

# Unit 10: Outdoor and Adventurous Activities

<b>Unit code:</b>	<b>K/502/5638</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit will enable learners to participate in exciting activities in the outdoors, learning and applying practical skills and techniques, further developing their leadership skills and qualities.

## ● Unit introduction

Outdoor and adventurous activities are becoming increasingly popular; they are an important part of the active leisure environment. They offer an alternative to the traditional team and individual competitive sports which dominate our thinking when considering physical activity. Through outdoor and adventurous activities, participants compete not against each other but against the challenge of the environment, be it altitude, vertical, subterranean, ice, snow or water in nature.

This unit enables learners to explore a range of outdoor and adventurous activities by giving them a taste of the activities available. By exploring a range of activities, learners will be able to develop and enhance their own ability in these activities.

The unit starts by exploring the organisations and range of provision for outdoor and adventurous activities. Various governing bodies will be studied, together with the places in which these activities can take place.

As most outdoor and adventurous activities involve an element of risk, it is important that this unit also examines safety considerations that should be taken into account prior to and during participation. The effect of these activities on the environment is also studied so that learners can be made aware of how to protect the environment and still enjoy the activities.

Learners will then be taught skills and techniques that are relevant and appropriate to their chosen outdoor and adventurous activities. Finally, learners will study ways in which they can review their own performance in order to identify how they may improve their practical skills and techniques.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know about the organisation and provision of outdoor and adventurous activities
- 2 Know the safety and environmental considerations associated with outdoor and adventurous activities
- 3 Be able to participate in outdoor and adventurous activities
- 4 Be able to review own performance in outdoor and adventurous activities.

# Unit content

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## 1 Know about the organisation and provision of outdoor and adventurous activities

*Outdoor and adventurous activities:* eg land-based (rock climbing, mountain walking, skiing, snow boarding, orienteering, caving), water-based (kayaking, windsurfing, sailing, canoeing, surfing), air-based (paragliding, parascending, gliding, parachuting)

*Organisation and provision:* governing bodies, eg British Canoe Union (BCU), Royal Yachting Association (RYA), British Surfing Association (BSA), British Gliding Association (BGA), Mountain Leader Training UK (MLTUK), British Orienteering Federation (BOF), British Mountaineering Council (BMC), British Association of Ski Instructors (BASI), British Caving Association (BCA); statutory bodies, eg Countryside Agency, National Parks, Civil Aviation Authority (CAA); voluntary bodies, eg The Ramblers Association, climbing and mountaineering clubs, canoeing and kayaking clubs; education, eg local education authority outdoor centres, mountain and water centres eg Outward Bound centres

## 2 Know the safety and environmental considerations associated with outdoor and adventurous activities

*Safety considerations:* risk assessments; emergency procedures, eg rescue, first aid, distress signals, contacting emergency services, protecting rest of group; personal protective equipment

*Environmental considerations:* eg flora, fauna, wildlife (respect, preservation and conservation), national nature reserves, guidelines and legislation (countryside code, Countryside Rights of Way Act 2000 – CRoW)

## 3 Be able to participate in outdoor and adventurous activities

*Skills and techniques:* eg land-based activities (knots, belaying, route planning, navigation, pacing, traversing), water-based activities (stroke, capsize drills, manoeuvring, efficient handling of craft), air-based activities (effective handling of controls, take-off, landing, navigation), use of equipment (wet suit, buoyancy aid, boots, boat)

## 4 Be able to review own performance in outdoor and adventurous activities

*Review:* feedback, eg peers, leaders, observers; self-evaluation; recording, eg log, diary

*Development plan:* SMART (specific, measurable, achievable, realistic, time-bound) targets; aims; objectives; opportunities, eg training, qualifications; possible barriers

