



## **National Unit specification: general information**

**Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

**Unit code:** H0BE 12

**Superclass:** NK

**Publication date:** January 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

## **Summary**

This Unit will provide candidates with skills, knowledge and understanding which enable them to make appropriate choices when arranging activities for small groups. Candidates will plan and deliver a small group activity then analyse the skills applied. By reflecting on their own experiences and that of a small group, candidates will evaluate their own performance throughout the Unit activities.

This Unit is suitable for candidates working in the activity tourism sector, school leavers, adult returners to education or candidates progressing from the National Progression Award in Activity Tourism (SCQF level 4).

This is a mandatory Unit within the National Certificate in Activity Tourism (SCQF level 6) This Unit can also be studied as a freestanding Unit.

## **Outcomes**

- 1 Investigate factors which influence the choice of potential small group activities.
- 2 Devise a plan for a selected small group activity.
- 3 Lead a small group activity.
- 4 Analyse the skills developed through carrying out a small group activity.
- 5 Evaluate personal performance during the planning and running of a small group activity.

## **Recommended entry**

While entry is at the discretion of the centre, candidates would benefit from having attained one of the following, or equivalent:

- F5FJ 10 Assist with an Event (SCQF level 4)
- FN8N 10 Activity Tourism Industries: An Introduction (SCQF level 4)

## General information (cont)

**Unit title:** Activity Tourism: Developing Skills for Organising Activities  
(SCQF level 6)

### Credit points and level

2 National Unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6\*)

*\*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 Course gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 6

Core Skill component                      None

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

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities  
(SCQF Level 6)

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**

Investigate factors which influence the choice of potential small group activities.

#### **Performance Criteria**

- (a) Set criteria for the selection of a small group activity in the local area.
- (b) Research a range of practicable small group activities.

### **Outcome 2**

Devise a plan for a selected small group activity.

#### **Performance Criteria**

- (a) Select a small group activity to plan and deliver.
- (b) State the aims and objectives of a chosen small group activity.
- (c) Construct an implementation plan.
- (d) Create a personal action plan to deliver a small group activity.
- (e) Plan actions that mitigate disruption to the planned activity.

### **Outcome 3**

Lead a small group activity.

#### **Performance Criteria**

- (a) Carry out implementation plan for the delivery of a small group activity.
- (b) Carry out personal action plan to deliver a small group activity.

### **Outcome 4**

Analyse the skills involved in carrying out a small group activity.

#### **Performance Criteria**

- (a) Identify the range of skills used during the planning and delivery of a small group activity.
- (b) Analyse skills involved that were critical to the delivery of a small group activity.

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities  
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### **Outcome 5**

Evaluate personal performance during the planning and running of a small group activity.

#### **Performance Criteria**

- (a) Evaluate the small group activity in terms of meeting stated objectives and plans.
- (b) Evaluate participant feedback from the small group activity.
- (c) Identify possible areas for improvement in the organisation of a similar activity.

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

### Evidence Requirements 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.

Health and Safety practices must be reinforced throughout this Unit in relation to self, participants and activity arrangements.

Evidence is required to demonstrate that all Outcomes and Performance Criteria have been met.

Written and/or oral recorded and performance evidence is required for this Unit. Assessment of this Unit will be open-book and carried out holistically.

### Outcome 1 — Written and/or oral evidence

Candidates will be required to produce evidence to show that they can:

- ◆ Set criteria for selecting a small group activity for delivery in the local area:
  - carry out an assessment of resources in the local areas for small group activities
  - create a rationale for potential activity selection
  - outline market research into potential participant groups
  
- ◆ Research a range of practicable small group activities. This will include:
  - identifying the resources required to deliver 3 different small group activities
    - natural resources
    - human resources
    - equipment required
    - financial resources
  - comparing the resources required to deliver 2 different small group activities
  - explaining the major limiting factors constraining the provision of a small group activity (a minimum of 4 from the following list must be covered, one of which must be risk)
    - price
    - function
    - location
    - access and transportation
    - accommodation if required
    - weather
    - cost
    - skills
    - experience
    - insurance
    - risk
    - resources (human, financial, physical)
    - market (including the availability of it)

