

Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to study and develop the underpinning skills and knowledge relevant to best practice and managing risk when participating in outdoor activities. Learners will be given the opportunity to participate in outdoor activities and to develop their level of physical ability in the outdoors.

Learners will need to develop skills in specific activities and be able to review their performance against group and personal expectations. They will develop an understanding of the skills needed to participate in outdoor activities, focusing on the concept of good practice in the outdoors, while recognising that it is essential to have a knowledge and understanding of the environment in which the activities will take place. Learners should be given the opportunity to study a selection of activities in depth, focusing on developing the practical skills and techniques which are essential for safe, efficient and independent participation.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits, guest speakers (to enable learners to apply the theoretical concepts they have learned) and practical sessions where learners can put the theory learnt into practice.

Learners should be made aware of the relevance of outdoor activities to the uniformed protective services. Most of the uniformed protective services require potential employees to undertake fitness tests. Once employed within the sector a knowledge of outdoor activities is crucial for work in the police, fire and rescue service and the armed forces.

Delivering the Learning Aims

Learning aim A

For learning aim A learners will need access to appropriate resources, such as different outdoor environments, equipment and staff expertise to enable them to take part in a range of outdoor activities.

Learners will benefit from theoretical sessions which will reinforce and underpin skill acquisition and practical learning. Appropriate visits should be made to providers of outdoor activities with suitably qualified staff.

Learning aim B

For learning aim B, as for learning aim A, learners will need access to appropriate resources, such as different outdoor environments, equipment and staff expertise to enable them to take part in a range of outdoor activities. Again appropriate visits should be made to providers of outdoor activities with suitability qualified staff.

Encouraging learners to understand the management of risk and the safety requirements for participation 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.

Learning aim C

For learning aim C learners should be given the opportunity to reflect and review their own practical performance in selected outdoor activities.

Learners will benefit from class discussions to allow them to identify and analyse different methods to develop and improve personal skills and techniques in outdoor activities.

Learners must consider how the skills they have learnt in this unit could assist them in preparing for a career in one of the uniformed protective services. In addition to specific skills required for individual services, learners should consider how outdoor activities can improve teamwork and leadership skills.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine the requirements and personal skills needed for participation in outdoor activities	A1 Activities in the outdoor sector A2 Activity requirements A3 Personal skills required to take part in outdoor activities	A practical demonstration of the personal skills and techniques, and safety requirements for participation in two different outdoor activities. A personal log of participation in the selected activities.
B Develop skills and techniques and apply safety requirements for participation in outdoor activities	B1 Safety requirements for participation in outdoor activities B2 Safe and appropriate participation in outdoor activities	
C Reflect on own practical performance in selected outdoor activities and how this will support own future career	C1 Reviewing the personal skills and techniques learned through participation in outdoor activities C2 Developments to improve personal skills and techniques in outdoor activities C3 The importance of outdoor activities for a	A written review/report, reflecting on strengths and areas for improvement using video analysis and other appropriate assessment methods to improve participation in outdoor activities. The review/report will also look at how they are relevant to a career in the protective

	career in the uniformed protective services.	services.
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Assessment guidance

The recommended assessment for this unit includes two assignments. The first assignment focuses on learning aims A and B, the second on learning aim C.

For the first assignment you could ask learners to carry out a practical demonstration of the personal skills, techniques, and safety requirements needed for participation in two different outdoor activities. Learners could also produce a personal log to record their participation in the selected activities.

For assignment two learners could produce a written review/report, reflecting on strengths and areas for improvement within their chosen outdoor activities. They could use video analysis and other appropriate assessment methods to review their performance, record their strengths and weaknesses and make a plan for how they can improve. The review/report should also consider how the learner's strengths and areas for improvement are relevant to a career in the uniformed protective services.

Learners will need to take part in two different outdoor activities and will demonstrate accurate technical competence, as well as consistent, appropriate compliance with the activity's requirements and safety regulations. They will need to select, apply and adapt the appropriate skills at the correct times and demonstrate the use of effective techniques.

For learning aim C, learners will review their performance, reflecting on their strengths and areas for improvement. Learners could make use of video analysis, assessor observation forms and other appropriate assessment methods.

Learners may make accurate judgements on their own practical skills and techniques in two different outdoor activities and fully justify any personal improvements required. They should aim to show a clear understanding of the requirements for the selected activities and justify their skills, linking these logically to the specific activities.

Learners should link this to how it will support their selected career in the uniformed protective services. Opinions should be supported with evidence.

Getting Started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 10: Skills for outdoor activities and the uniformed protective services

Introduction

This unit will allow the learner to develop their level of physical ability in the outdoors. The transferable skills developed in this unit will also support progression to employment in the uniformed protective service sector where there is a key focus on outdoor activity in many roles.

Outline the nature of the topics and the type of assessment that learners will be expected to complete. This unit is assessed by two summative assignments. Learners need to be able to examine the requirements and personal skills needed for participation in outdoor activities; develop skills and techniques and apply safety requirements for participation and reflect on their own practical performance in selected outdoor activities. They must also consider how the skills they have developed could support their future career.

