

Unit 35: Leading Land-based Outdoor and Adventurous Activities

Unit code:	H/502/5816
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 explore the leadership skills and abilities required to lead land-based outdoor and adventurous activities.

● Unit introduction

For an outdoor enthusiast the move from personal participation into the world of leadership is a big step. The change in level of responsibility is often a surprise and it can alter the very nature of the activity for the aspiring leader.

Positive enjoyment of the activity due to good quality leadership is an essential requirement in today's outdoor and adventurous activities industry. This unit guides learners through this transition so that they retain their enjoyment and enthusiasm for the activity. The unit gives learners the skills they need to independently lead and coach others less experienced than themselves.

Outdoor and adventurous activity leaders are continually required to make judgements; these judgements are based on knowledge and skills gained through practical experience. Leaders are required to have these abilities in order to choose an activity appropriate for the level of their group, to supervise the group during the activity and to maintain a safe and secure working environment.

This unit is highly practical in nature and is a logical pathway from the related practical units with participation as a focus. This unit recognises that those delivering and leading land-based outdoor and adventurous activities need a balance of technical and interpersonal skills enabling them to work competently.

Learners will be expected to plan for leading one land-based outdoor and adventurous activity and take a role in leading this activity. Learners will also have the opportunity to review their performance and form a development plan to progress their acquisition of skills and techniques.

The unit addresses the importance of offering positive experiences in a safe and secure guided learning environment while exploring themes, styles and methods of group supervision in a practical outdoor situation.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the roles and responsibilities associated with leading land-based outdoor and adventurous activities
- 2 Be able to plan a land-based outdoor and adventurous activity
- 3 Be able to lead a land-based outdoor and adventurous activity
- 4 Be able to review own performance in the planning and leading of a land-based outdoor and adventurous activity.

Unit content

1 Know the roles and responsibilities associated with leading land-based outdoor and adventurous activities

Land-based activities: eg rock climbing, caving, skiing, orienteering, mountain walking, gorge walking

Roles: eg coach, planner, analyst, evaluator, manager (relationships, other staff, teams, individuals)

Responsibilities: legal obligations arising from duty of care and higher duty of care eg loco parentis, technical guidelines and good practice, Health and Safety at Work Act (1974), Activity Centres (Young Person's Safety) Act (1995), Adventure Activities Licensing Regulations (2004); maintain values and ethics of the activity; own organisational policies and procedures; risk assessment; knowledge of the activity eg venue, equipment, skills and techniques, environmental awareness; responding to accidents and emergencies; image eg professional, dress, conduct

2 Be able to plan a land-based outdoor and adventurous activity

Plan: participants; aims and objectives eg appropriate to participants; choice of activity eg appropriate for group, within capabilities; legal requirements; risk assessments; governing body requirements and guidance; consent; access agreements; emergency planning; contingencies eg adverse weather; resources eg human, physical, fiscal

Participants: eg children, young people, adults, people with disabilities, groups whose members do not know each other, mixed or single-sex groups, social inclusion

3 Be able to lead a land-based outdoor and adventurous activity

Lead: components of activity (warm-up, main body of session, concluding session, reviewing session and feedback); equipment eg selecting, checking, use, cleaning, storing; group eg group control, group management, coaching, support, adapting activity; knowledge eg activity, environment, weather; safe and secure eg good practice, guidelines; advanced skills eg managing group to achieve aims and objectives, ensuring well-being of the group, clear communication, accurate and effective decision making, equity, group control and discipline, best use of environment, time management, clear and accurate demonstration

4 Be able to review own performance in the planning and leading of a land-based outdoor and adventurous activity

Review: formative and summative; strengths; areas for improvement; feedback eg tutor, group, peers, observers; develop SMART (specific, measurable, achievable, realistic, time-bound) targets; developmental opportunities eg skills workshops, advanced courses, National Governing Body programmes, transference of skills from different activities; obstacles and barriers; resources eg human, physical, fiscal

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 roles of leaders in land-based outdoor and adventurous activities	M1 explain four different roles of leaders in land-based outdoor and adventurous activities	D1 analyse the roles and responsibilities of leaders in land-based outdoor and adventurous activities
P2 describe the responsibilities of leaders in land-based outdoor and adventurous activities	M2 explain the responsibilities of leaders in land-based outdoor and adventurous activities	
P3 plan for leading a selected land-based outdoor and adventurous activity [CT1, CT2, CT3, CT4, CT5, CT6, RL1, RL2, RL3, RL4]		
P4 lead a selected land-based outdoor and adventurous activity, with tutor support [TW1, TW3, TW4, TW5, TW6, CT3, CT4, CT5, CT6, SM1, SM2, SM3, SM4, SM5, SM7]	M3 independently lead a selected land-based outdoor and adventurous activity	D2 apply appropriate advanced leadership and coaching skills in a selected land-based outdoor and adventurous activity
P5 review own leadership of selected land-based outdoor and adventurous activity, identifying strengths and areas for improvement. [RL1, RL2, RL3, RL4, RL5]	M4 make recommendations relating to own development of leadership qualities.	D3 justify recommendations relating to own development of leadership qualities.

