

# **Pearson BTEC Level 3 Certificate and Diploma in Sailing and Watersports**

## **Specification**

BTEC Specialist qualification  
For first teaching September 2009

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel Level 3 BTEC Certificate in Sailing and Watersports (QCF)

Edexcel Level 3 BTEC Diploma in Sailing and Watersports (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of going to publication.*

ISBN 9781446952412

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson BTEC Level 3 Certificate and Diploma in Sailing and Watersports specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
QCF references removed from unit titles and unit levels in all units	21-145
Guided learning definition updated	15

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# Contents

---

<b>Qualification titles covered by this specification</b>	<b>1</b>
<b>What are BTEC Specialist qualifications?</b>	<b>2</b>
Sizes of Specialist qualifications	2
Pearson BTEC Level 3 Certificate in Sailing and Watersports (20 credits)	3
Pearson BTEC Level 3 Diploma in Sailing and Watersports (40 credits)	3
Key features of the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports	4
National Occupational Standards (NOS)	5
<b>Rules of combination</b>	<b>6</b>
Pearson BTEC Level 3 Certificate in Sailing and Watersports	7
Pearson BTEC Level 3 Diploma in Sailing and Watersports	7
<b>Assessment and grading</b>	<b>8</b>
Grading	9
Grading domains	9
Guidance	9
<b>Quality assurance of centres</b>	<b>10</b>
<b>Programme design and delivery</b>	<b>11</b>
Mode of delivery	11
Resources	12
Delivery approach	12
Functional Skills	12
Personal, learning and thinking skills	12
<b>Access and recruitment</b>	<b>13</b>
Restrictions on learner entry	13
Access arrangements and special considerations	13
Recognition of Prior Learning	14
<b>Unit format</b>	<b>15</b>
Unit title	15
Unit reference number	15

Level	15
Credit value	15
Guided learning hours	15
Aim and purpose	15
Unit introduction	15
Learning outcomes	16
Unit content	16
Assessment and grading grid	17
Essential guidance for tutors	17
<b>Units</b>	<b>19</b>
Unit 1: Taking Responsibility for a Sail Craft	21
Unit 2: Managing and Operating Watersports Centres	43
Unit 3: Principles and Practices in Outdoor Adventure	62
Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities	77
Unit 5: Work Experience in Sport	92
Unit 6: Leading Water-based Outdoor and Adventurous Activities	114
Unit 7: Skills for Water-based Outdoor and Adventurous Activities	130
<b>Further information and useful publications</b>	<b>146</b>
How to obtain National Occupational Standards	146
<b>Professional development and training</b>	<b>147</b>
<b>Annexe A</b>	<b>148</b>
The Pearson BTEC qualification framework for the sport and active leisure sector	148
<b>Annexe B</b>	<b>151</b>
Grading domains: Level 3 BTEC generic grading domains	151
<b>Annexe C</b>	<b>155</b>
Wider curriculum mapping	155
<b>Annexe D</b>	<b>157</b>
National Occupational Standards/mapping with NVQs	157
<b>Annexe E</b>	<b>162</b>
Links to the Royal Yachting Association (RYA) qualifications	162
<b>Annexe F</b>	<b>170</b>
Personal, learning and thinking skills	170





# Qualification titles covered by this specification

**Pearson BTEC Level 3 Certificate in Sailing and Watersports**

**Pearson BTEC Level 3 Diploma in Sailing and Watersports**

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

The QNs for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Sailing and Watersports 500/6527/0

Pearson BTEC Level 3 Diploma in Sailing and Watersports 500/6520/8

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

### **Pearson BTEC Level 3 Certificate in Sailing and Watersports (20 credits)**

The 20-credit Pearson BTEC Level 3 Certificate in Sailing and Watersports provides an introduction to the skills, qualities and knowledge that may be required for employment in the sailing and watersports/outdoor adventure vocational sector.

### **Pearson BTEC Level 3 Diploma in Sailing and Watersports (40 credits)**

The 40-credit Pearson BTEC Level 3 Diploma in Sailing and Watersports extends the work-related focus from the Pearson BTEC Level 3 Certificate and covers some of the knowledge and practical skills required for employment in the sailing and watersports/outdoor adventure sector.

The Pearson BTEC Level 3 Diploma in Sailing and Watersports offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to study complementary qualifications without duplication of content.

For adult learners, the Pearson BTEC Level 3 Diploma in Sailing and Watersports can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## Key features of the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports

The BTEC Level 3 Specialist qualifications in Sailing and Watersports are exciting new qualifications designed for learners aged 16 years and above who wish to explore a specialised vocational route, either as a stand alone qualification, or to complement study alongside a BTEC Level 3 qualification in Sport, Sport and Exercise Sciences, Public Services, Travel and Tourism or other vocationally-related area.

The BTEC Level 3 Specialist qualifications in Sailing and Watersports provide a suitable foundation for further study within the sport and active leisure sector through progression on to qualifications such as the Pearson BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences.

Alternatively, learners can progress to NVQs such as Instructing Physical Activity and Exercise or Coaching, Teaching and Instructing. The underpinning knowledge, practical and vocational skills learnt on the BTEC Level 3 Specialist qualifications in Sailing and Watersports will enhance and support the progression to a competency-based course.

The BTEC Level 3 Specialist qualifications in Sailing and Watersports have been developed to give learners the opportunity to:

- access the sailing world, promoting and encouraging the concept of 'sailing for all'
- engage in learning which is relevant to them and 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 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications
- develop functional skills and personal learning and thinking skills.

The BTEC Level 3 Specialist qualifications in Sailing and Watersports enable learners to develop the knowledge, understanding and skills that enable progression within specific areas of employment such as leadership support and water-based outdoor and adventurous activities.

- The qualifications provide opportunities for learners to focus on the development of personal, learning and thinking skills, functional skills, and wider skills in a sport-related context, such as environmental issues and health and safety considerations.

This new development has provided an exciting opportunity to effectively 'add value' to BTEC Specialist qualifications by signposting units to the Royal Yachting Association (RYA) qualifications, giving learners the opportunity to:

- gain knowledge, understanding and skills needed to prepare them should they proceed to take the Royal Yachting Association (RYA) qualifications that are recognised and offered globally.

The BTEC Level 3 Specialist qualifications in Sailing and Watersports *do not* claim to provide competence for the RYA qualifications, but are aimed at providing a route to, and preparing learners for, the RYA qualifications.

- The BTEC Specialist qualifications in Sailing and Watersports have been designed so that the qualifications can be delivered in-shore.
- Centres have the flexibility of choosing whether they wish to focus on dinghy sailing or yachting.

Centres who wish learners to progress to RYA qualifications should be aware of RYA entry requirements, such as age restrictions. It is the responsibility of centres to ensure learners are eligible to gain entry to the RYA qualifications.

The specification also includes:

- detailed signposting to National Occupational Standards (NOS) for the Sport and Active Leisure sector; the learning outcomes and content of the units is informed by the content of the NOS. However, there are no competency-based units in the qualification and therefore it should not be used as an indicator of learners' competence in sport.

The assessment approach for the BTEC Level 3 Specialist qualifications in Sailing and Watersports allow learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment and grading criteria.

Evidence for assessment may be generated through a range of activities including on-water practical assessment, role play and presentations. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

### **National Occupational Standards (NOS)**

Where relevant, Pearson BTEC Level 3 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). Pearson BTEC Level 3 Specialist qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 3 Certificate/Diploma in Sailing and Watersports relates to the following NOS:

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

# Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other BTEC units.

## **Rules of combination for the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports qualifications**

When combining units for the Pearson BTEC Level 3 Specialist in Sailing and Watersports qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Pearson BTEC Level 3 Certificate in Sailing and Watersports**

- 1 Qualification credit value: a minimum of 20 credits.
- 2 All credits must be achieved from the units listed in this specification.

### **Pearson BTEC Level 3 Diploma in Sailing and Watersports**

- 1 Qualification credit value: a minimum of 40 credits.
- 2 All credits must be achieved from the units listed in this specification.

### Pearson BTEC Level 3 Certificate in Sailing and Watersports

The Pearson BTEC Level 3 Certificate in Sailing and Watersports is a 20-credit and 120 guided learning hour (GLH) qualification that consists of two mandatory units that provide for a combined total of 20 credits.

The Total Qualification Time (TQT) for this qualification is 200.

Pearson BTEC Level 3 Certificate in Sailing and Watersports			
Unit	Mandatory units - both units must be taken:	Credit	Level
1	Taking Responsibility for a Sail Craft	10	3
2	Managing and Operating Watersports Centres	10	3

### Pearson BTEC Level 3 Diploma in Sailing and Watersports

The Pearson BTEC Level 3 Diploma in Sailing and Watersports is a 40-credit and 240 guided learning hour (GLH) qualification that consists of two mandatory units, **plus** one mandatory specialist unit, **plus** one optional unit that provide for a combined total of 40 credits.

The Total Qualification Time (TQT) for this qualification is 400.

Pearson BTEC Level 3 Diploma in Sailing and Watersports			
Unit	Mandatory units - both units must be taken:	Credit	Level
1	Taking Responsibility for a Sail Craft	10	3
2	Managing and Operating Watersports Centres	10	3
Unit	Mandatory specialist units - one unit must be taken from:		
3	Principles and Practices in Outdoor Adventure*	10	3
4	Equipment and Facilities for Outdoor and Adventurous Activities*	10	3
Unit	Optional units - one unit must be taken from:		
5	Work Experience in Sport**	10	3
6	Leading Water-based Outdoor and Adventurous Activities**	10	3
7	Skills for Water-based Outdoor and Adventurous Activities**	10	3

\* Learners must choose **one** of Unit 3 or Unit 4

\*\* Learners must choose **one** of Unit 5, Unit 6 or Unit 7

## Assessment and grading

The assessment for the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports is criterion referenced, based on the achievement of specified assessment and grading criteria. Each unit contains contextualised pass, merit and distinction criteria for unit assessment and grading.

In the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports all units are internally assessed. The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

The overall grading for the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports is a pass, based upon the successful completion of the minimum credit. However, learners have the opportunity to achieve pass, merit and distinction grades at unit level.

Learners must pass 2 mandatory units to achieve the Pearson BTEC Level 3 Certificate in Sailing and Watersports.

Learners must pass 2 mandatory units, 1 mandatory specialist unit and 1 optional unit to achieve the Pearson BTEC Level 3 Diploma in Sailing and Watersports.

Centres are encouraged to use a variety of assignments and assessment methods, including case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment and grading criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment and grading criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment and grading criteria grid* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When applying the *Assessment and grading criteria grid* it is important to note that merit and distinction grading criteria require a qualitative improvement in the learners' evidence and not just simply the production of more evidence at the same level.

## Grading

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction criteria.

A grading scale of pass, merit and distinction is applied to all units.

## Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC Level 3 grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

## Guidance

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

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading 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 written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

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

The assessment and grading criteria must be clearly indicated on the fit for purpose assignments. 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 and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. 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.

## Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Programme design and delivery

BTEC Specialist qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities.

In BTEC Specialist qualifications each unit has a number of 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 where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

### Mode of delivery

Pearson does not define the mode of study for BTEC 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

BTEC Specialist qualifications are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, 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 Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC Specialist 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 the learner's experience.

An outline learning plan is included in each unit as guidance and demonstrates one way in planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC Specialist qualification and the related NVQs and Functional Skills that also contribute to the scheme.

## Functional Skills

Pearson BTEC Level 3 Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications.

## Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe F*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

## Access and recruitment

Pearson'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 Pearson'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 Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in Sport and Active Leisure or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A\*-C
- other related Level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

### Restrictions on learner entry

The Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports are accredited for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

### Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson 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 Pearson NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous Pearson 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.

Pearson 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

Each unit has the following sections.

## **Unit title**

This is the formal title of the unit that will appear on the learner's certificate.

## **Unit reference number**

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## **Level**

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## **Credit value**

In BTEC Specialist qualifications each unit consists of a credit value, learners will be awarded credits for the successful completion of whole units.

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

## **Guided learning hours**

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## **Aim and purpose**

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

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing 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). 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 pass, merit and distinction grading criteria.

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 must have the opportunity within the delivery of the unit 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 and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

## Content structure and terminology

The information below shows 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 elements 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).

## Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in the learner's evidence and not simply the production of more evidence at the same level.

## 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 sections.

- *Delivery* – explains the content's relationship with 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.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment and grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *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 Pearson to offer the qualification.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.



# Units

Unit 1: Taking Responsibility for a Sail Craft	21
Unit 2: Managing and Operating Watersports Centres	43
Unit 3: Principles and Practices in Outdoor Adventure	62
Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities	77
Unit 5: Work Experience in Sport	92
Unit 6: Leading Water-based Outdoor and Adventurous Activities	114
Unit 7: Skills for Water-based Outdoor and Adventurous Activities	130



# Unit 1: Taking Responsibility for a Sail Craft

**Unit reference number:** H/600/2742

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 60

## Aim and purpose

This unit gives learners the opportunity to develop sailing skills needed when taking responsibility for a sail craft, enabling learners to become competent on-water leaders.

## Unit introduction

Skippering or being responsible for a vessel of any size carries great reward as well as great responsibility. Those with responsibility must develop good leadership skills such as communication, decisiveness and resourcefulness. Additionally, on-water leaders have a duty to ensure their own safety as well as that of their crew and other water users.

Taking responsibility for a sail craft calls upon a range of skills such as coordination, leadership, communication, teamwork and logical thinking. A prepared skipper or on-water leader should be able to plan for, and handle, a variety of situations. Many precarious situations can be avoided by simple planning and preparation. However, if a situation does arise, the benefits of additional training are invaluable in preventing panic or poor decision making.

This unit will equip learners with the knowledge and skills to plan and execute a sailing session or voyage whilst ensuring the safety of themselves, their crew and other water users. To allow maximum opportunity for learners to gain practical sailing and watersports experience from this unit, learners may participate in dinghy sailing, yachting or a combination of the two.

A huge part of taking responsibility for a sailing craft is managing risk and safety considerations. Learners will gain an understanding of the potential risks associated with sailing and practical experience of how to deal with incidents should they occur.

This unit will help to prepare learners should they proceed to undertake Royal Yachting Association (RYA) qualifications crucial to pursuing a career in the sailing and watersports industry.

Whilst studying this unit learners will initially have opportunity to further develop their navigation, meteorology and seamanship skills. The skills they look at will give them the resources to sail further afield confidently and

effectively. They will be encouraged to develop competency in sailing skills at the same time as looking at their own leadership skills. All learners will have the opportunity to practise sailing skills in a variety of weather and water conditions.

### **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:**

- 1 Understand how to interpret information to allow planning, preparation and execution of a sailing session or voyage
- 2 Understand how to trim a sail craft for efficient performance
- 3 Be able to undertake a risk assessment relevant to sailing and watersports
- 4 Be able to perform manoeuvres associated with being a competent sailor
- 5 Be able to review own performance in a sailing session or voyage.

