

Unit 34: Skills for Water-based Outdoor and Adventurous Activities

Unit code:	J/600/2278
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to take part in selected water-based outdoor and adventurous activities and to review performance.

● Unit introduction

Water-based outdoor and adventurous activities are widely used by many providers of outdoor experiences to fulfil the needs of their programmes and clients.

The core water-based activities include canoeing, kayaking, windsurfing and dinghy-sailing. However, there is a variety of different outdoor programmes, dictated by client demand or access to resources, including activities such as surfing, canoe surfing, bodyboarding and yachting.

This unit develops and enhances learners' abilities and understanding of water-based activity skills. It focuses on the concept of the good practitioner in the outdoors, whilst recognising that knowledge and understanding of the nature and ethos of the activity are essential.

Learners will study two activities in depth, focusing on acquiring the practical skills and techniques essential for safe, efficient and personal independent participation in each activity.

On completion of this unit learners will know about a range of water-based outdoor and adventurous activities, as well as having developed the skills, knowledge and understanding associated with them. Learners will gain knowledge of procedures regarding safety, principles of good practice, roles and responsibilities, environmental awareness and the importance of emergency procedures.

This unit will give learners the opportunity to reflect on current practices and skills and to produce a plan for immediate and potential development, including the industry's requirements for skill development and qualifications for workers.

The unit content relates closely to the syllabuses of relevant national governing body awards so that learners can progress quickly in these pathways if they wish to do so.

The emphasis throughout the unit is on safe and secure activity participation.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about different water-based outdoor and adventurous activities
- 2 Be able to manage risks in water-based outdoor and adventurous activities
- 3 Be able to participate in water-based outdoor and adventurous activities
- 4 Be able to review own skills development in water-based outdoor and adventurous activities.

Unit content

1 Know about different water-based outdoor and adventurous activities

Activities: eg canoeing, kayaking, wind-surfing, dinghy-sailing, surfing; providers eg public, private, voluntary, partnerships; target groups and participants eg children, young people, people with disabilities; locations eg natural, man-made, fixed courses, competition courses; aims eg recreation, skills development, team development, personal development; objectives eg journey, environmental, discovery, educational

2 Be able to manage risks in water-based outdoor and adventurous activities

Risk assessment: details of risk eg natural (rocks, water, temperature), human, equipment related; who might be affected; likelihood of occurrence; severity; risk rating; risk controls; contingencies

3 Be able to participate in water-based outdoor and adventurous activities

Skills and techniques: personal technical abilities eg efficient movement, paddling standards, level of sailing proficiency; technical skills particular to activity eg strokes mastered, ability to read water, use of measures suitable for judging own ability; personal fitness eg strength, stamina, flexibility; generic skills and knowledge eg weather forecasting, navigation, communication, conservation of energy, calculating distance, planning emergency procedures; advanced skills and techniques eg as prescribed by governing bodies, as required by competition, fluency and competence under environmental or time-pressured situations

4 Be able to review own skills development in water-based outdoor and adventurous activities

Review: formative and summative; strengths; areas for improvement; feedback eg from observers, peers, coaches, supervisors; recording eg log, diary

Development plan: aims; objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; milestones; opportunities; potential obstacles; resources eg human, physical, fiscal; employer's requirements eg personal attributes, governing body awards, qualifications; governing body requirements eg experience, registration, evidence, good practice

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 four different water-based outdoor and adventurous activities	M1 compare and contrast four different water-based outdoor and adventurous activities	
P2 carry out risk assessments for two different water-based outdoor and adventurous activities [IE1, IE2, IE3, IE4, IE5, IE6, CT1, CT2, CT4, CT5, CT6, SM3, SM4, EP2, EP3, EP4, EP5]		
P3 describe the skills and techniques required for two different water-based outdoor and adventurous activities	M2 compare and contrast the skills and techniques required for two different water-based outdoor and adventurous activities	D1 evaluate the skills and techniques required to successfully perform in two different water-based outdoor and adventurous activities
P4 demonstrate skills and techniques in two different water-based outdoor and adventurous activities, with tutor support [CT5, SM2, SM3, SM4, SM6, SM7, RL1, RL2, RL3, RL4, RL5]	M3 independently demonstrate skills and techniques in two different water-based outdoor and adventurous activities	D2 demonstrate advanced skills and techniques in two different water-based outdoor and adventurous activities.
P5 review own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement [IE1, IE3, IE4, IE6, CT2, CT4, SM2, SM6, SM7, RL1, RL2, RL3, RL4, RL5, EP4]	M4 review own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, explaining strengths and areas for improvement.	

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:
<p>P6 produce a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities. [SM2, SM3, SM6, SM7, RL1, RL2, RL3, RL4, RL5, EP3, EP4]</p>		

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

The centre's access to appropriate resources, such as environment, equipment and staff expertise, will influence how the delivery of this unit is structured.

