



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

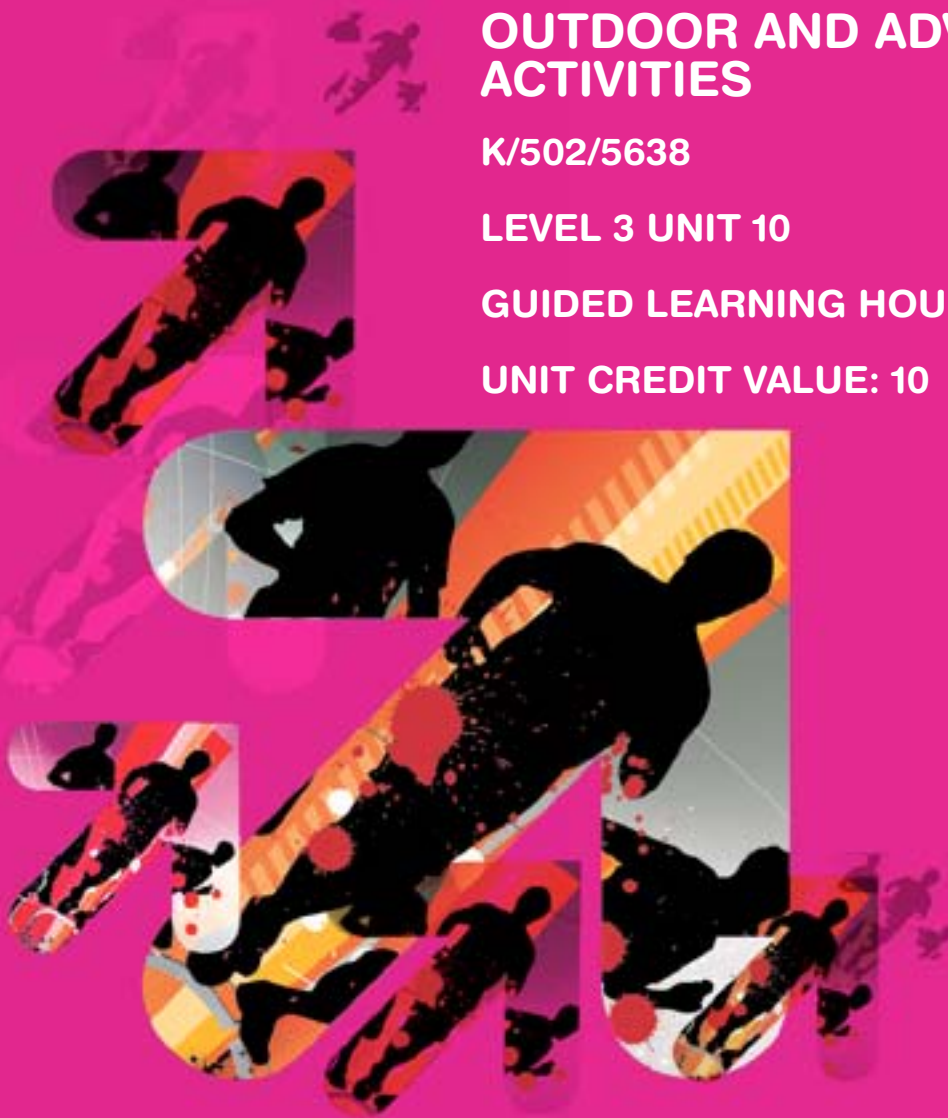
## OUTDOOR AND ADVENTUROUS ACTIVITIES

K/502/5638

LEVEL 3 UNIT 10

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# OUTDOOR AND ADVENTUROUS ACTIVITIES

K/502/5638

LEVEL 3

## AIM OF THE UNIT

Sport doesn't end in a gym or on a field; there is a huge range of activities that can take place anywhere such as halfway up a mountain, on a ferocious river, under the sea or even in the clouds. Obviously with such activities there is a lot of emphasis on safety and environmental considerations to be taken so you will need to know about the organisations that regulate the activities and the rules and guidelines that they put in place in order to participate safely while still having fun.

By completing this unit learners will develop knowledge, understanding and practical skills associated with outdoor and adventurous activities. They will develop an understanding of the scope of outdoor and adventurous activity provision and the effect these activities have on the environment. They will also be able to review their performance in an activity and look at ways of developing and improving.

