

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)

First teaching October 2011



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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BTEC Specialist qualification title covered by this specification

Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)	600/3302/2
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This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Welcome to the Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)

We are delighted to introduce our new qualification, available for teaching from October 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case the Lantra SSC. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)

The Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)

The Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF) is a 10-credit and 60-guided learning hour (GLH) qualification that consists of one mandatory unit that provides for a total of 10 credits.

Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF)			
Unit	Mandatory unit	Credit	Level
1	Introduction to Countryside Access and Recreation	10	2

Assessment

The unit within this qualification is internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

Assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value will achieve the qualification at pass grade.

In Edexcel BTEC level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Edexcel BTEC level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Edexcel BTEC level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

The specific resources required for this qualification have been indicated in the unit specification.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Centres must facilitate access to safe out-of-class learning for learners such as visits to appropriate outdoor environments and work-related land-based sites wherever possible. Centres must ensure all learners are given as much opportunity as possible to experience safe and meaningful out-of-class learning. Such experiences must recognise and fit reasonably with each learners physical and mental abilities.

Additional and Specialist Learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of

study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Award in Countryside Access and Recreation (QCF) is accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on The Register of Regulated Qualifications (register.ofqual.gov.uk).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following key sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Unit

Unit 1: Introduction to Countryside Access and Recreation

15

Unit 1: Introduction to Countryside Access and Recreation

Unit code: F/600/9164

QCF level 2: BTEC Specialist

Credit value: 10

Guided learning hours: 60

Unit aim

Learners will develop a knowledge of issues surrounding the management of land for access and recreation. They will develop skills in working with the public and an understanding of legal issues.

Unit introduction

This unit is designed to develop learners' knowledge and understanding of the importance of access and recreation in the countryside. Understanding why access and recreation are important, and the need to balance these with the need for conservation, is crucial to anyone working in countryside management.

The countryside is an extremely popular destination for many people. The number of leisure day trips to the countryside in England and Wales increases every year. These include trips to National Parks, the New Forest and the Norfolk Broads. The RSPB reserves alone receive more than 1 million visits a year. However, this use brings pressures which countryside managers need to understand in order to be able to manage the resource effectively.

The Countryside Management Association says: 'The role of the countryside manager is to balance the potentially conflicting demands of conservation, recreation and the needs of local communities. Our countryside is a major tourist destination and brings much-needed revenue into rural communities. However, it is essential that recreation and tourism are managed in a sustainable way to ensure that the very things people come to enjoy are not destroyed. Balancing these complex relationships is one of the key roles of countryside professionals'.

On completing this unit, learners should have a broad understanding of the conflicting issues that need to be faced when managing land for access and recreation.

The unit will prepare learners for work in a variety of jobs in the countryside management sector and will give them a sound foundation for further study.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know opportunities for countryside recreation	1.1 Identify recreational opportunities in a specified area 1.2 Outline reasons for increase in given recreational activities
2 Know effects of access and recreation	2.1 Outline threats the public might pose to <ul style="list-style-type: none"> • a given site • flora and fauna • health and safety 2.2 Identify benefits of given recreational activities
3 Understand the importance of countryside access and recreation	3.1 Explain the impact of organisations involved in countryside recreation 3.2 Discuss laws and codes of practice relevant to countryside recreation
4 Be able to promote responsible use of the environment	4.1 Maintain the safety of the public and others during visits to a given site 4.2 Provide information and advice to encourage members of the public to use a given site responsibly

Unit content

1 Know opportunities for countryside recreation

Recreational activities: sports and fitness eg walking, dog walking, running/jogging, orienteering, hiking, cycling, angling, golf, equine activities, watersports; trips and holidays eg camping, caravanning, barbequing, picnicking; nature based eg wildlife studies, bird watching; adventurous activities eg 'extreme' activities, motor vehicle-based activities, paintballing, other activities eg shooting, kite flying, model flying

Reasons for increase in recreational activities: developments in technology eg invention/increased use of mountain bikes, increased household technology affecting leisure time; increased areas of land available for access; rise in popularity of countryside activities; demographic factors eg early retirement, longer life expectancy, unemployment; larger urban populations; interest in activities closer to home; awareness of importance of health and fitness; improved access routes