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities  
(SCQF Level 6)

### Outcome 2 — Written and/or oral evidence

Candidates are required to produce evidence to show that they can:

- ◆ based on the research carried out, select a small group activity to plan and deliver
- ◆ state the aims of the chosen small group activity
- ◆ state the objectives for a chosen small group activity
- ◆ based on the findings of the research carried out in Outcome 1 the candidate will:
  - select appropriate/relevant information from the research undertaken
  - use selected information to devise a plan to organise a chosen small group activity
  - the implementation plan must include:
    - resources
    - location
    - date
    - costing/pricing including transportation and accommodation
    - required assistance
    - working with others
    - risk assessment
- ◆ create a personal action plan to deliver a small group activity. The personal action plan will include information on what the candidate will have to do to successfully implement the small group activity:
  - own responsibilities and activities:
    - prior to delivery
    - during delivery
    - following delivery
- ◆ plan actions that mitigate disruption to the planned activity in relation to:
  - weather
  - illness/accident — emergency procedures in place
  - attendance

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

### Outcome 3 – Written and/or Oral and Performance evidence

Candidates will be required to produce evidence to demonstrate that they can:

- ◆ follow the implementation plan to deliver a small group activity in relation to:
  - resources
  - location
  - date
  - costing/pricing including transportation and accommodation
  - required assistance
  - working with others
  - working safely
  - actions taken to mitigate disruption to a small group activity
  - provision of an explanation of any adjustments made to the plan
  - ensuring the safety of the individual and the group
  
- ◆ follow the personal action plan to deliver a small group activity in relation to:
  - actions carried out prior to delivery
  - actions carried out during delivery
  - actions carried out following delivery
  - actions carried out to mitigate disruption if appropriate
  - explanation of any adjustments made to the plan

### Outcome 4 — Written or oral evidence

Candidates will be required to produce evidence to demonstrate that they can:

Reflect on own experiences of planning for and delivery of a small group activity to identify skills that were used at each stage by:

- ◆ reflecting on own experiences of planning for the delivery of a small group activity to identify a minimum of five skills used
- ◆ reflecting on own experiences in delivering a small group to identify a minimum of five skills used
- ◆ analyse the skills used during the planning of a small group activity and discuss if any new skills were developed
- ◆ analyse the skills used during the delivery of a small group activity and discuss if any new skills were developed
- ◆ describe how the new skills developed were critical to the planning and delivery of a small group activity

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities  
(SCQF Level 6)

### **Outcome 5 — Written or Oral evidence**

Candidates will be required to produce evidence to demonstrate that they can evaluate their own performance during the planning and delivery of a small group activity.

Candidates must provide evidence of:

- ◆ evaluating the small group activity in relation to:
  - following the devised plan
  - meeting stated aims
  - meeting stated objectives
  
- ◆ evaluating feedback received from participants of the small group activity:
  - gathering and recording feedback from participants following participation in the small group activity
  - reflecting on feedback
  - using feedback to assist in identifying possible areas for improvement in the organisation of a similar activity
  
- ◆ Identifying a minimum of two improvements that could be made when organising a similar activity in the future



## National Unit specification: support notes

**Unit title:** Activity Tourism: Developing Skills for Organising Activities  
(SCQF Level 6)

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 80 hours.

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

This Unit is partially aligned to the following National Occupational Standards.