Although this unit has a strong practical theme and emphasis, there also needs to be sufficient theoretical input and process review to adequately meet the unit requirements. Theoretical sessions will reinforce and underpin skill acquisition and practical learning.

When choosing activities, centres should ensure that they are able to access resources, for example, equipment and facilities, of the appropriate quality to meet industry standards.

When learners are considering different activities, they will require exposure to the outdoor industry as a whole so that they can become aware of the scope of water-based outdoor and adventurous activities.

Whilst library resources, the internet and theoretical sessions can cover some of the *Unit content*, they may not be as effective as direct contact with the industry itself. There should be appropriate visits made to providers of outdoor activities. Learners would also benefit from visiting speakers, work experience and part-time employment within the industry. Some exposure to the industry will be gained outside the delivery hours of this unit, in conjunction with delivery of other units in this qualification.

Depth of study is more important and valuable than breadth. It is recognised that some centres may wish to give their learners experience of a wider range of water-based outdoor and adventurous activities; however, this will be at the expense of in-depth understanding of the two main activities.

Understanding the management of risk can be achieved by using the centre's own risk assessment methods and protocols whilst also making learners aware of other systems and methods.

The concept of risk can also be delivered through sessions focusing on practical participation in activities. The outdoor environment requires a dynamic and ongoing approach to the identification and management of risk and this should be clearly communicated as a shared responsibility between staff and clients.

Participation in outdoor and adventurous activities will require appropriate training, ensuring governing body standards are adhered to. This is easily done by mapping to qualifications and standards.

Tutors should consider learners' prior experience and knowledge, as well as the skills and experience of staff leading the unit, to ensure that the level of training is appropriate. For instance, the outdoor activities of kayaking, dinghy sailing and yachting all require generic abilities in navigation, communication and equipment selection.

Centres must concentrate on developing learners' abilities in two outdoor and adventurous activities that can be easily accessed by the centre. For learners to fully experience these activities, the locations used should extend their skills, knowledge and performance. This may mean travelling to locations or organising a residential where learners' skills can be used and developed.

Learning relating to personal skills development should clearly communicate the need to ensure that staff employed in outdoor activity centres are appropriately trained, qualified, and have the technical experience and the legal and organisational skills to operate efficiently.

The information required for the development plan, as outlined in the *Unit content*, is best delivered in conjunction with that relating to different activities and to practical participation in activities.

Intrinsic to learners' development is the need for the centre to encourage and facilitate learners' registration with governing bodies and identify their individual progression routes through the qualifications.

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 and first and second assignments. Choice of activities to be studied discussed
Assignment 1: Research Different Water-based Outdoor and Adventurous Activities (P1, M1). Tutor introduces the assignment brief
Learner research in groups for tasks in Assignment 1
Assignment 2: Practical Skills Assessment (P2, P3, P4, M2, M3, D1, D2). Tutor introduces the assignment brief
Guided learning for first activity choice, classroom session followed by practical training sessions. Includes time for learners to maintain diary/log
Personal skills practice and preparation for assessment
Practical skills observation and assessment: for first activity choice
Guided learning for second activity choice, classroom session followed by practical training sessions. Includes time for learners to maintain diary/log
Personal skills practice and preparation for assessment
Practical skills observation and assessment: second activity choice
Assignment 3: Reflect and Review Own Performance (P5, M4, P6). Tutor introduces the assignment brief
Classroom session: review and feedback
Learner self-reflection and production of final logbook and personal development plans
Review of reflective practice of unit and assessment

Assessment

For P1, learners need to describe four different water-based outdoor and adventurous activities. The descriptions should include the provision of the selected activities, target groups and participants, locations, aims and objectives.

For P2, learners must carry out risk assessments for two different water-based outdoor and adventurous activities. The assessments must cover the details of the risk, who might be affected, the likelihood of occurrence, the severity of the risk, a risk rating, controls and contingencies.

For P3, learners must describe the skills and techniques required for two different water-based outdoor and adventurous activities. This should include details of personal technical abilities, technical skills particular to the activity, personal fitness, generic skills and advanced skills.

For P4, learners need to demonstrate, with tutor support, skills and techniques in two different water-based outdoor and adventurous activities. Tutors will need to complete observation records to confirm achievement.

For P5, learners must review their own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, and identify strengths and areas for improvement. The review should be informed by a log, or diary, of activities undertaken, be both formative and summative and include feedback from others, for example observers, peers and coaches.

For P6, learners need to produce a personal development plan for skills and techniques for water-based outdoor and adventurous activities based on the review completed (P5). The plan should include aims, objectives, targets, milestones, opportunities, potential obstacles, resources needed and the requirements of governing bodies and employers.