## Unit content

---

### 1 Understand how to interpret information to allow planning, preparation and execution of a sailing session or voyage

*Considerations:* weather eg onshore and offshore winds, Beaufort scale, sources of information, pressure systems, use of barometer, synoptic charts, sea breezes, mist and fog; tide eg tide tables, springs and neaps, rule of twelfths, ebb and flow, headlands, channels and estuaries; passage planning eg charts, plotters, timescale, waypoints, electronic navigation equipment, ports of refuge

*Vessel and equipment preparation:* capabilities and suitability of vessel; rigging appropriately; reefing; checks and maintenance eg sails, rigging, hull integrity, centre board, rudder, engine, life raft; personal protective equipment (wet weather gear, buoyancy aids, life jackets, harnesses, wetsuits, boots, gloves, thermal layers); safety; first aid; communication; sustenance; securing; mooring warps; anchor; victualling (numbers, time and budget); crew (importance of delegation, safety briefing, watch keeping); specific equipment for participants with particular needs

*Conditions:* weather eg wind direction, wind strength, visibility, temperature; tide eg tidal direction, tidal strength; sea state eg against tide, wind with tide; on-water obstructions eg other water users, moorings, spatial limitations

### 2 Understand how to trim a sail craft for efficient performance

*Adjustments to trim:* eg sail setting, balance, trim, course made good, centre board (five essentials), spinnakers, rig, hoist, gybe and drop, apparent wind, capsize recovery, racks and trapeze, use of kicker, downhaul and outhaul, racing, rules, starting, mark rounding, tactics

*Performance:* eg efficiency, speed control, stability, position, accuracy, safety

*Conditions:* weather eg wind direction, wind strength, visibility, temperature; tide eg tidal direction, tidal strength; sea state eg against tide, wind with tide; on-water obstructions eg other water users, moorings, spatial limitations; crew eg experience, ability, confidence

### 3 Be able to undertake a risk assessment relevant to sailing and watersports

*Risk assessment:* aims (eliminate, minimise, protect participants from harm); objectives (identify hazards, identify those at risk, assess chance of hazard causing harm, grade risks); risk controls, eg do not do activity, modify activity, protect participants from hazard, provide appropriate safety equipment, provide appropriate training, provide appropriate supervision for participants

*Types of incident:* eg drowning, choking, asthma, electric shock, control of bleeding, heart attack, concussion, burns, hypothermia, diabetic emergency, epilepsy, fractures, spinal injury, sea sickness

*Incident control:* immediate action; first aid treatment; communication eg VHF radio, mobile phones, pyrotechnics and Emergency Position Indicating Radio Beacons, contacting other vessels, HM coastguard, other services; worst case scenario eg abandoning a vessel, use of life raft and safety equipment, principles of sea survival, search and rescue

*Emergency action plans:* identification of incident; protection (of casualty, self, group, bystanders); resolution (communication, support, resources); recording of incident

### 4 Be able to perform manoeuvres associated with being a competent sailor

*Practical skills:* stopping; controlling speed; tacking; gybing; getting out of irons; launching; leaving and returning to a beach, jetty or mooring; coming alongside a moored boat; capsize recovery; inversion recovery; man overboard; securing a tow; reefing afloat; sailing backwards; sailing in adverse circumstances and conditions; sailing in a confined space; use of International Regulations for the Prevention of Collisions at Sea (IRPCS); ropework eg figure of eight, round turn and two half hitches, securing to a cleat, bowline, clove hitch, reef knot, rolling hitch, fisherman's bend, sheet bend, heat sealing, whipping, splicing; navigation eg using charts, using electronic navigation equipment, variation and deviation, transits, fixing position, dead reckoning, pilotage plans, navigating in limited visibility, buoyage, lights and symbols

*Leadership skills:* teamwork; communication; decisiveness; organisation

*Manoeuvres:* sailing backwards; rudderless sailing; sailing with no centre board; sailing in adverse circumstances and conditions; sailing in a confined space

*Conditions:* weather eg wind direction, wind strength, visibility, temperature; tide eg tidal direction, tidal strength; sea state eg against tide, wind with tide; on-water obstructions eg other water users, moorings, spatial limitations

**5 Be able to review own performance in a sailing session or voyage**

*Review:* feedback (from participants, supervisor, peers, observers); strengths and areas for improvement; against plan and National Governing Body guidelines

*Development:* SMART (specific, measurable, achievable, realistic, time-bound) targets; personal development plans (diary, log, theoretical knowledge, practical experience, action required); development opportunities eg specific training and courses

## Assessment and grading criteria grid

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 explain considerations relevant to the planning, preparation and execution of a sailing session or voyage [IE1, IE3, IE5]	M1 justify considerations that should be made in the planning, preparation and execution of a sailing session or voyage	
P2 explain how to prepare a sail craft for use in different weather and water conditions [IE1, IE3]		
P3 explain adjustments to trim that can be made on all points of sail to maximise performance in different weather and water conditions		
P4 produce a risk assessment for a sailing session or voyage [IE1, IE4]		

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P5 demonstrate how to deal with four different types of incident, producing relevant emergency action plans [IE1, SM3, SM4]		

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:
P6 demonstrate competent use of practical and leadership skills during manoeuvres in different weather and water conditions [TW1, TW3, TW4, TW5, TW6, SM1, SM3, SM4, SM6, SM7]	M2 compare and contrast the effectiveness of a variety of manoeuvres in dealing with different weather and water conditions	D1 justify use of manoeuvres in dealing with different weather and water conditions
P7 review own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement. [IE1, IE3, IE4, IE5, IE6, RL1, RL2, RL3, RL4, RL5, EP4]	M3 explain identified strengths and areas for improvement, making recommendations for own development.	D2 justify recommendations made relating to own development.

**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.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

---

### Delivery

To allow maximum opportunity for learners to gain practical sailing and watersports experience from this unit, learners may experience dinghy sailing, yachting or a combination of the two.

During delivery of this unit tutors must use professional judgement to cover the indicative sections of the *Unit content* which are most relevant to their chosen sail craft. For example, if selecting dinghy sailing, centres should cover the following areas of *Unit content* from *Vessel and equipment preparation* (checks and maintenance): sails, rigging, hull integrity, centre board, rudder. If yachting is selected, centres should cover the following areas from checks and maintenance: sails, rigging, hull integrity, rudder, engine, life raft.

The structure of the unit gives learners the opportunity to prepare for, and progress to, Royal Yachting Association (RYA) qualifications. However, centres providing this option must ensure that tutors hold appropriate instructional qualifications and that RYA content is delivered by recognised RYA training centres.

This unit is designed to give learners the skills and experience to take responsibility for a sail craft and its crew. During the unit learners should have opportunity to benefit from a wide range of teaching strategies, including demonstration and observation. However, tutors should ensure as much on-water time as possible is allocated for learners to gain practical experience and practise relevant skills.

Theoretical elements of the course such as weather, tide and elements of navigation should be demonstrated wherever possible with observation tasks to backup classroom work. Practical tasks should be explained thoroughly in the classroom and whenever possible supported with appropriate demonstration. It would be beneficial for learners to use simulators to practise manoeuvres under close tutor supervision before trying them out for real. Adequate time to practise afloat must be given, along with ample on-water skills coaching. During debriefs it may be useful to use video feedback to allow learners to pinpoint areas for development.

An understanding of health and safety considerations is a crucial part of being responsible for a sail craft. Learners must have the opportunity to investigate precautions that should be taken, types of potential incident that may occur and how to deal with incidents should they take place. Role play and simulation should be used to give learners the opportunity to experience as close to real-life events as possible.

The unit gives learners the opportunity to enhance their practical skills through continuous review of personal performance. Self-reflection must be encouraged to ensure that on completion of the unit learners continue to appraise their sailing performance and develop their skills and ability.

Learners should be encouraged to look at the 'big picture' when participating in a sailing session or voyage. The importance of planning and preparation upon successful execution of a sailing session or voyage and the related performance, health and safety and enjoyment implications should be highlighted regularly. However, it must also be remembered that the elements that sailing relies upon are fickle and learners should be prepared to be flexible and adapt to changes in conditions.

## 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 and overview of the unit
Practical taster session: inspirational on-water session to get learners motivated and enthused
Planning considerations: tutor introduces the topics of planning and preparing. How to ensure effective planning and preparing through organisation and efficient practice. Predicting tides and weather and how to interpret information. Navigational principles and practices. Individual research, learner presentations, tutor formal input, observation, tutor-set practice tasks
Preparing craft and equipment for prevailing conditions and session or voyage planning. Demonstration of craft rigging and equipment types. Preparation for tutor-set scenario
<b>Assignment 1: Planning and Preparing (P1, P2, M1).</b> Tutor introduces the assignment brief
Performance considerations: tutor-led group discussion of what affects performance and what we mean by performance
Understanding risks. Observation exercises, case studies and classroom discussion
Minimising risk: risk assessment construction. Explanation and classroom discussion
Dealing with incidents: tutor demonstration, simulated scenarios, role play, group discussions
Emergency action plans: learner study of examples followed by group discussion. Role play to understand structure. Individual construction of plans for tutor-set scenarios
<b>Assignment 2: Health and Safety Considerations (P4, P5).</b> Tutor introduces the assignment brief
Practical: skills and manoeuvres. Classroom discussion and explanations, on-water demonstrations, simulated practice, course sailing, 'follow-my-leader' exercises, video feedback
Conditions affecting choice of manoeuvre. Classroom discussion. Individual experimentation
Leadership skills: discussion about the attributes of a leader, role-play exercises and on-water exercises
<b>Assignment 3: Practical Assessment (P3, P6, M2, D1).</b> Tutor introduces the assignment brief. Learner completion of tutor-set practical tasks and scenarios

Topic and suggested assignments/activities and/assessment
Practical sailing: adjustments to trim. Classroom discussion and explanations, on-water demonstrations, simulated practice, course sailing, 'follow-my-leader' exercises, video feedback
Reviewing performance: discussion on reasoning behind performance reviews. How to review effectively
<b>Assignment 4: Reviewing Performance (P7, M3, D2).</b> Tutor introduces the assignment brief
Learner individual practice: practice of skills pinpointed for improvement through reviews
Tutor-led unit review and debrief

## Assessment

There is opportunity for a wide range of assessment techniques to be utilised during this unit, including individual logbooks, videos and presentations. However, due to the nature of the topic it is advised that the unit is kept as practical as possible, providing learners with plenty of time afloat and allowing opportunity to develop skills.

For P1, learners should display an in-depth knowledge of and be able to explain considerations that relate to planning, preparing for and executing a sailing session or voyage. Learners should be encouraged to take responsibility for their own sessions and charged with taking weather forecasts, checking tides, passage planning and preparing equipment. The link between organised planning, preparation and successful completion of sessions and voyages should be highlighted. Assessment evidence for P1 could be a verbal presentation, supported by a tutor witness statement.

For P2, learners need to show that they understand how to prepare a sail craft and any associated equipment. Learners must be able to explain how to prepare a sail craft for use in different conditions covering weather, tide, sea state and on-water obstructions. Assessment evidence could be generated via pre-set scenarios and verbal presentation, supported by a tutor witness statement.

For P3, learners must be able to explain how to efficiently trim a sail craft for maximum performance on all points of sail in different weather and water conditions. Time on the water at this stage is crucial for learners to experiment and practise trimming their sail craft. There should be opportunity for learners to sail in a variety of conditions, thus gaining maximum experience, although it is understood that occasionally this is not possible. In this situation classroom-based sessions may be utilised to fill gaps in knowledge.

For P4 and P5, learners need to look at health and safety considerations. Learners should have opportunity to examine documented incidents as well as learn from experience. They must create their own risk assessment for a sailing session or voyage (P4) to encourage them to think about risks and ways of minimising said risks. In order to prove their capability in dealing with incidents should they happen, learners must demonstrate how to deal with four different types of incident and produce relevant emergency action plans (P5). This will best be assessed using role-play mock scenarios. Learners could be assessed in small groups, although each individual learner will need to show that they are able to deal with each incident and learners will need to individually produce the accompanying emergency action plans. Tutors will need to produce an observation record to confirm achievement.

For P6, learners must spend as much time on the water as possible. They must demonstrate manoeuvres in different conditions of weather, tide, sea state and on-water obstructions, as well as demonstrating practical and leadership skills during the manoeuvres. For assessment, learners should be given a range of tasks to practically undertake in a variety of conditions. Therefore assessment will be carried out over a series of days to ensure maximum difference in conditions of weather, tide, sea state and on-water obstructions. A tutor observation record is required to support achievement.

For P7, learners need to review their own performance during participation in sailing sessions or voyages. Learners should keep a diary or log for all training sessions. Tutors can help learners by giving them a structure or framework to follow for their diary or logbook. Strengths and areas for improvement must be highlighted.

Grading criterion M1 builds on P1 and P2. Considerations in planning, preparing for and executing a sailing session or voyage already explained must be justified by the learner. Learners will need to give reasons or evidence to support their views and show how they arrived at their conclusions.

For M2, which builds on P6, learners need to compare and contrast the effectiveness of a variety of manoeuvres in dealing with different conditions of weather, tide, sea state and on-water obstructions. Learners must understand that there are often a number of ways to complete a task, however, the correct course of action must be determined after due consideration by the skipper.

For M3, learners need to explain strengths and areas for improvement which were identified for P7. Learners need to make recommendations for their own development to include action planning taking into account SMART targets, personal development planning (using diary/logbook records) and further development opportunities, for example specific training courses.

For D1, learners must justify their choice of manoeuvres in dealing with different weather and water conditions which were demonstrated for P6 and then compared and contrasted for M2.

For D2, which builds on M3, learners need to justify their recommendations for further development. Learners need to give reasons or evidence to support their views and show how they arrived at their conclusions. Assessment evidence for D2 could be via a written task or verbal presentation supported by a tutor witness statement.

### 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 Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Planning and Preparing	Sailing is exciting, rewarding and challenging. For	Presentation. Witness statement.

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5	Health and Safety Considerations	those who choose to take control of a sail craft there comes a large amount of responsibility and duty. It is important that skills such as leadership and communication are developed alongside practical skills such as steering and trim.	Written risk assessment. Role play and emergency action plans. Observation record.
P3, P6, M2, D1	Practical Assessment	Only when a skipper has grasped all relevant skills can they class themselves as a competent sailor.	Poster. Practical observation. Written report.
P7, M3, D2	Reviewing Performance		Written sailing logbook.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Injury in Sport	Assessing Risk in Sport
Outdoor and Adventurous Activities	Outdoor and Adventurous Activities
Planning and Leading Sports Activities	Principles and Practices in Outdoor Adventure
Leading Outdoor and Adventurous Activities	Equipment and Facilities for Outdoor and Adventurous Activities
	Leadership in Sport
	Leading Water-based Outdoor and Adventurous Activities
	Skills for Water-based Outdoor and Adventurous Activities
	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 must have access to well-maintained sail craft during delivery of this unit. All sail craft must be appropriate for the prevailing conditions and operate under relevant legislative and governing body guidelines. All practical sailing sessions must be staffed under recommended ratios and rescue cover supplied as appropriate. Simulators should be available for on-land demonstrations and practice if applicable. Launching facilities should be safe, and adequate personal protective equipment should be worn by learners at all times.

Appropriate charts and navigational equipment and documents are vital. Forms of communication should be available for learners to examine and where possible practise with. For incident simulations a resuscitation dummy and first aid equipment are necessary.

Access to the internet to check forecasts and tides would be beneficial. Learners would also benefit from rope being available in a classroom environment to practise knots.

### **Employer engagement and vocational contexts**

Guest speakers, for example experienced or professional sailors would enhance the learning experience. Opportunities to observe high-level sailors on the water would be invaluable in preparing learners to perform themselves.

