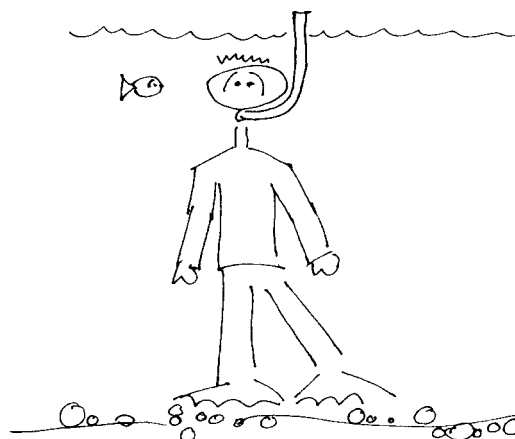
SCOTTISH SUB-AQUA CLUB.
Advanced Diving Handbook.
SSAC. Annual update.

SCOTTISH SUB-AQUA CLUB.
Instructor's Manual.
SSAC. Annual update.

Other Resources

Videos (All the following are available from the Swim Shop,
listed under 'contacts'):

Cold Water Survival.
(Safety issues and techniques of use to all involved in
Outdoor Aquatic Activities).



Learning to Swim.
(ASA Video showing stroke development from beginner
stages).

RISS Aquatic Spinal Cord Injury Management.
(Video of rescue and recovery procedures).

Safe and Sound.
(Safety issues relating to swimming lessons).

Swimming Strokes.
(technique of the four strokes).

Useful Organisations

Amateur Swimming Association.
Harold Fern House, Derby Square, Loughborough.
Leicestershire LE1 1 OAL. Tel: 01509 230431.

British Sub-Aqua Club,
70 Brompton Rd, London SW3 1 HA.

Royal Lifesaving Society.
Mountbatten House, Studley, Warwickshire B80 7NN. Tel:
0152 785 3943.

ROSPA.
Cannon House, The Priory Queensway, Birmingham B4
613S. Tel: 0121 200 2461.

Scottish Amateur Swimming Association.
Holmehills Farm, Greewlees Rd., Cambuslang, Glasgow G72
8DT. Tel: 0141 641 8818.

Scottish Sub-Aqua Club,
Cockburn Centre, 40 Bogmore Place, Glasgow, G51 4TQ.
Tel: 0141 425 021

Swim Shop
(for equipment, videos and texts). Unit 3, Dencora Way,
Luton, Beds LU3 38P. Tel: 01582 562111.

OTHER ACTIVITIES

Publications

ROHNKE, K. (1989)
Cowstails and Cobras II.
Dubuque, Iowa: Project Adventure.

ROHNKE, K. (1984)
Silver Bullets.
Dubuque, Iowa: Project Adventure.

ROHNKE, K. AND BUTLER, S. (1996)
Quicksilver.
Kendall /Hunt.

RUSE, D. (198)
City Adventures.
London: Paul Chapman.

SMITH, A. (1994)
Creative Outdoor Work with Young People
Lyme Regis. Russell House Publishing.

Useful Organisations

British Horse Society.
Boreland Riding Centre, Fearnan. Aberfeldy PH15 8SJ.

New Games UK,
PO Box 542, London, NW2 3PQ.

Project Adventure Inc.
P.O. Box 100, Hamilton, MA 01936 U.S.A.

Ropes Course Developments Ltd.
Rempstone, Corfe Castle, Wareham, Dorset. BH20 5JH. Tel:
01929 480999, Fax: 01929 480001.
e. [mail: NMORIARTY@LDS.CO.UK](mailto:NMORIARTY@LDS.CO.UK).

Scottish Amateur Rowing Association.
134 Newton St., Greenock PA16 8SJ.

Scottish Anglers National Association.
c/o Scottish Sports Council, Caledonia House, South Gyle,
Edinburgh.

Scottish Federation of Sea Anglers.
c/o Scottish Sports Council, Caledonia House, South Gyle,
Edinburgh.

Scottish Rafting Association.
c/o Alan Beaton, Schoolhouse, Barthol Chapel, Inverurie.
AB51 8TD. tel 01651 806503.

Trekking and Riding Society of Scotland.
Horse Trials Office, Blair Atholl Perthshire PH 18 5TH.

OUTDOOR MANAGEMENT DEVELOPMENT & ADVENTURE THERAPY

OUTDOOR MANAGEMENT DEVELOPMENT

Publications

CONSALVO, C.
Outdoor Games, for Trainers.
London, Gower.

EVERARD, B. (1995)
Development Training: Progress and Prospects.
DTAG.

LOYNES, C. AND PRIEST, S. (EDITORS) (1997)
Outdoor Management Development: Theory and Practice.
Penrith: Adventure Education, 1997.

Useful Organisations

AEE.
Corporate Adventure Training Special Interest Group. 2885
Aurora Avenue, Boulder, Colorado, 80303-2252, USA. Tel:
001- (303) 440-8844.

ADVENTURE THERAPY

Publications

DAVIS-BERMAN, J & BERMAN, D. (1994)
Wilderness Therapy
Dubuque, USA: Kendall Hunt.

GASS, M.
Adventure Therapy.
USA, Kendall/Hunt.

KENNEDY, A. (1992)
The Expedition Experience
Penrith: Adventure Education.

SCHOEL, J, PROUTY, D & RADCLIFFE, P. (1988)
Islands of Healing
Boulder, USA: Project Adventure.

Useful Organisations

AEE.
Adventure Therapy Special Interest Group. 2885 Aurora
Avenue, Boulder, Colorado, 80303-2252, USA. Tel: 001-
(303) 440-8844.

AEE.
Corporate Adventure Training Special Interest Group. 2885
Aurora Avenue, Boulder, Colorado, 80303-2252, USA. Tel:
001- (303) 440-8844.

ENVIRONMENT

Scotland - General.

DARLING, F. (1955)
The West Highland Survey.
Oxford: OUP.

DARLING, F. & BOYD, F.M. (1964)
Highlands and Islands.
Collins N.N.

HOLLIDAY, F. (1973)
Wildlife of Scotland.
Macmillan.

LISTER-KAYE, J. (1994)
Ill Fares the Land.
Battleby: SNIT.

MACLEAN, F. (1993)
Scotland - A Concise History.
Thames and Hudson.

MAGNUSSON, M. & WHITE, G. (1992)
The Nature of Scotland.
Edinburgh: Canongate.

MURRAY, W.H. (1973)
Islands of Western Scotland.
Eyre: Methuen.

NETHERSOLE-THOMPSON, D. & WATSON, A. (1974)
The Cairngorms.
Collins.

PREBBLE, J. (1963)
The Highland Clearances.
Seeker and Warburg.

SCOTTISH NATURAL HERITAGE. (1996)
The Natural Heritage of Scotland - An Overview.
Scottish Natural Heritage.

SISSONS, J.B. (1976)
Scotland.
Methuen.

STEVEN, H.M. & CARLISLE, A. (1959)
The Native Pinewoods of Scotland.
Edinburgh: Oliver and Boyd.

CONSERVATION AND ENVIRONMENTAL PROTECTION

Publications

United Kingdom:

BLUNDEN, J. & CURRY, N. (1985)
The Changing Countryside.
Open University & Croom Helm.

BLUNDEN, J. & CURRY, N. A (1994)
Future for Our Countryside.
Oxford: Blackwell & Countryside Commission.

DARGIE, T.C.D. & BRIGGS, D.J. (1991)
State of the Scottish Environment.
Scottish Wildlife and Countryside Link.

FAIRBROTHER, N. (1972)
New Lives. New Landscapes.
Penguin.

GATES, P. S (1992)
pring Fever
Harper Collins.

GREEN, B. (1982)
Countryside Conservation.
Allen and Unwin.

