

BTEC Level 3 National Extended Certificate in Uniformed Protective Services

SUBJECT Year 13

UNIFORMED PROTECTIVE SERVICES

Summer Independent Learning

NAME: _____

B NUMBER: _____

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Unit 10 LA A & B

Pass	Merit	Distinction
Learning aim A: Examine the requirements and personal skills needed for participation in outdoor activities		
A.P1 Explain the activity requirements for participation in two different outdoor activities. A.P2 Explain how participants use personal skills in two different outdoor activities.	A.M1 Assess the specific activity requirements of two different outdoor activities.	
Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor activities		
B.P3 Demonstrate skills and techniques required for participation in different outdoor activities. B.P4 Demonstrate appropriate safety requirements for different outdoor activities.	B.M2 Demonstrate skills, techniques and safety requirements in different outdoor activities, selecting and using appropriate processes with confidence in relation to their purpose, limitations and resource constraints.	

A1 Activities in the outdoor sector



Online Research



[Land based activities | Scouts](#)

A1.1 List as many land-based activities as you can think of

P1

Land-Based Activities



Online Research



[Water Sports, Games & Activity Experiences with Into The Blue](#)

A1.2

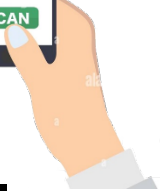
List as many water-based activities as you can think of

P1

Water-Based
Activities



Online Research



[Air Activities Ideas - Active Outdoors](#)

A1.3

List as many air-based activities as you can think of

P1

Air-Based Activities

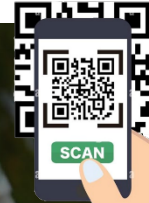
A2 Activity Requirements



Online Research



Orienteering: A beginner's guide



[Orienteering: A beginner's guide - Dennis Maps](#)

A2.1

Research and complete the boxes below to explain each of the five activity requirements in relation to orienteering.

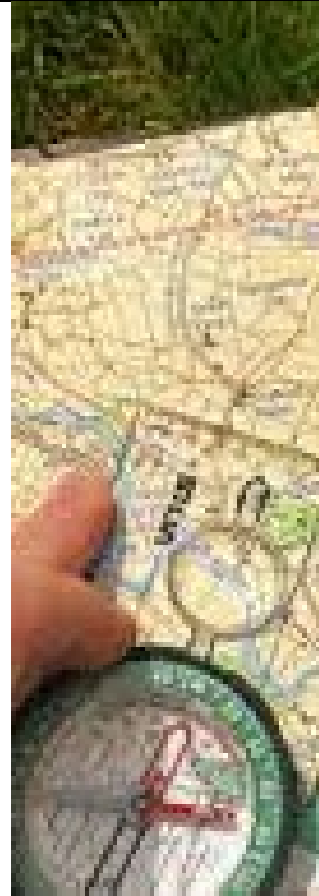
You are to use credible sources as part of your research which must be referenced in your work!

