

Unit 29: Principles and Practices in Outdoor Adventure

Unit code:	K/600/2273
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' knowledge of the underpinning principles and practices of the outdoor industry including all aspects of provision, function and good practice.

● Unit introduction

Outdoor adventure is a rich and diverse field, so much so that many workers within it fail to adequately define its breadth and scope. This unit develops learners' understanding of the basic principles and practices which underpin outdoor adventure.

This unit explores the wide provision of outdoor education and the opportunities for personal and social development, organisational development, environmental education, recreation, adventure and technical skills development.

The unit will introduce learners to the social and historical influences that have affected and influenced outdoor adventure. Learners will gain an understanding of the wide range of outdoor adventure available and its practices, structural differences, activities and target groups for participation.

Contact with providers and active employers in the outdoor activities industry is essential for the effective delivery of this unit. This contact could take the form of visits to outdoor activity providers or centres, work experience placements or visiting speakers.

This unit will enable learners to examine the principles of good practice in facilitating or leading outdoor and adventurous activity sessions.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about key factors in the development of outdoor adventure
- 2 Know the benefits of participation in outdoor adventure
- 3 Know about activities delivered in outdoor adventure
- 4 Know about good practice in delivering outdoor adventure.

Unit content

1 Know about key factors in the development of outdoor adventure

Factors: key individuals eg Baden Powell, Kurt Hahn; bodies or movements eg The Scout Association, The Guide Association, Outward Bound, Duke of Edinburgh's Award scheme, Local Education Authority provision, field study centres, inclusion of activities in the National Curriculum, use in community issues resolution, development of governing bodies, environmental sustainability issues, Adventure Activities Licensing Regulations (2004)

Influences: eg social, nationalism, exploration and expeditions motivated by political or economic reasons, evolution of middle-class mass leisure phenomenon, growth of outdoor adventure, health and safety legislation, accessibility to activities, demand for greater choice within society, expansion of facilities and equipment, need to counter issues (obesity, social inclusion, community cohesion)

2 Know the benefits of participation in outdoor adventure

Benefits: eg personal development (mental, physical, emotional), decision-making skills, developing relationships, self-confidence, self-esteem, promoting self-expression, working with others, understanding others, recognising achievement, constructive use of leisure time, personal experience of the outdoors

Participation: eg experiential learning, trust building, risk taking, group development, team building, the wilderness experience, problem solving, the novel outdoor or social environment, skills learning, empowerment, environmental awareness

3 Know about activities delivered in outdoor adventure

Activities: types eg problem-solving activities, camping, nature activities, rope-course activities, sailing, climbing, mountain walking, caving, canoeing, windsurfing; delivery eg residential experiences, wilderness expeditions, inner-city programmes, urban adventure, environmental education, school education, technical skills training and assessments

4 Know about good practice in delivering outdoor adventure

Key concepts: eg caring leadership, appropriate leadership, challenge by choice, inclusion, equal opportunities, management of risk (psychological, physical), environmental awareness, appropriate activities, accessibility

Importance: eg safe working environment, free from unnecessary hazards and risks, caring environment in which clients learn and develop, good customer care, returning custom, good marketing tool, professional image

Methods: eg quality assurance procedures, health and safety protocols, staff development, effective operating procedures, professional conduct, emergency procedures, induction and follow-up procedures

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:
P1 describe the influence of three different factors on the development of outdoor adventure [IE1]	M1 explain the influence of three different factors on the development of outdoor adventure	D1 evaluate the influence of three different factors on the development of outdoor adventure
P2 describe four benefits of participation in outdoor adventure	M2 explain four benefits of participation in outdoor adventure	D2 evaluate four benefits of participation in outdoor adventure
P3 describe the delivery of five different activities in outdoor adventure		
P4 describe five different key concepts of good practice in outdoor adventure	M3 explain five different key concepts of good practice in outdoor adventure	D3 evaluate the importance of five different key concepts of good practice in outdoor adventure.
P5 describe four reasons why good practice is important in outdoor adventure [IE1, CT1, CT2]	M4 explain four reasons why good practice is important in outdoor adventure	
P6 describe four methods used to promote good practice in outdoor adventure. [IE1, CT1, CT2]	M5 explain four methods used to promote good practice in outdoor adventure.	

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.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should give learners the foundation to understand how outdoor adventure is provided. The unit also provides the underpinning knowledge to understand the 'why' and 'how' of outdoor adventure practices.