MABEY, R. (1980)
The Common Ground -A Place, for Nature in Britain's Future.
Hutchinson.

RACKHAM, O. (1986)
History of the Countryside.
Dent.

ROGERS, A, BLUNDEN, J. & CURRY, N. (1991)
The Countryside Handbook.
Milton Keynes: Open University.

Global:

CARSON, R. (1991)
Silent Spring.
Penguin.

COX, G., LOW, P. & WINTER, M. (1991)
The Voluntary Principle in Conservation.
Packard.

EHRlich, P.R. & EHRlich, A.H. (1990)
The Population Explosion.
New York: Simon & Schuster.

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The Third Revolution.
Penguin.

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World Conservation Strategy.
Gland. Switzerland: IUCN.

IUCN. (1990)
UN List of National Parks and Protected Areas.
IUCN.

MCNEELY, J.A., MILLER, R.K., REID, V.C. ET AL.
Conserving the Worlds' Biological Diversity.
IUCN.

SEAGER, J. (ED). (1990)
The State of the Earth - An Atlas of Environmental Concern.
Unwin,.

SEYMOUR, J. & GIRARDET, H. (1987)
Blueprint for a Green Planet.
London: Dorling Kindersley.

SEYMOUR, J. & GIRARDET, H. (1986)
Far from Paradise.
BBC.

WORLD COMMISSION ON ENVIRONMENT AND DEVELOPMENT. (1986)
Our Common Future.
Oxford: OUP.

Organisations

Association for the Protection of Rural Scotland.
483 Lawnmarket, Edinburgh, EH1 2NT. Tel: 0131 225 7013.

Centre for Alternative Technology,
Machynlleth. Powys. SY20 9AZ

Friends of the Earth (Scotland).
Bonnington Mill, 72 Newhaven Rd.. Edinburgh. EH6 5QG
Tel: 0131 554 9977.

International Union for the Conservation of Nature (IUCN).
Rue Mauverny 28. Gland 1196, Switzerland. Tel. +41 22 999 0025 email: wjg@hq.iucn.ch

John Muir Trust.
Freepost, Musselburgh, Midlothian, EH21 7BR.

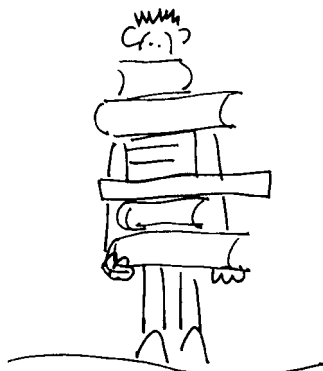
National Trust for Scotland.
5 Charlotte Square, Edinburgh, EH2 4DU. Tel: 0131 226 5922.

Reforestation Scotland.
21a Coates Crescent, Edinburgh, EH3 7AF.

Scottish Council for National Parks.
15 Park Terrace, Stirling, FK8 2JT. Tel: 01786 465714.

Scottish Environmental Protection Agency.
Science Park, Riccarton, Edinburgh .

United Nations Environment Programme (UNEP).
PO Box 30552 Nairobi, Kenya. Tel/Fax +254 2 623262



Journals

British Wildlife; B.W. Publishing, Rotherwick, Hampshire.

John Muir Trust: Journal and News; Freepost, Musselburgh, Midlothian, EH21 7BR.

Reforestation Scotland; 21a Coates Crescent, Edinburgh. EH3 7AF

RSPB Conservation Review; The Lodge, Sandy, Bedfordshire. (annual publication).

SCENES (Scottish Environmental News); Strome House, North Strome, Strathcarron, Ross. IV54 8YJ. Tel: 01520 722588. Fax: 01520 722660.

SLF Journal; Scottish Landowners Federation, 25 Maritime Street, Edinburgh.

Scottish Wild Land News; Journal of the Scottish Wild land Group. Treasurer, Tim Ambrose, 8 Clevedon Road, Kelvinside, Glasgow, G12 ONT.

COUNTRYSIDE ORGANISATIONS AND ADDRESSES

Botanical Society of Edinburgh.
The Royal Botanic Gardens, Inverleith Walk, Edinburgh EH3 5LR. Tel: 0131 552 7171.

British Waterways Board.
Forth & Clyde and Union Canal Ranger Service, Rosebank, Main St., Falkirk FK1 4DS. Tel: 01324 612 415.

Centre for Alternative Technology.
Machynlleth, Powys, Wales SY20 9AZ.

Central Scotland Countryside Trust.
Hillhouse Ridge Rd., Shottkirk Rd, Shotts, Lanarkshire ML7 4JS. Tel: 01501 822015. Fax: 01501 823919.

Conservation Corps.
70 Main St., Doune, Perthshire.

Environmental Resource Centre.
Drummond High School, Cochrane Terrace, Edinburgh.

Friends of the Earth (Scotland).
Bennington Mill, Newhaven Rd., Edinburgh.

Forestry Commission.
231 Corstorphine Rd., Edinburgh EH12 5EN.
Tel: 0131 334 0303.

Farming & Wildlife Advisory Group.
c/o Association of Agriculture, Royal Highland Showground, Ingleston, Edinburgh. Tel: (0131) 335 3982. Fax: (0131) 335 3559.

Freshwater Biological Association.
Ferry House, Far Sawrey, Ambleside, Cumbria LA2 0LP.
Tel: 01539 442468. Fax: 01539 446914.

Geological Survey.
Murchison House, West Mains Rd., Edinburgh.
Tel: 0131 667 1000.

Greenpeace.
Canonbury Villas, London N1 2PN.

Institute of Terrestrial Ecology.
Monks Wood, Abbots Ripton, Huntingdon, Cambridgeshire. PE 17 2LS. Tel: 01487 773381. Fax: 01487 773467.

National Farmers Union of Scotland.
17 Grosvenor Square, Edinburgh EH 12 5EN.

National Trust for Scotland.
5 Charlotte Square, Edinburgh EH2 4DU. Tel: 0131 226 5922.

Red Deer Commission.
Elm Park, Island Bank Road., Inverness.

Resources for Environmental and Social Studies Teaching (RESST).
c/o Dept of Social Studies, Moray House Institute, Holyrood Rd, Edinburgh EH8 8AQ. Tel: 0131 556 8455.

Royal Society for the Protection of Birds.
17 Regent Terrace, Edinburgh EH7 5BN. Tel: 0131 557 3136.

Royal Zoological Society of Scotland.
Corstorphine Rd., Edinburgh. Tel: 0131 334 9171.

Rural Forum Scotland.
Highland House, St Catherine's Road, Perth, PH1 5RY.
Tel: 01738 634565.

Scottish Association of Geography Teachers.
c/o Ken McLean, PT Geography, Perth Academy, Perth.

Scottish Countryside Rangers Association.
PO Box 37, Stirling FK8 2BL.

Scottish Farm and Countryside Educational Trust.
Royal Highland Showground, Ingleston, Edinburgh.

Scottish Wildlife and Countryside Link.
PO Box 64, Perth, PH2 0TF. Tel: 01738 630804.
Fax: 01738 643290.

Scottish Field Studies Association.
Kindrogan Field Studies Centre, Enochdhu, Blairgowrie, Perthshire PH10 7PG. Tel: 01250 81 286.

Scottish Marine Biological Association.
Dunstaffnage Marine Research Laboratory, P.O. Box 3, Oban PH34 4AD. Tel: 01631 2244.

Scottish Natural Heritage.
Battleby, Redgorton, Perth PH1 3EW. Tel: 01738 27921 and 12 Hope Terrace, Edinburgh. Tel: 0131 447 4784.

Scottish Ornithologists Club.
21 Regent Terrace, Edinburgh EH7 5BT. Tel: 0131 556 6042.