2 Know effects of access and recreation

Environmental impacts/threats: damage or disturbance to wildlife and habitats; disturbance to other users; erosion; visual impact; 'honeypot' sites; congestion; pollution; pressure for development (car parks, shops, tea rooms); antisocial uses eg littering, vandalism, dog fouling; conflict between recreation and other land uses

Benefits: economic benefits to local community/economy eg creation of employment, generation of income, raised standards of living, improvements to infrastructure, increased revenue for local services, transport networks; benefits to visitor services/attractions/facilities eg increased income, increased availability of activities/services; increased access to scenery/countryside; health benefits of recreation; creation and management of habitats

3 Understand the importance of countryside access and recreation

Organisations: Natural England, The Forestry Commission, Environment Agency, Department for Environment, Food and Rural Affairs (Defra), British Waterways, Sport England, National Trust, Association of National Park Authorities, Countryside Alliance, local councils, wildlife trusts, local charitable organisations and volunteer groups

Legislation: laws relating to access and recreation eg National Parks and Access to the Countryside Act 1949, Countryside Act 1968, Countryside and Rights of Way Act 2000, Hunting Act 2005; codes of practice related to access/recreation eg Countryside Code, user group codes of practice designed to limit environmental damage; role of laws in controlling irresponsible use of the environment eg by laws

4 Be able to promote responsible use of the environment

Definitions: what is 'responsible use', link to concept of sustainability

Maintain safety: complete risk assessment; put in place control measures; control access routes; ensure appropriate information and signage; supervise as required

Information and advice: site history and layout; location of facilities; paths and access routes; identification of recreational opportunities; wildlife species and features of interest; rules, restrictions and guidance

Methods of providing information and advice: verbal eg via face-to-face contact, guided walks, presentations, educational visits, events; via multimedia methods eg audio trails, podcast

Essential guidance for tutors

Delivery

The unit will need to be delivered using a range of activities to stimulate and encourage learner interest. In addition to lectures and other classroom-based delivery, site visits will be an important part of developing learners' understanding of the range of available recreational opportunities and facilities. Talks from people involved in the management of sites used for access and recreation will help develop learner awareness of the issues and conflicts involved. Practical activities such as site surveys, questionnaires, habitat surveys, footpath condition audits and mapping work will also engage learners. Where possible, delivery should reflect learners' interests and seek to broaden their understanding. This unit is intended to provide a broad overview of the issues surrounding access and recreation.

Any work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to identify recreational opportunities in a specified area and they should ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Tutors should consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

For learning outcome 1 learners should understand the different types of recreation and how sites and facilities may vary depending on the type of recreation occurring there. Learners need to be aware of the range of recreational opportunities in the countryside, particularly the most popular ones. A selection of activities that occur in the local area could be studied in greater detail. Learners should research an activity of particular interest to them in more depth. If possible, they should have opportunities to participate in one or more recreational activities. Learners also need to understand why the demand for recreation has increased over the past decade.

Learning outcome 2 covers the effects of access and recreation. The number of recreational activities, and the increased demand for them, have both a negative and positive impact on the countryside. Visits to sites showing signs of impact will be a useful way of demonstrating this, with a site survey being a useful delivery method. Talks from site managers about problems they encounter will be a good method of raising learner awareness. Antisocial recreation is a constant issue for many site managers, so an awareness of the problems caused is important. They should also understand how antisocial recreation can be dealt with. Learners need to be aware that even where a site does not show signs of environmental impact or antisocial recreation, there may still be conflicts. These conflicts may be between perfectly legitimate uses but can still create issues for site managers. Examples may be conflicts between walkers, cyclists and horse riders using the same track. A useful discussion tool is Green's compatibility matrix (1985), which

learners can use to compare their experiences of different activities. A carefully organised site visit with a talk and/or tour from the site manager would be an ideal way to engage learners.

Learning outcome 3 requires learners to understand the importance of the organisations that influence countryside access and recreation, through lobbying, policy and legislation creation, and active involvement in the countryside. This may include the National Trust, local tourism organisations, county and borough councils which own and manage country parks or influence National Parks, non-governmental organisations such as the Association of National Parks Authorities, and user groups such as the British Mountaineering Council which promote good practice to their members. Learners also need to gain an overview of the laws and codes of practice which affect both the countryside and recreational activities. Learners are not expected to state the exact provisions of the various acts of Parliament. However, they should be able to understand their general aims and intentions. A guest speaker from a countryside organisation would add interest and relevance for learners.

