



National Unit specification: general information

Unit title: Activity Tourism Pursuits: Active Aquatic (SCQF level 6)

Unit code: H0BH 12

Superclass: NK

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Summary

In this Unit candidates will experience activity tourism pursuits in the aquatic environment. Knowledge and understanding will be developed through undertaking visits to a range of providers and by participation in an active activity tourism pursuit in the aquatic environment. Candidates will have opportunity to reflect on their own experiences of the activity tourism provisions and draw comparisons between providers. On completion of this Unit candidates will understand the factors which influence the provision of active activity tourism pursuits in the aquatic environment and the impacts of these provisions.

This Unit has been developed as part of the National Certificate in Activity Tourism at SCQF level 6 but can also be studied as a free standing Unit.

It 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 Investigate activity tourism business enterprises which provide active active aquatic pursuits.
- 2 Investigate the provision of a chosen active aquatic pursuit through participation and reflect on the experience.
- 3 Evaluate the provision of a chosen active aquatic pursuit.

General information (cont)

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Recommended entry

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

FN8N 10 Activity and Special Interest Tourism: An Introduction (SCQF Level 5)

Credit points and level

1 credit at SCQF level 6 (6 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 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

Investigate activity tourism business enterprises which provide active aquatic pursuits.

Performance Criteria

- (a) Identify a range of active aquatic pursuits in activity tourism.
- (b) Investigate the business aspects of enterprises involved in the provision of active aquatic activity tourism pursuits.

Outcome 2

Investigate the provision of a chosen active aquatic pursuit through participation and reflect on the experience.

Performance Criteria

- (a) Investigate the requirements for participation in a chosen active aquatic activity tourism pursuit through participation.
- (b) Investigate the requirements for the provision of a chosen active aquatic activity tourism pursuit through participation.
- (c) Reflect on own experiences of participating in an active aquatic activity tourism pursuit.

Outcome 3

Evaluate the provision of a chosen active aquatic pursuit.

Performance Criteria

- (a) Compare enterprises involved in the provision of a chosen active aquatic pursuit.
- (b) Evaluate the requirements for participation in a chosen active aquatic pursuit.
- (c) Evaluate the requirements for the provision of a chosen active aquatic pursuit.
- (d) Identify areas for improvement.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

Written and/or oral recorded and practical evidence is required for this Unit.

Assessment of this Unit will be open-book.

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.

Outcomes 1 and 2

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

- ◆ Identify a minimum of 8 active aquatic pursuits in activity tourism
- ◆ Investigate the business of a minimum of 2 activity tourism enterprises involved in the provision of active aquatic pursuits. The investigation must include the following:
 - Markets and promotion
 - Resources
 - Expected qualifications of staff
 - Relevant legislation
 - Local community impacts of the activity tourism enterprise
 - Local environmental impacts of the activity tourism enterprise
 - Local economic impacts of the activity tourism enterprise
 - Company details available to the public
- ◆ Describe the requirements for participation in a chosen activity tourism pursuit, following participation with 2 different providers, to include:
 - Equipment
 - Level of fitness required
 - Prior experience or training
 - An accurate description of safety requirements
- ◆ Following participation in an active aquatic tourism activity, the candidate will provide a description of — which includes Qualifications, experience and personal qualities of leaders:
 - Environment
 - Transport
 - Provision of equipment
 - Safety including a full risk assessment
- ◆ Reflect on their own experiences of participating in a chosen active aquatic activity tourism pursuit
- ◆ A minimum of three points is acceptable

National Unit specification: statement of standards (cont)

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Outcome 3

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

- ◆ An evaluation of the provision of a chosen active aquatic activity tourism pursuit based on the findings of their investigation of 2 providers of active pursuits
 - A comparison of a minimum of 4 business aspects of the enterprises investigated
 - An evaluation of the requirements for participation in a chosen active aquatic pursuit
 - An evaluation of the requirements for the provision of a chosen active aquatic pursuit
- ◆ An identification of a minimum of 2 areas for improvement for each of the following:
 - For participants
 - For providers

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.

SkillsActive

- C22 Promote health, safety and welfare in active leisure and recreation
- D214 Support equality and diversity in active sport
- 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
- 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
- C239 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
- TT08 Research travel and destination information
- TT10 develop and maintain your effectiveness at work
- TT14 Identify and provide tourism-related information and advice
- 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 classed as active. 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
- ◆ undertaken in the aquatic/environment
- ◆ undertaken as individual or group activities
- ◆ undertaken during different seasons

National Unit specification: support notes (cont)

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Candidates will have opportunity to explore the provision of active aquatic pursuits, the enterprises which provide them, the requirements for offering them and the impacts of these pursuits on local communities, the local environment and the local economy. Through participation in a chosen pursuit candidates will be able to better understand what is required of individuals to take part in the pursuit as well as what is required of the provider in the provision of the pursuit. This will allow them to reflect on their own experience as participants in the pursuit to draw comparisons between the providers. The experience of participation will also support their evaluation of the pursuit and in identifying areas for improvement.

In relation to Outcome 1, examples of active aquatic pursuits might be drawn from: wind surfing, white water rafting, surfing, jet skiing, scuba diving, water skiing, wakeboarding, yachting, kayaking/sea kayaking, kite surfing, body boarding, rowing or water polo.