The unit should be taught at an early stage of the qualification, as it will allow learners to link other units to this study. The teaching approach should include theoretical input, personal reflection and experiential learning. Learners should be encouraged to continually reflect on their own experiences and participate in problem-solving activities throughout the unit.

Tutors should be mindful of the ways in which they facilitate learner reflections and encourage learners to link the theory and practice to their own experiences. Reflection on own practice will enhance learners' understanding of the principles, practices and benefits of outdoor adventure.

Ideally, some time could be spent on identifying good practice, perhaps by learners reviewing successful outdoor sessions that they may have experienced. Matching the behaviours and values exhibited within 'successful' sessions against less positive experiences may lead to the formation of a set of norms or preferences.

Visits to outdoor centres or agencies may offer a different perspective to sessions delivered within the centre, and will strengthen learners' grasp of the components and importance of good practice in the industry.

Alternatively, visiting speakers may also provide models to assist in the acquisition of good practice.

Learners should have as many different types of outdoor adventure experiences as possible, followed by review and reflection of their experiences.

Training within the awarding or governing body structures will also help to inform learners as the providers of National Governing Body awards will be exemplars of good practice.

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 introduces the unit
Group discussion covering factors influencing development
Learner group research on aspects, feedback presented in class and consolidated by tutor
Assignment 1: The Influence of Different Factors on the Development of Outdoor Adventure (P1, M1, D1). Tutor introduces the assignment brief. Tutor-led activity: pre-industrial leisure to industrial revolution
Tutor-led activity: early history of outdoor recreation
Visit to old industrial site to see previous living conditions
Tutor-led activity: recent history of outdoor recreation
Learners in groups consider key individuals and bodies or movements
Individual learning time for assignment: the influence of different factors on the development of outdoor adventure
Assignment 2: Benefits of Participation in Outdoor Adventure (P2, M2, D2). Tutor introduces the assignment brief. Tutor-led activity – what do we mean by benefits?
Visit centre: question and answer session with Head regarding delivery and benefits
Assignment 3: The Delivery of Five Different Activities in Outdoor Adventure (P3). Tutor introduces the assignment brief. Tutor-led activity – types of delivery
Look at five different types of activity – describe the delivery
Individual learning time for assignments: benefits of participation in outdoor adventure and the delivery of five different activities in outdoor adventure
Assignment 4: Key Concepts of Good Practice in Outdoor Adventure (P4, M3, D3). Tutor introduces the assignment brief. What do you think bad practice might be?
Visit Centre: question and answer session with Head regarding good practice
Formal input on key concepts: eg caring leadership, appropriate leadership
Individual learning time for assignment: key concepts of good practice in outdoor adventure
Assignment 5: Importance of Good Practice in Outdoor Adventure (P5, M4). Tutor introduces the assignment brief. Formal input on key concepts eg challenge by choice
Formal input on key concepts eg inclusion, equal opportunities
Individual learning time for assignment: importance of good practice in outdoor adventure
Assignment 6: Methods Used to Promote Good Practice in Outdoor Adventure (P6, M5). Tutor introduces the assignment brief. Formal tutor input on key concepts eg management of risk (psychological, physical)
Formal tutor input on key concepts eg environmental awareness, appropriate activities, accessibility
Individual learning time for assignment: methods used to promote good practice in outdoor adventure
Practical review of unit and consolidation

Assessment

Criteria P1, M1 and D1 are best met by learners producing a report, or briefing, on three different factors and their influence on the development of outdoor adventure. This could be an individual report or presentation that is scheduled so that each group member contributes a component, with findings being shared. It may be that a 'timeline' of the significant events, people and influences are produced by each learner with outline briefing notes on each 'occurrence' being included.

Criteria P2, M2 and D2 are best assessed by means of an experiential and reflective log with a summative component in which learners clearly describe their participation in outdoor and adventure activities and the benefits they feel they have gained.

Criterion P3 could be assessed in tandem with the above criteria; a description of the delivery of five different outdoor and adventurous activities could easily be integrated into the reflective or descriptive log/diary.

Criteria P4, M3 and D3 can be assessed by means of a log recording the five different key concepts displayed by the centres or agencies researched, visited, or introduced by a guest speaker. Findings from these experiences would need to be summarised, perhaps in report format, to explain the scope and nature of the outdoor adventure sector's key concepts of good practice.

If the learner has been exposed to training for an outdoor education qualification then evidence of this could be presented as an acknowledgement of conforming to best practice. Outdoor sessions or simulated scenarios could be reviewed by learners and elements of good practice identified, alongside behaviours or actions deemed inappropriate.