#### SkillsActive

- 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
- D41 Help to plan and prepare session
- 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
- B11 Support the development of the sport or activity
- C12 Set up, take down and store activity equipment
- C32 Give customers a positive impression of yourself and your organisation
- C39 Contribute to environmental conservation in active leisure and recreation
- D22 Lead activity sessions
- D32 Contribute to participant's exploration and understanding of the natural environment

#### People1st

- TT06 Give customers a positive impression of yourself and your organisation
- TT07 Make sure your own actions reduce risks to health and safety
- TT10 Research travel and destination information
- TT21 Organise your work and personal development

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 former set of activities is classified as 'active' and 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.

This Unit has been created to enable candidates to understand the processes involved in organising activities, to gain experience of these and to develop and enhance their own skills. Activity Tourism is an exciting new and developing area that allows people to take part in a diverse range of activities or pursuits, as part of their leisure time. This is a very practical Unit and candidates must be able to work with real activities and with a real audience, the use of simulations and role play exercises will not allow candidates the same opportunity to effectively develop their skills in relation to activity organisation and delivery.

## National Unit specification: support notes (cont)

### Unit title: Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

The diversity of pursuits can be broadly categorised as active or passive in nature:

- ◆ take place in the terrestrial or aquatic environment
- ◆ undertaken as individual or group activities

Small group activity tourism is the organised short term movement of groups of approximately twelve people away from their normal place of residence to participate in activity tourism pursuits. Reflecting the nature of activity tourism, those working in an activity tourism setting require an understanding of the processes involved in effectively planning and delivering activities, usually to small groups, and evaluating this planning and delivery to ensure that a high level of provision is maintained in the future. This Unit provides candidates with the opportunities to understand the processes involved and to gain practical experience of planning, delivering and evaluating a small group activity. This real, hands on experience will help to foster a deeper understanding of activity organisation and the skills required. Furthermore candidates will be developing and enhancing their own skills for activity organisation.

This Unit has been devised to enable candidates to effectively organise and deliver small group activities and to develop their own skills in this context.

Clear and organised planning is essential for the effective provision of any activities and this planning begins with being able to identify possible activities for delivery in any given area. Outcome 1 will focus candidates on investigating the different factors that influence decisions made in relation to the small group activities.

Influencing factors could include:

- ◆ Natural resources such as land and water. Consideration could be given to topography, running and still water, climate, ground conditions/drainage, slope, aspect and vegetation
- ◆ Formal resources such as appropriate buildings and facilities, which could include overnight accommodation where required, parking, toilets, showers, changing and cooking facilities
- ◆ Access to the activity itself and more widely the local area. Consideration could be given to the transport infrastructure and availability, roads and their carrying capacity.
- ◆ Accessibility of activity. This could include consideration of the terrain that has to be negotiated between the meeting point and the place of provision of the activity. Are there pathways, how steep is the site, is the activity easily accessible to all?
- ◆ The provision of similar activities in the area. Is there competition locally? If so what is this competition? How is any competition likely to affect the uptake of activities?

Further to this initial assessment, candidates will be able to use the information they have collected to develop a rationale for potential activities that could be developed and provided. Market research into potential participant groups should enable candidates to make an informed decision in relation to those activities that could be provided and the potential participants of these.

## National Unit specification: support notes (cont)

### **Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

By carrying out a more detailed investigation into the resources required for potential activities in the local area and the limiting factors that could constrain their provision candidates will be able to make a well informed decision about the most appropriate activity provision for the area and the expected participant group(s). It is important for candidates to understand the wide range of influencing factors for any activity provision. By developing a clearer understanding of the complexities surrounding activity provision, candidates will develop an understanding of how and why some provisions are successful and others are not, both over the short and longer term.