P1



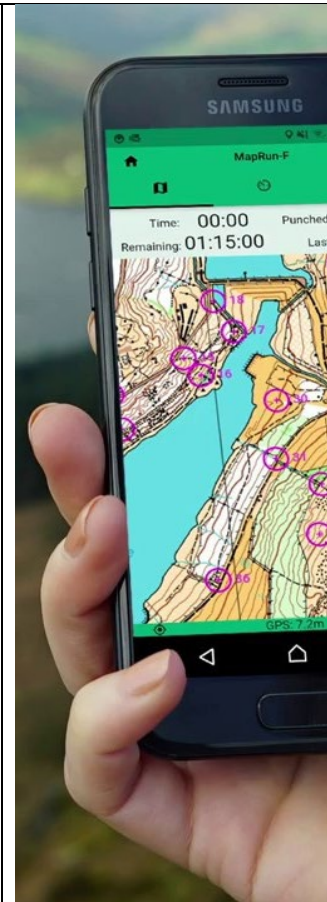
Environmental Factors

Equipment



Clothing

Technology



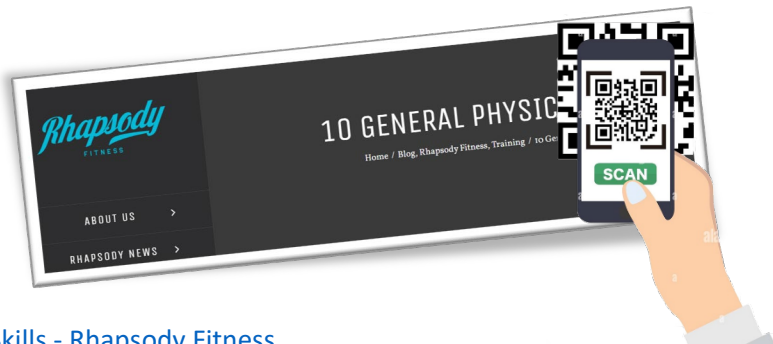
Qualifications

A3 Personal skills required to take part in outdoor activities

Physical Skills



Online Research



[10 General Physical Skills - Rhapsody Fitness](#)

A3.1 Define the term 'physical skill'

P2



Soft Skills



Online Research



[Develop your soft skills | National Careers Service](#)

A3.2 Define the term 'soft skill'

P2



A3.2 List as many examples of physical and soft skills as you can think of.

P2



Physical Skills	Soft Skills

B1 Safety requirements for participation in outdoor activities

B1.1

In small teams, you will be allocated a safety requirement to discuss and make bullet pointed notes to share with the group. Complete this for orienteering.

P2

Knowledge of Procedures

Competency with equipment:

Risk Assessment

Understanding Environment

Group Needs

Contingency Plan

Responding to Emergencies

Activity Risk Assessment



Online Resources

Risk Assessment Guidance



Risk Assessment Template



Activity Safety Brief



Online Resources



B1.2 In two teams, you will create an Activity Risk Assessment & and Activity Safety Brief

P4

B2 Safe and appropriate participation in outdoor activities

As part of the criteria, you must demonstrate activity-specific skills and techniques in land-based, water-based and/or air-based activities.



[Beginner](#) | [Better Orienteering](#)

B2.1

As part of your preparation for orienteering, scan the QR Code (above) and review all the content on the webpage, ensuring that you watch all seven videos on the web page:







P3

Orienteering Quiz



B2.2

After reading the webpage and watching all seven videos, undertake the quiz (minimum score 70%)

P3

1.	1. For a 1:10,000 map, what distance does 1cm equate to on the ground? _____m	
2.		State the correct term for these lines _____
3.		Name the symbol _____
4.		Name the symbol _____
5.		Name the symbol _____
6.		Name the symbol _____
7.	Name the <u>colour</u> which marks open fields? _____	
8.	State the <u>colour</u> used to identify man-made symbols? _____	
9.	State the <u>symbol and colour</u> used to a checkpoint? _____	
10.	What does a <u>double circle</u> symbolise? _____	
11.		State the <u>type</u> of course which uses this marker post? _____

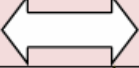
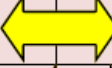


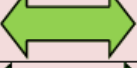

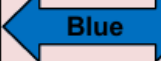


UNIT 10: SKILLS FOR OUTDOOR ACTIVITIES AND THE UNIFORMED PROTECTIVE SERVICES

12.		State the <u>type</u> of course which uses this control point?
13.	Describe the term 'orientating the map' 	
14.	State one <u>benefit</u> of orientating your map 	
15	State the term used when following a linear feature, such as a stream. 	
16.	Describe the term 'Attack Point'. 	
17.	Give one example of an 'Attack Point' 	
18.	What term describes when we have passed a control and gone too far? 	
19.	On the traffic light system, when would you go to red? 	
20.		Name the item in the picture.
21.	Describe the procedure if you become lost 	
22.	State two types of orienteering competition: 1. _____ 2. _____	

Course Difficulty

Courses difficulty is determined by course length and technical difficulty. This helps to generate a colour-coded system so orienteers can select a course/route which matches their ability. Colour coding also helps organisers to benchmark courses across the UK.