Scottish Society for Industrial Archaeology.
c/o Royal Scottish Museum, Chambers St., Edinburgh.

Scottish Wildlife Trust.
Cramond Glebe, Kirk Cramond, Edinburgh. Tel: 0131 312 7765.

Scottish Environmental Education Council.
Airthey Castle, University of Stirling, Stirling FK9 4LA. Tel: 01786 467867. Fax: 01786 467864.

Scottish Wildlife Watch.
c/o SWT, Cramond Glebe, Kirk Cramond, Edinburgh. Tel: 0131 312 7765.

Wildfowl and Wetlands Trust.
East Park Farm, Caerlaverock, Dumfriesshire.

Young Ornithologists Club.
c/o RSPB, 17 Regent Terrace, Edinburgh.

GEOLOGY AND GEOMORPHOLOGY

Publications

BAIRD, W. J. (1991)
The Scenery of Scotland: The Structure Beneath.
Scotland: National Museums of Scotland.

GORDON J.E. & SUTHERLAND D.G. (EDITORS) (1993)
Quaternary of Scotland - Geological Conservation Review Series.
Chapman Hall, London.

GOULD, S.J. (1991)
Wonderful Life: The Burgess Shale and the Nature of History.
Penguin.

GRAYSON, A. (1992)
Rock Solid - Britain's Most Ancient Heritage.
Natural History Museum: HMSO.

HAWKING, S. (1988)
A Brief History of Time.
Bantam.

HOLMES, A.
Principles of Physical Geology.

INSTITUTE OF GEOLOGICAL SCIENCES.
British Regional Geology Series.
HMSO.

JANSON-SMITH, D. AND CRESSEY, D. (1996)
Earth's Restless Surface.
London: Natural History Museum and Stationery Office.

PRICE, R.J. (1976)
Highland Land forms.
HIDB.

SCOTTISH NATURAL HERITAGE & BRITISH GEOLOGICAL SURVEY. (1996)
Landscape Fashioned by Geology Series.
Perth: SNH.

ENVIRONMENTAL EDUCATION AND FIELD STUDIES

AESTHETICS AND LANDSCAPE

Publications

DFE (1993)
The Outdoor Classroom. Educational Use, Landscape Design and Management of School Grounds.
HMSO.

GIONO, J. (1985)
The Man Who Planted Trees.
Vermont: Chelsea Green.

GOLDSWORTHY, A. (1990)
Hand to Earth, Andy Goldsworthy 1976-1990.
Leeds: Henry Moore Centre for the Study of Sculpture.

KEMEL, S & GASKELL, I (1993)
Landscape, Natural Beauty & the Arts
Cambridge, Cambridge University Press

SCHAMA, S. (1995)
Landscape and Memory.
London: Harper Collins.

SZARKOWSKI, J. (1990)
The Portfolio of Ansel Adams.
Boston: Little, Brown & Co.

TOBIAS, M.C. & DRASDO, H. (1980)
The Mountain Spirit.
Gollancz.

VAN MATRE, S. & WEILER, S. (1983)
The Earth Speaks.
Warrenville, IL: Institute of Earth Education.

GOTTLIEB, R. (1996)
This Sacred Earth.
Routledge.

BIOLOGICAL FIELD WORK

Identification Guides suitable for advanced students:

Aidgap keys cover the identification of a large number of difficult groups.

They are available from Field Studies Council, Aidgap Coordinator, Leonard Wills Field Centre, Williton, Taunton. Somerset. TA4 4HT. Tel: 01984 40207.

Botanical Society of the British Isles. Handbooks are written by expert field botanists for advanced studies.

Clapham, Tutin & Warburg. *Flora of the British Isles*. Cambridge: Cambridge University Press, 1968.

Freshwater Biological Association Keys. Write to FBA, Ferry House, Far Sawrey, Ambleside, Cumbria, for a list of current publications.

HUBBARD, C.E. (1968)
Grasses.
Pelican.

STACE, C. (1991)
New Flora of the British Isles.
Cambridge: Cambridge University Press.

WATSON, E.V. (1957)
British Mosses and Liverworts.
Cambridge: Cambridge University Press.

Identification Guides Suitable for Less Experienced Students:

Collins Field Guides. Published for large and small groups of plants and animals for almost 50 years. Are in general good value.

Mitchell Beasley Field Guides do really fit the pocket. Some titles such as 'Butterflies' and 'Trees' are excellent.

Oxford Clue Books and Usbourne Spotter Guides are good for younger children.

'Pan' publish a series of photographic guides, notably by Roger Phillips which contain clear pictures, but they are too large to be 'field' guides.

ROSE, F. (1991)
The Wild Flower Key.
Frederick Warne.

Warnes Field Guides were the innovators during the inter-war years. Now valuable as classic pieces.

Texts on Ecology

ANDREWARTHA, H.G. & BIRCH, L.C.
The Ecological Web.
Chicago University Press.

BISHOP, O.N. (1973)
Natural Communities.
John Murray.

CREMONA, J. (1988)
A Field Atlas of the Seashore.
Cambridge: Cambridge University Press.

MACAN, T.T. (1973)
Ponds and Lakes.
Allan & Unwin.

MCVEAN, D.N. & RATCLIFFE, D. (1962)
Plant Communities of the Scottish Highlands.
HMSO.

MCVEAN, D.N. & LOCKIE, J.D. (1969)
Ecology and Land Use in Upland Scotland.
Edinburgh University Press.

PRICE, L. (1981)
Mountains and Man: A Study of Process and Environment.
Berkeley: University of California Press.

RATCLIFFE, D. (1990)
Bird Life of Mountain and Upland.
Cambridge: Cambridge University Press.

SMITH, R.L. (1996)
Ecology and Field Biology.
New York: Harper Collins.

The following series of books, written by acknowledged leaders in the field and published by reputable houses, include texts on ecological subjects which are both authoritative and readable.

Collins New Naturalist Series - Around 80 titles are now being reprinted.

Institute of Biology Monographs from Edward Arnold include about a dozen titles on ecological topics.

Richmond Publishing Co. have introduced about 20 different titles under the series called 'Naturalist's Handbooks'.

Organisations

Field Studies Council,
Preston Montford, Montford Bridge, Shrewsbury, SY4 1HW.
Tel: 01743 850674.

Scottish Field Studies Association,
Kindrogan Field Studies Centre, Enochdhu, Blairgowrie,
Perthshire, PH10 7PG. Tel: 01250 81286

Journals

British Wildlife; B.W. Publishing, Rotherwick, Hampshire.

Field Studies; Field Studies Council, Montford Bridge, Shrewsbury, SY4 1HW.

ENVIRONMENTAL EDUCATION

BOWERS, C.A. (1993)

Critical Essays on Education, *Modernity* and the Recovery of the *Ecological Imperative*.
London: Teachers College Press.

CORNELL, J. B. (1979)

Sharing *Nature* with Children.
Exley Publications.

CORNELL, J. B. (1989)

Sharing the Joy of *Nature*.
Exley Publications.

DFE. (1993)

Environmental Responsibility; *an Agenda for Further and Higher Education*.
London: HMSO.

EDET GROUP OF UNEP (UK). (1992)

Good Earthkeeping - Education Training and Awareness for a Sustainable Future.
UNEP (UK),

FIEN, J. (1992)

Education for the Environment; Critical Curriculum Theorising and Environmental Education.
Geelong: Deakin University Press.

IUCN/UNEP/WWF. (1991)

Caring for the Earth. A Strategy for Sustainable Living.
Gland, Switzerland.

LIVING EARTH FOUNDATION. (1994)

The Living Earth, a Resource for Learning.
London: Hodder and Stoughton.