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The fundamental role of working in an outdoor activity environment is the supervision, coaching and leadership of groups. The aim of the unit is to develop these skills to enable learners to become independent and safe leaders. An initial theory session could introduce the topics and then practical exercises and activities used to reinforce them.

The unit cannot and should not be taught as a theoretical subject alone. Wherever possible, learners should be provided with realistic leadership opportunities where they are able to make decisions and review the outcomes. Initially this might be with peer groups to avoid embarrassment. Eventually, however, real clients will become essential to provide a genuine working environment.

Local schools or similar organisations can provide a ready source of willing groups. Alternatively, learners could take part in a structured work placement.

The organisation required to facilitate real clients is considerable and tutors should not underestimate this aspect. However, if learners are integrated into the process it will provide many opportunities to cover the content of the unit. Ideally, tutors should monitor and assist learners, not take over from them.

To review learner progress, methods such as video are particularly powerful. Whatever method is used, good quality feedback is essential to ensure the opportunity for in-depth reflection on the part of the learner.

Learners should be allowed to make mistakes during the learning process. Staff should have sufficient confidence and ability to manage these safely, without restricting what can turn out to be the most valuable lessons. Learners will gain most when they see the consequences of their own actions.

Because of time restraints it is strongly recommended that centres study a maximum of two activity areas. It is expected that learners will acquire experience of leading/supervising groups under the supervision of qualified leaders. Centres may wish to complement the unit by undertaking National Governing Body coaching awards in the activity chosen.

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
Introduction and overview of the unit
Assignment 1: Roles and Responsibilities (P1, M1, P2, M2, D1). Tutor introduces the assignment brief
Learners explore in groups the definitions of leadership roles and leadership responsibilities
Learner research tasks: leadership roles and responsibilities
Assignment 2: Planning (P3). Tutor introduces the assignment brief
Learner personal research and preparation for Assignment 2
Practical sessions: practice and prepare for leading a land-based outdoor and adventurous activity. Choice of activity and exploration of venues and clients suitable for the activity
Own study recording logbook/diary observations of leadership practice

Topic and suggested assignments/activities and/assessment

Assignment 3: Lead a Land-based Activity (P4, M3, D2, P5, M4, D3). Tutor introduces the assignment brief

Lead a land-based outdoor and adventurous activity for a selected client group

Review the activity collecting feedback on performance

Independent study: learners collect evidence and review their own performance developing a personal development plan (PDP)

Review of reflective practice of unit and assessment

Assessment

For P1, learners need to describe four different roles of leaders of land-based outdoor and adventurous activities (examples given in *Unit content*).

For P2, learners need to describe the responsibilities of leaders of land-based outdoor and adventurous activities; this must include legal obligations arising from duty, and higher duty of care, promotion of values and ethics, organisational policies and procedures, risk assessment, knowledge of the activity, responding to accidents and emergencies and image. For P3, learners need to plan for leading a selected land-based outdoor and adventurous activity. The plan must include details of the participants, the aims and objectives of the session, the activity choice, legal requirements, risk assessment, consent, access agreements, governing body requirements and guidance, emergency planning, contingencies and resource requirements. Learners should use a personal logbook/diary to record activities practised as part of the preparation.

For P4, learners must lead, with tutor support, a selected land-based outdoor and adventurous activity (detail of what must be included is provided in the *Unit content*).

For P5, learners need to review their own leadership of the selected land-based outdoor and adventurous activity, identifying strengths and areas for improvement. The review undertaken should be both formative and summative and include feedback from others, for example the tutor, participants, peers and observers.

For M1, which links to P1, learners need to explain four different roles of leaders of land-based outdoor and adventurous activities. Learners should include why the stated roles are carried out by leaders of land-based outdoor and adventurous activities.

For M2, which links to P2, learners need to explain the responsibilities of leaders in land-based outdoor and adventurous activities. Learners need to provide evidence and/or reasons to support their explanation.