## PURPOSE OF THE UNIT

This will help the learner gain an understanding of the range of outdoor and adventurous activities that are on offer. The learner will also find out who is responsible for regulating the activities and which organisations provide both facilities and instruction for the various activities. Health and safety are important aspects of delivering sport and in particular in delivering and participating in outdoor and adventurous activities as if these are not adhered to the consequences can be fatal. The way that the environment is looked after is important in today's society. Learners will look at the impact activities can have on the environment and learn about how the activities are organised in order to keep the impact to a minimum. Learners will participate in a range of outdoor and adventurous activities. This can be a new and exciting experience for many learners and will often offer them the opportunity to experience life changing challenges. Often outdoor and adventurous activities enable learners to work as a member of a team, this reflects the nature of the sports industry where this is a skill which is greatly in demand.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know about the organisation and provision of outdoor and adventurous activities	P1 describe four different outdoor and adventurous activities, including their organisation and provision		
2 Know the safety and environmental considerations associated with outdoor and adventurous activities	P2 describe safety considerations associated with four different outdoor and adventurous activities	M1 justify safety considerations associated with outdoor and adventurous activities	
	P3 describe environmental considerations associated with four different outdoor and adventurous activities	M2 justify environmental considerations associated with outdoor and adventurous activities	
3 Be able to participate in outdoor and adventurous activities	P4 demonstrate appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support	M3 demonstrate awareness of health and safety procedures when participating in outdoor and adventurous activities	D1 lead an outdoor and adventurous activity, with tutor support
4 Be able to review own performance in outdoor and adventurous activities	P5 carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement	M4 carry out a review of health and safety procedures for outdoor and adventurous activities	D2 carry out a review of leadership in outdoor and adventurous activities
	P6 design a development plan for improving own performance in outdoor and adventurous activities		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### LO1 Know about the organisation and provision of outdoor and adventurous activities

*Outdoor and adventurous activities:* (e.g. land-based (e.g. mountain walking, camping, mountain biking, rock climbing, abseiling, orienteering, high rope courses, caving, mining, skiing, snowboarding) water-based (e.g. canoeing, kayaking, sailing, windsurfing, water skiing, surfing) air-based (e.g. gliding, parachuting, paragliding, parasailing) urban locations (e.g. indoor climbing walls, artificial ski slopes)).

*Organisation:* (e.g. National Governing Bodies (e.g. British Mountaineering Council (BMC), British Orienteering Federation (BOF), British Caving Association (BCA), British Canoe Union (BCU), Royal Yachting Association (RYA), British Surfing Association (BSA), British Gliding Association (BGA)) voluntary bodies (e.g. the ramblers association, local clubs affiliated to the BMC/BCU, National Parks)).

*Provision:* (e.g. National sports centres (e.g. Plas-y-Brenin, Holme Pierrepont, Plas Menai) other providers (e.g. local education authority centres, outdoor education centres, residential camps, activity holiday organizations, Outward Bound centres, Scouts, Guides, YHA centres)).

### LO2 Know the safety and environmental considerations associated with outdoor and adventurous activities

*Safety considerations:* i.e. Health and safety (e.g. risk assessments; emergency procedures, contingency plans, personal, clothing and equipment) general safety considerations (e.g. location, supplies, shelter, weather, timing).

*Environmental considerations:* i.e. access and egress (e.g. permitted access to a river when canoeing) flora, fauna, wildlife (e.g. when rock climbing respect the flora, fauna on the crag and when accessing the crag) national parks, guidelines and legislation (countryside code, Countryside Rights of Way Act CRoW).

**Learners must be taught the latest legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.**

### LO3 Be able to participate in outdoor and adventurous activities

*Skills and techniques:* (e.g. land-based activities (e.g. mountain walking: navigation, route planning; rock climbing: knots, belaying, abseiling, route finding), water-based activities (e.g. kayaking: strokes, capsize drills; windsurfing: strokes, manoeuvring) air-based activities (take-off, landing, effective handling of controls, navigation)).

*Use of equipment* (e.g. rock climbing: ropes, harness, belaying devices, helmet, canoeing: wet suit, buoyancy aid, paddle, canoe).

*Adherence to health and safety* (see LO2)

### LO4 Be able to review own performance in outdoor and adventurous activities

*Assess:* i.e. ability to demonstrate appropriate skills (e.g. rock climbing – use of appropriate equipment, ability to route find, decision making during performance) and health and safety (e.g. rock climbing – ability to put harness on correctly, ability to tie appropriate knots) in outdoor and adventurous activities participated in.

*Self-analysis:* (e.g. identifying strengths and areas for improvement in outdoor and adventurous activities participated in).

*Assessment methods:* i.e. analysis of performance, observations, performance profiling, analysis of performance data, use of technology, testing, interviews.

*Development:* (e.g. training courses, training programme, local opportunities (e.g. joining a local club, after school clubs) any barriers to development (e.g. lack of available local facilities).

## DELIVERY GUIDANCE

### LO1

For this unit learners have to know about four different outdoor activities. The best way for them to be able to obtain the knowledge needed is to participate in the activities. Learners should know about the range of outdoor and adventurous activities that are available particularly in the United Kingdom. They need to ensure that they know about a range of activities, the most common being land based and water based.

Learners need to know about the organisation and provision of outdoor and adventurous activities. They are asked to describe the activities. Tutors could find out what outdoor facilities and organisations operate locally and arrange for the learners to visit. Alternatively tutors could arrange for guest speakers to come in and talk to the learners. Organisations could be researched on the internet. Learners will need to liaise with tutors to determine which four activities they will research for this unit as it will depend on access to facilities.

Providers of outdoor and adventurous activities could be described in terms of:

- location
- range of facilities
- range of activities
- opening times
- charges.