Learning Aim A: Examine the requirements and personal skills needed for participation in outdoor activities

Lead a class discussion to enable learners to understand how outdoor activities can be carried out in a range of environments. Learners should identify the specialist equipment required for each and consider similar characteristics shared by any of the activities that could allow them to be grouped together.

You could ask learners to work in pairs to produce a leaflet which explains the requirements for a chosen activity. Learners should consider the requirements needed for participation in specific land-based, water-based, air-based and alternative outdoor activities including the environment, equipment, clothing, technology and instructor qualifications.

You could use a teacher led presentation to provide learners with information about the personal skills required to take part in outdoor activities. You should give learners examples of the soft and physical skills required in specific outdoor activities for effective participation.

You could use a mock assessment to check learners understanding by asking them to write a report on the personal skills required to take part in an outdoor activity of their choice. The report should include specific examples which relate to demonstrating soft and physical skills. Learners should use their notes produced for topic A3.

Use a practical session to allow groups to carry out an outdoor activity. This could be an activity which can be delivered at the centre, e.g. climbing or orienteering. Learners should be able to explore the use of soft and physical personal skills and how these allow them to participate effectively in the chosen outdoor activity.

Learners should be allowed time to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.)

Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor activities

Introduce learners to the safety requirements for participation in outdoor activities.

You could arrange for a guest speaker to come in and discuss their knowledge of the procedures, risk assessment and need to understand the environment for the outdoor activities with which they are involved.

You could ask learners to select an outdoor activity and write an information leaflet containing details about the safety procedures that must be adhered to when taking part in that activity. Learners should include relevant governing body guidelines, risk assessments, safety procedures and the technical skills required to safely participate in their chosen activity. Learners should also consider the need to understand the environment, weather and prevailing conditions.

Arrange for a centre visit to enable learners to further develop their knowledge of safety requirements when participating in outdoor activities. During the visit learners should consider the issues associated with working in groups, risk assessments for specific outdoor activities, contingency planning, how the centre responds to emergencies and the importance of updating information about your location when out in the field. The centre could be one that offers a range of activities or just one.

You should organise for learners to participate in safe and appropriate outdoor activities. Learners need to be given the opportunity to take part in outdoor activities to develop the skills and techniques required for effective participation. It would be beneficial for learners to have the opportunity to take part in and demonstrate activity specific skills and techniques in land-based activities, water-based activities, air-based activities, and alternative activities.

Learners should be allowed time to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.)

Learning aim C: Reflect on own practical performance in selected outdoor activities and how this will support your future career

Introduce learners to methods they can use to reflect on their own practical performance in outdoor activities and how this will support their future career.

You could use a tutor led presentation to deliver information about reviewing the personal skills and techniques learned through participation in outdoor activities. You should include information about feedback, how to collect feedback and record it. You should also consider other methods for reviewing personal skills and techniques.

You could share examples of reviews with learners so that they can investigate different ways of evaluating performance and think about what information they want to record. Learners should then carry out a review of their own performance in outdoor activities.

Once they have completed a review of their own skills and performance in outdoor activities, learners should identify how they would use a personal development plan to improve personal skills and techniques. They should think about the activities they could use to improve skills and techniques. Learners must consider their aims and objectives, short- and long-term goals, SMART targets and personal fitness levels. The review should look at opportunities to improve skills and techniques as well as potential obstacles to improving.

Introduce learners to the importance of outdoor activities for a career in the uniformed protective services.

Ask learners to consider how the skills demonstrated in outdoor activities can assist them in preparing for a career in the uniformed protective services.

In pairs you could ask learners to research the purpose and benefits of outdoor activities to uniformed protective service organisations and uniformed protective services employees. Learners should select protective services which interest them and should compare similarities and differences between those selected within their pairs.

You could lead a class discussion about the purpose and benefits of outdoor activities to uniformed protective service organisations and employees in named roles within those services.

Learners should be allowed time to write notes and to prepare for Assignment 2. (Assignment 2 covers learning aim C.)

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 11: Expedition Skills

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information

Textbooks

Fieldcraft for Cadets Handbook 2020 – ISBN 978-1-916-0978-1-0

Alpine Caving Techniques: A Complete Guide – George Marbach and Bernard Tourte – ISBN 978-3-908-4951-0-9

Hillwalking: The Official Handbook of the Mountain Training Walking Schemes – Steve Long ISBN 978-0-954-1511-9-5

Journals

Climb magazine

Descent

Horizons

Summit BMC

Trail Magazine

Websites

The Association of Mountaineering Instructors: <https://www.mountain-training.org/membership/ami>

The British Canoe Union: <https://www.britishcanoeing.org.uk/>

The British Caving Association: <https://british-caving.org.uk/>

The British Mountaineering Council: <https://www.thebmc.co.uk/>