## Indicative resource materials

### Textbooks

Allaby M – *The World's Weather – How It Works* (Horus Editions, 2002)  
ISBN 9781899762545

Bartlett T – *RYA Navigation Handbook* (Royal Yachting Association, 2003)  
ISBN 9780901501936

Bethwaite F – *Higher Performance Sailing* (Adlard Coles Nautical, 2008)  
ISBN 9781408101261

Bond B – *The Handbook of Sailing* (Pelham, 1992) ISBN 9780720720167

Ives E – *Reed's Maritime Meteorology* (Thomas Reed, 2009)  
ISBN 9781408112069

Justin D and Berry C – *First Aid at Sea* (Adlard Coles, 2003)  
ISBN 9781408105993

Mosenthal B – *Learning to Sail in Yachts and Dinghies* (Adlard Coles, 2007)  
ISBN 9780713682427

Owen P – *The Really Useful Little Book of Knots* (Burford, 2004)  
ISBN 9781580801249

Owen P – *The RYA Book of Knots* (Adlard Coles Nautical, 2004)  
ISBN 9780713670547

Royal Yachting Association – *Advanced Sailing Handbook* (Royal Yachting Association, 2009) ISBN 9781906435585

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

Tibbs C – *RYA Weather Handbook* (Royal Yachting Association, 2006)  
ISBN 9781905104178

### Journals

*Dinghy Sailing Magazine*

*Motor Boats and Yachting*

*Practical Boat Owner*

*Yachting Monthly*

*Yachting World*

*Yachts and Yachting*

### Websites

The Met Office                      [www.metoffice.gov.uk](http://www.metoffice.gov.uk)

Royal Yachting Association   [www.rya.org.uk](http://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 ...
<b>Independent enquirers</b>	explaining considerations relevant to the planning, preparation and execution of a sailing session or voyage  explaining how to prepare a sail craft for use in different weather and water conditions  producing a risk assessment for a sailing session or voyage  demonstrating how to deal with four different types of incident, producing relevant emergency action plans  reviewing own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement
<b>Reflective learners</b>	reviewing own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement
<b>Team workers</b>	demonstrating competent use of practical and leadership skills during manoeuvres in different weather and water conditions
<b>Self-managers</b>	demonstrating how to deal with four different types of incident, producing relevant emergency action plans  demonstrating competent use of practical and leadership skills during manoeuvres in different weather and water conditions
<b>Effective participators</b>	reviewing own performance of participation in a sailing session or voyage, identifying strengths and areas for improvement.

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 ...
<b>Reflective learners</b>	providing feedback to peers on their practical performance in sailing and watersports
<b>Team workers</b>	demonstrating how to deal with four different types of incident, producing relevant emergency action plans
<b>Effective participators</b>	providing feedback to peers on their practical performance in sailing and watersports.

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	preparing a PowerPoint presentation
Manage information storage to enable efficient retrieval	maintaining a diary/logbook
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching considerations planning and preparing assignment tasks
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching considerations planning and preparing assignment tasks
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing a PowerPoint presentation
Bring together information to suit content and purpose	preparing assignment tasks
Present information in ways that are fit for purpose and audience	delivering a PowerPoint presentation
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	demonstrating practical and leadership skills delivering a presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing own performance

Skill	When learners are ...
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	maintaining a diary/logbook reviewing own performance preparing assignment tasks.

## Unit 2:                   Managing and Operating Watersports Centres

**Unit reference number:** T/600/2745

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 60

### Aim and purpose

This unit gives learners an understanding of the regulations and legislation that govern sailing and watersports centres, as well as the principles crucial to good management and customer service.

### Unit introduction

Watersports centres are part of an industry that is competitive and governed by strict rules and regulations to maintain high levels of safety and service.

Due to requirements from government regulatory bodies and National Governing Bodies it is essential that centres and organisations keep up to date with their documentation and procedures or risk fines, legal action or even closure. Documentation and procedures are in place to protect the welfare of the public, employees and employers. During their study of the unit learners will have the opportunity to examine and create required documentation and follow procedures, as well as gain an understanding of the rationale behind why the documentation and procedures are needed.

Businesses are built around the effectiveness of their employees. Employees go a long way to ensuring that customers have a positive, enjoyable experience. It is hugely important that employees and employers maintain strong relations that will sustain motivation and ensure constant development. Learners will have the opportunity to study relationships and staffing structures within businesses and research procedures that can and should be used to maintain communication levels.

This unit is useful for learners who would like to progress to a career within the sailing and watersports industry or related sector.

Successful watersports centres rely on strong customer service to ensure satisfaction. In order to provide high levels of service learners must have a full understanding about what their clients will expect and how, as staff, they can go that extra step to provide a really memorable experience.

## **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:**

- 1 Know the governing bodies and legislation relating to watersports centres
- 2 Be able to construct operating procedures used by watersports centres
- 3 Understand the roles, responsibilities and techniques of good staff management in watersports centres
- 4 Be able to investigate customer service practices in watersports centres.

## Unit content

---

### 1 Know the governing bodies and legislation relating to watersports centres

*Regulatory and governing bodies:* Health and Safety Executive; Adventurous Activities Licensing Authority (AALA); sport-specific governing bodies eg Royal Yachting Association

*Roles:* eg monitoring (safety, standards of tuition, standards of management), promotion (magazines, adverts, internet), development (course curriculum, national teams), events (races, training, fund-raising)

*Legislative requirements:* Health and Safety at Work Act (1974); additions to the (1974) Health and Safety at Work Act (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations – RIDDOR); Personal Protective Equipment 2002 (PPE); Control of Substances Hazardous to Health (COSHH); Health and Safety (First Aid) Regulations (1981); Manual Handling Operations Regulations (1992); Management of Health and Safety Regulations (1999); Fire Safety and Safety of Places of Sport Act (1987); Activity Centres (Young Persons’ Safety) Act 1995; Adventure Activities Licensing Regulations (2004)

*Additional employer responsibilities:* Employment Act 2002; Equal Pay Act 1970; Sex Discrimination Act 1975; Race Relations Act 1976; Disability Discrimination Act 1995 and recent amendments (age discrimination, remuneration, minimum wage, public liability insurance); Equality Act 2010

### 2 Be able to construct operating procedures used by watersports centres

*Operating procedure:* insurance; health and safety document; manual handling recommendations; risk assessment; emergency action plan; emergency contacts; child protection; sailing areas; standardised briefing; numbers afloat monitoring system; repair and maintenance system; chemical and fuel storage; safety craft and equipment; communication; first aid equipment; first aid training; fire procedure; map of site; next of kin; staff qualifications; ratios; appropriate equipment listed; appropriate resources listed; publications stocked; certification stocked; lesson plans; range of courses; provision for equality; standards monitored; training provided; staff induction

*Use:* eg fulfil governing body requirements, record of procedures, staff training manual, evidence in case of incident, documentation to provide to schools and colleges

**3 Understand the roles, responsibilities and techniques of good staff management in watersports centres**

*Staff:* management (eg principal, chief, senior); support staff (eg administrator, front of house, bosun); instructor (eg coach, trainer, endorsed, cadet, assistant); volunteer

*Roles and responsibilities:* eg lead, train, develop, monitor, review, organise, motivate, inspire, support, advise, instruct, coach, maintain discipline

*Management techniques:* eg probation, appraisal, brief and debrief, observations, supporting employees (mentoring, monitoring, buddying), occupational health, managing workloads, delegating authority and responsibility, linking rewards to performance, discipline, employee development (training, learning, job rotation, accelerated promotion, SMART targets)

**4 Be able to investigate customer service practices in watersports centres**

*Customer expectations:* advice; quality products and services; safety; value for money; timing (urgent, non-urgent); special requirements, eg corporate bookings, family bookings; response to praise or complaints

*Watersports centres:* eg sailing, windsurfing, kayaking, surfing, kitesurfing, multi-activity

*Research:* staff practices eg professionalism, positive attitude, appearance, team player, boundaries, communication (face to face, phone, written, email, breaking down barriers, body language, appropriate use of technical language, listening skills), safety awareness, maintain up-to-date knowledge of sport, rapid response to issues; customer satisfaction eg enjoyment levels, learning, feeling safe during experience, repeat custom, good reviews; centre practices eg advertising, increased custom, more revenue, expansion of business, positive atmosphere, motivated staff

*Development:* plan; SMART (specific, measurable, achievable, realistic, time-bound) targets; opportunities; potential barriers; strengths and areas for improvement

## Assessment and grading criteria grid

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 the role of different governing bodies relevant to watersports centres	M1 explain the governing body and legislative requirements applicable to watersports centres	
P2 outline legislative requirements applicable to watersports centres		
P3 outline additional employer responsibilities		
P4 construct an operating procedure for a watersports centre, describing its use [IE1, IE2, SM2, SM3]	M2 explain the use of the operating procedure for a watersports centre	D1 evaluate the use of the constructed operating procedure
P5 explain the roles and responsibilities of different members of staff within a watersports centre [IE2, IE6]		
P6 explain four different staff management techniques that a watersports manager could utilise [IE2, IE3, IE6]	M3 evaluate the effectiveness of staff management techniques that a watersports manager could use	

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P7 describe the expectations of customers visiting a watersports centre [IE2]		

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:
P8 conduct research to investigate customer service in a selected watersports centre, identifying strengths and areas for improvement. [IE2, IE4, IE6, CT1, CT2, CT4, SM2, SM3]	M4 explain the identified strengths and areas for improvement, making recommendations for further development.	D2 justify recommendations made for further development of customer service in a selected watersports centre.

**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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

## Essential guidance for tutors

---

### Delivery

This unit can be delivered using a variety of teaching methods, including demonstration and observation. Learners should have multiple opportunities to investigate working watersports centres and observe firsthand centre personnel in action. Whenever possible, guest speakers could be utilised to really bring the subject to life. Research and investigation should be supported by classroom discussion and explanation of topics.

This unit is designed to give learners knowledge that allows them to take their first step into the watersports industry. Therefore, the vocational relevance of topics to learners must be highlighted regularly. During visits to watersports centres, learners should be encouraged to think about their conduct and personal skills and how these compare to skills of the staff team observed.

Watersports centres can be hazardous places unless the proper precautions are taken. Learners must be made aware of risks and hazards and must be supervised at all times by suitably qualified staff.

Case studies could be used to support delivery of the content covering governing bodies, legislation and employer responsibilities. The implications and possible results for not abiding by these regulations and requirements may be used to capture the learners' imagination.

During the construction of an operating procedure the various components of an operating procedure (refer to *Unit content*) should be looked at individually. Their purpose must be highlighted and real-life situations and occurrences should be used to underline their importance. A mock inspection of a centre may be a good way of demonstrating the need for an operating procedure.

Whilst looking at staff, management and clients, it is vital that learners observe firsthand real-life scenarios. Observation, research and investigation should be conducted at every opportunity. Actual scenarios should then be debated as a group, any questions resolved and conclusions made about effectiveness and opportunities for improvement. Techniques and practices must be discussed and explained during classroom-based activity to enable learners to review and reflect on practices they have observed during centre visits.

### 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.

<b>Topic and suggested assignments/activities and/assessment</b>
Tutor introduction to the unit: expectations and requirements
Types of watersports centre: tutor-led group discussion and field trip
Different governing bodies: tutor formal lecture – history of governing bodies. Individual learner research and feedback in groups
Roles of governing bodies: similarities and differences in governing bodies. How much power do they actually have? Tutor-led group discussion and individual research

Topic and suggested assignments/activities and/assessment
Guest speaker – governing body representative. Presentation to class with opportunity for question and answer session
Legislative requirements: individual learner research task and group discussion
Additional employer responsibilities: individual learner research and tutor-led formal input
<b>Assignment 1: Governing Bodies and Legislation (P1, P2, P3, M1).</b> Tutor introduces the assignment brief. Learner presentations
Operating procedures: construction of an operating procedure. Breakdown of component parts and study of individual sections
Operating procedures: purpose. Why do we need operating procedures and who benefits from them? Group discussion
Visit: mock centre inspection. Learners to follow governing body inspection guidelines to investigate an actual centre and its operating procedures. To be followed with group discussion and individual analysis of how procedures fulfil inspection criteria
<b>Assignment 2: Constructing an Operating Procedure (P4, M2, D1).</b> Tutor introduces the assignment brief
Staff structure and roles of members of staff. Learner investigations into how teams work together and what individuals are responsible for. Learners to have individual topics to feedback to the rest of the group through presentations
<b>Assignment 3: Staff Roles, Responsibilities and Management Techniques (P5, P6, M3).</b> Tutor introduces the assignment brief
Management techniques: role plays and observations. Research into case studies
Guest speaker: centre manager. To describe their role, responsibilities, what they expect from their staff and how they get the best from their staff. Followed by question and answer session
Ways of conducting research
Visit: learner observation of centre and staff
<b>Assignment 4: Researching Customer Service Practices and Customer Expectations (P7, P8, M4, D2).</b> Tutor introduces the assignment brief
Customer expectations. Information gathering through questionnaires and interviews where possible. Learners draw on own experience, feedback from questionnaires and discuss in groups. Feedback to the whole group: customer expectations and watersports centres
Results of positive customer service: observation, group discussion, customer interview where possible
Results of poor customer service: observation, group discussion, customer interview where possible

<b>Topic and suggested assignments/activities and/assessment</b>
--

Tutor review of unit, includes time for learner-initiated private study
---

## Assessment

For this unit learners need to have the opportunity to conduct research to investigate customer service in a selected watersports centre. There should be opportunity for visits to centres and to observe centre personnel and procedures in action.

For P1, learners need to describe the roles of various governing bodies relevant to watersports centres. Learners must cover the Health and Safety Executive, Adventurous Activities Licensing Authority (AALA) and a sport-specific governing body, for example the Royal Yachting Association.

For P2 and P3, legislation relevant to watersports centres and more generic employer responsibilities must be outlined. The *Unit content* for legislative requirements and additional employer responsibilities must be covered. Assessment evidence for criteria P1, P2 and P3 could be a written task or verbal presentation supported by a tutor witness statement.

For P4, learners must look in detail at operating procedures used by watersports centres. They must understand the component parts, their purpose and how they fit into the overall operating procedure. Learners must then construct their own operating procedure, preferably for an actual centre, and describe its use. The procedure designed must cover the *Unit content* for 'Operating procedure'.

For P5 and P6, it is recommended that learners have the opportunity to shadow working watersports centre personnel, investigating their roles and responsibilities and how they are managed on a day-to-day basis. A variety of positions need to be looked at (management, support staff, instructor and volunteer), so that learners begin to understand how the different positions are reliant upon one another's efficiency and commitment. Assessment evidence could be in the form of a PowerPoint presentation. Tutors will need to confirm achievement by completing a witness statement.

For P7 and P8, learners should conduct their own research into customer expectations and how a selected watersports centre strives to meet and exceed the expectations. Learners could design and use questionnaires and interview sessions to gather information from which they can draw valid conclusions. Learners will need to spend time observing watersports centre personnel, recording their staff practices, centre practices and the level of customer satisfaction. Learners could work in small groups to conduct the research, but must individually provide sufficient evidence to meet the assessment and grading criteria.

For M1, which builds on criteria P1, P2 and P3, governing body and legislative requirements applicable to watersports centres must be explained in full.

For M2, which builds on P4, the use of an operating procedure for a watersports centre must be explained. The importance of the operating procedure to staff and to the overall running of the centre, and governing body requirements should be covered.

For M3, learners need to evaluate the effectiveness of management techniques which were explained for P6. Positive and negative aspects of the techniques used must be mentioned, for both the manager and the employee.

For M4, which builds on P8, the identified strengths and areas for improvement must be explained in full. From the potential areas for improvement, recommendations for further development must be made.

For D1, which builds on P4 and M2, the constructed operating procedure must be evaluated. Learners need to review the use of the constructed operating procedure and bring the information together to form a conclusion, providing evidence to support their views.

For D2, which builds on P8 and M4, recommendations for further development of customer service practices must be justified. Learners need to provide reasons or evidence to support the recommendations they have put forward.

**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 Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	Governing Bodies and Legislation	The watersports industry has many opportunities for employment. Those choosing to work in a watersports centre will have the opportunity to gain experience rapidly and, with development of the right skills, the potential to face promotion within a short time. It is vital that those considering a career in this field understand the responsibilities that they will face and the influences that govern how they work.	Presentation. Witness statement
P4, M2, D1	Constructing an Operating Procedure		Written operating procedure. Written report.
P5, P6, M3	Staff Roles, Responsibilities and Management Techniques		Presentation. Witness statement. Written report.
P7, P8, M4, D2	Researching Customer Service Practices and Customer Expectations		Leaflet. Presentation. Witness statement.

**Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Injury in Sport	Assessing Risk in Sport
Work Experience in the Sports Industry	Equipment and Facilities for Outdoor Adventurous Activities
Sport and Leisure Facility Operations	Work Experience in Sport
Business Skills in Sport	Sports Facilities and Operational Management
	Sport as a Business

**This unit links with the National Occupational Standards (NOS) for:**

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

**Essential resources**

Access to a professional, well-equipped watersports centre is required for delivery of this unit. Learners will also need access to operating procedures and inspection forms from relevant governing bodies.

**Employer engagement and vocational contexts**

Learners would find it invaluable to shadow various personnel at a watersports centre. Guest speakers, for example industry professionals, would enhance unit delivery, bringing the course to life.

**Indicative resource materials****Textbooks**

Ammon R – *Sports Facility Management* (Fitness Information Technology, 2003) ISBN 9781885693396

Hunsaker P – *New Art of Managing People* (The Free Press, 2009) ISBN 9781416550624

Jennings G – *Water-based Tourism, Sport Leisure and Recreation Experiences* (Butterworth-Heinemann, 2007) ISBN 9780750661812

Leland K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 9780471768692

Spengler D – *Risk Management in Sport and Recreation* (Human Kinetics Europe, 2006) ISBN 9780736056199

The Scottish Sports Council – *Calmer Waters: Guidelines for Planning and Managing Water Sports on Inland Waterways* (Sportscotland) ISBN 9781850603023

**Journals**

*Dinghy Sailing Magazine*

*Motor Boats and Yachting*

*Practical Boat Owner*

*Yachting Monthly*

*Yachting World*

*Yachts and Yachting*

**Websites**

Adventure Activities Licensing Authority      [www.aals.org.uk](http://www.aals.org.uk)

Health and Safety Executive                      [www.hse.gov.uk](http://www.hse.gov.uk)

Royal Yachting Association                      [www.rya.org.uk](http://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.

<b>Skill</b>	<b>When learners are ...</b>
<b>Independent enquirers</b>	constructing an operating procedure for a watersports centre, describing its use explaining the roles and responsibilities of different members of staff within a watersports centre explaining four different staff management techniques that a watersports manager could utilise describing the expectations of customers visiting a watersports centre conducting research to investigate customer service in a selected watersports centre, identifying strengths and areas for improvement
<b>Creative thinkers</b>	conducting research to investigate customer service in a selected watersports centre, identifying strengths and areas for improvement
<b>Self-managers</b>	constructing an operating procedure for a watersports centre, describing its use conducting research to investigate customer service in a selected watersports centre, identifying strengths and areas for improvement.

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.

<b>Skill</b>	<b>When learners are ...</b>
<b>Team workers</b>	conducting research into customer service practices in a selected watersports centre.

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching regulatory and governing bodies constructing an operating procedure preparing a PowerPoint presentation
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	planning and preparing assignment tasks
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching regulatory and governing bodies planning and preparing assignment tasks
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing a PowerPoint presentation
Bring together information to suit content and purpose	researching regulatory and governing bodies constructing an operating procedure
Present information in ways that are fit for purpose and audience	constructing an operating procedure delivering a PowerPoint presentation
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	observing and questioning staff and clients discussing observations and research delivering a presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing research information

Skill	When learners are ...
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	constructing an operating procedure observing and questioning staff and clients recording results identifying strengths and areas for improvement preparing assignment tasks.



## **Unit 3: Principles and Practices in Outdoor Adventure**

**Unit reference number:** K/600/2273

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 60

---

### **Aim and purpose**

The aim of this unit is to develop learners' knowledge of the underpinning principles and practices of the outdoor industry including all aspects of provision, function and good practice.

### **Unit introduction**

Outdoor adventure is a rich and diverse field, so much so that many workers within it fail to adequately define its breadth and scope. This unit develops learners' understanding of the basic principles and practices which underpin outdoor adventure.

This unit explores the wide provision of outdoor education and the opportunities for personal and social development, organisational development, environmental education, recreation, adventure and technical skills development.

The unit will introduce learners to the social and historical influences that have affected and influenced outdoor adventure. Learners will gain an understanding of the wide range of outdoor adventure available and its practices, structural differences, activities and target groups for participation.

Contact with providers and active employers in the outdoor activities industry is essential for the effective delivery of this unit. This contact could take the form of visits to outdoor activity providers or centres, work experience placements or visiting speakers.

This unit will enable learners to examine the principles of good practice in facilitating or leading outdoor and adventurous activity sessions.

### **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:**

- 1 Know about key factors in the development of outdoor adventure
- 2 Know the benefits of participation in outdoor adventure
- 3 Know about activities delivered in outdoor adventure
- 4 Know about good practice in delivering outdoor adventure.

## Unit content

---

### 1 Know about key factors in the development of outdoor adventure

*Factors:* key individuals, eg Baden Powell, Kurt Hahn; bodies or movements, eg The Scout Association, The Guide Association, Outward Bound, Duke of Edinburgh's Award scheme, Local Education Authority provision, field study centres, inclusion of activities in the National Curriculum, use in community issues resolution, development of governing bodies, environmental sustainability issues, Adventure Activities Licensing Regulations (2004)

*Influences:* eg social, nationalism, exploration and expeditions motivated by political or economic reasons, evolution of middle-class mass leisure phenomenon, growth of outdoor adventure, health and safety legislation, accessibility to activities, demand for greater choice within society, expansion of facilities and equipment, need to counter issues (obesity, social inclusion, community cohesion)

### 2 Know the benefits of participation in outdoor adventure

*Benefits:* eg personal development (mental, physical, emotional), decision-making skills, developing relationships, self-confidence, self-esteem, promoting self-expression, working with others, understanding others, recognising achievement, constructive use of leisure time, personal experience of the outdoors

*Participation:* eg experiential learning, trust building, risk taking, group development, team building, the wilderness experience, problem solving, the novel outdoor or social environment, skills learning, empowerment, environmental awareness

### 3 Know about activities delivered in outdoor adventure

*Activities:* types, eg problem-solving activities, camping, nature activities, rope-course activities, sailing, climbing, mountain walking, caving, canoeing, windsurfing; delivery, eg residential experiences, wilderness expeditions, inner-city programmes, urban adventure, environmental education, school education, technical skills training and assessments

### 4 Know about good practice in delivering outdoor adventure

*Key concepts:* eg caring leadership, appropriate leadership, challenge by choice, inclusion, equal opportunities, management of risk (psychological, physical), environmental awareness, appropriate activities, accessibility

*Importance:* eg safe working environment, free from unnecessary hazards and risks, caring environment in which clients learn and develop,

good customer care, returning custom, good marketing tool, professional image

*Methods:* eg quality assurance procedures, health and safety protocols, staff development, effective operating procedures, professional conduct, emergency procedures, induction and follow-up procedures

## Assessment and grading criteria grid

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 the influence of three different factors on the development of outdoor adventure [IE1]	M1 explain the influence of three different factors on the development of outdoor adventure	D1 evaluate the influence of three different factors on the development of outdoor adventure
P2 describe four benefits of participation in outdoor adventure	M2 explain four benefits of participation in outdoor adventure	D2 evaluate four benefits of participation in outdoor adventure
P3 describe the delivery of five different activities in outdoor adventure		
P4 describe five different key concepts of good practice in outdoor adventure	M3 explain five different key concepts of good practice in outdoor adventure	D3 evaluate the importance of five different key concepts of good practice in outdoor adventure.
P5 describe four reasons why good practice is important in outdoor adventure [IE1, CT1, CT2]	M4 explain four reasons why good practice is important in outdoor adventure	
P6 describe four methods used to promote good practice in outdoor	M5 explain four methods used to promote good practice in outdoor adventure.	

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:
adventure. [IE1, CT1, CT2]		

**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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

## Essential guidance for tutors

---

### Delivery

This unit should give learners the foundation to understand how outdoor adventure is provided. The unit also provides the underpinning knowledge to understand the 'why' and 'how' of outdoor adventure practices.

The unit should be taught at an early stage of the qualification, as it will allow learners to link other units to this study. The teaching approach should include theoretical input, personal reflection and experiential learning. Learners should be encouraged to continually reflect on their own experiences and participate in problem-solving activities throughout the unit.

Tutors should be mindful of the ways in which they facilitate learner reflections and encourage learners to link the theory and practice to their own experiences. Reflection on own practice will enhance learners' understanding of the principles, practices and benefits of outdoor adventure.

Ideally, some time could be spent on identifying good practice, perhaps by learners reviewing successful outdoor sessions that they may have experienced. Matching the behaviours and values exhibited within 'successful' sessions against less positive experiences may lead to the formation of a set of norms or preferences.

Visits to outdoor centres or agencies may offer a different perspective to sessions delivered within the centre, and will strengthen learners' grasp of the components and importance of good practice in the industry.

Alternatively, visiting speakers may also provide models to assist in the acquisition of good practice.

Learners should experience as many different types of outdoor adventure experiences as possible, followed by review and reflection of their experiences.

Training within the awarding or governing body structures will also help to inform learners as the providers of National Governing Body awards will be exemplars of good practice.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit

Topic and suggested assignments/activities and/assessment
Group discussion covering factors influencing development
Learner group research on aspects, feedback presented in class and consolidated by tutor
<b>Assignment 1: The Influence of Different Factors on the Development of Outdoor Adventure (P1, M1, D1).</b> Tutor introduces the assignment brief. Tutor-led activity: pre-industrial leisure to industrial revolution

Topic and suggested assignments/activities and/assessment
Tutor-led activity: early history of outdoor recreation
Visit to old industrial site to see previous living conditions
Tutor-led activity: recent history of outdoor recreation
Learners in groups consider key individuals and bodies or movements
Individual learning time for assignment: the influence of different factors on the development of outdoor adventure
<b>Assignment 2: Benefits of Participation in Outdoor Adventure (P2, M2, D2).</b> Tutor introduces the assignment brief. Tutor-led activity – what do we mean by benefits?
Visit centre: question and answer session with Head regarding delivery and benefits
<b>Assignment 3: The Delivery of Five Different Activities in Outdoor Adventure (P3).</b> Tutor introduces the assignment brief. Tutor-led activity – types of delivery
Look at five different types of activity – describe the delivery
Individual learning time for assignments: benefits of participation in outdoor adventure and the delivery of five different activities in outdoor adventure
<b>Assignment 4: Key Concepts of Good Practice in Outdoor Adventure (P4, M3, D3).</b> Tutor introduces the assignment brief. What do you think bad practice might be?
Visit centre: question and answer session with Head regarding good practice
Formal input on key concepts: eg caring leadership, appropriate leadership
Individual learning time for assignment: key concepts of good practice in outdoor adventure
<b>Assignment 5: Importance of Good Practice in Outdoor Adventure (P5, M4).</b> Tutor introduces the assignment brief. Formal input on key concepts eg challenge by choice
Formal input on key concepts eg inclusion, equal opportunities
Individual learning time for assignment: importance of good practice in outdoor adventure
<b>Assignment 6: Methods Used to Promote Good Practice in Outdoor Adventure (P6, M5).</b> Tutor introduces the assignment brief. Formal tutor input on key concepts, eg management of risk (psychological, physical)
Formal tutor input on key concepts, eg environmental awareness, appropriate activities, accessibility

Topic and suggested assignments/activities and/assessment
Individual learning time for assignment: methods used to promote good practice in outdoor adventure
Practical review of unit and consolidation

### Assessment

Criteria P1, M1 and D1 are best met by learners producing a report, or briefing, on three different factors and their influence on the development of outdoor adventure. This could be an individual report or presentation that is scheduled so that each group member contributes a component, with findings being shared. It may be that a 'timeline' of the significant events, people and influences are produced by each learner with outline briefing notes on each 'occurrence' being included.

Criteria P2, M2 and D2 are best assessed by means of an experiential and reflective log with a summative component in which learners clearly describe their participation in outdoor and adventure activities and the benefits they feel they have gained.

Criterion P3 could be assessed in tandem with the above criteria; a description of the delivery of five different outdoor and adventurous activities could easily be integrated into the reflective or descriptive log/diary.

Criteria P4, M3 and D3 can be assessed by means of a log recording the five different key concepts displayed by the centres or agencies researched, visited, or introduced by a guest speaker. Findings from these experiences would need to be summarised, perhaps in report format, to explain the scope and nature of the outdoor adventure sector's key concepts of good practice.

If the learner has been exposed to training for an outdoor education qualification then evidence of this could be presented as an acknowledgement of conforming to best practice. Outdoor sessions or simulated scenarios could be reviewed by learners and elements of good practice identified, alongside behaviours or actions deemed inappropriate.

Criteria P5, P6, M4 and M5 can be assessed in tandem with P4, M3 and D3; planned structuring of delivery and assessment can ensure that providers and agencies can also clearly communicate the importance of, and methods used to promote, good practice in outdoor adventure.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1,	The Influence of	You work as an	Presentations

D1	Different Factors on the Development of Outdoor Adventure	instructor in an outdoor and adventurous activities centre and are responsible for the induction and training of new members of staff.	supported with typed work (VLE). Witness statement or report.
P2, M2, D2	Benefits of Participation in Outdoor Adventure		Report or diary/log.
P3	The Delivery of Five Different Activities in Outdoor Adventure		Presentation and witness statement or diary/log.
P4, M3, D3	Key Concepts of Good Practice in Outdoor Adventure		Log or poster/report.
P5, M4	Importance of Good Practice in Outdoor Adventure		Poster.
P6, M5	Methods Used to Promote Good Practice in Outdoor Adventure		Report.

### Links to 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
Injury in Sport	Assessing Risk in Sport
Sports Development	Outdoor and Adventurous Activities
Fitness Testing and Training	Equipment and Facilities for Outdoor and Adventurous Activities
Outdoor and Adventurous Activities	Environmental Education for Outdoor Adventure
Work Experience in the Sports Industry	Skills for Land-based Outdoor and Adventurous Activities
Leading Outdoor and Adventurous Activities	Skills for Water-based Outdoor and Adventurous Activities
Expedition Experience	Leading Land-based Outdoor and Adventurous Activities
Anatomy and Physiology for Sport	Leading Water-based Outdoor and Adventurous Activities
Effects of Exercise on the Body Systems	Outdoor and Adventurous Expeditions
	Alternative Pursuits for Outdoor Adventure

This unit links with the National Occupational Standards (NOS) for:

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

### Essential resources

This unit is largely theoretical, and the resource requirements will reflect this. Learners will need access to research facilities. Contact with providers and active employers in the outdoor activities industry is essential for the effective delivery of this unit. Visiting speakers from industry would be beneficial.

### Employer engagement and vocational contexts

This unit focuses on the theoretical aspects of participating in and delivering outdoor adventure. Centres are encouraged to develop links with providers of outdoor education. This could be via talks, visits or residentials.

