

## Higher National Unit Specification

### General information for centres

**Unit title:** Foundations of Outdoor Activities

**Unit code:** DF8D 34

**Unit purpose:** This unit aims to enable the candidate to understand the diversity of the outdoor industry and the differing aims and objectives of outdoor activity providers. The candidate will examine the sociological benefits of participating in the outdoors and be made aware of the issues surrounding access and conservation.

On completion of the Unit the candidate should be able to:

1. Describe and explain the diversity of outdoor activity provision and providers.
2. Explain the sociological benefits, which may arise from the participation in adventurous activities.
3. Analyse issues of access and conservation relevant to outdoor activities.
4. Describe the role of National Governing Bodies of outdoor activities, their proficiency and coaching/leadership award schemes.

**Credit value:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have practical experience of outdoor activities and it would be beneficial if they had completed a number of relevant practical units, in outdoor activities, at Intermediate 2 or Higher level. Ultimately entry to the unit is at the discretion of the centre.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**Context for delivery:** Although available as a free-standing unit it is expected that this unit will generally form part of the HN award Sport and Recreation Management.

If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

## **General information for centres (cont)**

**Assessment:** The unit may be assessed using three different methods of assessment. Outcomes one and two may be assessed together using an extended response assessment. Outcome three will be assessed using a restricted response, classroom based paper. Outcome 4 may be assessed by observation of a presentation to the candidates peer group and submission of materials to support the presentation.

## **Higher National Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Describe and explain the diversity of outdoor activity provision and providers

#### **Knowledge and/or skills**

- ◆ The range of outdoor activities
- ◆ The use of outdoor activities, for differing purposes, by a variety of providers
- ◆ The variety of outdoor activity providers

#### **Evidence requirements**

Candidates will need written evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Describe a range of outdoor activities.
- ◆ Identify a variety of outdoor providers from the private /commercial sector, the public sector (local authority, education and social services), national bodies, charities, government initiatives and agencies.
- ◆ Explain the different aims of a minimum of three providers of outdoor activities.

Together Outcomes 1 and 2 will be in the region of 1000-1500 words.

#### **Assessment guidelines**

Outcomes one and two may be integrated and may take the format of an extended response assessment. The candidate will be required to provide evidence of the diverse nature of outdoor activities and its providers, the personal and social benefits of participating in outdoor activities, as well as an evaluation of those providing courses in personal and social development.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Foundations of Outdoor Activities

### **Outcome 2**

Explain the sociological benefits, which may arise from the participation in adventurous activities

#### **Knowledge and/or skills**

- ◆ Range of sociological benefits
- ◆ Analysis of personal and social development
- ◆ Evaluate the methodology of outdoor activity providers involved in the personal and social development of the individual or group.

#### **Evidence requirements**

Candidates will need written evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ Describe the sociological benefits of participation in outdoor activities.
- ◆ Explain the personal and social development which takes place, attributed to participation in outdoor activities.
- ◆ Review the methodology of a minimum of three providers whose aim is the development of personal or social skills through outdoor activity participation.

Together Outcomes 1 and 2 will be in the region of 1000 – 1500 words.

#### **Assessment guidelines**

Outcomes one and two may be integrated and may take the format of an extended response assessment. The candidate may be required to provide evidence of the diverse nature of outdoor activities and its providers, the personal and social benefits of participating in outdoor activities as well as an evaluation of those providing courses in personal and social development.

### **Outcome 3**

Analyse issues of access and conservation relevant to outdoor activities.

#### **Knowledge and/or skills**

- ◆ Current legislation on access.
- ◆ Current conservation issues.
- ◆ Understanding of codes of practice relevant to conservation and access issues
- ◆ The impact of outdoor activity participation and provision on the environment.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Foundations of Outdoor Activities

### **Evidence requirements**

Candidates will need written evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Identify and explain benefits, to outdoor activity participants and providers, of the Land Reform Act.
- ◆ Identify current conservation issues and explain their effect on participation and/or provision of outdoor activities
- ◆ Demonstrate, by drawing three examples from the codes of practice issued by the National Governing Bodies, how these organisations deal with issues of access and conservation.
- ◆ Identify negative effects on the environment brought about by outdoor activity participation and provision.