MASTERTON, T.H. (1987)

Learning to Care (RESST Series).
Edinburgh: Moray House..

SEEC WORKING GROUP. (1990)

Learning for Life; a National Strategy for Environmental Education in Scotland.
Edinburgh: Scottish Office.

SCOTTISH OFFICE. (1995)

A Scottish Strategy for Environmental Education: A Statement of Intent by the Secretary of State for Scotland.
Edinburgh: Scottish Office.

TYLER MILLER, G. (1996)

Sustaining The Earth: An Integrated Approach.
Belmont CA: Wadsworth.

VAN MATRE, S. (1972)

Acclimatization. Bradford Woods,
IN: American Camping Association.

VAN MATRE, S. (1990)

Earth Education; A New Beginning.
Greenville: Institute of Earth Education.

WWF Publish and supply a wide variety of educational materials suitable for environmental education and many aspects of the formal curriculum. Catalogue and enquiries: WWF UK, Publishing Unit, Panda House, Weyside Park, Godalming, Surrey, GU7 1XR. Tel: 01483 426444. Fax: 01483 426409.

GEOGRAPHICAL FIELD WORK

Publications

BLAND, K ET AL. (1996)

Fieldwork. *In: Geography Teachers Handbook*.
Sheffield: Geographical Association.

BOYCE, J. & FERETTI, J. (1984)

Fieldwork in Geography.
Cambridge: Cambridge University Press.

GILBERTSON, D., KENT, M. & PYATT, F.B. (1985)

Practical Ecology for Geology and Biology Survey; Mapping and Data Analysis.
Hutchison.

MASTERTON, T.H. (1982)

Field Sketching - a Technique for Teachers (RESST).
Edinburgh: Moray House.

ST JOHN, P. AND RICHARDSON, D. (1996)

Methods of Presenting Fieldwork Data.
Sheffield: Geographical Association.

SAUVAIN, P. (1964)

A Geographical Field Companion.
Hulton Educational, (Although out of print, an excellent reference works.)

Journals

Teaching Geography. Sheffield: Geographical Association.

Organisations

Scottish Association of Geography Teachers (SAGT). c/o Ken McLean, PT Geography, Perth Academy.

HISTORICAL FIELD WORK

Reference Books

FEACHEM, R. (1977)

Guide to Prehistoric Scotland.
Batsford: (A gazetteer of sites prior to the 10th century.)

HUME, J.R. (1976)

The Industrial Archaeology of Scotland.
Batsford: (In two volumes, Lowlands and Highlands.)

Inventories of the Royal Commission on the Ancient and Historical Monuments of Scotland. HMSO. (Not yet published for all the counties of Scotland. Gives detailed descriptions of all worthy archaeological and historical sites.)

The New Statistical Account of Scotland (c. 1840). Also known as the second statistical account; is arranged by counties.

The Statistical Account of Scotland (1791-1799). In many volumes arranged by parishes; gives a good insight into the life of the 18th century.

The Third Statistical Account (1950 continuing). Arranged by counties - one volume for each.

National Resource Organisations

Historic Scotland HQ.
Longmore House, Salisbury Place, Edinburgh. Tel: 0131 668 8600. Publishes guide books to sites and some educational material; education officer available for advice.

National Library of Scotland - Map Annexe.
33 Salisbury Place, Edinburgh EH9 1SL. Tel: 0131 226 4531. Fax: 0131 668 3472. A photocopying service is available for duplicating old maps.

National Monuments Record Office is located in Coates Place Edinburgh, but the address for correspondence is: 54 Melville St., Edinburgh EH3 7HF. Tel: 0131 225 5994. A public information service and archive of pictorial and documentary material, relating to ancient monuments.

National Trust for Scotland.
5 Charlotte Square, Edinburgh. Publishes many books and booklets on all its properties of both historic and educational merit.

Royal Museum of Scotland.
Chambers St., Edinburgh. Tel: 0131 225 7534.

The Scottish Association for the Teaching of History.
c/o Elma Brown, PT History, Glenrothes High School, Fife.

The Scottish Record Office.
West Register House, Charlotte Square, Edinburgh. Tel: 0131 535 1413. Estate plans and maps along with transactions are stored here; a photocopying service is available. Postal enquiries should be made to: The Keeper of the records of Scotland, Scottish Records Office, H.M. General Register House, Princes St., Edinburgh.

Publications

ORDNANCE SURVEY. (1981)
Place Names on maps of Scotland and *Wales*.
Ordnance Survey.

SALTER, M. (1985)
Discovering Scottish Castles.
Shire Publishing.

WILLSHER, B. (1985)
Understanding Graveyards.
Chambers.

WOOD, E.S. (1968)
Field Guide to Archaeology in Britain.
Collins.

JOURNALS AND SPECIALIST SERVICES

Journals

Environmental Education Research. Carfax Publishing Co.
Box 25, Abingdon, Oxfordshire, OX13 3UE.

Environmental Values. White Horse Press, 10 High Street,
Knapwell, Cambridge, CB3 8NR.

International Journal of Environmental Education and
Information. University of Salford, Department of
Environmental Resources, Allerton Building, Frederick
Road, Salford, M6 6PU.

Journal of Adventure Education and Outdoor Leadership.
Adventure Education, 12 St Andrew's Churchyard, Penrith,
Cumbria, CAI 1 7YE.

Journal of Environmental Education. Heldref Publishers,
1319 18th Street NW, Washington, DC 20036-1802, USA.

Journal of Experiential Education. 2305 Canyon Boulevard,
Suite 100, Boulder, Colorado, 80302 USA.

Scottish Journal of Physical Education. Secretary: Glenda
Wise, Moray House Institute of Education, Cramond Road
North, Edinburgh, EH4 6JD.

Book Retailers

Adventure Education,
12 St Andrew's Churchyard, Penrith, Cumbria, CAI 1 7YE.
Tel: 01768 891065. Fax: 01768 891914.

ChrisFilm and Video.
Glasshouses Mill, Pately Bridge, Harrogate, North Yorkshire
HG3 5QH. Tel: 01423 71 1310. Fax: 01423 712493.

Cicerone Press.
2 Police Square, Milnthorpe, Cumbria LA77PY. Tel: 015395
62069. Fax: 015395 63417.

Cordee.
3a De Montfort St., Leicester LE1 7HD. Tel: 0116 254
3579. Fax: 0116 247 1176.

Field Studies Council Publications.
Preston Montford, Montford Bridge, Shrewsbury SY4 1HW.
Tel: (01743) 850674.

HMSO.
71 Lothian Road, Edinburgh EH39AZ. Tel: 0131 2284181.
Fax: 0131 229 2734.

Natural History Book Service.
2-3 Wills Rd., Totnes, Devon TQ9 5XN. Tel: 01803 865
913. Fax: 01803 865280.

SNH Publications Section.
Battleby, Redgorton, Perth PH1 3EW. Tel: 01738 627921.
Fax: 01738 441897.

Insurance Services

'Activecard and Snowcard'.
Bishopsgate Insurance, Bishopsgate House, Tollgate.
Eastleigh, Hampshire, S053 3YA. Tel: 01327- 262805.
Fax: 01327- 263227. [E-Mail: snowcard@dial.pipex.com](mailto:snowcard@dial.pipex.com)

Alexander Stenhouse UK Ltd.
Richmond House, College Street, Southampton, S09 4ZB.
Tel: 01703- 225616.

British Activity Holiday Insurance Services.
Security House, Frog Lane, Tunbridge Wells, TN 1 1YT. Tel:
01892-534411.

BMC Services Ltd.
Insurance Dept., BMC Services Ltd., 177-179 Burton Road,
Manchester, M20 21313. Tel: 0161- 4454747.

