

Personal, social and emotional competency	Description	How these contribute towards educational outcomes
1. Confidence and self-belief:	Confidence in abilities; belief in ability to overcome challenges and achieve one's goals; self-esteem; optimism.	<p>Young people's beliefs about their own abilities guide the amount of effort they use to complete a task.</p> <p>Self-efficacy contributes towards young people's academic success and promotes higher aspiration.</p>
2. Resilience and determination:	Ability to bounce back from setbacks; ability to sustain effort in working towards achieving one's goals.	<p>Resilience is linked with doing better in school and increased likelihood of entering employment.</p> <p>Self-discipline is a vital factor in academic achievement.</p>
3. Planning and problem-solving:	Ability to set achievable goals; ability to find solutions to problems; ability to monitor and review progress in learning.	<p>Effective goal-setting is important for academic success.</p> <p>Problem-solving is associated with the ability to cope with stresses in life.</p>
4. Self-awareness:	Awareness of own strengths and weaknesses; awareness of how one's behaviour affects others.	<p>Awareness of own strengths and abilities is important for creating effective learning behaviours around motivation and engagement.</p>
5. Working with others:	Ability to show compassion and consideration for others; ability to collaborate with others and work in a team; ability to establish and maintain positive relationships with others.	<p>The ability to interact with others is an important element of effective learning as well as transition into training or employment.</p> <p>Having strong social relationships is linked with resilience, coping and social well-being.</p>
7. Communication:	Ability to communicate clearly and appropriately; ability to express opinions and present ideas.	<p>Good communication is essential for a successful transition to work or training, and for forming positive relationships with others.</p>
6. Leadership:	Ability to influence others; ability to take responsibility for one's actions; ability to manage own learning and development.	<p>The ability to influence others can support young people as they transition into training, employment and adulthood.</p>
8. Awareness and concern for the natural environment:	Knowledge, understanding and enjoyment of the natural environment; concern for protecting the natural environment.	<p>Direct experience of the natural environment provides opportunities for real-life learning and promotes positive environmental behaviours.</p>

Engagement with learning

- Young people improve their skills for, and engagement with, learning.
- Young people improve aspects of their performance in the classroom.

Health and well-being

- Young people have greater capacity to form and sustain good personal, social and working relationships. Young people have improved emotional well-being.
- Young people are more motivated for physical exercise to spend time in the outdoors.

Employability

- Young people develop skills and attributes that are attractive to employers and that enable them to perform effectively in the workplace.

Accompanying Notes

1. This framework has been developed with reference to the Young Foundation's 'Cluster of Capabilities' in 'Framework of Outcomes for Young People' 2012 and the Institute of Education's 'The Impact of non-cognitive skills on outcomes for young people: literature review' 2013.
2. Note that personal, social and emotional skills are also referred to non-cognitive skills, soft skills, life skills and character skills. This framework is The Outward Bound Trust's interpretation of these skills in the context of its work with young people.
3. The framework can be easily mapped onto the Employability Framework that The Trust has developed.
4. Note that not all skills are likely to be developed on every course experience, and outcomes will vary depending on the young people's needs, the context and focus of learning, and the length of the course.

How The Outward Bound Trust develops these skills

OUR PEDAGOGY

A UNIQUE EXPERIENCE OF ADVENTURE AND LEARNING IN THE WILD THAT HAS PROVEN EDUCATIONAL, PSYCHOLOGICAL AND SOCIAL BENEFITS AS WELL AS HEALTH-RELATED BENEFITS.

PRINCIPLE	PRACTICE
Experiential learning in an outdoor environment	Provides a neutral space for learning. Enables direct experience of a situation. Provides a necessary contrast to the traditional environment for learning.
Learning through adventure	Enables young people to explore their boundaries, learn about risk-taking and develop courage in the face of uncertainty.
Immersion in the natural environment	Enables direct experience of a place. We often link the return from an overnight expedition with a canoe journey back to base, so that opportunities for learning are not lost while participants travel to and from activities.
Highly trained and professional outdoor practitioners	Our instructors are skilled educators as well as outdoor practitioners, able to take young people on a challenging adventure and help them to understand what the experience means to them, both now and in the future. The average length of service of an instructor is 59 months (just under 5 years) and 63% are Senior Instructors, meaning that they hold higher levels of both outdoor and learning qualifications ²² .
Personalised learning	Small group size, with a maximum of 12 participants in each group, and one instructor who works with a group for the duration of the course. The focus is on individual reflection alongside group interaction and development.
Primary focus on learning	Delivery of every course is underpinned by the Outward Bound Learning Process, where each activity is designed to achieve a specific learning outcome ²³ .
Emphasis on development of transferable skills	A focus throughout on transferring learning back to a young person's environment. On Education courses, workshops are delivered to all teaching staff (on courses lasting five days or longer), so that a clear plan is developed to transfer learning back to school. On Apprentice and Graduate courses, an action plan is agreed with the employer so that learning is transferred back to the workplace.

Independent research shows that the outcomes achieved during an outdoor learning programme are as a result of group interaction and challenge:

- One research study showed how the outcomes achieved are attributed more to the group experience of challenge than to the actual activities of the course (Goldenberg & Prosolino, 2008) – *“the most important aspect of programming is fostering the group experience through group challenges. The type of challenge seemed to make little difference in the consequences and values obtained as long as the group faced the challenge together”*
- Another research study showed that it is a complex interaction of elements contributes towards learning outcomes (Randall Williams), but that adventure and social interaction are particularly important.