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe four different outdoor and adventurous activities, including their organisation and provision		
<b>P2</b> describe safety considerations associated with four different outdoor and adventurous activities	<b>M1</b> explain safety considerations associated with four different outdoor and adventurous activities	
<b>P3</b> describe environmental considerations associated with four different outdoor and adventurous activities	<b>M2</b> explain environmental considerations associated with four different outdoor and adventurous activities	<b>D1</b> evaluate the safety and environmental considerations associated with four different outdoor and adventurous activities
<b>P4</b> demonstrate appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support [RL1, RL2, RL3, TW1, TW3, TW5]	<b>M3</b> independently demonstrate appropriate skills and techniques in two different outdoor and adventurous activities	
<b>P5</b> carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement [IE1, IE4, RL5, SM2, EP4]		
<b>P6</b> design a development plan for improving own performance in outdoor and adventurous activities. [IE1, IE4, RL5, SM2, SM6, EP3]	<b>M4</b> explain identified strengths and areas for improvement in own performance in outdoor and adventurous activities, and explain suggestions relating to development.	<b>D2</b> justify suggestions made relating to the development plan.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

During the delivery of this unit learners should be given as much practical experience as possible. If the centre does not have outdoor and adventurous activity provision, it may be possible to cover part or all of this unit on an outdoor pursuits residential trip or through a series of day trips to outdoor pursuits centres or providers.

The first part of the unit is primarily theory-based; organisations and the provision of outdoor and adventurous activities are explored. A range of providers should be covered, with a more in-depth focus on the main providers and organisations for the activities intended for their learners. Tutors could take learners on trips to visit some of the providers of these activities, such as local education authority outdoor activity centres, local authority outdoor development units or private outdoor providers. Visits from freelance outdoor instructors will give learners a personal insight into the structure of the industry.

Safety considerations that are specific to outdoor and adventurous activities should be covered. Learners should be taught about general safety considerations, such as risk assessments, first aid box content and emergency procedures, then carry out a study of activity-specific safety considerations.

Environmental impact can be covered through a mix of theory and practical work. For example, the countryside code could be taught together with conservation of wildlife, which is then followed by a walk in the country where learners can put this theory into practice.

Skills and techniques for land-based, water-based or air-based activities should be taught as practically as possible. A minimum of two suitable activities should be covered.

Practical participation may be possible via other routes; for example, if the learner is a member of the air cadets then participation in an air-based activity may be possible. Appropriate witness testimony must be produced.

To complete the unit, learners can monitor and review their performance through the completion of logbooks or feedback from their tutor. They can then research courses that are available for them to improve their performance.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction and overview of unit.
<b>Assignment 1: Outdoor and Adventurous Activities: Organisation and Provision (P1).</b> Tutor introduces the assignment brief.
Tutor to lead on the investigation and description of four different types of outdoor and adventurous activities. Examination of the organisation and provision of the four activities. Includes learner research tasks.
Learners to explore different types of outdoor and adventurous activities – practical activities.
Tutor to lead practical outdoor and adventurous activity experience to examine the differing activities.
Tutor to lead practical outdoor and adventurous activity experience.
Tutor to lead practical outdoor and adventurous activity experience.
Tutor to lead in exploring the influence of safety considerations on practical outdoor and adventurous activities. <b>Assignment 2: Safety Considerations (P2, M1).</b> Tutor introduces the assignment brief.
Learners to explain influence of safety considerations on practical outdoor and adventurous activities. Group discussions.
Tutor to lead practical outdoor and adventurous activity experience.
Tutor to lead evaluation of environmental considerations: impact and influence on practical outdoor and adventurous activities. <b>Assignment 3: Environmental Considerations (P3, M2, D1).</b> Tutor introduces the assignment brief.
Learners to categorise and explain environmental considerations and how these impact and influence practical outdoor and adventurous activities.
Learners to give personal demonstration of practical outdoor and adventurous activity skills. Practical observation and assessment. <b>Assignment 4: Practical Participation (P4, M3).</b> Tutor introduces the assignment brief.
Learners to give personal demonstration of practical outdoor and adventurous activity skills. Practical observation and assessment.
Learners to review personal performance in practical outdoor and adventurous activities. <b>Assignment 5: Review of Own Performance (P5, P6, M4, D2).</b> Tutor introduces the assignment brief.
Learners to produce development plan for own improvement in outdoor and adventurous activities.
Review of unit. Outstanding work catch-up workshop.

