Unit 48:   Adventure Programming

Unit code:	Y/504/3066
QCF level:	5
Credit Value:	15

Aim

The aim of this unit is to enable learners to develop a greater understanding of the philosophies and ethical issues which underpin adventure programming and give learners a theoretical framework on which to base their plans for developing adventure programmes. The unit also gives learners the opportunity to develop an understanding of, and the skills needed for, effective leadership and teamwork to ensure the safe delivery of different types of challenging adventure programme.

Unit abstract

This unit introduces learners to the underpinning philosophical models of adventure programming through investigating the ideas of Plato and Aristotle. Learners will develop an understanding of the importance of William James and the educational philosopher John Dewey in the creation of the concept of experiential education, where learning is achieved most effectively through direct experience, and where an element of risk is deemed necessary for human growth and development. The unit also enables learners to explore the ideas of Kurt Hahn and the development of outward bound programmes.

The unit gives learners the opportunity to investigate the physiological and psychological factors affecting those participating in adventure programmes. Learners will examine the 'endorphin high', flow experience and peak experiences, to further develop their understanding of the concept of individual behaviour and motivation, risk, and the adventure paradigm. Learners will explore how the different stages of individual and group development impact on effective team-working.

Learners will develop an understanding of the concept of ethics and how ethical issues, such as informed consent, environmental concerns, and working with children, are relevant to adventure programming. By reflecting on current practice, and examining case studies, learners will gain an understanding of the ethical guidelines laid down by professional bodies and National Governing Bodies, and the main methodologies used to resolve ethical issues.

Learners will then go on to explore the factors that need to be taken into account when planning and preparing for different types of adventure programme to ensure they are safe and effective. This will include researching client needs and requirements and agreeing appropriate goals and objectives to meet these needs. Learners will become familiar with the different types of adventure programme – recreational, educational, developmental and therapeutic – and the benefits of each programme type.

Learners will bring their knowledge, understanding and skills together to plan and deliver a safe, effective and challenging adventure programme to meet client needs and requirements, evaluating the programme against the original goals, aims, objectives and learning outcomes. This will give learners the chance to evaluate both their own performance and appropriate follow–up activities for their personal development.

Learning outcomes

On successful completion of this unit a learner will:

1   Understand the underpinning philosophy of adventure programming

2   Understand the ethical issues related to adventure programming

3   Understand the factors involved when planning to deliver different types of adventure programmes

4   Be able to deliver a safe, effective and challenging adventure programme.

Unit content

1 Understand the underpinning philosophy of adventure programming

Key philosophical models and frameworks of adventure programming: Plato and Aristotle; human growth and development; the experiential model for learning, learning styles, experiential learning theory (ELT), experiential education; modelling good practice; key people – William James, John Dewey, David Kolb; Kurt Hahn and the development of outward bound

Individual behaviour and motivation: physiological and psychological factors; endorphin high; flow and peak experiences; defining risk and the adventure paradigm; theory of motivation

Individual and group development: stages of group development; effective leadership styles in group development; characteristics of effective teams and team-working; individual potential and development; use of complex technical skills

2 Understand the ethical issues related to adventure programming

Ethical guidelines: current guidelines and codes of practice; professional bodies; National Governing Bodies; government agencies

Ethical issues: risk; informed consent; captive populations; environmental concerns; working with children; individual versus group benefit; learner rights; sexual issues; social implications

Methodologies for resolving ethical problems: Jasper Hunt's model; Kitchener's model of ethical decision making; reflection on practice; use of case studies

3 Understand the factors involved when planning to deliver different types of adventure programmes

Programme types: recreational, educational, developmental and therapeutic; programme rationale, complexity and benefits; facilitation styles

Client groups: e.g. children and young people, people with physical disabilities, people with learning disabilities, older adults, youth and social services groups, referred individuals, families, corporate events, school/college/university groups, friends away day/weekend away

Case studies: matching client needs to programme type; rationale for selection; programme methodology; intended outcomes; key roles

Factors: client needs, requirements, goals and objectives; intended outcomes; methodology; risk, health and safety, emergency procedures; resources – requirements, use (including satellite technology, equipment, smart clothing); location; leadership and group relationships; key roles; decision making