## Indicative resource materials

### Textbooks

Barnes P – *Leadership with Young People* (Russell House Publishing, 2002)  
ISBN 9781903855072

Beard C and Wilson J P– *Experiential Learning 2nd edition* (Kogan Page, 2006) ISBN 9780749444891

Cain J and Joliff B – *Teamwork and Team Play* (Kendall/Hunt, 1998)  
ISBN 9780787245320

Cooper G – *Outdoors with Young People* (Russell House Publishing, 1998)  
ISBN 9781898924241

Langmuir E – *Mountaineering and Leadership* – (MLTB, 2004) ISBN  
9781850602958

Martin B, Cashel C, Wagstaff M, Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318

Ogilvie K C and Noble L – *Leading and Managing Groups in the Outdoors*  
(Institute for Outdoor Learning, 2005) ISBN 9781898555094

Project Adventure – *Adventure Education: Theory and Applications* (Human Kinetics, 2007) ISBN 9780736061797

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07*  
(Royal Yachting Association, 2004) ISBN 9781905104987

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

### Journals

*Horizons* (Institute for Outdoor Learning Publication)

### Websites

British Canoe Union	<a href="http://www.bcu.org.uk">www.bcu.org.uk</a>
British Caving Association	<a href="http://www.british-caving.org.uk">www.british-caving.org.uk</a>
British Hang Gliding and Paragliding Association	<a href="http://www.bhpa.co.uk">www.bhpa.co.uk</a>
British Mountaineering Council	<a href="http://www.thebmc.co.uk">www.thebmc.co.uk</a>
British Orienteering Federation	<a href="http://www.britishorienteering.org.uk">www.britishorienteering.org.uk</a>
British Waterways	<a href="http://www.britishwaterways.co.uk">www.britishwaterways.co.uk</a>
Endurance GB	<a href="http://www.endurancegb.co.uk">www.endurancegb.co.uk</a>
IMBA UK	<a href="http://www.imba.org.uk">www.imba.org.uk</a>
Institute for Outdoor Learning	<a href="http://www.outdoor-learning.org">www.outdoor-learning.org</a>
The Ramblers' Association	<a href="http://www.ramblers.org.uk">www.ramblers.org.uk</a>

**Delivery of personal, learning and thinking skills (PLTS)**

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...
<b>Independent enquirers</b>	describing the influence of three different factors on the development of outdoor adventure describing four reasons why good practice is important in outdoor adventure describing four methods used to promote good practice in outdoor adventure
<b>Creative thinkers</b>	describing four reasons why good practice is important in outdoor adventure describing four methods used to promote good practice in outdoor adventure.

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 ...
<b>Creative thinkers</b>	designing a poster to demonstrate good practice
<b>Reflective learners</b>	considering the benefits of outdoor adventure
<b>Team workers</b>	working together experiencing different types of outdoor adventure
<b>Effective participators</b>	questioning staff at outdoor centres.

## Functional Skills – Level 2

Skill	When learners are ...
Bring together information to suit content and purpose	typing assignment tasks
Present information in ways that are fit for purpose and audience	typing assignment tasks and designing presentations
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving presentations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching for assignment tasks and designing presentations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing assignment tasks and presentations.

## Unit 4:                    Equipment and Facilities for Outdoor and Adventurous Activities

**Unit reference number:**    M/600/2274

**Level:**                               3

**Credit value:**                   10

**Guided learning hours:**   60

### **Aim and purpose**

This unit investigates the equipment and facilities available to participants of outdoor and adventurous activities.

### **Unit introduction**

Equipment is of vital and, at times, life-saving importance to those who choose to undertake outdoor and adventurous activities.

The ease of use of a balanced ice axe, the smooth operation of a belay device, the warmth of a down jacket or the shelter provided by a quality mountain tent are well understood by those who have relied on these items in adverse conditions.

This unit examines the equipment and facilities relevant to learners' chosen outdoor and adventurous activities. It is best approached by a mix of practical and theory-based sessions so that actual equipment and facilities can be thoroughly examined and evaluated as to their design, function and use.

Learners should be exposed to as wide a selection of equipment as possible and be able to familiarise themselves with their use, determining strengths and weaknesses as well as fitness for purpose.

Learners should be able to maintain and store equipment commonly used in outdoor and adventurous activities. Learners will be expected to look at testing methods, guidance and legislation relevant to equipment and facilities. Current developments in equipment and facilities for outdoor and adventurous activities are also covered.

## **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:**

- 1 Know about equipment and facilities used in outdoor and adventurous activities
- 2 Be able to use equipment used in outdoor and adventurous activities
- 3 Know about recent developments in equipment and facilities for outdoor and adventurous activities
- 4 Be able to test and maintain equipment for outdoor and adventurous activities.

## Unit content

---

### 1 Know about equipment and facilities used in outdoor and adventurous activities

*Equipment:* types, eg clothing, footwear, technical equipment, safety equipment, teaching and instructing aids, situational or site specific; materials, eg natural, man-made, construction (baffle, quilted, seam-closure cast, forged); properties and characteristics, eg capacity, accessibility, structure; functions, eg travel (kayaks, mountain bikes, boots), weatherproofing, warmth, safety (climbing protection aids, helmets, harnesses)

*Facilities:* eg climbing walls, white-water courses, ski slopes, ropes courses; location, eg geography, indoor, outdoor; size and scale; purpose; procedures for access and egress; health and safety

### 2 Be able to use equipment used in outdoor and adventurous activities

*Equipment:* types, eg clothing, footwear, technical equipment, safety equipment, teaching and instructing aids, situation specific, site specific

*Use:* related legislation, eg health and safety; related regulations, eg personal protective equipment (PPE), European conformity (CE); guidelines, eg manufacturer, governing body, Health and Safety Executive (HSE), associations, industry bodies; working practice, eg related to operation, dismantling, storage

### 3 Know about recent developments in equipment and facilities for outdoor and adventurous activities

*Developments:* eg mass uptake in lightweight equipment for mountaineering and hill-walking, incorporation of fabrics and coatings to assist in minimising UV exposure in clothing, increased uptake in use of trekking poles to aid walking and minimise impact, changes in kayak design for play boating and creeking, increased use of light emitting diodes (LED) in outdoor lighting systems, developments in materials for soft shell clothing, use of global positioning systems (GPS), increase in size and availability of indoor man-made snow slopes and climbing walls, new mountain and watersports such as speed gliding and kite surfing

**4 Be able to test and maintain equipment for outdoor and adventurous activities**

*Equipment:* eg indoor, outdoor, personal, group, technical

*Test:* eg procedures, systems, organisations, validity, legislation; recording and reporting; monitoring, eg use and abuse, wear and tear

*Maintain:* eg centre-specific protocols and procedures, manufacturers' guidelines and recommendations, shelf-life, legislation, recording and reporting

## Assessment and grading criteria grid

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 three different types of equipment used in outdoor and adventurous activities	M1 explain three different types of equipment used in outdoor and adventurous activities	D1 evaluate three different types of equipment used in outdoor and adventurous activities
P2 describe two different types of facility used for outdoor and adventurous activities		
P3 demonstrate the correct use of three different types of equipment used in outdoor and adventurous activities, with tutor support [SM2, SM3]	M2 independently demonstrate the correct use of three different types of equipment used in outdoor and adventurous activities	
P4 describe two recent developments in equipment, or facilities, for outdoor and adventurous activities [IE4, IE2]	M3 explain two recent developments in equipment, or facilities, for outdoor and adventurous activities	D2 evaluate two recent developments in equipment, or facilities, for outdoor and adventurous activities.
P5 demonstrate appropriate procedures for testing and	M4 independently demonstrate appropriate procedures for	

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:
maintaining three different pieces of equipment used in outdoor and adventurous activities, with tutor support. [IE1, SM2, SM3, EP4]	testing and maintaining three different pieces of equipment used in outdoor and adventurous activities.	

**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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

## Essential guidance for tutors

---

### Delivery

This unit is best delivered through a mixture of practical and theory sessions, with an emphasis on 'hands-on' experience and use of a wide range of equipment.

Learners need access to a full range of specialist equipment and facilities or at least those used in teaching the other practical units within this qualification. Industry links with equipment manufacturers, designers, testers and retailers is advisable as their expertise will aid the teaching of the unit.

Visits to specialist facilities should be encouraged, so that learners can investigate and discuss the changing nature of equipment and facilities. Integration of this unit with other 'practical' units could also be useful to learners.

Knowledge of different equipment and facilities can be gained through 'technical' briefings that may naturally occur when introducing a specific activity, with some expansion relating to the structure, materials and limitations of use of the item(s). Background reading of suitable sources of information will reinforce learners' understanding of equipment for outdoor and adventurous activities.

When visiting or using outdoor and adventurous facilities a similar approach can be adopted, albeit with site-specific information. For example, pertinent factors relating to the development of the facility or the technology it uses.

As part of this unit and also within other units as part of this qualification, learners will naturally learn how to use equipment when participating in outdoor and adventurous activities. Good practice in using the equipment should be emphasised at every opportunity.

Developments in equipment and facilities should be delivered through a variety of means. Frequent perusal of outdoor press and websites will augment the theoretical sessions along with input from suitably qualified and recently experienced outdoor staff. Allied with a programme of visits to, or guest speakers from retail or production outlets for outdoor or adventurous equipment, this will help make delivery current and interesting.

Methods and techniques used to maintain equipment can be delivered via a number of 'technical' briefings that may occur when introducing a specific activity, with some expansion relating to the cleaning, care and storage of the item(s).

Testing equipment may seem more problematic for those centres without good industrial contacts. However, the adoption of a system to estimate wear of waterproofs, tent lifespan, rope lifespan under conditions of use or other such procedures will dovetail with the 'maintenance' aspect of this unit. The recording of wear, use, lifespan or replenishment of the most common items of outdoor equipment can easily be utilised to become 'test' protocols. A simple example would be the task of using different cooking

stove types and fuels to boil an amount of water, under similar environmental conditions. The inquisitive and imaginative outdoor professional will be able to source and adapt numerous similar examples.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
<b>Assignment 1: Discover a Range of Outdoor Equipment and Facilities (P1, M1, D1, P2).</b> Tutor introduces the assignment brief
Explore a range of outdoor equipment: practical sessions with a chance to inspect and handle a variety of items that may be used by learners during adventurous outdoor activities
Visit to two outdoor facilities and explore the range of opportunities and experiences they provide
Personal study using available resources to identify and understand new and developing technologies in outdoor equipment and facilities
<b>Assignment 2: Using Outdoor Equipment (P3, M2, P4, M3, D2).</b> Tutor introduces the assignment brief
Practical experience, select and use a range of outdoor equipment: learner practical tasks
Practical session: use of appropriate maintenance procedures for outdoor activity equipment
<b>Assignment 3: Testing Outdoor Equipment (P5, M4).</b> Tutor introduces the assignment brief
Research into the reasons and requirements for testing and legislation applicable to outdoor activity equipment. Group work in pairs to report back findings on specific items
Design a testing procedure and carry it out recording results

## Assessment

For P1, learners must describe three different types of equipment used in outdoor and adventurous activities. Appropriate examples include footwear, clothing, safety and technical equipment. The description should include detail on the materials used for the equipment, properties, characteristics and the function of the equipment.

For P2, learners need to consider the facilities used in outdoor and adventurous activities, and provide a description of two different facilities. Appropriate examples include climbing walls, ski-slopes and white water courses. The descriptions should include details of the location of the facilities, their size/scale, their purpose, procedures for access and egress and health and safety.

For P3, learners must, with tutor support, demonstrate the correct use of three different types of equipment used in outdoor and adventurous activities. For example, technical equipment, safety equipment, and teaching aids. Correct use could be evidenced by video and witness testimony, and must comply with legislation, regulations, guidelines and working practice.

For P4, learners must describe two recent developments in equipment or facilities (they do not have to do one of each) for outdoor and adventurous activities. Suitable developments range from specific developments in materials used in the manufacturing of clothing to the use of new technologies such as LEDs in lighting systems. A wide range of examples of developments is offered in the *Unit content*.

Criterion P5 relates to the testing and maintenance of equipment. Learners are required to demonstrate, with tutor support, appropriate procedures for the testing and maintenance of three different pieces of equipment used in outdoor and adventurous activities. Testing may mean correct checking methods, ie of climbing/caving ropes.

For M1, which links to P1, learners need to explain three different types of equipment used in outdoor and adventurous activities. The explanation should relate to why the chosen types of equipment are made of what they are made of and have the characteristics and properties they have.

For M2, which links to P3, learners must demonstrate the correct use of three different types of equipment used in outdoor and adventurous activities, without tutor support. For M3, which links to P4, learners need to explain two recent developments in equipment or facilities for outdoor and adventurous activities. For example, if learners described an increase in the use of LEDs in outdoor lighting systems (P4) then the explanation should include detail on why, for example LEDs use less power, emit less heat and last longer than the more traditional light bulb.

For M4, which links to P5, learners need to demonstrate appropriate procedures for the testing and maintenance of three different pieces of equipment used in outdoor and adventurous activities, without tutor support. This would assume a good working knowledge of such procedures.

For D1, which builds on criteria P1 and M1, learners need to evaluate three different types of equipment. This evaluation should draw together aspects covered in the description (P1) and explanation (M1), relating the manufacture, properties and characteristics of the equipment to their function, and how well they perform that function. A critique of strengths and weaknesses would show this knowledge.

For D2, which builds on criteria P4 and M3, learners need to evaluate two recent developments in equipment or facilities, commenting on their impact/effect.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1, P2	Discover a Range of Outdoor Equipment and Facilities	Having gained part-time employment at an outdoor activities centre, you are given an induction to the equipment and facilities available.	Report.
P3, M2, P4, M3, D2	Using Outdoor Equipment	The instructors talk to you about new developments. You also have the opportunity to demonstrate how to use and maintain equipment.	Report or presentation.
P5, M4	Testing Outdoor Equipment		Practical activities and assessment. Witness statement/ Observation record.

### Links to 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	Skills for Land-based Outdoor and Adventurous Activities
Leading Outdoor and Adventurous Activities	Skills for Water-based Outdoor and Adventurous Activities
Expedition Experience	Leading Land-based Outdoor and Adventurous Activities
	Leading Water-based Outdoor and Adventurous Activities
	Outdoor and Adventurous Expeditions

	Alternative Pursuits for Outdoor Adventure
	Principles and Practices in Outdoor Adventure

**This unit links with the National Occupational Standards (NOS) for:**

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

### **Essential resources**

Centres will need appropriate, specialist equipment and facilities for outdoor and adventurous activities and regular access to facilities. Specialist staff and speakers should be available who are familiar with the equipment and facilities.

### **Employer engagement and vocational contexts**

It would be helpful if local employers or activity centres were able to offer visits or talks about the outdoor equipment related to their provision and to explain the need for technical knowledge of their employees.

### **Indicative resource materials**

#### **Textbooks**

Cox D – *The Sailing Handbook* (New Holland Publishers UK Ltd, 1999)  
ISBN 9781853687808

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

Judson D – *Caving Practice and Equipment* (Cordee, 1995)  
ISBN 978187890761

Long S – *Hillwalking* (Mountain Leader Training UK, 2003)  
ISBN 9780954151102

Mattos B – *The Practical Guide to Kayaking and Canoeing* (Lorenz Books, 2002) ISBN 9780754810650

Peter L – *Rockclimbing Essential Skills and Techniques* (Mountain Leader Training UK, 2004) ISBN 9780954151119

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

#### **Journals**

*Canoe focus* (Official magazine of the British Canoe Union)

*Climb magazine* (Greenshires Publishing)

*Descent* (Wild Places Publishing)

*Horizons* (Institute for Outdoor Learning Publication)

*Summit* (BMC Warners Group Publications plc)

*Trail Magazine* (Bauer Publishing Group)

**Websites**

Association of Mountaineering Instructors	<a href="http://www.ami.org.uk">www.ami.org.uk</a>
British Canoe Union	<a href="http://www.bcu.org">www.bcu.org</a>
British Caving Association	<a href="http://www.british-caving.org.uk">www.british-caving.org.uk</a>
The British Mountaineering Council	<a href="http://www.thebmc.co.uk">www.thebmc.co.uk</a>
Mountain Leader Training England	<a href="http://www.mlte.org">www.mlte.org</a>
Petzel	<a href="http://en.petzel.com/petzel/Accueil">en.petzel.com/petzel/Accueil</a>
Royal Yachting Association	<a href="http://www.rya.org.uk">www.rya.org.uk</a>
Union International Alpine Association	<a href="http://www.theuiaa.org">www.theuiaa.org</a>

**Delivery of personal, learning and thinking skills (PLTS)**

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 ...
<b>Independent enquirers</b>	describing two recent developments in equipment, or facilities, for outdoor and adventurous activities demonstrating appropriate procedures for testing and maintaining three different pieces of equipment used in outdoor and adventurous activities, with tutor support
<b>Self-managers</b>	demonstrating the correct use of three different types of equipment used in outdoor and adventurous activities, with tutor support demonstrating appropriate procedures for testing and maintaining three different pieces of equipment used in outdoor and adventurous activities, with tutor support
<b>Effective participators</b>	demonstrating appropriate procedures for testing and maintaining three different pieces of equipment used in outdoor and adventurous activities, 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 ...
<b>Independent enquirers</b>	researching developments in equipment practising how to use equipment.