## Assessment

For P1, learners must choose four different outdoor and adventurous activities and describe what the activities involve. They must also describe the organisations that run these activities, such as the governing bodies and also the provision for these activities. Learners may select all land-based, or all water-based, or all air-based, or a selection of any four activities.

For P2, learners should investigate safety considerations for four different outdoor and adventurous activities of their choice. They should be able to produce risk assessments for each activity, be able to describe relevant emergency procedures for each activity and describe personal protective equipment required for each activity. Criteria P1 and P2 can be assessed through learners carrying out their own research and producing a written report.

For P3, learners should select four different outdoor and adventurous activities of their choice and describe how these activities impact on the relevant environment.

It would be a good idea for learners to use the same four outdoor and adventurous activities throughout criteria P1, P2 and P3 so that a good understanding can be gained of each activity.

For P4, learners must be able to demonstrate appropriate practical skills and techniques for two different outdoor and adventurous activities of their choice, with tutor support. For example, an instructor may be in the water to assist learners as they demonstrate a capsize drill. This could be assessed through observation records or learners may participate in a relevant governing body award scheme. Tutor witness statements and/or observation records must link clearly to the assessment and grading criteria and associated *Unit content*.

For P5, learners must examine their own practical performance in the two outdoor and adventurous activities through a mix of self-assessment, peer assessment and instructor assessment. From this, learners should be able to identify their strengths and also ways in which they may improve their practical skills. For P6, learners will build on their review of their personal performance in two practical outdoor and adventurous activities by producing a development plan which will identify how they can improve their performance.

For M1, learners should explain safety considerations for four different outdoor and adventurous activities of their choice – this includes discussing why each safety consideration is in place and the purpose it serves.

For M2, learners should select four different outdoor and adventurous activities of their choice and explain how these activities impact on the relevant environment around them and ways in which they may minimise this impact.

For M3, learners must be able to independently demonstrate appropriate practical skills and techniques for two different outdoor and adventurous activities of their choice. For P4 and M3, a detailed observation record and/or witness statement should be completed by the tutor which highlights skills and techniques that learners have completed well and also areas for improvement. The observation record should clearly document criteria Met/Not Met. It would also be possible to assess these criteria through a personal proficiency award from an appropriate governing body or by instructor feedback.

For M4, learners must examine their own practical performance in the two outdoor and adventurous activities. From this, learners should be able to explain their strengths and methods by which they may improve their skills such as researching training courses or relevant clubs they may join.

For D1, learners need to be able to evaluate the safety and environmental considerations for four outdoor and adventurous activities. Learners should determine whether there are some risks not accounted for and whether further controls need to be introduced to further minimise risk of hazards causing harm. They should also evaluate the environmental impact of each of these activities and provide suggestions regarding how this impact may be decreased.

For D2, learners need to justify the suggestions that they have made regarding their own development plan for improvement.

Learners should complete a logbook or diary to record their participation in the activities together with a plan of how they propose to develop their performance.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Outdoor and Adventurous Activities: Organisation and Provision	You have gained a work placement at an outdoor education centre. Describe four outdoor and adventurous activities, what they involve, organisations that run these activities and also the provision for these activities.	Written report.
P2, M1	Safety Considerations	The centre regularly carries out risk assessments. Know how to carry out risk assessments and how to apply them to different activities.	Written risk assessments.
P3, M2, D1	Environmental Considerations	During the placement you practically explore environmental considerations during participation in outdoor and adventurous activities.	Written report.
P4, M3	Practical Participation	Demonstrate practical skills and techniques in two different outdoor and adventurous activities.	Practical observation and assessment. Witness statement/observation record.
P5, P6, M4, D2	Review of Own Performance	Self-reflect on performance in practical activities and design a development plan.	Presentation. Witness statement.



## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Activities
Expedition Experience	Practical Individual Sports	Practical Individual Sports
Leading Outdoor and Adventurous Activities	Skills for Land-based Outdoor and Adventurous Activities	
Outdoor and Adventurous Activities	Skills for Water-based Outdoor and Adventurous Activities	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Equipment and Facilities for Outdoor and Adventurous Activities	
	Impact and Sustainability in Outdoor Adventure	
	Environmental Education for Outdoor Adventure	
	Alternative Pursuits for Outdoor Adventure	
	Assessing Risk in Sport	

This unit links with the National Occupational Standards (NOS) for:

- Outdoor Education, Development Training and Recreation at Level 3.

### Essential resources

To deliver this unit effectively centres will need a range of specialist outdoor equipment, to include personal protective equipment such as waterproofs, helmets and wetsuits as well as specialist activity equipment such as ropes and kayaks. Alternatively, centres need to be located within close proximity to the 'great outdoors' and have access to outdoor centres which can provide the specialist equipment and knowledge.

### Employer engagement and vocational contexts

This unit focuses on the safe practical participation in outdoor and adventurous activities and the impact such participation has on the environment and participants. It also examines the organisations which exist within the outdoor industry. The unit gives learners the personal skills they need to become good practitioners in the outdoors and helps them to acquire the personal experience required to enrol on the National Governing Body qualification structures which exist in the outdoor industry. Centres are encouraged to visit outdoor centres and to invite outdoor professionals to visit the centre to give talks on the industry.

## Indicative reading for learners

### Textbooks

Barton B – *Safety Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006)  
ISBN 9781412920780

Cox D – *The Sailing Handbook* (New Holland Publishers, 2007) ISBN 9781845377526

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007) ISBN 9781852845001

Ferrero F – *British Canoe Union: Coaching Handbook* (PESDA, 2006) ISBN: 9780954706166

Foster N – *Open Canoe Technique* (Globe Pequot Press, 2003) ISBN 9781898660262

Hill P – *The Complete Guide to Climbing and Mountaineering* (David and Charles, 2008)  
ISBN 9780715328422

Long S – *Hill Walking* (The Mountain Training Trust UK, 2003) ISBN 9780954151102

Martin B, Cashel C, Wagstaff M and Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318

### Journals

*Canoe Focus*

*Climber*

*Summit*

*The Great Outdoors*

### Websites

British Canoe Union [www.bcu.org](http://www.bcu.org)

British Mountaineering Council [www.thebmc.co.uk](http://www.thebmc.co.uk)

The Ramblers Association [www.ramblers.org.uk](http://www.ramblers.org.uk)

Royal Yachting Association [www.rya.org](http://www.rya.org)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>carrying out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>designing a development plan for improving own performance in outdoor and adventurous activities</p>
<b>Creative thinkers</b>	demonstrating appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support
<b>Reflective learners</b>	<p>demonstrating appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support</p> <p>carrying out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>designing a development plan for improving own performance in outdoor and adventurous activities</p>
<b>Team workers</b>	demonstrating appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support
<b>Self-managers</b>	<p>carrying out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>designing a development plan for improving own performance in outdoor and adventurous activities</p>
<b>Effective participators</b>	<p>carrying out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>designing a development plan for improving own performance in outdoor and adventurous activities.</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>researching different outdoor and adventurous activities</p> <p>discussing the ethics involved in participation in outdoor and adventurous activities</p>
<b>Creative thinkers</b>	finding new solutions to overcome problems during practical participation
<b>Reflective learners</b>	observing each other during practical assessment
<b>Team workers</b>	assisting others during practical participation in outdoor and adventurous activities
<b>Self-managers</b>	seeking new physical challenges and setting personal goals.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching and reporting on the different types of outdoor and adventurous activities
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	producing a personal development plan writing risk assessments
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	carrying out and writing a risk assessment producing a personal development plan developing and using evaluation forms
Present information in ways that are fit for purpose and audience	carrying out and writing a risk assessment developing and using evaluation forms
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	producing a personal development plan developing and using evaluation forms
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	completing risk assessments reviewing own performance
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	gathering information on the different types of outdoor and adventurous activities completing risk assessments
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	gathering information on the different types of outdoor and adventurous activities completing risk assessments reviewing own performance.