Having selected an activity, Outcome 2 will take candidates through planning for the provision of their identified activity. Candidates will have to consider the overall aims of their chosen activity and set objectives to enable these aims to be realised. Once these are established, candidates will be required to devise an implementation plan for their activity based on the information gathered during the investigative stage. Having completed the implementation plan, candidates will create their own personal action plan for the delivery of a small group activity in which they will outline their own requirements and responsibilities in relation to the activity. Throughout Outcome 2, the importance of effective planning for the provision of any small group activities should be made clear to candidates. Candidates should be encouraged to think about what might go wrong during the delivery of their chosen activity, what the consequences of these events might be and how they can deal with and reduce the impacts of these negative events should they occur. Planning and preparation are paramount to the effective delivery of all small group activities. The importance of the individual and group's safety is of paramount importance. As well as conducting a risk assessment, candidates must be encouraged to think about what unexpected event might occur which could affect the safety of the group. Peoples' behaviour can be unpredictable. Candidates should not hesitate to impose expected codes of behaviour on individuals as this may have a significant effect on the safety and well being of all the group members. The planning and preparation stages are also important for candidates when it comes to evaluating their own performance in Outcome 5, providing a basis against which some of their successes, or not, can be assessed.

It is important for candidates to carry out a full risk assessment during the planning and preparatory stages of the activity and to take account of the possible differing needs of the group.

In Outcome 3 candidates will lead the delivery of their small group activity and demonstrate their ability to utilise and follow both their implementation and personal action plans. Later in the Unit, candidates will be required to explain any adjustments that were made to the plan, these might be in relation to unexpected circumstances during the delivery stage, or it could be that the original plans were not fully comprehensive and as they were implemented, it was identified that adaptations were necessary to recognise proposed aims and objectives of the activity.

Outcome 4 will enable candidates to begin reflecting on their experiences of planning and delivering a small group activity. Having identified the range of skills that were used, candidates will discuss new skills that they have developed and how these were critical to the planning and delivery of the small group activity.

## National Unit specification: support notes (cont)

### Unit title: Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

Relevant skills that could be covered in this part of the Unit will include:

Communication skills – written and oral	Listening
Interpersonal skills	Leadership
Group Work/Working with Others	Self-confidence
Self reflection and evaluation	Self-management
Public speaking	Customer care
Planning and organisation	Researching
Project management/project working	Decision making
Objective setting	Time keeping
ICT	Numerical/Maths
Financial planning	Marketing
Reasoning for business planning	Report writing
Problem solving	Evaluative
Critical thinking	Dealing with changing circumstances
Asking for assistance	Providing assistance
Responding to feedback	Giving feedback
Gathering feedback	Analysing feedback

In Outcome 5, candidates are asked to develop their reflections further and to evaluate their own performance in the planning and delivery of a small group activity. This will require candidates to consider how effective they were in following their plans and how effective the processes undertaken were in terms of meeting the proposed aims and objectives. To aid this process candidates will have gathered feedback from participants of their small group activity and evaluated this to help inform on possible areas for improvement. Participant feedback could be gathered through a standardised questionnaire; this will help to ensure that responses provided are in relation to consistent questions and therefore help meaningful comparisons and conclusions to be drawn. Additionally, candidates should be encouraged to honestly review the planning and delivery of the small group activity through self-reflection. The conclusions from this should be discussed with the teacher/lecturer, to provide another avenue of feedback. Discussions should also be facilitated to allow candidates to receive and provide feedback from and to their peers in relation to their own and others' activities.

Using a range of feedback sources in this way will give candidates a wide range of information from differing perspectives, to consider when drawing conclusions in their evaluation. They should be able to identify what worked well and why and also those things that did not work so well and why. The latter point will be considered by candidates to enable them to identify possible improvements that could be made if they were involved again in the planning and delivery of a small group activity. It is important that candidates realise the importance of carrying out such reflections honestly and that if the activity went well, they should still be striving for future improvements — how could the planning and delivery of the activity be improved? Furthermore, if the activity does not go as well as expected this should not be seen as wholly negative. Candidates must be encouraged to identify why things did not happen as expected and make realistic suggestions as to how these negative occurrences could best be avoided in future provisions.