Grading criterion M1 links to P1, and requires learners to compare and contrast four different water-based outdoor and adventurous activities.

Grading criterion M2 links to P3, and requires learners to compare and contrast the skills and techniques required for two different water-based outdoor and adventurous activities.

Grading criterion M3 links to P4, and requires learners to demonstrate skills and techniques in two different water-based outdoor and adventurous activities, without tutor support.

Grading criterion M4 links to P5, and requires learners to explain the strengths and areas for improvement identified in the review completed.

For D1, which builds on criteria P3 and M2, learners must evaluate the skills and techniques required to successfully perform in two different water-based outdoor and adventurous activities. This requires an opinion, or judgement, on the relative difficulty of the selected activities.

For D2, which builds on criteria P4 and M3, learners must demonstrate advanced skills and techniques (as detailed in the *Unit content*) in two different water-based outdoor and adventurous activities.

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	Research Different Water-based Outdoor and Adventurous Activities	Having gained a work placement in an outdoor activities centre, you take the opportunity to investigate a range of water-based outdoor and adventurous activities.	Report or presentation Witness statement
P2, P3, P4, M2, M3, D1, D2	Practical Skills Assessment	Individual demonstration and explanation of the knowledge, skills and techniques applicable to the two water-based outdoor and adventurous activities studied in-depth.	Practical assessment Diary/log Observation records
P5, M4, P6	Reflect and Review Own Performance	Individual study based on logbook from activities and feedback from assessments.	Diary/log 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:

Level 2 Sport	Level 3 Sport
Outdoor and Adventurous Activities	Principles and Practices in Outdoor Adventure
Leading Outdoor and Adventurous Activities	Equipment and Facilities for Outdoor and Adventurous Activities
Expedition Experience	Impact and Sustainability in Outdoor Adventure
	Environmental Education for Outdoor Adventure
	Leading Water-based Outdoor and Adventurous Activities
	Outdoor and Adventurous Expeditions
	Alternative Pursuits for Outdoor Adventure

This unit links with the National Occupational Standards for:

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

Essential resources

Learners will need access to facilities and equipment for the outdoor and adventurous activities that they undertake.

Employer engagement and vocational contexts

Tutors will benefit from an understanding of the requirements of industry in relation to those who teach outdoor and adventurous activities to the public. The skills and knowledge required by instructors and coaches should be aspirations for learners. Links via work experience or visits can be helpful in demonstrating what is required of an employee.

Indicative reading for learners

Textbooks

- Ferrero F – *British Canoe Union Coaching Handbook* (Pesda Press, 2006) ISBN 9780954706166
- Ferrero F – *White Water Safety and Rescue* (Pesda Press, 1998) ISBN 9780953195602
- Getchell A – *The Essential Outdoor Gear Manual* (Ragged Mountain Press, 1995) ISBN 9780070231696
- Mason B – *Path of the Paddle Key* (Porter books, 1984) ISBN 9780919493384
- Mattos B – *The Practical Guide to Kayaking and Canoeing* (Lorenz Books, 2002) ISBN 9780754810650
- Mattos B and Evans J – *The Practical Guide to Kayaking, Canoeing and Sailing* (Lorenz books, 2007) ISBN 9780754817376
- Nealy W – *White Water Kayak* (Menasha Ridge Press, 1995) ISBN 9780897320504
- 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

Canoe focus (Official magazine of the British Canoe Union)

Horizons (Institute for Outdoor Learning Publication)

Websites

British Canoe Union

www.bcu.org.uk

International Canoe federation

www.canoeicf.com

International Rafting Federation

www.intraffed.com

The Royal Yachting Association

www.rya.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	<p>carrying out risk assessments for two different water-based outdoor and adventurous activities</p> <p>reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement</p>
Creative thinkers	<p>carrying out risk assessments for two different water-based outdoor and adventurous activities</p> <p>demonstrating skills and techniques in two different water-based outdoor and adventurous activities, with tutor support</p> <p>reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement</p>
Self-managers	<p>carrying out risk assessments for two different water-based outdoor and adventurous activities</p> <p>demonstrating skills and techniques in two different water-based outdoor and adventurous activities, with tutor support</p> <p>reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>producing a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities</p>
Reflective learners	<p>demonstrating skills and techniques in two different water-based outdoor and adventurous activities, with tutor support</p> <p>reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>producing a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities</p>
Effective participators	<p>carrying out risk assessments for two different water-based outdoor and adventurous activities</p> <p>reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement</p> <p>producing a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based 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 ...
Reflective learners	reviewing own performance with an instructor providing feedback to others on performance.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching different water-based outdoor and adventurous activities
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	preparing a presentation producing reports
Present information in ways that are fit for purpose and audience	preparing a presentation producing reports
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	providing feedback to others on performance
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing unit assignments reviewing own performance producing a personal development plan.