Guidance on the typical courses

		Course Length				
		Extra Short (XS) 0-2.5 Km	Short (S) 2.6-5.0 Km	Medium (M) 5.1-7.5 Km	Long (L) 7.6-10.0 Km	Extra Long (XL) 10.1 + Km
Technical Difficulty (TD)	1: Very Easy		White			
	2: Easy		 Yellow			
	3: Medium		 Orange			
	4: Hard	Light Green				
	5: Very Hard		 Green	 Blue	 Brown	 Black

White	The easiest course, with controls on paths - More details in this document	Children, family groups	1.0 - 1.5km
Yellow	Fairly easy, uses linear features like paths & streams - More details in this document	Newcomers, children, families	1.5 - 2.0km
Orange	More challenging - use of compass & route choice	Adult newcomers, children, families	2.5 - 3.5km
Light Green	Challenging - uses contours and more route choices	Improvers and experienced orienteers	2.5 - 3.5km
Green	Very challenging & shorter - lots of route choice	Experienced orienteers	3.5 - 5.0km
Blue	Very challenging & longer - lots of route choice	Experienced orienteers	5.0 - 7.0km
Brown	Very challenging & long - lots of route choice	Experienced orienteers	7.5 - 10km

Orienteering 1 Logbook

B2.3 Complete after your first orienteering activity

P3
M2
D2

ORIENTEERING 1			
Location			
Course Name			
Start Point (\\)			
End Point (\\)			
Route			
Control Points Available			
Control Points Achieved		Normative Data	
Time Taken		Normative Data	
Course Length		Normative Data	
Technical Difficulty			
Evaluation – List the physical/soft skills which helped you to achieve good results or those <ul style="list-style-type: none"> • Physical / Soft Skills (+) – Identify those which helped you to perform well. • Physical / Soft Skills (-) – Identify those which you can develop to improve your performance next time. 			
<u>Physical Skills (+)</u>		<u>Soft Skills (+)</u>	
<u>Physical Skills (-)</u>		<u>Soft Skills (-)</u>	

Orienteering 2 Logbook

B2.4

Complete after your first orienteering activity

P3**M2****D2**

ORIENTEERING 2			
Location			
Course Name			
Start Point (\\)			
End Point (\\)			
Route			
Control Points Available			
Control Points Achieved		Normative Data	
Time Taken		Normative Data	
Distance Travelled (km)		Normative Data	
Evaluation – List the physical/soft skills which helped you to achieve good results or those <ul style="list-style-type: none"> • Physical / Soft Skills (+) – Identify those which helped you to perform well. • Physical / Soft Skills (-) – Identify those which you can develop to improve your performance next time. 			
<u>Physical Skills (+)</u>		<u>Soft Skills (+)</u>	
<u>Physical Skills (-)</u>		<u>Soft Skills (-)</u>	

Course Review

B2.5

Complete after your first orienteering activity

P3



Lister Park

2.7 miles

Region: Yorkshire and Humberside

Nearest Town: NW Bradford





Oakwell Hall

4.3 miles

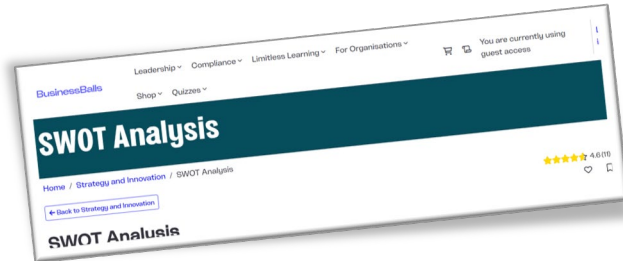
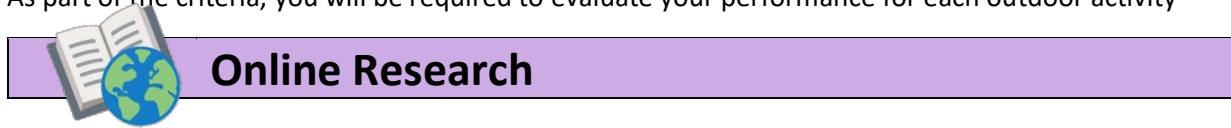
Region: Yorkshire and Humberside