Criteria P5, P6, M4 and M5 can be assessed in tandem with P4, M3 and D3; planned structuring of delivery and assessment can ensure that providers and agencies can also clearly communicate the importance of, and methods used to promote, good practice in outdoor adventure.

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, M1, D1	The Influence of Different Factors on the Development of Outdoor Adventure	You work as an instructor in an outdoor and adventurous activities centre and are responsible for the induction and training of new members of staff.	Presentations supported with typed work (VLE) or report Witness statement
P2, M2, D2	Benefits of Participation in Outdoor Adventure		Report or diary/log
P3	The Delivery of Five Different Activities in Outdoor Adventure		Presentation and witness statement or diary/log
P4, M3, D3	Key Concepts of Good Practice in Outdoor Adventure		Log or poster/report
P5, M4	Importance of Good Practice in Outdoor Adventure		Poster
P6, M5	Methods Used to Promote Good Practice in Outdoor Adventure		Report

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. 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 Sciences
Injury in Sport	Assessing Risk in Sport	Outdoor and Adventurous Activities
Sports Development	Outdoor and Adventurous Activities	
Fitness Testing and Training	Equipment and Facilities for Outdoor and Adventurous Activities	
Outdoor and Adventurous Activities	Environmental Education for Outdoor Adventure	
Work Experience in the Sports Industry	Skills for Land-based Outdoor and Adventurous Activities	
Leading Outdoor and Adventurous Activities	Skills for Water-based Outdoor and Adventurous Activities	
Expedition Experience	Leading Land-based Outdoor and Adventurous Activities	
Anatomy and Physiology for Sport	Leading Water-based Outdoor and Adventurous Activities	
Effects of Exercise on the Body Systems	Outdoor and Adventurous Expeditions	
	Alternative Pursuits for Outdoor Adventure	

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

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

Essential resources

This unit is largely theoretical, and the resource requirements will reflect this. Learners will need access to research facilities. Contact with providers and active employers in the outdoor activities industry is essential for the effective delivery of this unit. Visiting speakers from industry would be beneficial.

Employer engagement and vocational contexts

This unit focuses on the theoretical aspects of participating in and delivering outdoor adventure. Centres are encouraged to develop links with providers of outdoor education. This could be via talks, visits or residentials.

Indicative reading for learners

Textbooks

- Barnes P – *Leadership with Young People* (Russell House Publishing, 2002) ISBN 9781903855072
- Beard C and Wilson J P – *Experiential Learning, 2nd Edition* (Kogan Page, 2006) ISBN 9780749444891
- Cain J and Joliff B – *Teamwork and Team Play* (Kendall/Hunt, 1998) ISBN 9780787245320
- Cooper G – *Outdoors with Young People* (Russell House Publishing, 1998) ISBN 9781898924241
- Langmuir E – *Mountaincraft and Leadership* (MLTB, 2004) ISBN 9781850602958
- Martin B, Cashel C, Wagstaff M, Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318
- Ogilvie K C and Noble L – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2005) ISBN 9781898555094
- Project Adventure – *Adventure Education: Theory and Applications* (Human Kinetics, 2007) ISBN 9780736061797
- Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987
- Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

Journals

Horizons (Institute for Outdoor Learning Publication)

Websites

British Canoe Union	www.bcu.org.uk
British Caving Association	www.british-caving.org.uk
British Hang Gliding and Paragliding Association	www.bhpa.co.uk
British Mountaineering Council	www.thebmc.co.uk
British Orienteering Federation	www.britishorienteering.org.uk
British Waterways	www.britishwaterways.co.uk
Endurance GB	www.endurancegb.co.uk
IMBA UK	www.imba.org.uk
Institute for Outdoor Learning	www.outdoor-learning.org
The Ramblers' Association	www.ramblers.org.uk

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...
Independent enquirers	describing the influence of three different factors on the development of outdoor adventure describing four reasons why good practice is important in outdoor adventure describing four methods used to promote good practice in outdoor adventure
Creative thinkers	describing four reasons why good practice is important in outdoor adventure describing four methods used to promote good practice in outdoor adventure.

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 ...
Creative thinkers	designing a poster to demonstrate good practice
Reflective learners	considering the benefits of outdoor adventure
Team workers	working together experiencing different types of outdoor adventure
Effective participators	questioning staff at outdoor centres.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	typing assignment tasks
Present information in ways that are fit for purpose and audience	typing assignment tasks and designing presentations
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving presentations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching for assignment tasks and designing presentations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing assignment tasks and presentations.