Learning outcome 4 requires learners to understand how to maintain the safety of the public and others during a site visit and how to promote responsible use of the environment. They will need to understand what 'responsible' use is and how it links with ideas and concepts of sustainability in their widest sense. Learners will need supervised access to a suitable site and members of the public, which could be other learners. Health and safety, including the use of risk assessments and PPE, will be a particularly important aspect of delivery. Learners will also need to be aware of the different methods of promotion most commonly used in the countryside. Examples of some methods would form an important element of delivery, for instance studying promotional leaflets, attending a guided walk or event, going on a visit.

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 gives an indication of the volume of learning it would take the average learner to achieve the learning outcomes. It is indicative and is one way of achieving the credit value.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Assignment 1: Who Controls the Countryside? (AC 3.1, 3.2)
Introduction of brief.
Theory session: laws and codes of practice in the countryside.
Theory session: organisations involved in countryside access and recreation, including guest speaker input.
Presentations on laws/organisations.

Assignment 2: If You Go Down to the Woods Today (AC 1.1, 1.2, 2.1, 2.2)
Introduction of brief.
Learner research and theory sessions: different types of recreation.
Theory session: reasons for increased demand for recreation.
Site visits to explore threats and benefits.
Class discussion: threats of recreation – in general and to specific sites.
Theory session: benefits of recreation – in general and to specific sites.
Assignment 3 Safety and Responsible Site Use (AC 4.1, 4.2)
Introduction of brief.
Class discussion: responsible use and sustainability.
Theory session: methods of promotion and how to ensure public safety, factors to consider and ways of encouraging responsible use.
Site visits, including talks by site manager/countryside ranger etc.
Presentations and preparing information.
Practical assessment – maintain safety and provide information.

Assessment

AC 1.1 requires learners to identify recreational opportunities in a specified area. This could be carried out using a survey activity where a particular site is examined for current and potential recreational opportunities. Alternatively, learners could study a location known to them (for example their home town) and identify the recreational opportunities on offer. A simple pro forma, designed by either the tutor or learners, would assist in this activity.

For AC 1.2, learners must outline reasons for the increase in given recreational activities. This could be based on a poster which focuses on a particular recreational activity. Learners could give reasons why the activity has increased in popularity over a particular time period. Although there will be reasons that are common across many activities, there may also be reasons particular to the specific activity.

For AC 2.1, learners need to outline threats the public might pose to a given site, in relation to the flora and fauna and health and safety. This could link to the survey used for P1 and identify areas of the site which might be affected by public use. This could be combined with a general description of the types of threats the public present across a range of sites.

AC 2.2 requires learners to identify benefits of given recreational activities, both to the locality and to the people taking part. Evidence may be in the same format as for P3.

For AC 3.1, learners need to explain the impact of organisations involved in countryside recreation. This could include organisations which are trying to prevent the negative impacts of recreation and access in an area, and/or organisations which are trying to encourage more positive benefits. The impact of at least three organisations should be included.

For AC 3.2 learners need to discuss laws and codes of practice relevant to countryside recreation. Learners should focus on a minimum of three examples and show either how they were set out to encourage access/ recreation, for example, laws leading to the creation of National Parks or Country Parks, or how they were set out to limit the impacts of access or recreation, for example, the Countryside Code, codes of responsible use.

AC 4.1 requires learners to maintain the safety of the public and others during visits to a given site. This will need to be assessed on site and learners could lead other groups/individuals around the site and identify hazards.

AC 4.2 links closely with P7 and requires learners to provide information and advice to encourage members of the public to use a given site responsibly. This could be via a poster or leaflet, a video or any other suitable means.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the assessment criteria. 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
AC 3.1, 3.2	Who controls the countryside?	In your role as a country park ranger, you have been asked to give a talk to a school group about the organisations and laws that are concerned with access and recreation. The group is made up of 13 and 14 year olds, so the information needs to be clearly presented and in an easy-to-understand format.	Verbal presentation with supporting text and images.
AC 1.1, 1.2, 2.1, 2.2	If You Go Down to the Woods Today	In your role as recreation and tourism officer for Anyshire County Council, you have been asked to provide advice on the recreational potential for a particular area. First you need to present a case for why recreation is increasing in	Any suitable method, including one or more of the following: written report, poster, photographs, audio-visual presentation either in person or recorded on audio-visual media.