Assessment will take the form of an ‘open book’ restricted response paper but the paper itself will not be seen in advance of the assessment.

### **Assessment guidelines**

Candidates will be required to produce accurate written evidence that clearly demonstrates their understanding of current access legislation and conservation issues as well as demonstrating an understanding of the codes of practice of national governing bodies and how activities impact on the environment.

## **Outcome 4**

Describe the role of the National Governing Bodies (N.G.Bs) of outdoor activities, their proficiency and coaching/leadership award schemes.

### **Knowledge and/or skills**

- ◆ Identification of the N.G.B.s responsible for the range of outdoor activities.
- ◆ Describe the proficiency and coaching/leadership award schemes of the N.G.B.s
- ◆ Explain the ‘customer care’ afforded to groups/individuals introduced to outdoor activities by qualified N.G.B. personnel.

### **Evidence requirements**

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Identify and describe N.G.B.s responsible for selected outdoor activities.
- ◆ Describe the proficiency and coaching/leadership award scheme for an outdoor activity.
- ◆ Identify the benefits, in terms of customer care, of group/individuals being introduced to an outdoor activity by qualified N.G.B. coach/leader.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Foundations of Outdoor Activities

The assessment for outcome 4 will be in the form of a presentation to the candidate's peer group. The presentation lasting for a duration of 15 minutes should be supported by handout material which will be submitted to form part of the assessment.

### **Assessment guidelines**

Candidates are encouraged to carry out personal research to gather material for their presentation.

## **Administrative Information**

<b>Unit code:</b>	DF8D 34
<b>Unit title:</b>	Foundations of Outdoor Activities
<b>Superclass category:</b>	MA
<b>Date of publication:</b>	May 2004
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<b>Source:</b>	SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Foundations of Outdoor Activities

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

The unit is likely to form part of a group award and is primarily designed to provide candidates with the basic knowledge in:

#### **Outcomes 1 and 2**

- ◆ The range of outdoor activities available.
- ◆ The benefits and justifications for promoting participation in outdoor activities.
- ◆ The use of outdoor activities as ‘tools’ by certain providers having differing aims and objectives.

Outcomes 1 and 2 are interrelated and may be taught as such. The diverse nature of types of provider, their aims and objectives and the full range of activities which fall within the parameters of the term, outdoor activities, should be highlighted.

Case studies on providers may be utilised for the full spectrum of provision including commercial groups and companies, local authority provision within education, social services, community groups and initiatives, as well as special interest groups and National Governing Bodies and associations. A minimum of three providers should be studied and carefully chosen to ensure they reflect the diversity of the nature of provision in the industry as a whole.

The benefits of participation in outdoor activities in terms of development of personal and social skills, the fostering of teamwork and leadership qualities with participants of all ages, genders and social backgrounds should be studied as part of the case studies.

Visiting speakers, visits and participation in differing provision would enhance the study of the area, especially in observing the increase in self confidence, self awareness and general sense of achievement brought about by programmes such as Outward Bound and social inclusion programmes and initiatives. Study of this nature will allow the candidate to review the differing methodology utilised by the various providers.

**Outcome 3** looks at the issues of access and conservation and will supply the candidate with knowledge of:

- ◆ The legal issues surrounding the right to access areas of operation for outdoor activities.
- ◆ Legislation, including the Land Reform Act, and the effect on the provision of outdoor activities.

## Higher National Unit specification: support notes (cont)

### Unit title: Foundations of Outdoor Activities

- ◆ The designation of outdoor areas and creation of National Parks and the subsequent effect of this on outdoor activity provision.
- ◆ The impact of outdoor activity provision on the environment and its reduced impact through adherence to N.G.B. codes of practice. These may include study of the documents produced by organisations such as the Scottish Canoe Association (S.C.A.), British Mountaineering Council (B.M.C.), Scottish Mountain Leader Training Board (S.M.L.T.B), British Association of Snowsport Instructors (B.A.S.I.), Snowsport Scotland, etc.
- ◆ The study of this area should also provide candidates with the opportunity to discuss the ‘minimum impact approach’ to participation, the future trends in outdoor activities and the economic benefits to the environment brought about by the industry.