**Functional Skills – Level 2**

<b>Skill</b>	<b>When learners are ...</b>
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching recent developments in equipment, or facilities, for outdoor and adventurous activities
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching recent developments in equipment, or facilities, for outdoor and adventurous activities
<b>ICT - Develop, present and communicate information</b>	
Bring together information to suit content and purpose	preparing a presentation
Present information in ways that are fit for purpose and audience	preparing a presentation
<b>English</b>	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	describing recent developments in equipment, or facilities, for outdoor and adventurous activities
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	describing different types of equipment used in outdoor and adventurous activities describing different types of facility used for outdoor and adventurous activities describing recent developments in equipment, or facilities, for outdoor and adventurous activities.

## Unit 5: Work Experience in Sport

**Unit reference number:** T/600/2275

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 60

---

### Aim and purpose

The aim of this unit is to provide learners with the skills needed to undertake a work experience placement in the sports industry.

### Unit introduction

The career opportunities available to those who study sport are expanding all the time, with a large and diverse range of occupations within all sectors of the industry. These can range from management positions, coaching and fitness, sports development, sports science-based occupations, teaching, and roles where many begin their careers for example, sports attendants or lifeguards. This unit presents an ideal opportunity to prepare learners for careers within the sports industry.

Occupational experience is vital for learners to develop into informed and competent employees. In order to maximise opportunities for personal, professional and career development within their chosen field, learners must be able to effectively experience, as well as identify and plan for, that development.

In the first part of the unit learners will explore the range of career opportunities available within the different sectors of the industry. Learners will identify the personal and organisational objectives and key activities needed to gain a greater level of understanding of the requirements of employment in the sports industry. Learners will also acquire an understanding of how to prepare application documents and develop their interview skills in order to maximise their potential.

In the second part of the unit learners will undertake work-based experience within an appropriate area. This will be underpinned by the learner having identified and planned to achieve specific personal and organisational objectives which will be reviewed through a reflective log during the work experience. The objectives will be evaluated on completion of the work experience period. Learners will review the success of achievement against targeted outcomes, drawing valid conclusions and recommendations for work and career aims.

## 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:**

- 1 Know about the opportunities for work-based experience in sport
- 2 Be able to prepare for a work-based experience in sport
- 3 Be able to undertake a work-based experience in sport
- 4 Be able to review a work-based experience in sport.

## Unit content

---

### 1 Know about the opportunities for work-based experience in sport

*Opportunities:* sectors, eg health and fitness, sport and recreation, outdoor education, sport and exercise sciences; providers, eg public sector, private sector, voluntary sector, partnerships

*Types of occupation:* opportunities in health and fitness, sport and recreation and the outdoors, eg sports scientist, exercise physiologist, bio-mechanist, sports psychologist, sports medicine, injury treatment, sports dietician, coaching and fitness, sports attendant, fitness instructor, PE teacher, sports coach, sports development officer, sports centre management, professional sports performer, sports promotion, sports ground facility worker, instructor; considerations, eg location, travel, cost, hours, regulations, health and safety, roles and responsibilities, development opportunities, progression, continued development

### 2 Be able to prepare for a work-based experience in sport

*Application process:* job specifications; preparing required application documents, eg CV, application form, letter of application, personal statements, letters of acceptance/decline; interviews (preparation, skills)

*Interview skills:* verbal communication (active listening, seeking clarification, relevant questions); non-verbal communication (body language, facial expressions, posture); appropriate presentation

*Prepare:* aims and objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; personal, eg knowledge development, skills development, personal improvement, qualifications; organisational; relating to qualification/study, eg acquisition of knowledge, opportunity to gather supplementary evidence

### 3 Be able to undertake a work-based experience in sport

*Carry out:* planned activities; considerations, eg codes of practice, customer care, health and safety, legislation, regulation, equal opportunities, quality assurance, specific skills

*Record:* diary of daily activities; achievement of goals, aims and objectives (personal, organisational, relating to qualification/study)

### 4 Be able to review a work-based experience in sport

*Present:* activities; achievements; formats, eg oral, written, use of ICT, graphics, written materials

*Review:* activities; achievements; achievement of goals, aims and objectives; strengths and areas for improvement; evidence and

techniques, eg interviews and use of witness testimony; further development – aims and objectives, eg experiences, training, qualifications

## Assessment and grading criteria grid

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 realistic opportunities for appropriate work-based experience in sport [CT1]	M1 explain four realistic opportunities for appropriate work-based experience in sport	D1 evaluate the opportunities for appropriate work-based experience in sport
P2 select an appropriate work-based experience in sport and complete the application process [RL1]		
P3 demonstrate interview skills as an interviewee		
P4 prepare for a work-based experience in sport, identifying targets, aims and objectives [IE1, CT1, CT2, RL2]	M2 justify identified targets, aims and objectives of work-based experience in sport, suggesting how they can be achieved	
P5 undertake a selected appropriate work-based experience in sport [TW1, TW3, TW4, TW5, SM1, SM2, SM3, SM4, SM5, SM6]		

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P6 maintain a record of activities and achievements during a work-based experience [RL1, RL3, RL4]		
P7 present evidence of activities and achievements during a work-based experience [IE5, RL1, RL3, RL6]		

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:
P8 review a work-based experience in sport, identifying strengths and areas for improvement. [IE6, RL1, RL5, EP2, EP3, EP4]	M3 explain identified strengths and areas for improvement and make suggestions relating to own further development.	D2 justify identified strengths, areas for improvement and suggestions for further development.

**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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

## Essential guidance for tutors

---

### Delivery

In supporting and guiding learners, tutors should take into account learners' career plans as well as their educational needs. The range of occupations presented should reflect these. They should be realistic and appropriate but higher aspirations should not be discounted.

It is expected that course teams will work in an integrated way to enable learners to secure a work-based experience within an organisation in the sports industry.

Establishing relevant links with industry will mean a range of current industrial practices can be explored and exploited before the learner looks for a work placement.

To effectively secure a work placement, learners must develop vital skills such as completing a range of application forms and preparing a CV and covering letter. Learners also need to have a greater knowledge and understanding of personal and organisational objectives. Learners are therefore encouraged to explore a range of placements before securing one. The role and guidance of the tutor and supervisor in the placement is crucial in ensuring this happens.

Learners, wherever possible, should be encouraged to use real application forms and job specifications; these can be obtained from local employers. The careers advisory service may also be a useful source of information and advice.

Learners can gain the appropriate work-based experience from a placement they source themselves, a centre-derived placement, or from part- or full-time employment.

The opportunities offered by the placement should match the learners' own audit of skills, abilities and career aspirations. Learners should be taught the importance of the type of information included within a CV and an application form, as well as the need for neatness of presentation and the use of the appropriate format.

The use of simulated interviews will help to develop interview skills and will also build confidence. The use of actual employers to support role play will enhance learners' skills and confidence, and the use of video equipment to review personal, social and communication skills will help learners identify where improvements or further practise are needed.

The experience will be evaluated by the record of activities and achievements kept by learners. Encouragement should be given to learners to use this record not only as evidence for evaluation but as a reflective tool to develop short- and long-term career goals.

Evidence could include video, photographs, audio interviews and employer/tutor witness testimony. Learners could also make their own record through an e-diary or web log to develop the use of ICT.

Learners will need an appropriate level of support to identify, undertake and review the work-based experience, so that they can acquire a deeper and broader knowledge and understanding of the world of work and use the opportunity to develop their own skills and knowledge within sport. The use of guest speakers will enhance this.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit: tutor to lead the session covering unit requirements
<b>Assignment 1: Opportunities and Preparation for Work Experience (P1, M1, D1, P2, P3, P4, M2).</b> Tutor introduces the assignment brief
Identifying opportunities – sectors and providers
Types of occupation – research and discuss occupations within the health and fitness sector in the local area highlighting the roles and responsibilities
Types of occupation – research and discuss occupations within the locality for the sport and recreation and outdoor sectors, highlighting the roles and responsibilities
Considerations when selecting a realistic work-based experience. In small groups learners conduct a SWOT analysis on the identified occupations
Setting aims and objectives for work-based experience: learners to set personal and organisational SMART targets
Application process: learners to review job specifications and construct a CV with personal statement and write a letter of application
Application forms: learners to review a job specification and complete the accompanying application form
Interviews: learner activities to identify the skills required for a successful interview
Interview role plays: learners to construct interview questions for a specified job and take part in interview role plays to prepare and develop interview skills. Interviews recorded, and witness testimony taken by tutor for assessment
Learners to write an acceptance/decline letter for a job of their choice
<b>Assignment 2: Taking Part in Work Experience (P5, P6, P7).</b> Tutor introduces the assignment brief
Learners to undertake work experience using a reflective log to be completed each day
<b>Assignment 3: Work Experience Review (P8, M3, D2).</b> Tutor introduces the assignment brief
Learners to present their reflective logs. This could be written, oral or a video diary
Learners to discuss their experiences as a group to widen their understanding of the work place

Learners to individually review their work experience

## Assessment

The evidence required for this unit should be generated through learners' identification of, preparation for, actual experience of, and evaluation of work-based experience in sport.

To generate the evidence required for this unit, it is expected that learners will undertake at least 10 days of work-based experience; the nature of the sector does, however, mean that this may not necessarily be 'nine to five' or 'Monday to Friday'. Extended part-time working is acceptable when generating evidence; however, all experiences should reflect career aspirations and not be an extension of current work.

The activities suggested to generate evidence for this unit require an active approach, using an imaginative collection of resource materials and providing a wide range of information about different opportunities so that an informed choice can be made.

Evidence is likely to include accurately completed forms and observations of the demonstration of interview skills. It may also take the form of records/reports from interviews and the results of interviews. Video of role-play interviews can be both formative and summative.

Evidence should be collated through learners' own work-based experiences, with them being encouraged to maintain a portfolio of evidence, which could include placement logs, diaries, personal accounts and observation outcomes, including witness statements. This portfolio could be e-based.

Evidence for the presentation of activities and achievements should be based on learners' observations, reflective accounts and experience gained during the work-based experience that identifies strengths, areas for improvement, and further development, aims and objectives.

For P1, learners need to describe four realistic opportunities for appropriate work-based experience in sport. The opportunities described must be within sport and must be appropriate (experiences such as working as a ticket tout at a sports ground or event, or working in a high street sports fashion retail outlet would be inappropriate). The opportunities must also be realistic in scope and be accessible. (Most learners will not be able to access experience as a professional footballer, as they may not have the attributes).

For P2, learners need to select an appropriate work-based experience and complete the application process. (As with criterion P1, experiences such as working as a ticket tout at a sports ground or event, or working in a high-street sports fashion retail outlet would be inappropriate).

For P3, learners need to undertake an interview as an interviewee demonstrating interview skills. This interview may be simulated and it would add greater authenticity to have someone from a sports business human resources department to give the interviews. A tutor witness statement will be required to confirm achievement.

For P4, learners need to prepare for their work-based experience; this must include targets, aims and objectives. These should include personal and organisational aims, objectives and targets, as well as those relating to the qualification.

For P5, learners need to undertake a selected work-based experience in sport.

For P6, learners must maintain a diary recording activities and achievements during the work-based experience. These could be linked to the aims, objectives and targets detailed in the preparation for the work-based experience.

For P7, learners need to present evidence of activities and achievements during the work-based experience in sport. Evidence should be presented in an appropriate format such as a written report, verbal presentation or a multi-media or ICT-based presentation.

For P8, learners must review the work-based experience in sport, identifying strengths and areas for improvement.

Grading criterion M1 links to P1, and requires an explanation of four realistic opportunities for appropriate work-based experience in sport.

Grading criterion M2 links to P4, and requires learners to justify identified targets, aims and objectives, suggesting how they might be able to achieve them.

Grading criterion M3 links to P8, and requires an explanation of the identified strengths, areas for improvement and suggestions relating to further development, which could include further training and qualifications.

Grading criterion D1 builds on M1, and requires learners to evaluate the four opportunities described (P1) and explained (M1).

Grading criterion D2 builds on M3, and requires a justification of the identified strengths, areas for improvement and suggestions for further development.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	Opportunities and Preparation for Work Experience	Prepare to undertake work experience. Produce a job application including targets, aims, objectives and all relevant application process material.	Report/Portfolio. Job application. Interview skills demonstration. Witness statement/ Observation record.
P5, P6, P7	Taking Part in Work Experience	Undertake a work-based experience in sport maintaining a	Placement logs, diaries/ personal accounts.

		record of activities and achievements.	Observation records. Witness statements.
P8, M3, D2	Work Experience Review	Present evidence and review the work-based experience in sport.	Report, oral presentation or a multi-media or ICT-based presentation. Witness statement/ Observation record.

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport and BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Sports Development	Fitness Training and Programming	Fitness Training and Programming
Fitness Testing and Training	Sports Coaching	Sports Coaching
Planning and Leading Sports Activities	Sports Development	Fitness Testing for Sport and Exercise
Outdoor and Adventurous Activities	Fitness Testing for Sport and Exercise	Outdoor and Adventurous Activities
Development of Personal Fitness	Outdoor and Adventurous Activities	Current Issues in Sport
Lifestyle and the Sports Performer	Current Issues in Sport	Instructing Physical Activity and Exercise
Work Experience in the Sports Industry	Instructing Physical Activity and Exercise	
Exercise and Fitness Instruction	Organising Sports Events	
Sport and Leisure Facility Operations	Physical Education and the Care of Children and Young People	
Leading Outdoor and Adventurous Activities	Sport as a Business	
Expedition Experience	Principles and Practices in Outdoor Adventure	
Business Skills in Sport	Equipment and Facilities for Outdoor and Adventurous Activities	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
	Outdoor and Adventurous Expeditions	
	Alternative Pursuits for Outdoor Adventure	

### Essential resources

The nature of the work-based experience will determine many of the essential resources for this unit. However, all learners will need access to sources of work or work-based experience opportunities.

### Employer engagement and vocational contexts

This unit focuses on learners gaining work experience in a relevant vocational environment. Learners will be given the background knowledge and understanding of the job market and the skills required when applying for, and working in, a competitive vocational environment.

Centres are encouraged to develop links with a wide cross-section of businesses with diverse sporting professions. These could include local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs, to name a few. Employees with contrasting roles from different organisations would be ideal guest speakers. Learners would also benefit from site visits. Links could also be made with the careers service who could provide advice on the job market, as well as the skills required when applying for a job.

