



National Unit specification: general information

Unit title: Participate in Activity Tourism Pursuits (SCQF level 5)

Unit code: H0E7 11

Superclass: NK

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Summary

This Unit has been developed as part of the National Certificate in Activity Tourism, but can also be studied as a free standing Unit.

This Unit will introduce candidates to activity tourism pursuits through investigation of providers of activity tourism pursuits and participation in both active and passive pursuits. On completion of this Unit candidates will be able to identify the requirements for the provision of pursuits and understand the influences on these provisions. This Unit is suitable for candidates interested in working in the activity tourism sector, school leavers, adults returning to education or candidates progressing from the NPA in Activity Tourism (SCQF Level 4).

Outcomes

- 1 Compare the requirements and impacts of activity tourism pursuits.
- 2 Participate in activity tourism pursuits and reflect on personal experiences.

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- FN8N 10 Activity Tourism: An Introduction
- DV3D 10 Local Tourism Product knowledge

General information (cont)

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Credit points and level

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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.*

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Compare the requirements and impacts of activity tourism pursuits.

Performance Criteria

- (a) Identify the requirements of activity tourism pursuits.
- (b) Identify the impacts of activity tourism provisions.
- (c) Compare the requirements and impacts of activity tourism pursuits and draw conclusions.

Outcome 2

Participate in activity tourism pursuits and reflect on personal experiences.

Performance Criteria

- (a) Participate in active activity tourism pursuits.
- (b) Participate in passive activity tourism pursuits.
- (c) Reflect on personal experiences of participating in activity tourism pursuits.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Written and/or oral recorded and performance evidence is required for this Unit.

When taking groups of young people out to participate in active or passive pursuits, centres must observe current health and safety regulations, carry out essential risk assessments and meet any other local requirements set by local authorities.

The requirements of at least four activity tourism pursuits will be identified in preparation for participating in at least two of these (one must be considered an active pursuit and one must be considered a passive pursuit. One activity must be a group activity and one must be an activity which can be undertaken as an individual).

Outcome 1 — Open-book

Written and or oral evidence is required to demonstrate that candidates can provide the following:

- ◆ an investigation into a minimum of four activity tourism pursuits and their provision
- ◆ the identification of a minimum of six requirements for each activity tourism pursuit investigated
- ◆ the identification of the impacts of the provision of a minimum of four activity tourism pursuits: For each pursuit identified there must be
 - two social impacts
 - two impacts on the local environment
 - two impacts on local economy
- ◆ comparison of the requirements of a minimum of four activity tourism pursuits
- ◆ comparison of the impacts of a minimum of four activity pursuits
- ◆ appropriate conclusions being drawn in relation to the requirements and impacts of activity tourism pursuits

In identifying the requirements of activity tourism pursuits, examples must be drawn from the following:

Equipment	Health and safety — including Risk Assessment
Finance	Qualifications of leaders
Local environment	Scottish Outdoor Access Code
Time	Client groups
Logistics	Care of clients/customer care
Promotion	

National Unit specification: statement of standards (cont)

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Outcome 2 —Open-book

Candidates are required to provide performance evidence of participation in a minimum of two activity tourism pursuits.

- ◆ One must be a group activity and one must be an individual activity.
- ◆ One must be an active pursuit and one must be a passive pursuit.

Candidates are required to provide written and/or oral evidence which includes:

- ◆ a reflection on their personal experiences of activity tourism provisions

This evidence will be gathered in a supervised open-book environment.

National Unit specification: support notes

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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

Activity tourism is covered by two sector skills councils People 1st and SkillsActive. This Unit provides links to the following National Occupational Standards.