By carrying out an investigation into activity tourism business enterprises, the candidate should explore the business aspects of the organisation, its current clientele and potential participants. Current promotional approaches should be covered and could include: leaflets, webpages, social networking pages, advertising (papers, radio, TV, online), and membership of specialist associations or similar organisations. Resources could cover human and available financial information. Material and environmental resources will include necessary terrain for activities to take place in. By finding out about the expected qualifications of employees with different roles within the enterprises will help to develop candidate understanding of studies, training and experience they may have to gain to have the opportunity to secure employment in the sector.

Relevant legislation could include health and safety legislation (and others) such as:

- ◆ Health and Safety at Work Act
- ◆ Workplace (Health, Safety and Welfare) Regulations
- ◆ Manual Handling Operations Regulations
- ◆ Personal Protective Equipment at Work Regulations
- ◆ Land Reform (Scotland) Act 2003
- ◆ 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
- ◆ The Water Environment and Services (Scotland) Act 2003
- ◆ Marine (Scotland) Act 2010

Or planning legislation such as:

- ◆ The Town and Country Planning Act (Scotland) 1997
- ◆ The Planning, etc. (Scotland) Act 2006

National Unit specification: support notes (cont)

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Local impacts should consider the local community, for example increased visitor numbers and potential employment opportunities arising from this. Impacts could be related to the enterprises and related to services required for visitors such as accommodation, food, shopping and other activities. More people may remain in rural communities which can have knock on effects for local amenities, such as maintaining local school provision and local shops continuing to trade. Negative impacts might include traffic congestion and pollution, increased demand on local resources, noise pollution, litter and disturbance. Environmental impacts could include positive aspects such as awareness raising and education, but also negative impacts such as path erosion, disturbance to wildlife, habitat destruction, litter, fire lighting, use of natural resources and pollution arising from travel. Economic impacts of activity tourism enterprise operation will usually be expected to be positive, by increasing employment opportunities and entrepreneurial opportunities. Inward investment may also be stimulated. These impacts can be grouped broadly into social, environmental and economic impacts, thus reflecting the three strands of sustainable development. In understanding these strands of sustainable development, operators and participants can strive to become more sustainable in their provision and participation in activity tourism pursuits.

Through participation in a chosen pursuit, candidates will be better able to understand what the requirements are for individuals who participate in the pursuit. This might include a level of confidence in specific situations, eg experience of being in the water, and desire to be outdoors in all weathers, a certain level of fitness, ownership of/access to specific equipment, costs, availability of transport to locations of activities and training. Participation will also provide further opportunities to find out the personal qualities, skills and experience which activity leaders possess and experience for themselves the types of environment required to undertake the activity and gain experience of equipment and safety requirements for the pursuit. Participation will allow candidates to reflect on their own experience. Reflections could consider: the welcome and instructions received; facilities available; what was done to prepare them for participation in the activity; the availability and quality of equipment used; the level and clarity of instruction given by the leader (if applicable); the overall quality of the provision and their overall enjoyment of the provision. Reflection will also help to develop a clearer understanding of what is involved in enabling people to access active pursuits both on an individual level and also from the point of view of the provider.

Combined with their investigation, the reflection on their own experiences of participating in active activity tourism pursuits will provide candidates with a strong basis on which to develop their evaluation of the provision of a chosen activity tourism pursuit. This reflection should enable candidates to confidently compare the provisions and experiences they had and identify areas for improvement in terms of their own experiences and of the providers and how their provision is delivered.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

A full risk assessment must be carried out and any health and safety issues identified prior to participation in the activity.

In the delivery of this Unit, candidates should be encouraged to use a range of investigative techniques when exploring the diversity of active activity tourism pursuits. These could include the use of web based resources, promotional materials such as brochures, pamphlets and posters, tutor led group discussions. Visits to enterprises will enable candidates to interview staff and find out about the facilities, the staff and the operation of the organisation. 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.

Visits to providers should be carried out prior to candidates participating in any pursuits as part of this Unit. The enterprises visited should be representative of some of the diversity of active pursuits and not just purely focussed on the pursuit which candidates will take part in.

Candidates should have a clear understanding of the pursuits that they participate in, prior to taking part in them. The background research into organisations should be in progress prior to participation so that candidates are better prepared to look at the practical delivery of the pursuit from an objective point of view, and be confident to interact with representatives of the enterprises to gain a detailed and accurate insight into the operation of the business in terms of delivery of pursuits on the ground.

If this Unit is delivered within the National Certificate in Activity Tourism at SCQF Level 6, there will be opportunities to draw on knowledge, understanding and experiences gained through other Units such as Participate in Activity Tourism Pursuits and Activity, Special Interest Tourism: An Introduction and Developing Skills for Activity Organisation to support the learning activities of this Unit.

Guidance on approaches to assessment for this Unit

This Unit could be assessed by an investigative project based on the requirements of the three Outcomes. Templates/a log book approach could be used to aid candidates in recording appropriate information in relation to each of the Outcomes and this could be built up as a folio of evidence recording the learning and experiences of candidates as they progress through the Unit.

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

Within this Unit there are opportunities for candidates to develop core skills in:

Oral and written *Communication* through undertaking investigative activities, through group work, through participating in active pursuits and through the production of assessments.

Problem solving — through the investigative work and also through practical experiences of participating in an active pursuit.

Working with Others — through group work, discussions, interviews with staff, participating in active pursuits.

Information and Communication Technology (ICT) — through investigative research.

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.	19/01/2012

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