### Indicative resource materials

#### Textbooks

Auld C, Cuskelly G, Hoyer R – *Working with Volunteers in Sport* (Routledge, 2006) ISBN 9780415384537

Corfield R – *Preparing the Perfect CV* (Kogan Page, 2006) ISBN 9780749448554

Corfield R – *The Perfect Job Application* (Kogan Page, 2007)  
ISBN 9780749450229

Corfield R – *Successful Interview Skills* (Kogan Page, 2006)  
ISBN 9780749445089

Dixon B – *Jobs and Careers after A Levels* (Lifetime Publishing, 2007)  
ISBN 9781904979210

Dixon B – *Sport and Fitness Uncovered* (Trotman, 2007)  
ISBN 9781844551217

Honeybourne J – *BTEC National Sport: Development, Coaching and Fitness*  
(Nelson Thornes, 2007) ISBN 9780748781645

Masters J – *Working in Sport: How to find a Sports Related Job in the UK or Abroad* (How to Books, 2008) ISBN 9780749442484

Furlong C – *Careers in Sport* (Kogan Page, 2005) ISBN 9780749442484

### Journals

*Health Club Management*

*Leisure Management*

*Leisure Manager*

*Leisure Opportunities*

*Leisure Week*

### Websites

Exercise Careers                      [www.exercisecareers.com](http://www.exercisecareers.com)

Leisure Jobs UK                      [www.leisurejobs.net](http://www.leisurejobs.net)

Leisure Opportunities              [www.leisureopportunities.co.uk](http://www.leisureopportunities.co.uk)

Total Jobs                              [www.totaljobs.com](http://www.totaljobs.com)

### Delivery of personal, learning and thinking skills (PLTS)

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 ...
<b>Independent enquirers</b>	preparing for a work-based experience in sport, identifying targets, aims and objectives  presenting evidence of activities and achievements during a work-based experience  reviewing a work-based experience in sport, identifying strengths and areas for improvement
<b>Creative thinkers</b>	describing four realistic opportunities for appropriate work-based experience in sport

Skill	When learners are ...
	preparing for a work-based experience in sport, identifying targets, aims and objectives
<b>Reflective learners</b>	selecting an appropriate work-based experience in sport and completing the application process preparing for a work-based experience in sport, identifying targets, aims and objectives maintaining a record of activities and achievements during a work-based experience presenting evidence of activities and achievements during a work-based experience reviewing a work-based experience in sport, identifying strengths and areas for improvement
<b>Team workers</b>	undertaking a selected appropriate work-based experience in sport
<b>Effective participators</b>	reviewing a work-based experience in sport, identifying strengths and areas for improvement
<b>Self-managers</b>	undertaking a selected appropriate work-based experience in sport.

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 ...
<b>Independent enquirers</b>	researching job opportunities and occupations reviewing two contrasting job specifications
<b>Creative thinkers</b>	discussing the job opportunities and occupations in the local sports industry writing an acceptance/decline letter for a job of their choice constructing interview questions for a specified job and taking part in interview role play to prepare and develop interview skills
<b>Reflective learners</b>	constructing a CV with personal statement
<b>Team workers</b>	conducting a SWOT analysis on the identified occupations in groups identifying the skills required for a successful interview constructing interview questions for a specified job.

## Functional Skills – Level 2

Skill	When learners are ...
<b>ICT - Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching job opportunities and occupations
<b>ICT - Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching job opportunities and occupations
<b>ICT - Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	<p>constructing interview questions for a specified job</p> <p>maintaining a record of activities and achievements during a work-based experience</p>
Bring together information to suit content and purpose	reviewing the work-based experience in sport
Present information in ways that are fit for purpose and audience	<p>constructing a CV with personal statement and writing a letter of application for each job</p> <p>writing an acceptance/decline letter for a job of their choice</p> <p>reviewing the work-based experience in sport</p>
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	presenting evidence and reviewing the work-based experience in sport

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>discussing the job opportunities and occupations in the local sports industry</p> <p>conducting a SWOT analysis on the identified occupations in groups</p> <p>taking part in interview role plays to prepare and develop interview skills</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<p>conducting a SWOT analysis on the identified occupations in groups</p> <p>reviewing two contrasting job specifications</p> <p>researching job opportunities and occupations</p>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>constructing a CV with personal statement and writing a letter of application</p> <p>completing job application forms</p> <p>writing a report on realistic job opportunities</p> <p>writing an acceptance/decline letter for a job of their choice.</p>



## **Unit 6:                   Leading Water-based Outdoor and Adventurous Activities**

**Unit reference number:   A/600/2276**

**Level:                                   3**

**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 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:**

- 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 grid

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	M4 make recommendations relating to own	D3 justify recommendations relating to own

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:
outdoor and adventurous activity, identifying strengths and areas for improvement. [RL1, RL2, RL3, RL4, RL5]	development of leadership qualities.	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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers 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. <b>Assignment 1: Roles and Responsibilities (P1, M1, P2, M2, D1)</b> . Tutor introduces the assignment brief
Learners explore in groups the definitions of leadership roles and leadership responsibilities
Learner research tasks: leadership roles and responsibilities

Topic and suggested assignments/activities and/assessment
<b>Assignment 2: Planning (P3).</b> 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
<b>Assignment 3: Lead a Water-based Activity (P4, M3, D2, P5, M4, D3).</b> 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)

### 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. Learner 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 grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson 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:	Presentation and witness statement or written report.
P3	Planning	Develop a session plan for a selected water-based activity.	Written evidence of planning process may include use of activity logbook.
P4, M3, D2, P5, M4, D3	Lead a Water-based Activity	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 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

Level 2 Sport	Level 3 Sport
	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 resource materials

#### 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 and Evans J – *The Practical Guide to Kayaking, Canoeing and Sailing* (Lorenz books, 2007) ISBN 9780754817376

Mattos B – *The Practical Guide to Kayaking and Canoeing* (Lorenz Books, 2002) ISBN 9780754810650

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 G15/07* (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

British Canoe Union	<a href="http://www.bcu.org.uk">www.bcu.org.uk</a>
International Canoe Federation	<a href="http://www.canoeicf.com">www.canoeicf.com</a>
International Rafting Federation	<a href="http://www.inraftfed.com">www.inraftfed.com</a>
Royal Yachting Association	<a href="http://www.rya.org.uk">www.rya.org.uk</a>

#### Delivery of personal, learning and thinking skills (PLTS)

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 ...
<b>Creative thinkers</b>	planning for leading a selected water-based outdoor and adventurous activity leading a selected water-based outdoor and adventurous activity, with tutor support
<b>Reflective learners</b>	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
<b>Team workers</b>	leading a selected water-based outdoor and adventurous activity, with tutor support
<b>Self-managers</b>	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.

<b>Skill</b>	<b>When learners are ...</b>
<b>Reflective learners</b>	discussing own performance with a tutor/instructor providing feedback to others on their performance.

**Functional Skills – Level 2**

Skill	When learners are ...
<b>ICT - Find and select information</b>	
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
<b>ICT - Develop, present and communicate information</b>	
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
<b>English</b>	
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.



## **Unit 7: Skills for Water-based Outdoor and Adventurous Activities**

**Unit reference number:** J/600/2278

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 60

---

### **Aim and purpose**

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

### **Unit introduction**

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

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

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

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

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

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

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

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

### **Learning outcomes 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:**

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

## Unit content

---

### 1 Know about different water-based outdoor and adventurous activities

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

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

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

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

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

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

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

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

## Assessment and grading criteria grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe four different water-based outdoor and adventurous activities	M1 compare and contrast four different water-based outdoor and adventurous activities	
P2 carry out risk assessments for two different water-based outdoor and adventurous activities [IE1, IE2, IE3, IE4, IE5, IE6, CT1, CT2, CT4, CT5, CT6, SM3, SM4, EP2, EP3, EP4, EP5]		
P3 describe the skills and techniques required for two different water-based outdoor and adventurous activities	M2 compare and contrast the skills and techniques required for two different water-based outdoor and adventurous activities	D1 evaluate the skills and techniques required to successfully perform in two different water-based outdoor and adventurous activities

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<p>P4 demonstrate skills and techniques in two different water-based outdoor and adventurous activities, with tutor support [CT5, SM2, SM3, SM4, SM6, SM7, RL1, RL2, RL3, RL4, RL5]</p>	<p>M3 independently demonstrate skills and techniques in two different water-based outdoor and adventurous activities</p>	<p>D2 demonstrate advanced skills and techniques in two different water-based outdoor and adventurous activities.</p>

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:
P5 review own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement [IE1, IE3, IE4, IE6, CT2, CT4, SM2, SM6, SM7, RL1, RL2, RL3, RL4, RL5, EP4]	M4 review own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, explaining strengths and areas for improvement.	
P6 produce a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities. [SM2, SM3, SM6, SM7, RL1, RL2, RL3, RL4, RL5, EP3, EP4]		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Outline learning plan**

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

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

Classroom session: review and feedback
--

Learner self-reflection and production of final logbook and personal development plans
--

## Assessment

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

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

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

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

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

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

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

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

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

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

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

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

**Programme of suggested assignments**

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Research Different Water-based Outdoor and Adventurous Activities	Having gained a work placement in an outdoor activities centre, you take the opportunity to investigate a range of water-based outdoor and adventurous activities.	Report or presentation. Witness statement.
P2, P3, P4, M2, M3, D1, D2	Practical Skills Assessment	Individual demonstration and explanation of the knowledge, skills and techniques applicable to the two water-based outdoor and adventurous activities studied in-depth.	Practical assessment. Diary/log. Observation records.
P5, M4, P6	Reflect and Review Own Performance	Individual study based on logbook from activities and feedback from assessments.	Diary/log. Report.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Outdoor and Adventurous Activities	Principles and Practices in Outdoor Adventure

Leading Outdoor and Adventurous Activities	Equipment and Facilities for Outdoor and Adventurous Activities
Expedition Experience	Impact and Sustainability in Outdoor Adventure
	Environmental Education for Outdoor Adventure
	Leading Water-based Outdoor and Adventurous Activities
	Outdoor and Adventurous Expeditions
	Alternative Pursuits for Outdoor Adventure

**This unit links with the National Occupational Standards (NOS) for:**

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

**Essential resources**

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

**Employer engagement and vocational contexts**

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

## Indicative resource materials

### Textbooks

Ferrero F – *British Canoe Union Coaching Handbook* (Pesda Press, 2006)  
ISBN 9780954706166

Ferrero F – *White Water Safety and Rescue* (Pesda Press, 1998)  
ISBN 9780953195602

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

Mason B – *Path of the Paddle Key* (Porter Books, 1984)  
ISBN 9780919493384

Mattos B Evans J – *The Practical Guide to Kayaking, Canoeing and Sailing*  
(Lorenz books, 2007) ISBN 9780754817376

Mattos B – *The Practical Guide to Kayaking and Canoeing* (Lorenz Books, 2002) ISBN 9780754810650

Nealy W – *White Water Kayak* (Menasha Ridge Press, 1995)  
ISBN 9780897320504

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07*  
(Royal Yachting Association, 2004) ISBN 9781905104987

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

### Journals

*Canoe focus* (Official magazine of the British Canoe Union)

*Horizons* (Institute for Outdoor Learning Publication)

### Websites

British Canoe Union	<a href="http://www.bcu.org.uk">www.bcu.org.uk</a>
International Canoe Federation	<a href="http://www.canoeicf.com">www.canoeicf.com</a>
International Rafting Federation	<a href="http://www.intraftfed.com">www.intraftfed.com</a>
Royal Yachting Association	<a href="http://www.rya.org.uk">www.rya.org.uk</a>

**Delivery of personal, learning and thinking skills (PLTS)**

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 ...
<b>Independent enquirers</b>	carrying out risk assessments for two different water-based outdoor and adventurous activities  reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement
<b>Creative thinkers</b>	carrying out risk assessments for two different water-based outdoor and adventurous activities  demonstrating skills and techniques in two different water-based outdoor and adventurous activities, with tutor support  reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement
<b>Self-managers</b>	carrying out risk assessments for two different water-based outdoor and adventurous activities  demonstrating skills and techniques in two different water-based outdoor and adventurous activities, with tutor support  reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement  producing a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities
<b>Reflective learners</b>	demonstrating skills and techniques in two different water-based outdoor and adventurous activities, with tutor support  reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement  producing a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities

Skill	When learners are ...
<b>Effective participators</b>	carrying out risk assessments for two different water-based outdoor and adventurous activities  reviewing own performance in the demonstration of skills and techniques in water-based outdoor and adventurous activities, identifying strengths and areas for improvement  producing a personal development plan, based on identified strengths and areas for improvement, for skills and techniques in water-based outdoor and adventurous activities.

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 ...
<b>Reflective learners</b>	reviewing own performance with an instructor  providing feedback to others on performance.

## Functional Skills – Level 2

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

## Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

### How to obtain National Occupational Standards

SkillsActive  
Castlewood House  
77-91 New Oxford Street  
London  
WC1A 1PX

Telephone: +44 (0)20 7632 2000  
Fax: +44 (0)20 7632 2001  
Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)  
Website: [www.skillsactive.com](http://www.skillsactive.com)

# Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

# Annexe A

## The Pearson BTEC qualification framework for the sport and active leisure sector

Level	General Qualifications		BTEC Full VRQ Courses	BTEC Specialist qualifications	NVQ/Occupational
5			BTEC HNC/Ds in Sport and Leisure Management and Sport and Exercise Sciences		
4					
3	Advanced Subsidiary GCEs Physical Education and Leisure Studies		Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Sport and Sport and Exercise Sciences	<b>BTEC Level 3 Certificate and Diploma in Sailing and Watersports</b>	NVQs in Sports Development, Leisure Management, Achieving Excellence in Sports Performance, and Spectator Safety
2		GCSE Physical Education (full and short course)	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Sport	BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports	NVQs in Coaching, Teaching and Instructing, Activity Leadership, Instructing Exercise and Fitness, Operational Services, and Spectator Safety
1			BTEC Introductory Certificate and Diploma in Sport and Leisure	BTEC Award/Certificate/Diploma in Sport and Active Leisure	NVQ in Sport, Recreation and Allied Occupations

<b>Entry</b>	Entry Level Certificate in Physical Education	Entry level Certificate in Skills for Working Life (Sport and Recreation) Entry level BTEC Award in Sport and Active Leisure		
--------------	---	---	--	--



## Annexe B

### Grading domains: Level 3 BTEC generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Application of knowledge and understanding</b></p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> <li>• Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis).</li> <li>• Applies and/or selects concepts showing comprehension of often complex theories.</li> <li>• Applies knowledge in often familiar and unfamiliar contexts.</li> <li>• Applies knowledge to non-routine contexts (eg assessor selection).</li> <li>• Makes reasoned analytical judgements.</li> <li>• Shows relationships between pass criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesises knowledge and understanding across pass/merit criteria.</li> <li>• Evaluates complex concepts/ ideas/actions and makes reasoned and confident judgements.</li> <li>• Uses analysis, research and evaluation to make recommendations and influence proposals.</li> <li>• Analyses implications of application of knowledge/understanding.</li> <li>• Accesses and evaluates knowledge and understanding to advance complex activities/contexts.</li> <li>• Shows relationships with p/m criteria.</li> <li>• Responds positively to evaluation.</li> </ul>

Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Development of practical and technical skills</b></p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> <li>• Deploys appropriate advanced techniques/processes/skills.</li> <li>• Applies technical skill to advance non-routine activities.</li> <li>• Advances practical activities within resource constraints.</li> <li>• Produces varied solutions (including non-routine).</li> <li>• Modifies techniques/processes to situations.</li> <li>• Shows relationship between p criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates creativity/originality/own ideas.</li> <li>• Applies skill(s) to achieve higher order outcome.</li> <li>• Selects and uses successfully from a range of advanced techniques/processes/skills.</li> <li>• Reflects on skill acquisition and application.</li> <li>• Justifies application of skills/methods.</li> <li>• Makes judgements about risks and limitations of techniques/processes.</li> <li>• Innovates or generates new techniques/processes for new situations.</li> <li>• Shows relationship with p and m criteria.</li> </ul>

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Personal development for occupational roles</b></p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> <li>• Takes responsibility in planning and undertaking activities.</li> <li>• Reviews own development needs.</li> <li>• Finds and uses relevant information sources.</li> <li>• Acts within a given work-related context showing understanding of responsibilities.</li> <li>• Identifies responsibilities of employers to the community and the environment.</li> <li>• Applies qualities related to the vocational sector.</li> <li>• Internalises skills/attributes (creating confidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Manages self to achieve outcomes successfully.</li> <li>• Plans for own learning and development through the activities.</li> <li>• Analyses and manipulates information to draw conclusions.</li> <li>• Applies initiative appropriately.</li> <li>• Assesses how different work-related contexts or constraints would change performance.</li> <li>• Reacts positively to changing work-related contexts</li> <li>• Operates ethically in work-related environments.</li> <li>• Takes decisions related to work contexts.</li> <li>• Applies divergent and lateral thinking in work-related contexts.</li> <li>• Understands interdependence.</li> </ul>

Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Application of generic skills</b></p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> <li>• Communicates effectively using appropriate behavioural and language registers.</li> <li>• Communicates with clarity and influence.</li> <li>• Makes judgements in contexts with explanations.</li> <li>• Explains how to contribute within a team.</li> <li>• Demonstrates positive contribution to team(s).</li> <li>• Makes adjustments to meet the needs/expectations of others (negotiation skills).</li> <li>• Selects and justifies solutions for specified problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents self and communicates information to meet the needs of a variety of audience.</li> <li>• Identifies strategies for communication.</li> <li>• Shows innovative approaches to dealing with individuals and groups.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generates new or alternative solutions to specified problems.</li> <li>• Explores entrepreneurial attributes.</li> </ul>

# Annexe C

## **Wider curriculum mapping**

Study of the Pearson BTEC Level 3 Specialist 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 these qualifications 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 these qualifications 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 many of the units 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 eg learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe D

## National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Sailing and Watersports against the underpinning knowledge of the Level 3 NVQ in Outdoor Education, Development Training and Recreation, and the Level 3 NVQ in Leisure Management, SkillsActive SSC National Occupational Standards.

