

Unit 36: Leading Water-based Outdoor and Adventurous Activities

Unit code:	A/600/2276
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 water-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 required 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. They need 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 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 water-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 water-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 further 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 water-based outdoor and adventurous activities
- 2 Be able to plan a water-based outdoor and adventurous activity
- 3 Be able to lead a water-based outdoor and adventurous activity
- 4 Be able to review own performance in the planning and leading of a water-based outdoor and adventurous activity.

Unit content

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

Water-based activities: eg kayaking, canoeing, sailing, windsurfing

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 water-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; 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 water-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 wellbeing 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 water-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; development 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 water-based outdoor and adventurous activities	M1 explain four different roles of leaders in water-based outdoor and adventurous activities	D1 analyse the roles and responsibilities of leaders in water-based outdoor and adventurous activities
P2 describe the responsibilities of leaders in water-based outdoor and adventurous activities	M2 explain the responsibilities of leaders in water-based outdoor and adventurous activities	
P3 plan for leading a selected water-based outdoor and adventurous activity [CT1, CT2, CT3, CT4, CT5, CT6, RL1, RL2, RL3, RL4]		
P4 lead a selected water-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 water-based outdoor and adventurous activity	D2 apply appropriate advanced leadership skills in a selected water-based outdoor and adventurous activity
P5 review own leadership of a selected water-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 and adventurous activity environment is the supervision, coaching and leadership of groups. The aim of the unit is to develop these skills so that learners will 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 take part in the organisational process there will be opportunities to cover the content of the unit. Ideally, the tutor's role is to monitor and assist learners, not to 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 the 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 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
Tutor introduction to 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 water-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
Assignment 3: Lead a Water-based Activity (P4, M3, D2, P5, M4, D3). Tutor introduces the assignment brief
Lead a water-based activity for a selected client group
Review the activity collecting feedback on performance
Independent study: collect evidence and review own performance developing a personal development plan (PDP)
Review of reflective practice of the unit and assessment

Assessment

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

For P2, learners must describe the responsibilities of leaders of water-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 water-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, 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 water-based outdoor and adventurous activity. The *Unit content* for 'Lead' gives details of what must be included.

For P5, learners must review their own leadership of the selected water-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 water-based outdoor and adventurous activities. Learners should explain why the stated roles are carried out by leaders of water-based outdoor and adventurous activities.

For M2, which links to P2, learners need to explain the responsibilities of leaders of water-based outdoor and adventurous activities.

For M3, which links to P4, learners need to lead a selected water-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 qualities, based on identified areas for improvement. This must include targets, development opportunities, potential obstacles and barriers, and required resources.

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

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

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 water-based activity 	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 Water-based Activity	<ul style="list-style-type: none"> lead a group of clients during a water-based activity, review own performance and prepare a PDP. 	Practical demonstration of leadership skills 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
	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 need access to facilities and equipment for the outdoor and adventurous activities that they will lead. They 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 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

- 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
- 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
- Graham J – *Outdoor Leadership* (Mountaineers Books, 1997) ISBN 9780898865028
- 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
- Mortlock C – *The Adventure Alternative* (Cicerone Press, 2000) ISBN 9781852840129
- Nealy W – *White Water Kayak* (Menasha Ridge Press, 1995) ISBN 9780897320504
- 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
- Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G1 5/07* (Royal Yachting Association, 2004) ISBN 9781905104987
- Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455
- Smith A – *Creative Outdoor Work With Young People* (Russell House Publishing Ltd, 1987) ISBN 9781898924258

Journals

- Canoe Focus* (Official magazine of the British Canoe Union)
- Horizons* (Institute for Outdoor Learning publication)

Websites

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| 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 ...
Creative thinkers	planning for leading a selected water-based outdoor and adventurous activity leading a selected water-based outdoor and adventurous activity, with tutor support
Reflective learners	planning for leading a selected water-based outdoor and adventurous activity reviewing own leadership of a selected water-based outdoor and adventurous activity, identifying strengths and areas for improvement
Team workers	leading a selected water-based outdoor and adventurous activity, with tutor support
Self-managers	leading a selected water-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 own 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 water-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 water-based outdoor and adventurous activities
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	reviewing own leadership of a selected water-based outdoor and adventurous activity, identifying strengths and areas for improvement
Present information in ways that are fit for purpose and audience	reviewing own leadership of a selected water-based outdoor and adventurous activity, identifying strengths and areas for improvement
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 water-based outdoor and adventurous activity
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	describing the roles and responsibilities of leaders in water-based outdoor and adventurous activities reviewing own leadership of a selected water-based outdoor and adventurous activity, identifying strengths and areas for improvement
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a plan for leading a selected water-based outdoor and adventurous activity reviewing own leadership of a selected water-based outdoor and adventurous activity, identifying strengths and areas for improvement.