For M3, which links to P4, learners need to lead a selected land-based outdoor and adventurous activity, without tutor support.

For M4, which links to P5, learners must make recommendations relating to their own development of leadership activities, based on identified areas for improvement. This must include targets, development opportunities, potential obstacles and barriers, and required resources.

For D1, which builds on P1, P2, M1 and M2, learners need to analyse the roles and responsibilities of leaders of land-based outdoor and adventurous activities.

For D2, which builds on P4 and M3, learners need to apply appropriate advanced leadership and coaching skills (as detailed in the *Unit content*) in a selected land-based outdoor and adventurous activity. For D3, which builds on P5 and M4, learners need to justify their recommendations relating to own development of leadership qualities. Learners will need to give reasons or evidence to support the recommendations they have made.

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, P2, M2	Roles and Responsibilities	Working as an assistant in an outdoor activities centre, you are to: <ul style="list-style-type: none"> develop a session plan for a selected land-based outdoor and adventurous activity lead a group of clients during a land-based outdoor and adventurous activity, review own performance and prepare a PDP. 	Presentation and witness statement or written report
P3	Planning		Written evidence of planning process may include use of activity logbook
P4, M3, D2, P5, M4, D3	Lead a Land-based Activity		Practical demonstration of leadership skills and abilities Practical observation and assessment Observation records Review document to include PDP

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

This unit links with the National Occupational Standards (NOS) 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 lead. They will also need access to groups of participants for the sessions that they will lead. Work experience would also be helpful.

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 set as examples for learners to aspire to. Links could be developed with instructors and coaches via work experience or visits.

Indicative reading for learners

Textbooks

Balazik D – *Outdoor and Adventurous Activities for Juniors* (A&C Black, 1995) ISBN 9780713640427

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

Getchell A – *The Essential Outdoor Gear Manual* (Ragged Mountain Press, 1995) ISBN 9780070231696

Graham J – *Outdoor Leadership* (Mountaineers Books, 1997) ISBN 9780898865028

Mortlock C – *The Adventure Alternative* (Cicerone Press, 2000) ISBN 9781852840129

Ogilvie K – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2006)
ISBN 9781898555094

Priest S and Cass M – *Effective Leadership in Adventure Programming* (Human Kinetics, 2005)
ISBN 9780736052504

Smith A – *Creative Outdoor Work with Young People* (Russell House Publishing, 1987) ISBN 9781898924258

Journals

Climb magazine (Greenshires Publishing)

Descent (The magazine of underground exploration Wild Places Publishing)

Horizons (Institute for Outdoor Learning Publication)

Summit BMC (Warners Group Publications)

Trail Magazine (Bauer Publishing Group)

Websites

Association of Mountaineering Instructors

www.ami.org.uk

British Caving Association

www.british-caving.org.uk

The British Mountaineering Council

www.thebmc.co.uk

Mountain Leader Training England

www.mlte.org

Petzel

en.petzel.com/petzel/Accueil

Union International Alpine Association

www.theuiaa.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...
Creative thinkers	planning for leading a selected land-based outdoor and adventurous activity leading a selected land-based outdoor and adventurous activity, with tutor support
Reflective learners	planning for leading a selected land-based outdoor and adventurous activity reviewing own leadership of selected land-based outdoor and adventurous activity, identifying strengths and areas for improvement
Team workers	leading a selected land-based outdoor and adventurous activity, with tutor support
Self-managers	leading a selected land-based outdoor and adventurous activity, with tutor support.

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	discussing performance with a tutor/instructor providing feedback to others on their 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 roles and responsibilities of leaders in land-based outdoor and adventurous activities
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching roles and responsibilities of leaders in land-based outdoor and adventurous activities
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	<p>planning for leading a selected land-based outdoor and adventurous activity</p> <p>reviewing own leadership of a selected land-based outdoor and adventurous activity, identifying strengths and areas for improvement</p>
Present information in ways that are fit for purpose and audience	planning for leading a selected land-based outdoor and adventurous activity
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning for leading a selected land-based outdoor and adventurous activity
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<p>describing the roles and responsibilities of leaders in land-based outdoor and adventurous activities</p> <p>reviewing own leadership of a selected land-based outdoor and adventurous activity, identifying strengths and areas for improvement</p>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>producing a plan for leading a selected land-based outdoor and adventurous activity</p> <p>reviewing own leadership of a selected land-based outdoor and adventurous activity, identifying strengths and areas for improvement.</p>