Combined Insurance Company of America.
Combined House, 15 Fairfield West, Kingston upon Thames.
KT1 2PA.

NAOE Insurance Services.
NAOE Administration, 12 St. Andrew's Churchyard, Penrith,
Cumbria, CAI 1 9NX. Tel: 01768- 865113.

Perkins Slade Ltd.
Elizabeth House, 22 Suffolk Street, Queensway, BI. Tel:
0121- 6258080.

USEFUL ORGANISATIONS

The organisations and addresses given here are those of a general nature. For details of others see the relevant entries in the resources section.

ADVISORY PANELS AND NATIONAL STRUCTURES

In 1996, as a result of Government legislation, the former 'Regions' of Scotland (Strathclyde, Central, Grampian etc) were 'disaggregated'. The result has been a great deal of change in the pattern of Outdoor Education provision. Due to this and the regular changes in the membership and office bearers of advisory panels only the addresses of the current office bearers are provided here.

AALA Scottish Office.

Adventure Activities Licensing Authority, Main Street, Newtonmore, Inverness-shire. Tel and Fax: 01540 67330.

AHOEC.

Association of Heads of Outdoor Centres. Secretary, Les Berrow, Firlush Point Field Centre, Killin, Perthshire, FK21 8SU. Tel: 01567 820329. Fax: 01567820994. email: les.berrow@ed.ac.uk

BAHA.

British Activity Holiday Association. 22 Green Lane, Waltham on Thames, Surrey, KT12 5HD.

NAOE.

National Association for Outdoor Education, 12 St. Andrew's Churchyard, Pennth, Cumbria, CA11 7YE. Tel: 01768-891065.

SAHA.

Scottish Activities Holidays Association, Unit 78, Stirling Enterprise Park, Stirling, FK7 7RP, Tel: 01786 449380.

SAPOE.

Scottish Advisory Panel for Outdoor Education. Secretary: Andrew Michie, Clackmannan Council, Education and Community, Lime Tree House, Alloa, FK10 1EX. Tel: 01259 452461. Fax: 01259 452350

SCOETR.

Scottish Council for Outdoor Education Training and Recreation. Chairman: Richard Arrowsmith, Lagganilla Centre, Kincaig, by Kingussie, Inverness-shire, PH21 1NG. Tel: 01540 651265. Fax: 01540 651240.

TQS.

Tourism Quality Services, (Head Office for Adventure Activities Licensing Authority) 17, Lambourne Crescent, Llanishen, Cardiff, CF4 5GG. Tel: 01222 755715, Fax: 01222 755757.

NATIONAL GOVERNING BODIES

BASI.

British Association of Ski Instructors, Glenmore, Aviemore, Inverness-shire, PH22 1QU. Tel: 01479 861717. Website <http://www.Caithness-mm.co.uk/basi>

BCU.

British Canoe Union, John Dudderidge House, Adbolton Lane, West Bridgeford, Nottingham, NG2 5AS. Tel: 01159 821100.

BMC.

British Mountaineering Council, 177-179 Burton Road, West Didsbury, Manchester, M20 2BB. Tel: 0161 445 4747. Website <http://www.thebmc.co.uk>

BOF.

British Orienteering Federation, 'Riversdale', Dale Road North, Darley Dale, Matlock, Derbyshire, DE4 2JB. Tel: 01629 734042.

MC of S.

Mountaineering Council of Scotland, 4a St Catherine's Road, Perth, PH1 5SE. Tel: 01738 638272.

RYA.

Royal Yachting Association (Scotland), Caledonia House, South Gyle, Edinburgh. Tel: 0131 317 7388.

SMLTB.

Scottish Mountain Leader Training Board, Caledonia House, South Gyle, Edinburgh, EH12 9DQ. Tel: 0131 317 7217.

SNSC.

Scottish National Ski Council, Caledonia House, South Gyle, Edinburgh, EH12 9DQ. Tel: 0131 317 7280.

SCA.

Scottish Canoe Association, Caledonia House, South Gyle, Edinburgh, EH12 9DQ. Tel: 0131 317 7314.

SOA.

Scottish Orienteering Association, 10 Newk Crescent, Houston, Johnstone, PA6 3HB. Tel: 01505 613094

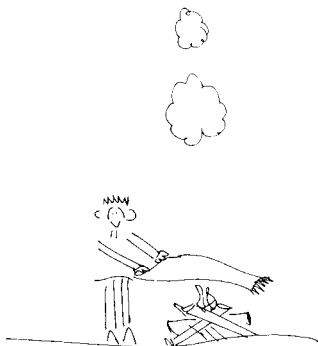
Scottish Sports Council.

Caledonia House, South Gyle, Edinburgh, EH12 9DQ. Tel: 0131 317 7200.

UKMTB & MLTB.

UK Mountain Training Board and Mountain Leader Training Board, Capel Curig, Gwynedd, LL24 0ET. Tel: 01690 720272

INTERNATIONAL LINKS



Association for Experiential Education,
2305 Canyon Boulevard, Suite 100, Boulder, Colorado,
80302, USA.

European Institute for Outdoor Adventure Education.
Contacts: Eva-Maria Krehan and Dr Gunter Amesberger,
Auf der Schmelz 6, A-1150, Wien. Tel: 0043 1 22 661 254.
Fax: 0043 1 22 661 208.

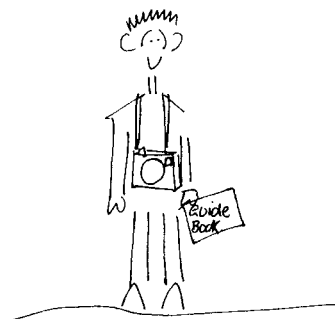
ENVIRONMENTAL AND COUNTRYSIDE

The Scottish Environmental Education Council produced a comprehensive 'Guide to Resources for Environmental Education' in 1994. This is due to be updated in the near future. 'Who's Who in the Environment: Scotland' has also been recently updated. Therefore please refer to the relevant section of this guide or to the following:

'Guide to Resources for Environmental Education'. Scottish Environmental Education Council. University of Stirling, Stirling, FK9 4LA. 01786 467864.

'Who's Who in the Environment: Scotland 1996'. Perth: Scottish Natural Heritage, 1996.

TOURISM AND RECREATION



Scottish Tourist Board,
23 Ravelston Terrace, EH4. Tel: 0131 332 2433. Fax: 0131 343 1513.

Highlands and Islands Enterprise,
Bridge House, 20 Bridge Street, Inverness, IV 1 1 QR. Tel: 01463 234171. Fax: 01463 244469.

NATIONAL OUTDOOR TRAINING CENTRES

Glenmore Lodge,
Scottish National Mountaineering Centre, Aviemore.
Inverness-shire, PH22 1QU. Tel: 01479 861256. Fax: 01479 861212.

Cumbrae,
Scottish National Watersports Centre, Isle of Cumbrae, KA28 OHQ. Tel: 01475 530757. Fax: 01475 530013.

Plas Menai,
National Watersports Centre, Llanfairisgaer. Caernarfon, Gwynedd, LL55 1UE. Tel and Fax: 01248 670964.

Plas y Brenin,
National Mountaineering Centre, Capel Curig, Conwy, LL24 0ET. Tel: 01690 720214. Fax: 01690 720394.

FURTHER AND HIGHER EDUCATION

Aberdeen Colleges, Clinterty College, Kinellar, Aberdeen, AB2 0TN. Tel: 01224 612775. National Certificate in Outdoor Pursuits (annual intake 24, has been running 10 years), HNC/HND Scotvec Course in Sports Coaching with Sports Development (strong outdoor element) (annual intake 16, has been running 4 years).