### LO2

Learners need to know the safety and environmental considerations associated with outdoor and adventurous activities. Learners should research the information needed for this AO in relation to the activities chosen in LO1. They should use the same activities as in LO1 wherever possible. The following is an outline of what they should learn about:

- Health and safety (e.g. is the activity suitable for the group, have all potential risks been identified)
- Emergency procedures (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services)
- Contingency plans (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break)
- Personnel (e.g. is the activity leader suitably qualified)
- Clothing and equipment (e.g. appropriate to the activity, not damaged/torn)
- Location (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants)

- Supplies (e.g. will there be access to food and water)
- Shelter (e.g. will an overnight stay be required, is there shelter from adverse weather conditions)
- Weather forecast (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity)
- Timing (e.g. is the time length of the activity suitable)
- Flora, fauna, wildlife (e.g. respect, preservation, conservation).

### LO3

Learners need to participate in two outdoor and adventurous activities. There is no reason why learners cannot participate in more than two activities and choose which two will give them the required assessment criteria. Learners will need to liaise with tutors to determine which activities they will participate in for this unit as it will depend on access to facilities. A residential could be undertaken if facilities locally are not adequate. Skills and techniques, the use of equipment and adherence to health and safety need to be detailed for each activity undertaken.

Learners will only be able to access air based activities in particular areas of the UK and may not be able to participate due to financial constraints. Therefore it is suggested that, if possible, learners know about two land based and two water based activities. Where this is not possible a range of activities within the category should be experienced (e.g. canoeing or kayaking and dinghy sailing). It is also possible for learners to use urban indoor facilities (rock climbing and skiing) and urban outdoor facilities (manmade canoe slalom courses).

### LO4

Learners need to be able to review own performance in outdoor and adventurous activities. This is dependent upon the activities they have chosen. The review of performance could include:

- nature of activity/techniques learnt (e.g. kayaking paddling forward)
- equipment used (e.g. rock climbing rope)
- adherence to safety procedures (e.g. kayaking wearing a buoyancy aid)
- personal achievements (e.g. abseiled down a rock face)
- strengths/weaknesses (e.g. trekked following a map/ unable to use a compass)
- development (e.g. finding a local club to join who has a coach)

## GUIDANCE ON ASSESSING THE SUGGESTED TASKS

**LO1** Learners must describe four different outdoor and adventurous activities, including their organisation and provision. The evidence could be provided in the form of a series of fact sheets with appropriate illustrations.

**LO2** Learners must describe safety considerations associated with four different outdoor and adventurous activities and describe environmental considerations associated with four different outdoor and adventurous activities. The evidence could be provided in the form of poster(s) for each of the activities.

**LO3** Learners must demonstrate appropriate skills and techniques in two different outdoor and adventurous activities, with tutor support. The evidence could be provided by means of a log book together with videoed evidence and a tutor witness statement.

**LO4** Learners must carry out a review of their own performance in outdoor and adventurous activities, identifying strengths and areas for improvement and design a development plan for improving their own performance in outdoor and adventurous activities. This could be evidenced in the form of a checklist and accompanying report. Learners could break a performance down into individual skills components (e.g. navigation skills, route finding, clothing and equipment etc) and consider methods for practicing and making improvements to these areas before combining them practically to improve performance as a whole. Learners may wish to consider NGB awards to guide their practice and performance and also to provide evidence for any improvements made.

## RESOURCES

### Books

Caplan, G., Smith, P. (2005) *Sport OCR National Level 2*

Heinemann

Cooper, G. (1998) *Outdoors with Young People: A Leader's*

*Guide to Outdoor Activities, the Environment*

*and Sustainability*

Russell House Publishing

Hunt, J., Hitchin, P. (1998) *Residential Course Planner*

*Groundwork*

Ogilvie, K. (2005) *Leading and Managing Groups in the*

*Outdoors*

### Websites

*Adventure Activities Licensing Authority*. URL:<http://www.aala.org>

This website contains important information for anyone delivering outdoor adventure activities for young people.

Unit 8 . Outdoor activities

### OCR Level 2 Nationals in Sport 5

*Bluedome*. URL:<http://www.bluedome.co.uk>

Features articles describing climbing adventures, a guide to climbs around the UK, news and

reviews, and links to other websites.

*British Canoe Union*. URL:<http://www.bcu.org.uk>

*British Orienteering Federation*. URL:<http://www.britishorienteering.org.uk>

*Institute for Outdoor Learning*. URL:<http://www.outdoor-learning.org>

*Royal Yachting Association*. URL:<http://www.rya.org.uk>

*The British Mountaineering Council*. URL:<http://www.thebmc.co.uk>

*The Ramblers Association*. URL:<http://www.ramblers.org.uk>

*UK Climbing*. URL:<http://www.ukclimbing.com>

## MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

**Unit 13:** Leadership in Sport

**Unit 22:** Assessing Risk in Sport



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

**Telephone 02476 851509**

**Email [cambridgetechnicals@ocr.org.uk](mailto:cambridgetechnicals@ocr.org.uk)**

**[www.ocr.org.uk](http://www.ocr.org.uk)**