**Outcome 4** follows through the reference to National Governing Bodies by studying their role, not only in securing access through sensible and informed use of the areas of operation, but by ensuring participants introduced and involved in the activities do so, safely and in a structured and enjoyable manner.

### Guidance on the delivery and assessment of this Unit

The elements of the unit will be delivered in a theoretical setting and supported, where possible, by practical experiences and visiting speakers from activity providers, N.G.B. s etc. Outcomes 1 and 2 may be assessed by a single extended response assessment. Outcome 3 will be assessed by a restricted response, classroom based paper, and outcome 4 may be assessed by the candidate preparing and delivering a presentation (15 mins) to their peers. The content of this presentation will be assessed during observation by the lecturer/tutor as well as submission of supplementary handout material to compliment the process and provide information for the peer group.

### Suggested Reference Materials

<i>Title</i>	<i>Author</i>	<i>ISBN No</i>	<i>Date</i>	<i>Publisher</i>	<i>Info</i>
A Guide for Outdoor Educators in Scotland	Higgins,Loyne s and Crowther	1 874637-04-0			Extensive list of Provision available + References
BASI manuals Version 2	BASI	0-904212-07-6	2001		
Canoe and Kayak Handbook	B.C.U.	0-9531956-5-1		Pesda Press	
A Rationale for Outward Bound	R.Putnam		1994	Outward Bound	
Personal Growth Through Adventure	Hopkins D & Putnam R.		1993		
Why Adventure? The Role and Value of Outdoor Adventure in young peoples personal and social development	Barrett J & Greenaway R		1995		Revised edition to be available 2004

## Higher National Unit specification: support notes (cont)

### Unit title: Foundations of Outdoor Activities

Web resources

[www.alaa.org](http://www.alaa.org)

[www.basi.org.uk](http://www.basi.org.uk)

[www.bcu.org.uk](http://www.bcu.org.uk)

[www.cix.co.uk/~bof](http://www.cix.co.uk/~bof)

[www.fairbridge.org.uk](http://www.fairbridge.org.uk)

[www.glenmorelodge.org.uk](http://www.glenmorelodge.org.uk)

[www.outwardbound-uk.org](http://www.outwardbound-uk.org)

[www.rya.org.uk](http://www.rya.org.uk)

[www.scot-canoe.org](http://www.scot-canoe.org)

[www.snh.org.uk](http://www.snh.org.uk)

[www.snh.org/soac](http://www.snh.org/soac)

[www.snsc.demon.co.uk](http://www.snsc.demon.co.uk)

[www.thebmc.co.uk](http://www.thebmc.co.uk)

[www.ukmtb.org/smltbhome.htm](http://www.ukmtb.org/smltbhome.htm)

list of providers of Adventure Activities Available on search home page of the British Assoc Snow Sports Instructors home page of the British Canoe Union home page of the British Orienteering Federation

home page of the Royal Yachting Assoc.  
home page of the Scottish Canoe Assoc

Draft of the Scottish Access code  
home page of Snowsport Scotland  
home page of the British Mountaineering Council  
home page of the Scottish Mountain Leader Training Board

### Open learning

Open and Distance Learning, please refer to the SQA publication, Assessment and Quality Assurance of Open and Distance Learning (SQA 2000).

### Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## **General information for candidates**

### **Unit title:** Foundations of Outdoor Activities

This unit introduces you to some of the key issues surrounding the provision of outdoor activities. The unit supplies the underpinning knowledge required by anyone becoming involved in the management or organisation/delivery of activities in the outdoor environment. The structure of, and organisations involved in, the existing provision are studied and the unit promotes understanding of the use of outdoor activities as a 'tool' for the personal and social development of groups and individuals.

The outdoor environment is fragile one and issues such as the impact of participation and subsequent regulation and protection of the environment are also discussed. Where possible theoretical work will be complimented by practical examples from the industry.

The unit may assessed by three different assessments outcomes one and two being an extended response assessment, outcome three a restricted response classroom paper and outcome four a structured presentation to your peers.