Dundee College, Old Glamis Road, Dundee, DD3 8LE. Tel: 01382 834834. National Certificate Programme based on SCOTVEC modules in a variety of outdoor pursuits.. Annual intake 48. HNC/HND Sports Coaching with Sports Development (outdoor pursuit option). Annual intake 8.

Edinburgh's Tel ford College, Crewe Toll . Edinburgh. Tel: 0131 332 2491. Physical Recreation and Outdoor Activities Course (annual intake 15; has been running 12+ years). No formal entry qualification; uses Scotvec modules, BETA training award.

Langside College Glasgow, 50 Prospecthill Road, Glasgow, G42 9LB. Tel: 0141 649 4991. National Certificate Programme (all Students take 1 day per week outdoor pursuits). Annual intake 48. Has been running 10 years. HNC/HND Sports Coaching with Sports Development (outdoor pursuit option). Annual intake 8. Running 5 years.

Inverness College, School of Sport, Faculty of Service Sector Studies, Inverness, ¶ ISA. Tel: 01463 236681. From 1997, National Certificate in Outdoor Pursuits (intake 16). From 1998. HND in Outdoor Pursuits Management Practice (likely intake 8).

Perth College, Faculty of Arts, Crieff Road, Perth, PH2 NX. Tel: 01738 621171. Two courses with an Outdoor Education element. A National Certificate course in Sport & Recreation in which Outdoor Education is a core subject and an HND in Leisure Management in which Outdoor Education is an option.

Moray House Institute of Education, Heriot Watt University, Cramond Road North, Edinburgh, EH4 6J D. Tel: 0131 312 6001. Specialist Outdoor Education courses running for 25 years. Post Graduate Certificate, Diploma and Masters (MSc) Degrees (annual intake 15-20). The Post Graduate Diploma includes 14 weeks of practical involvement and the MSc is the only qualification of its type in Europe. Also OE options on the BA (Leisure Studies), BEd (Physical Education) and PGCE courses.

University of Strathclyde, Faculty of Education, Jordanhill, South Brae Drive, Glasgow. Tel: 0141 950 3000. BA Hons (Outdoor Education in the Community). Running 8 years; annual intake 20.

OTHER RELEVANT ORGANISATIONS

Adventure Education,
12 St Andrew's Churchyard, Penrith, Cumbria, CA11 7YE.
Tel: 01768 891065. Fax: 01768 891914.

Duke of Edinburgh's Award Scheme (Scotland),
69 Dublin Street, Edinburgh, Tel: 0131 556 9097.

Foundation for Outdoor Adventure,
Muncaster Guest House, Muncaster, Ravenglass, Cumbria.
CA18 1RD. Tel: 01229 717693, Fax: 01229 717170.

Outward Bound (Scotland),
Achdaluie, Fort William, Inverness-shire, PH33 7NN. Tel:
01397 772866.

Scottish Sports Council.
Caledonia House, South Gyle, Edinburgh, EH 12 9DQ. Tel:
0131 317 7200.

Scottish Sports Association.
Caledonia House, South Gyle, Edinburgh, EH12 9DQ. Tel:
0131 339 8785

Scottish Youth Hostels Association.
7 Glebe Crescent, Stirling. FK8 2JA. Tel: 01786 891400.

SCOTTISH OUTDOOR PROVIDERS

These are listed alphabetically by town/city.

ABERDEEN CZTY OUTDOOR EDUCATZON SECTZON

Summerhill Education Centre, Stronsay Drive, **Aberdeen**, AB2 6JA. Tel: 01224 208446 Fax: 01224 209004. Advice and guidance. Training and assessment. Safety and activity management.

BRITISH RED CROSS

22 Queens Road, **Aberdeen**, AB 16YT. Tel: 01224 647741.

TORRY YOUTH PROJECT

The Portacabin Balnagask Circle, Torry, **Aberdeen**. Tel: 01224 878927.

SPLASH WHZTEWATERRAFTING

20 Market Square, **Aberfeldy**, PH15 2RD. Tel: 01887 829706. Specialist suppliers of whitewater rafting trips in Scotland and overseas.

JONATHAN PRESTON

7 Dialuaine Terrace, Carron, by **Aberlour**, AB38 7RG. Tel: 01340 810488. AMI BASI BCU guide MLTB instruction in all aspects of mountaineering, rock and ice climbing.

SCOTTZSH ADVISORY PANEL FOR OUTDOOR EDUCATZON

Clakmannanshire Council, Lime Tree House, **Alloa**, FK10 1EX. Tel: 01259 452461 Fax: 01259 452440.

HZGH LANDADVENTURE

Knockshannoch, Glenisla, by **Alyth**, PH1 18PE. Tel: 01575 582238 Fax: 01575 582207. Fully catered circular house (max 54). Multi-activity and ski packages arranged.

ANSTRUTHER BUNKHOUSE

West Pitkierie, **Anstruther**, KY10 3JY. Tel: 01333 310768. Bunkhouse, comfortable beds, reasonably priced, cooking facilities, lounge, showers, no restrictions.

EAST NEUK OUTDOORS

Cellardyke Park, **Anstruther**, KY10 3AX. Tel: 01333 311929. SCA approved centre. Multi-activities for all. Individuals and groups.

ANGUS COUNCZL COMMUNZTY EDUCATZON SERVICE

Bruce House, Wellgate, **Arbroath**, DD11 3TE. Tel: 01241 435039. Catering for all - watersports, mountaineering and skiing. Also equipment hire.

ABERNETHY TRUST/ARDGOUR

Kilmalieu, Springs Road, **Ardgour**, PH33 7AD. Tel: 01967 411222 Fax: 01967 411222. Part of Abernethy Trust.

ACHNAMARA OUTDOOR CENTRE

Achnamara, by Lochgilphead, **Argyll**, PA3 18PX. Tel: 01546 850247.

ARROCHAR OUTDOOR EDUCATION CENTRE

Arrochar, G83 7AA. Tel: 01301 702355.

BADAGUZSH CAIRNGORM OUTDOOR CENTRE

Aviemore, PH22 1QU. Tel: 01479 861285. Outdoor activity holidays for unaccompanied disabled people. (24 hour respite care).

FREE HEEL SKI CO.

Highland Guides, Inver Drive, **Aviemore**. Tel: 01479 831316.

LOCH MORLICH WATERSPORTS

Glenmore Forest Park, by **Aviemore**, PH22 1QU. Tel: 01479 861221.

BALLATER ENVIRONMENTAL EDUCATION CENTRE

School Lane, **Ballater**, AB35 5RJ. Tel: 013397 55868. LEA centre offering natural history courses. Contact for further information.

DAVE LATHAM - OUTDOOR ACTMTZES

Garrolfoot, Finzean, by **Banchory**, AB31 6PP. Tel: 01330 850332 Fax: 01330 850332. Paddlesports and mountain activities provided for groups and individuals.

DEESZDE MOUNTAIN ACTMTIES

East End Cottage, 8 Main Road, Lumphanan, **Banchory**, AB31 4PW. Tel: 013398 83294. MIC mountaineering and rock climbing instructor. National awards: outdoor education consultancy.

HILLPARK EDUCATZON CENTRE

Benview, **Bannockburn**, FK7 0JY. Tel: 01786 816205. Resource centre.

AIRBORNE INITIATIVE (SCOTLAND) LTD.

Glengonnar Centre, Abington, **Biggar**, ML12 6SG. Tel: 01864 502340 Fax: 01864 502651. Alternative to custody programme involving outdoor challenge and employment opportunity.

SCOTTZSH CENTRES - LOANINGDALE HOUSE

Carwood Road, **Biggar**, ML12 6LX. Tel: 01899 221115 Fax: 01899 220644. Four residential outdoor education centres in Scotland for groups.

CAIRNWELL MOUNTAIN SPORTS LTD.