Criteria covered	Assignment title	Scenario	Assessment method
		<p>popularity. This needs to be balanced with evidence for the benefits that access and recreation may bring to the area. The advice can then focus on three specific recreational activities, with a description of each and its particular threats and benefits. Conclude by recommending how to develop a specific activity to maximise benefits and minimise threats, taking account of relevant laws, codes of practice and guidance.</p>	
AC 4.1, 4.2	Safety and Responsible Site Use	<p>In your role as a trainee park ranger, you need to manage your site to maintain public safety and to encourage the public to use the site responsibly. Your manager has asked you to lead a group around the site and make sure they are safe and know how not to damage the site. You will provide the group with relevant information, which could be a leaflet you have produced, for example about site hazards, dangers in the countryside and dos and don'ts of using the site. This information will be</p>	<p>Practical activity together with written information, eg leaflet/poster with additional discussion/feedback . Presentations could be recorded on suitable media.</p>

Criteria covered	Assignment title	Scenario	Assessment method
		presented in a talk or presentation to the group. After the event, your manager wants to discuss it with you so you can evaluate the impact of the information you provided.	

Essential resources

Access and visits to sites and facilities where countryside recreation is undertaken are essential and learners should have opportunities to carry out surveys. Talks by countryside staff would be a useful learning tool. Learners will require access to textbooks, the internet, journals and magazines, educational videos and other multimedia resources to research and gain the required underpinning knowledge and understanding.

Employer engagement and vocational contexts

This unit focuses on practical and applied aspects of countryside access and recreation. Centres are encouraged to create and develop links with local access and recreational facilities and enterprises. This could be through visiting these sites and facilities or inviting guest speakers to the centre.

Indicative resource materials

Textbooks

Countryside Agency – *Positive Access Management – Practical Ways to Manage Public Access on your Land* (Countryside Agency, 2004)

Countryside Commission – *Countryside Recreation – Enjoying the Living Countryside* (Countryside Commission, 1999) CCP 544 ISBN 0861705068

Forestry Commission – *Forest Recreation Guidelines* (The Stationery Office Books, 1992) ISBN 011710311X

Glyptis S – *Countryside Recreation* (Longman Group Ltd, 1991) ISBN 0582050359

McCool S and Moisey R – *Tourism, Recreation and Sustainability: Linking Culture and the Environment* (CABI Publishing, 2001) ISBN 0851995055

National Trust – *Recreational Activities at National Trust Properties* (National Trust, 2000)

Parkes C – *Law of the Countryside* (CMA, 1994) ISBN 0950927120

Plummer R – *Outdoor recreation: an introduction* (Routledge, 2008) ISBN 9780415430418

Journals

Countryside Recreation (published three times a year, Countryside Recreation Network website)

Websites

www.countrysideaccess.gov.uk	Countryside Access
www.countrysideaccess.gov.uk	Countryside Recreation Network
www.defra.gov.uk/rural/countryside/index.htm	Department for Environment Food and Rural Affairs
www.nationaltrust.org.uk/main	National Trust
www.naturalengland.org.uk	Natural England
www.naturenet.net	Naturenet

Many county councils will also have sections on their websites relating to access and recreation.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Lantra
Lantra House
Stoneleigh Park
Coventry
CV8 2LG

Telephone: 02476 696996

Email: standardsandquals@lantra.co.uk

Website: www.lantra.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LSIS standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the environmental and land-based sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5		Edexcel BTEC Level 5 HND Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
4		Edexcel BTEC Level 4 HNC Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
3	Edexcel GCE AS/A2 in Biology	Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology (QCF)		Edexcel Level 3 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 3 Award, Certificate and Diploma in Work-based Animal Care (QCF)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	Edexcel GCSE in Biology	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology (QCF)		Edexcel Level 2 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF)
1		BTEC Foundation Learning in Land-based Studies (QCF)		Edexcel Level 1 Award, Certificate and Diploma in Work-based Animal Care (QCF)
Entry	Edexcel Entry Level Certificate in Science	BTEC Foundation Learning in Land-based Studies (QCF)		

Annexe B

Wider curriculum mapping

Study of Edexcel BTEC level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within the unit in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Glossary of Accreditation Terminology

The following is a table of terms related to accreditation of this qualification.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification (see register.ofqual.gov.uk).
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Publications Code BA029601 October 2011

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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