Programme plan and design: type of programme; activities within the programme; focus on intended outcomes; organisational requirements; roster staff and guidelines for facilitators; matching programme to client group, age profiles and abilities, special requirements

Safe, effective and challenging adventure programme: e.g. new activities in terms of required level of skill-related fitness, in terms of physical fitness

requirements, opportunities for own personal development and training, aptitude, attributes, skills progression, new group experiences, new ways of learning

Setting goals, aims and objectives: research client needs and requirements; agree appropriate SMARTER goals (specific, measurable, achievable, realistic, time-related, exciting, recorded); agree appropriate learning outcomes to meet client requirements

4 Be able to deliver a safe, effective and challenging adventure programme

Safe, effective and challenging adventure programme: e.g. new activities in terms of required level of skill-related fitness, in terms of physical fitness requirements, opportunities for own personal development and training, aptitude, attributes, skills progression, new group experiences, new ways of learning

Programme delivery: meeting client needs and requirements; maintain personal logbook/diary of programme delivery; leadership skills and techniques; decision making; operational concerns; risk assessment; managing safety; emergency procedures; appropriate facilitation; technical ability; team support

Programme analysis: design an evaluation instrument; obtain feedback from clients, assessor, other observers; assess the effectiveness and success of the programme in terms of meeting original goals, aims, objectives and learning outcomes; strengths and areas for improvement

Follow-up activities: e.g. voluntary community work, fund-raising for charitable purposes or a new enterprise, join or start an environmental group, join a local gym/sports club, personal training requirements

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:	
LO1 Understand the underpinning philosophy of adventure programming	1.1	Explain the key philosophical models and frameworks underpinning adventure programming
	1.2	Explain, with reference to physiological and psychological processes, how individual behaviour and motivation operate during adventure programming
	1.3	Discuss the stages of individual and group development for effective team-working
LO2 Understand the ethical issues related to adventure programming	2.1	Review current ethical guidelines and codes of practice devised by relevant professional bodies and government agencies for adventure programming
	2.2	Analyse the ethical issues inherent in working with selected groups and individuals in adventure programming
	2.3	Analyse the main methodologies for resolving ethical problems in adventure programming
LO3 Understand the factors involved when planning to deliver different types of adventure programmes	3.1	Explain the rationale for, and benefits of, recreational, educational, developmental and therapeutic adventure programmes
	3.2	Justify the rationale for a selected type of adventure programme and selected client group
	3.3	Explain the factors that need to be taken into account when planning to deliver the selected adventure programme
	3.4	Design a valid plan to deliver a safe, effective and challenging adventure programme to meet the goals, aims, objectives and learning outcomes of a selected client group
LO4 Be able to deliver a safe, effective and challenging adventure programme	4.1	Deliver a safe, effective and challenging adventure programme for a selected client group, to meet client needs and requirements

	4.2	Critically analyse the adventure programme delivered in terms of achieving the intended goals, aims, objectives and learning outcomes for a selected client group
	4.3	Evaluate appropriate follow-up activities for own personal development in adventure programming.

Guidance

Links

This unit has links to the following units in the BTEC Higher Nationals in Sport (Leisure Management):

Unit 16: Managing in the Health and Fitness Industry

Unit 25: Work-based Experience

Unit 44: Managing Resources in Sport and Leisure Management

Unit 45: The Organisation and Control of Sport, Exercise and Fitness.

Essential requirements

Learners should be given the opportunity to work with a wide range of client groups who could act as participants. Centres should use the extensive network of voluntary groups which undertake adventure programming as potential client groups. In most instances, regular use of a minibus will also be required.

Centres must ensure that they are able to access resources, for example equipment and facilities of the appropriate quality to meet industry standards. The special resources required for this unit are:

o access to indoor/outdoor adventurous activity venues and/or environments suitable for delivering the selected programmes. This could be the natural environment where the activity is normally carried out, for example access to an artificial climbing wall, ski slope, cave, crag, mountain range, orienteering course, river, lake, sea, or wilderness area.

o appropriate personal protective equipment

o appropriate safety equipment

o specific technical equipment relating to the selected programmes.