People1st

- TT07 Make sure your own actions reduce risks to health and safety
- TT08 Research travel and destination information
- TT10 Develop and maintain your effectiveness at work
- TT13 Sell tourism-related products and services
- T14 Identify and provide tourism-related information and advice
- TT21 Organise your work and personal development

Skills Active

- C22 Promote health, safety and welfare in active leisure and recreation
- D214 Support equality and diversity in active leisure and recreation
- D15 Help to give good levels of service to participants and customers
- D42 Lead an activity within a session
- D23 Conclude and review activity sessions
- A52 Support the work of your team and organisation
- TT21 Organise your work and personal development
- C12 Set up, take down and store activity equipment
- C32 Give customers a positive impression of yourself and your organisation
- C239 Contribute to environmental conservation in active leisure and recreation
- D22 Lead activity sessions

It should be recognised that Activity Tourism pursuits form part of a continuum from high energy and sometimes extreme adventure type activities through to those requiring much less expenditure of energy to participate in. For the purposes of this Unit, the latter set of activities is classed as 'passive'. It should be recognised that many activity tourism pursuits can be classified as both passive and active, dependent on the circumstances in which they are undertaken.

The area of activity tourism is diverse and vast. Activities can be broadly categorised as:

- ◆ active or passive in nature
- ◆ take place in the terrestrial or aquatic environment
- ◆ undertaken as individual or group activities
- ◆ undertaken during different seasons

National Unit specification: support notes (cont)

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By undertaking this Unit candidates will have opportunity to explore the diversity of activity tourism pursuits and their provision enabling a wide audience to access them at different levels of ability and experience. This Unit is intended to provide candidates with a broad overview of the exciting area of activity tourism and enable them to understand some of the influences on the provision of these pursuits and requirements of participating in them. The Unit will also introduce the impacts of activity tourism pursuits and provisions in relation to the local environment, local communities and local economy and help to raise awareness of the importance of understanding these and being able to predict the expected impacts of new provision in a given area. It is expected that the scope of this Unit will focus on provision in the terrestrial and aquatic environments, although the airborne environment could be introduced, but not expected to be covered by assessment.

The range of activities that could be experienced by candidates studying this Unit is vast and those that they participate in will be dependent on the range of opportunities available in the area and also the experience and expertise individual staff within Centres.

Examples of active pursuits include:

- ◆ in the aquatic environment
 - kayaking/sea kayaking
 - wind surfing
 - yachting
 - rowing
 - surfing or white water rafting
 - water polo

- ◆ and in the terrestrial environment
 - sphering (or zorbing)
 - canyoning/gorge walking
 - paintballing
 - horse riding
 - mountain biking
 - orienteering
 - aerial assault courses
 - winter sports

National Unit specification: support notes (cont)

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Examples of passive pursuits include:

- ◆ in the aquatic environment
 - canal barges
 - wildlife watching
 - boat fishing
 - boating (inland lakes)
 - Canadian canoeing (recreational)

- ◆ and in the terrestrial environment
 - wildlife watching
 - model racing
 - model flying
 - guided tours
 - laser clays
 - painting;
 - cookery
 - photography
 - yoga
 - and jewellery making

When considering the impacts of activity tourism provision consideration could be given to examples such as: the immediate impact of the pursuits on the candidates; the number of people taking part in pursuits; the impact of the business operation; opportunities which have or may develop in a location arising from the development and provision of activity tourism pursuit such as accommodation, shops, cafes/restaurants. The identified impacts can be grouped broadly into social, environmental and economic impacts, thus reflecting the three strands of sustainable development. In understanding these, operators and participants can strive to become more sustainable in their provision and participation in activity tourism pursuits.

The comparison made of the impacts and requirements of the activity tourism provisions should aim to highlight similarities and differences between the provisions investigated. This does not need to be a detailed analysis, but should allow candidates to appreciate, for example, how the environment plays a distinct role in many provisions, the importance of health and safety throughout all activities, where very specific qualifications are important for leaders and the responsibilities of all people who access the countryside.

When activities are identified for candidate participation, it is important for consideration to be given to the candidate group, their prior experience, physical ability and expectations. It may be necessary to change these activities with different client groups. Where possible, experiencing activities in both the terrestrial and aquatic environment is to be encouraged, although it is recognised that this might not always be possible.