Gulabin Lodge, Glenshee, by **Blairgowrie**, PH10 7QE. Tel: 01250 885255 Fax: 01250 885255. Countryside appreciation, adventurous activities, environmental awareness programmes. Winter/summer. On-site accommodation.

COMPASS CHRISTIAN CENTRE

Glenshee Lodge, Glenshee, by **Blairgowrie**, PH10 7QD. Tel: 01250 885209.

SCOTTZSH FZELD STUDIES ASSOCIATION

Kindrogan Field Centre, Enochdhu, **Blairgowrie**, PH10 7PG. Tel: 01250 881286. Residential courses on all aspects of environment, for schools and individuals.

BRAEMAR NORDZC SKI CENTRE

Invercauld Road, **Braemar**, AB35 5YP. Tel: 013397 41242 Fax: 013397 41496.

ALMONDELL & CALDERWOOD COUNTRY PARK

near **Broxburn**. Tel: 01506 882254. Ranger Service offering environmental education - River Almond & woodlands.

THE WILDFOWL & WETLANDS TRUST

Eastpark Farm, **Caerlaverock**, DG 1 4RS. Tel: 01387 770200 Fax: 01387 770200. Large wild wetland reserve with formal and non-formal education services.

ENDEAVOUR TRAINING SCOTLAND

Ancaster Business Centre, Cross Street, **Callander**, FK17 8EA. Tel: 01877 331666 Fax: 01877 331678. Leadership, team working and organisational development programmes using the outdoors.

BARCAPLE CHRISTIAN OUTDOOR CENTRE

Ringford, **Castle Douglas**, DG7 2AP. Tel: 01557 820261 Fax: 01557 820261. Multi-activity centre catering for mainstream, special needs and disadvantaged groups.

GALLOWAY SAILING CENTRE

Parton, Loch Ken, **Castle Douglas**, DG7 3NQ. Tel: 01644 420626.

ALISTAIR HARVEY

20 Schoolhouse Avenue, **Coalburn**, ML11 0LL. Tel: 01555 820672.

JEWEL AND ESK VALLEY COLLEGE

Newbattle Road, **Dalkeith**, EH22 2AE. Tel: 0131 6601010 Fax: 0131 6630271.

HARVEY MAP SERVICES LTD.

12-16 Main Street, **Doune**, FK16 6BJ. Tel: 01786 841202 Fax: 01786 841098. Walking maps, orienteering books/supplies/equipment/maps.

DUMBARTON YOUTH OUTREACH PROJECT

St Michael's Annexe, Cardross Street, **Dumbarton**. Tel: 01389 731181.

CARLINGWARK OUTDOOR EDUCATION CENTRE

Lochside Park, Castle Douglas, **Dumfries**, DG7 1TH. Tel: 01556 504146. We let three outdoor centres at school holidays and weekends.

DUMFRIES & GALLOWAY COUNCIL

Dept. for Community Resources, 118 English Street, **Dumfries**, DG 1 2DE. Tel: 01387 260070.

MARTHROWN OF MABIE EDUCATION CENTRE

Mabie Forest, **Dumfries**, DG2 8HB. Tel: 01387 247900. Residential and day groups - multi-activity and field studies.

ANCRUM ACTIVITY CENTRE

10 Ancrum Road, **Dundee**, DD2 2HZ. Tel: 01382 660719.

CARNEGIE UNITED KINGDOM TRUST

80 New Row, **Dunfermline**, KY 12 7EJ. Tel: 01383 721445.

BENMORE CENTRE FOR OUTDOOR EDUCATION

Benmore, by **Dunoon**, PA23 8QX. Tel: 01369 706337. RYA BCU SMLTB multi-activity holidays and courses.

CASTLE TOWARD

Toward, by **Dunoon**, PA23 7UH. Tel: 01369 870249.

BRITISH SKI FEDERATION

258 Main Street, **East Calder**, EH53 OEE. Tel: 01506 884343. National governing body for skiing.

JAMES HAMILTON HERITAGE PARK

Stewartfield Way, **East Kilbride**, G74 5LB. Tel: 01355 276605.

BRITISH ASSOC. EUROPEAN MOUNTAIN LEADERS

Moray House Institute for Education, Cramond Road, **Edinburgh**, EH4 6JD. Tel: 0131 3461358.

CITY OF EDINBURGH COUNCIL - COMMUNITY EDUCATION SERVICE

Duke of Edinburgh's Unit, Education Offices. George IV Bridge, **Edinburgh**, EH1 1UQ. Tel: 0131 2264120. It's popular, it's fun, it's challenging - the programme for today.

DUKE OF EDINBURGH'S AWARD SCHEME SCOTLAND

69 Dublin Street, **Edinburgh**, EH3 6NS. Tel: 0131 5569097 Fax: 0131 5578044. Take up the challenge of a Duke of Edinburgh's Award!

EDINBURGH ACTIVITY CAMPS

1st Floor, 46 Bavelaw Road, Balerno, **Edinburgh**, EH14 7AE. Tel: 0131 4497136.

FAIRBRIDGE EDINBURGH

122 Constitution Street, Leith, **Edinburgh**, EH6 6AW. Tel: 0131 5554449 Fax: 0131 5552977. Support and motivate young unwaged people enabling personal development through outdoor and informal education.

FORESTRY COMMISSION

231 Corstophine Road, **Edinburgh**, EH12 7AT. Tel: 0131 3340303.

GUIDE ASSOCIATION SCOTLAND

16 Coates Crescent, **Edinburgh**, EH3 7AH. Tel: 0131 2264511 Fax: 0131 2204828. Outdoor activities for women within an exciting personal development programme.

MORAY HOUSE INSTITUTE OF EDUCATION

Heriot Watt University, Cramond Road North, **Edinburgh**, EH4 6JD. Tel: 0131 3126001 Fax: 0131 3126335.

MOUNTAINSMITH

12 Dudley Grove, **Edinburgh**, EH6 4QW. Tel: 0131 5540572.

ROCK AND MOUNTAIN LOCATIONS

30/3 East Fettes Avenue, **Edinburgh**, EH4 1RE. Tel: 0131 5511769. AMI instruction in all aspects of climbing/mountaineering.

SCOTQUEST

YMCA Scotland, 11 Rutland Street, **Edinburgh**, EH1 2AE. Tel: 0131 2281464. Mobile unit providing outdoor adventure, creative arts and personal development opportunities for young people at risk.

SCOTTISH MOUNTAIN LEADER TRAINING BOARD

Caledonia House, South Gyle, **Edinburgh**, EH12 9DQ. Tel: 0131 3177217.

SCOTTISH SPORTS COUNCIL

Caledonia House, 1 Redheughs Rigg, South Gyle, **Edinburgh**, EH12 9DQ. Tel: 0131 3177200 Fax: 0131 3177202. Administers Scottish national sports centres at Inverclyde, Cumbrae and Glenmore Lodge.

SPORTS WAREHOUSE

24-26 Coburg Street, **Edinburgh**, EH6 6HB. Tel: 0131 5536003 Fax: 0131 5537875. All leading makes at discount prices. Scotland's Buffalo specialist.

VENTURE SCOTLAND

Bonnington Mill, 72 Newhaven Road, **Edinburgh**, EH6 5QG. Tel: 0131 5535333 Fax: 0131 5535333. Outdoor based personal development experiences for young adults with limited opportunities - volunteer led.

ELIE WATERSPORTS

Elie Harbour, **Elie**, KY9 1BY. Tel: 01333 330962.

FALKIRK COUNCIL COMMUNITY AND LEISURE SERVICES (OUTDOOR ACTIVITIES)

Victoria Building Annexe, Queen Street, **Falkirk**, FK2 7AF. Tel: 01324 506846.