### KEY

3 indicates partial coverage of the NVQ unit

a blank space indicates no significant coverage of the NVQ unit

### NVQ/SVQ Level 3 Sport, Recreation and Allied Occupations (Outdoor Education, Outdoor Development Training, Outdoor Recreation)

	Unit 1: Taking Responsibility for a Sail Craft	Unit 2: Managing and Operating Watersports Centres	Unit 3: Principles and Practices in Outdoor Adventure	Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities	Unit 6: Leading Water-based Outdoor and Adventurous Activities	Unit 7: Skills for Water-based Outdoor and Adventurous Activities
<b>Unit A55: Contribute to improving personal and organisational performance</b>						
A55.1	3	3			3	3
A55.2						
A55.3	3	3	3		3	3
<b>Unit B25: Organise people and resources for outdoor programmes</b>						
B25.1	3	3		3	3	
B25.2			3		3	
B25.3				3		
<b>Unit C27: Ensure the health, safety, welfare and security of customers and staff</b>						
<b>Whole unit underpinning knowledge</b>						
	3	3	3	3	3	3
<b>Unit C215: Promote the conservation of the environment</b>						
<b>Whole unit underpinning knowledge</b>						
			3			

	Unit 1: Taking Responsibility for a Sail Craft	Unit 2: Managing and Operating Watersports Centres	Unit 3: Principles and Practices in Outdoor Adventure	Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities	Unit 6: Leading Water-based Outdoor and Adventurous Activities	Unit 7: Skills for Water-based Outdoor and Adventurous Activities
<b>Unit D14: Establish and maintain effective working relationships in the outdoors</b>						
D14.1			3		3	
D14.2						
D14.3						
<b>Unit B22: Design outdoor education programmes</b>						
B22.1			3		3	
B22.2			3		3	
<b>Unit D33: Facilitate education in the outdoors</b>						
D33.1			3	3	3	
D33.2			3		3	
D33.3			3		3	
<b>Unit B23: Design outdoor development training programmes</b>						
B23.1			3		3	
B23.2			3		3	
<b>Unit D34: Facilitate learning using outdoor development training</b>						
D34.1					3	
D34.2					3	
D34.3			3		3	
<b>Unit D35: Promote the transfer of learning from outdoor experiences</b>						
D35.1					3	
D35.2					3	
<b>B22: Design outdoor recreation programmes</b>						
B22.1			3		3	
B22.2			3		3	
<b>D26: Facilitate recreation in the outdoors</b>						
D26.1			3	3	3	
D26.2			3		3	

D26.3	Unit 1: Taking Responsibility for a Sail Craft	Unit 2: Managing and Operating Watersports Centres	Unit 3: Principles and Practices in Outdoor Adventure	Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities	Unit 6: Leading Water-based Outdoor and Adventurous Activities	Unit 7: Skills for Water-based Outdoor and Adventurous Activities
			3		3	

	Unit 1: Taking Responsibility for a Sail Craft	Unit 2: Managing and Operating Watersports Centres	Unit 3: Principles and Practices in Outdoor Adventure	Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities	Unit 6: Leading Water-based Outdoor and Adventurous Activities	Unit 7: Skills for Water-based Outdoor and Adventurous Activities
<b>A21: Support the efficient use of resources</b>						
A21.1						
A21.2	3	3		3		
<b>A320: Allocate and monitor the progress and quality of work in your area of responsibility</b>						
Whole unit underpinning knowledge						
		3				
<b>A322: Provide leadership in your area of responsibility</b>						
Whole unit underpinning knowledge						
	3	3			3	
<b>Unit B228: Organise and supervise travel</b>						
B228.1						
B228.2						
<b>Unit D24: Enable people with disabilities to take part in activities</b>						
D24.1						
D24.2					3	
D24.3						
<b>Unit D27: Facilitate adventurous experiences</b>						
D27.1			3	3	3	
D27.2					3	
D27.3					3	
D27.4					3	
<b>Unit D36: Facilitate participant's investigation and understanding of the environment</b>						
D36.1						
D36.2						
D36.3						

## NVQ/SVQ Level 3 in Leisure Management

<b>Unit 3: Principles and Practices in Outdoor Adventure</b>	
<b>Unit C215: Promote the conservation of the environment</b>	
<b>Whole unit underpinning knowledge</b>	<b>3</b>

# Annexe E

## Links to the Royal Yachting Association (RYA) qualifications

Links between the BTEC L3 Certificate/Diploma in Sailing and Watersports and RYA qualifications (Cruising Scheme – Coastal skipper; National Sailing Scheme – Day sailing, Seamanship skills, Sailing with spinnakers and Performance sailing; RYA VHF certificate; RYA First Aid Certificate)

BTEC learning outcome	Links to RYA qualifications
<b>Unit 1: Taking Responsibility for a Sail Craft</b>	
<p><b>L01</b></p> <p><b>Understand how to interpret information to allow planning, preparation and execution of a sailing session or voyage</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing theory and background</li> <li>• Meteorology</li> <li>• Coastal</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Navigation</li> <li>• Meteorology</li> </ul> <p>Sailing with spinnakers;</p> <ul style="list-style-type: none"> <li>• Rigging</li> </ul> <p>Performance sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Meteorology</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <ol style="list-style-type: none"> <li>1. Passage planning</li> <li>2. Preparation for sea</li> <li>3. Pilotage.</li> </ol>

BTEC learning outcome	Links to RYA qualifications
<p><b>LO2</b></p> <p><b>Understand how to trim a sail craft for efficient performance</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Ropework</li> <li>• Launching and recovery</li> <li>• Sailing techniques and manoeuvres</li> <li>• Capsize recovery</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Adverse conditions</li> </ul> <p>Sailing with spinnakers;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Sailing theory and background</li> <li>• Racing</li> </ul> <p>Performance sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Sailing theory and background</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <ol style="list-style-type: none"> <li>4. Passage planning and ability as skipper</li> <li>5. Yacht handling under power</li> <li>6. Yacht handling under sail</li> <li>7. Adverse weather conditions</li> <li>8. Emergency situations.</li> </ol>

BTEC learning outcome	Links to RYA qualifications
<p><b>LO3</b></p> <p><b>Be able to undertake a risk assessment relevant to sailing and watersports</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Sailing theory and background</li> <li>• First aid</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <ol style="list-style-type: none"> <li>1. Passage planning</li> <li>2. Preparation for sea</li> <li>4. Passage making and ability as skipper</li> </ol> <p><b>Additional Courses:</b></p> <p>RYA First Aid RYA VHF Certificate.</p>
<p><b>LO4</b></p> <p><b>Be able to perform manoeuvres associated with being a competent sailor</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Capsize recovery</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Adverse conditions</li> <li>• Sailing theory and background</li> </ul> <p>Sailing with spinnakers;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Capsize recovery</li> </ul> <p>Performance sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> </ul>

BTEC learning outcome	Links to RYA qualifications
	<p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <p>3. Pilotage</p> <p>4. Passage making and ability as skipper</p> <p>5. Yacht handling under power</p> <p>6. Yacht handling under sail</p> <p>7. Adverse weather conditions</p> <p>8. Emergency situations.</p>
<b>Unit 4: Equipment and Facilities for Outdoor and Adventurous Activities</b>	
<p><b>L01</b></p> <p><b>Know about equipment and facilities used in outdoor and adventurous activities</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> </ul> <p>Sailing with spinnakers;</p> <ul style="list-style-type: none"> <li>• Rigging</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <p>2. Preparation for sea</p> <p>4. Passage making and ability as skipper</p> <p><b>Additional Courses:</b></p> <p>RYA VHF Certificate.</p>
<p><b>L02</b></p> <p><b>Be able to use equipment used in outdoor and adventurous activities</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Adverse conditions</li> <li>• Navigation</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <p>2. Preparation for sea</p> <p>4. Passage making and ability as skipper</p> <p>8. Emergency situations</p> <p><b>Additional Courses:</b></p> <p>RYA VHF Certificate.</p>

BTEC learning outcome	Links to RYA qualifications
<p><b>LO3</b></p> <p>Know about recent developments in equipment and facilities for outdoor and adventurous activities</p>	<p><b>National Sailing Scheme:</b></p> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <p>2. Preparation for sea</p> <p>4. Passage making and ability as skipper</p> <p>8. Emergency situations.</p>
<p><b>LO4</b></p> <p>Be able to test and maintain equipment for outdoor and adventurous activities</p>	<p><b>National Sailing Scheme:</b></p> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper</p> <p>2. Preparation for sea</p> <p><b>Additional Courses:</b></p> <p>RYA VHF Certificate.</p>
<b>Unit 6: Leading Water-based Outdoor and Adventurous Activities</b>	
<p><b>LO1</b></p> <p>Know the roles and responsibilities associated with leading water-based outdoor and adventurous activities</p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing theory and background</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <p>4. Passage making and ability as skipper.</p>
<p><b>LO2</b></p> <p>Be able to plan a water-based outdoor and adventurous activity</p>	<p><b>National Sailing Scheme:</b></p> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <p>1. Passage planning</p> <p>2. Preparation for sea</p> <p>3. Pilotage.</p>

BTEC learning outcome	Links to RYA qualifications
<p><b>LO3</b></p> <p><b>Be able to lead a water-based outdoor and adventurous activity</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Launching and recovery</li> <li>• Sailing techniques and manoeuvres</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <ol style="list-style-type: none"> <li>2. Preparation for sea</li> <li>4. Passage making and ability as skipper</li> <li>5. Yacht handling under power</li> <li>6. Yacht handling under sail</li> <li>7. Adverse weather conditions</li> <li>8. Emergency situations.</li> </ol>
<p><b>Unit 7: Skills for Water-based Outdoor and Adventurous Activities</b></p>	
<p><b>LO2</b></p> <p><b>Be able to manage risks in water-based outdoor and adventurous activities</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Rigging</li> <li>• Sailing techniques and manoeuvres</li> <li>• Meteorology</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <ol style="list-style-type: none"> <li>1. Passage planning</li> <li>2. Preparation for sea</li> <li>3. Passage making and ability as skipper</li> </ol> <p><b>Additional Courses:</b></p> <p>RYA First Aid.</p>

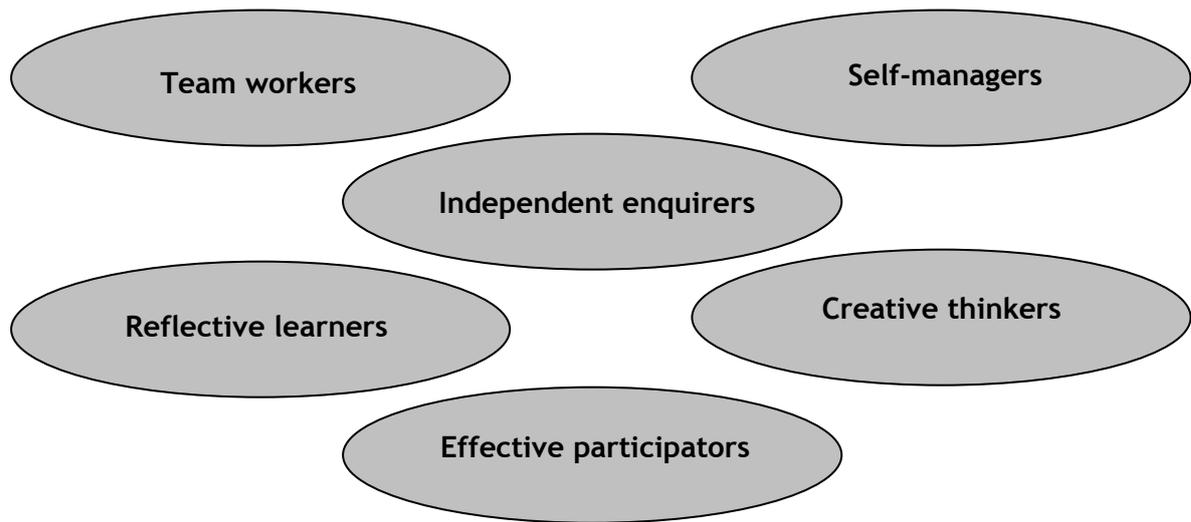
BTEC learning outcome	Links to RYA qualifications
<p><b>LO3 Be able to participate in water-based outdoor and adventurous activities</b></p>	<p><b>National Sailing Scheme:</b></p> <p>Seamanship skills;</p> <ul style="list-style-type: none"> <li>• Launching and recovery</li> <li>• Sailing techniques and manoeuvres</li> <li>• Capsize recovery</li> </ul> <p>Day sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> <li>• Adverse conditions</li> <li>• Navigation</li> <li>• Launching and recovery</li> <li>• Sailing techniques and manoeuvres</li> </ul> <p>Performance sailing;</p> <ul style="list-style-type: none"> <li>• Sailing techniques and manoeuvres</li> </ul> <p><b>Cruising Scheme:</b></p> <p>Coastal skipper;</p> <ol style="list-style-type: none"> <li>3. Pilotage</li> <li>4. Passage making and ability as skipper</li> <li>5. Yacht handling under power</li> <li>6. Yacht handling under sail</li> <li>7. Adverse weather conditions</li> <li>8. Emergency situations.</li> </ol>
<b>Comments</b>	
<p>Unit 1 LO3 provides opportunity to cover all criteria relating to the RYA First Aid certificate and the RYA VHF certificate.</p>	



# Annexe F

## Personal, learning and thinking skills

### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

## The Skills

### Independent enquirers

#### Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

#### Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

### Creative thinkers

#### Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

#### Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

### Reflective learners

#### Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

#### Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

### Team workers

#### Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

#### Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### Self-managers

#### Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

#### Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

### Effective participators

#### Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

#### Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Independent enquirers	3	3	3	3	3	3	3
Creative thinkers		3	3		3	3	3
Reflective learners	3				3	3	3
Team workers	3				3	3	3
Self-managers	3	3		3	3	3	3
Effective participators	3			3	3		3

## PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
<b>Independent enquirers</b>					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
<b>Creative thinkers</b>					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
<b>Reflective learners</b>					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

	Level of success 1 = low, 5 = high				
<b>Team workers</b>					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
<b>Self-managers</b>					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships	1	2	3	4	5
<b>Effective participators</b>					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

**Note to learner:** The circled number represents an indication of your PLTS performance so far.

**Note to tutor:** Indicate the level of success by circling the appropriate number during your feedback with the learner.

**September 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**