National Unit specification: support notes (cont)

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Personal reflections on participation in activity tourism pursuits should encourage candidates to look at themselves and their expectations prior to participation in the activity tourism pursuits and consider how these compared with the actual experience. Candidates could be asked to consider how enjoyable the experience was for them, but also to consider how others might not have the same response to the experience. Candidates could be asked to consider what, if any, benefit(s) they felt that they had gained from the experience of participating in the pursuits and again, encouragement should be given to consider what benefits others may gain from participation in these pursuits. Was the experience enjoyable? Was it hard work? Was it necessary to do a lot of preparation prior to participating in the pursuit? Could more have been done in preparation for participation? How well did the activity leader make you feel comfortable with the experience? Provide encouragement? Communicate with you and the group? Give instructions? How well did you interact with others during the activities — in a positive or negative way? Did you make new friends? Did you help others? Did others help you?

Each candidate experience is likely to be different and this should be recognised by assessors and all candidates should be encouraged to provide an honest reflection on their experiences, but also to try and understand how others might react differently. These experiences of participating in activity tourism pursuits will not only provide hands on experience of some activity tourism pursuits and a better understanding of their requirements, but also help to build and develop new skills and confidence.

Guidance on learning and teaching approaches for this Unit

A practical approach should be encouraged throughout this Unit, both in the participation of Activity Tourism pursuits, but also in generating evidence of investigating Activity Tourism pursuits. This should not be limited to internet and text based research alone, although these may provide good introductory information. Interactions with enterprises, through visits to study facilities, speaking with staff and by inviting guest speakers to talk to candidates will provide candidates opportunity to engage actively in discussions and enquiry based learning to better understand the activity tourism pursuits and provisions they investigate. Personal experiences could be explored through tutor led, group discussions.

Activity tourism pursuits chosen for participation must be carefully considered for each different group of candidates so as not to create barriers to fully accessing and achievement of the Unit.

Opportunities for candidates to discuss their experiences of participation in activity tourism pursuits with their peers and tutor would benefit the development of clear and considered reflections on their own experiences.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

Outcome 1

The assessment could take the form of a folio of evidence developed by candidates through their investigation into a range of activity tourism pursuits. Evidence could take a variety of forms including notes taken during discussions with activity tourism providers, information gained from personal and group research, photographs, brochures and flyers. A folio template could be developed to help guide candidates in the production of this folio of evidence.

Outcome 2

An assessor's notes following observation of participation in the activity tourism pursuits could be used to record evidence of candidate reactions and interactions when experiencing activity tourism pursuits and these could form the basis of a short discussion or interview to aid candidates in reflecting honestly and effectively on their experiences.

Reflections could be assessed by a template devised to guide candidates on reflections on their own experiences of activity tourism.

Candidate reflections could give consideration to:

- ◆ Their expectations of the activity tourism pursuits prior to participation and whether or not these were met. If not, why not? If so how?
- ◆ Participation in the activity tourism pursuits. Explanation of whether or not it was a good experience or bad experience
- ◆ Qualities of staff leading the activities in terms of communication abilities, instruction and guidance given, support, encouragement, instilling confidence
- ◆ Personal interaction with other participants in terms of communication, support, encouragement
- ◆ Quality of equipment
- ◆ Could anything have been done differently which might have improved the overall experience?

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

In this Unit there are opportunities for candidates to develop aspects of the Core Skills in *Working with Others* through group activities during delivery, such as investigative research and visits to activity tourism providers and also through participation in activity tourism pursuits.

Communication throughout all aspects of the delivery and assessment of this Unit.

Problem Solving will be developed through the investigative aspects of this Unit as well as through the practical participation in activity tourism, pursuits.

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when the candidate achieves this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF level 5.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded. Page 5, Outcome 2-Open Book. Performance Evidence of participation clarified.	19/01/2012

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