## National Unit specification: support notes (cont)

**Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

Although candidates are not required to know all Health and Safety regulations, an overview of the range of regulations would be valuable. At the time of writing, the regulations that cover activity based tourism are:

- ◆ Health and Safety at Work Act
- ◆ Workplace (Health, Safety and Welfare) Regulations
- ◆ Manual Handling Operations Regulations
- ◆ Personal Protective Equipment at Work Regulations
- ◆ Provision and Use of Work Equipment Regulations
- ◆ Control of Substances Hazardous to Health Regulations (COSHH)
- ◆ Electricity at Work Regulations
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- ◆ Food Hygiene regulations

Centres should update this information as appropriate and also introduce any new legislation relevant to activity tourism.

### Guidance on learning and teaching approaches for this Unit

The delivery of this Unit should be entirely students centred. It is about candidates developing actual skills that will enable them to successfully achieve this Unit, but also support them in their wider studies and/or employment, currently and in the future.

Encouragement and support should be given to allow candidates to identify potential problems and also to formulate approaches and solutions to overcome these throughout the activities of the Unit.

In the delivery of this Unit, candidates should be encouraged to use a range of investigative techniques when exploring the diversity of small group activities that could be undertaken in a local area. These techniques could include the use of site visits to proposed delivery area, web based resources, maps, meteorological records, promotional materials used by organisations and enterprises such as brochures, pamphlets and posters, tutor led group discussions and visits to enterprises where there are opportunities to interview staff and discuss to find out about the requirements for the delivery of specific activities. Guidance and support should be given to candidates to ensure that they are able to effectively develop their investigative research skills and build their self-confidence.

Candidates should be encouraged to work as part of a group throughout this Unit, to help develop skills in working with others and the confidence to lead the delivery of a small group activity. Furthermore, it is important for candidates to be able to reflect honestly on themselves and their individual performance and also to be able to respond positively to feedback provided by others in relation to themselves. Candidates must also be given opportunity to develop skills in providing appropriate feedback on peer group planning and delivery of a small group activity.

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

**Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

To enable candidates to effectively develop their reflective and evaluative skills, reviews of progress should be encouraged throughout the delivery of the Unit and not just as part of the assessment and Evidence Requirements. Peer review, self-reflection and tutor reflection will all be beneficial to candidates throughout the delivery and assessment of the Unit. The regular use of reflective activities will help candidates to build self-confidence and positive approaches to feedback as well as the confidence to be honest and open with themselves and their peers in order to provide helpful and constructive feedback that can be utilised beneficially.

### **Guidance on approaches to assessment for this Unit**

Candidates could produce a folio of evidence covering their investigation and research, planning, delivery, analysis of skills, personal reflections and evaluations. Evidence should be gathered by candidates throughout the delivery of this Unit, recording their learning experiences as they progress. Development of the portfolio could be supported by a structured template and guidance for candidates to use in the creation of their individual portfolios.

The performance evidence in relation to Outcome 3 could be recorded on an assessor observation checklist.

Time should be allowed for any necessary re-assessment.

### **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 e-checklists. 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)

**Unit title:** Activity Tourism: Developing Skills for Organising Activities (SCQF Level 6)

### Opportunities for developing Core Skills

In this Unit candidates will investigate factors which affect the choice of small group tourism activities, and plan, lead and evaluate a small group tourism activity.

Candidates will:

- ◆ identify factors which influence small group tourism activities
- ◆ make decision about suitable small group tourism activities
- ◆ plan, implement and evaluate a small group activity
- ◆ assess resource requirements and carry out costings

This means that as they are doing this Unit they will be developing aspects of the Core Skills of *Communication*, *Numeracy* and *Problem Solving*.

In addition aspects of the following Core Skills could be developed where particular learning and teaching approaches are adopted:

*Working With Others* — through group work e.g. to collect data in relation to available activities in the local area.

*Information and Communication Technology (ICT)* — through recording data electronically.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF Level 6.

### 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	19/01/2012

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