ALAN KIMBER

Calluna, Heathercroft, **Fort William**, PH33 6RE. Tel: 01397 700451 Fax: 01397 700489. AMI guide. Mountaineering courses all year. BMC approved. Telephone for details.

MOUNTAIN CRAFT COURSES

Glenfinnan, **Fort William**, PH37 4LT. Tel: 01397 722213 Fax: 01397 722300. AMI BMC approved courses. Holidays and private tuition.

MOUNTAIN TECHNOLOGY (GLENCOE) LTD.

Old Ferry Road. Onich, **Fort William**, PH33 6SE. Tel: 01855 821222 Fax: 01855 821424. Mountaineering equipment manufacturers (ice axes, crampons etc).

OUTWARD BOUND SCOTLAND

Loch Eil Centre, Corpach, **Fort William**, PH33 7NN. Tel: 01397 772866 Fax: 01397 772869. RYA approved. SMLTB summer and winter. SCOTVEC.

PEOPLE POSITIVE

PO Box 3, **Fort William**, PH33 7YB. Tel: 01397 705499.

SNOWGOOSE MOUNTAIN CENTRE

The Old Smiddy. Station Road, Corpach, **Fort William**, PH33 7JH. Tel: 01397 772467 Fax: 01397 772467. Quality skills training courses in mountaineering, rock climbing, canoeing and mountain winter skills.

RUA REIDH LIGHTHOUSE

Melvaig, **Gairloch**, IV21 2EA. Tel: 01445 771263.

EAST RENFREWSHIRE COUNCIL

Council Offices (P) Eastwood Park, Rouken Glen Road, **Giffnock**, G46 6UG. Tel: 0141 6213430.

ALBA ADVENTURES

Ardoch House, 25 Ardoch Street, **Glasgow**, G22 5QG. Tel: 0141 3364827. Adventures and outdoors for everyone. Phone for brochure.

CLIMBER & HILL WALKER

Caledonian Publishing, Plaza Tower, East Kilbride, **Glasgow**, G74 1LW. Tel: 013552 46444 Fax: 013552 63013. Climber leading magazine for UK and world market.

DRUMCHAPEL ADVENTURE GROUP

Camus Place Centre, 2 Camus Place, Drumchapel, **Glasgow**, G15 7AW. Tel: 0141 9445555.

FAIRBRIDGE GLASGOW

Ardoch House, 25 Ardoch Street, Possilpark, **Glasgow**, G22 5QG. Tel: 0141 3470771/0881. Supports and motivates young unwaged people enabling personal development through outdoor and informal education.

GLASGOW CLIMBING CENTRE

Ibrox Church, 534 Paisley Road West, **Glasgow**, G51 1RN. Tel: 0141 4279550.

GREAT OUTDOORS

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Uig, **Isle of Lewis**, HS2 9HR. Tel: 01851 672320.

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ABBREVIATIONS

The following abbreviations are used in the text and are standard throughout the UK.

| | |
|-----------|--|
| AEE | Association for Experiential Education |
| AALA | Adventure Activities Licensing Authority |
| ACAC | Activity Centres Advisory Committee |
| AHA | Activities Holidays Association |
| AHOEC | Association of Heads of Outdoor Education Centres |
| AIIOEC(S) | Association of Heads of Outdoor Education Centres (Scotland) |
| BAHA | British Activity Holidays Association |
| BASI | British Association of Ski Instructors |
| BCU | British Canoe Union |
| BMC | British Mountaineering Council |
| BOF | British Orienteering Federation |
| COETR | Council for Outdoor Education Training and Recreation |
| D of E | Duke of Edinburgh's Award Scheme |
| DES | Department of Education and Science |
| DTAG | Development Training Advisory Group |
| ESC | English Ski Council |
| FOA | Foundation for Outdoor Adventure |
| GTC | General Teaching Council for Scotland |
| HIDB | Highlands and Islands Development Board |
| HIE | Highlands and Islands Enterprise |
| HSE | Health and Safety Executive |
| JAEOLE | Journal of Adventure Education and Leadership |
| IOCQ | Institute for Outdoor Careers and Qualifications |
| MC of S | Mountaineering Council of Scotland |
| MLTB | Mountain Leader Training Board |
| NAOE | National Association for Outdoor Education |
| NAOE(S) | National Association for Outdoor Education (Scotland) |
| NAFSO | National Association of Field Studies Officers |
| NGB | National Governing Body |
| NVQ | National Vocational Qualification |
| OEAP | Outdoor Education Advisers' Panel |
| RYA | Royal Yachting Association |
| SAA | Society Against Acronyms! |
| SARA | Scottish Activities Holidays Association |
| SAIS | Scottish Avalanche Information Service |
| SAPOE | Scottish Advisory Panel for Outdoor Education |
| SCA | Scottish Canoe Association |
| SCOETR | Scottish Council for Outdoor Education Training and Recreation |
| SCOTVEC | Scottish Vocational Education Council |
| SCVYO | Scottish Council for Voluntary Youth Organisations |
| SEEC | Scottish Environmental Education Council |
| SMLTB | Scottish Mountain Leader Training Board |
| SMSG | Scottish Mountain Safety Group |
| SNH | Scottish Natural Heritage |
| SNSC | Scottish National Ski Council |
| SOA | Scottish Orienteering Association |
| SSA | Scottish Sports Association |
| STB | Scottish Tourist Board |
| SVQ | Scottish Vocational Qualification |
| TQS | Tourism Quality Services Ltd |
| UKMTB | UK Mountain Training Board |



ABOUT THE AUTHORS

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Neville Crowther was a Lecturer in Outdoor and Environmental Education at Moray House Institute of Education, Heriot Watt University for 21 years. Since retiring, he has continued to teach in these areas for a number of colleges and other agencies. He also works in a voluntary capacity for many conservation organisations; on committees and in the field by wildlife recording and environmental monitoring. He is a member of the Scottish Panel of Advisers in Outdoor Education and a partner in a countryside consultancy, 'Heartland'.

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Peter Higgins is currently Senior Lecturer in Outdoor Education at Moray House Institute of Education, Heriot Watt University, Edinburgh; and Course Leader for the Post Graduate Diploma and Masters Degrees in Outdoor Education. He was previously a Senior Instructor at Lothian Region's Benmore Centre in Dunoon, Argyll. He is a member of the Scottish Panel of Advisers in Outdoor Education, a management committee member of the European Institute for Outdoor Adventure Education and an associate member of the Association of Heads of Centres (Scotland).

CHRIS LOYNES

Chris Loynes is the director of Adventure Education, a not for profit organisation providing professional services to the Outdoor Education field in the UK. He edits the Journal of Adventure Education and Outdoor Leadership and lectures at the Moray House Institute of Education and the Charlotte Mason campus of the University College of St Martin's as well as overseas. He is a Churchill Fellow for studies on outdoor leadership training, a Fellow of the Royal Geographical Society and a member of the Institute of Personnel and Development.

DREW MICHIE

Drew Michie is currently an Education Adviser for Clackmannanshire Council and was previously Adviser in Outdoor Education for Central Region. He is a past Chairman of the Scottish Canoe Association Coaching Committee, the Scottish National Ski Council Coaching Committee and National Association for Outdoor Education (Scotland). He has for some years been Secretary of the Scottish Advisory Panel for Outdoor Education and is a member of the Scottish Council for Outdoor Education Training and Recreation. He has recently been appointed to the Health and Safety Commission's newly formed Adventure Activities Industry Advisory Committee.

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Robbie Nicol has recently worked at the Venture Trust Centre in Applecross and Blairvadach Outdoor Education Centre. He is currently a Research Assistant at Moray House Institute of Education where he is studying the social, economic and environmental aspects of upland land use in Scotland.

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