Nearest Town: Batley



SWAT Analysis

As part of the criteria, you will be required to evaluate your performance for each outdoor activity



SWAT Analysis Orienteering 1

B2.6

Complete after your first orienteering activity

D2

<p>Strengths</p>	<p>Weaknesses</p>
<p>Opportunities</p>	<p>Threats</p>

SWAT Analysis Orienteering 2

B2.7

Complete after your first orienteering activity

D2

<p>Strengths</p>	<p>Weaknesses</p>
<p>Opportunities</p>	<p>Threats</p>

Practice Task 1



Set on Microsoft Teams through Turnitin

P1 M1

PRAC
1

On a Microsoft Word document, explain and assess the five activity requirements for orienteering. (800 words).

Submitted work will be graded.

Work submitted to pass standard or below will be returned to re-submit.

Reminders

1. Refer to all work completed so far in this workbook.
2. Use the attached slides from your BTEC Command Words Presentation. When conducting your assessment, use the PEEL model.

Explain		Assess	
Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what <u>your</u> understanding. Start by introducing the topic then give the 'how, why and because'.		Evaluate or estimate the nature, ability, or quality of something. For example 'the advantage of having good attendance at college..... the disadvantage of having poor attendance at college....'	
Sentence starters <i>This happens because.....</i> <i>This shows/demonstrates</i> <i>This is caused by.....</i> <i>This means that.....</i> <i>This maybe because</i> <i>This could result in</i> <i>The facts/figures show.....</i>	Checklist <ul style="list-style-type: none"> • Used key terminology linked to the question being asked? • Provided examples relevant to the points you are explaining? • Used facts and figures? • Developed your points further by explaining the causes- how why and because..... 	Sentence starters <i>This suggests</i> <i>This explains how....</i> <i>This demonstrates....</i> <i>The advantage of this is ... this is effective because.....</i> <i>The disadvantage of this is This is not effective because.....</i> <i>Research suggests that.....</i> <i>This is important because....</i>	Checklist <ul style="list-style-type: none"> • Used key terminology linked to the question being asked? • Provided examples relevant to the points you are assessing? • Developed your points further by assessing different ideas and opinions?

P.E.E.L LANGUAGE			
POINT	EVIDENCE	EXPLANATION	LINK
It has been suggested that...	The evidence clearly shows...	The source clearly indicates...	With this in mind, it is evident that...
It is believed that...	This is supported by...	This shows us that...	Therefore, it is evident that...
Some people argue that...	This is demonstrated by...	It is clear from this that...	All this evidence demonstrates...
Many people believe that...	The source tells us that...	The evidence explains that...	
One argument is that...		This supports the argument by...	
One school of thought is that...		It appears that...	
		This demonstrates that...]	

SENTENCE STARTERS FOR ADDITIONAL IDEAS		SENTENCE STARTERS TO SHOW EXAMPLES	
• Furthermore...	• Coupled with...	• For example...	• Especially...
• Also...	• Another reason...	• Such as...	• As an illustration...
• Then...	• Indeed...	• For instance...	• To illustrate this...
• In addition...	• Identically...	• As an example...	• Markedly...
• Moreover...	• Likewise...	• You might consider...	• In this case...
• As well as...	• Additionally...	• For one thing...	• This can be seen...

SENTENCE STARTERS TO SHOW TIME AND ORDER		COMPARISON AND CONTRAST SENTENCE STARTERS	
• Firstly, secondly, thirdly...	• Finally...	• However...	• In comparison...
• In the first instance...	• Earlier...	• Nevertheless...	• Whereas...
• Afterwards...	• After this...	• That being said...	• On the one hand...
• First of all...	• Additionally...	• Then again...	• Other than...
• With this in mind...	• To begin with...	• On the other hand...	• Outside of...
• In addition...		• Although...	• Rather...

3. Include academic referencing in your work with academic commentary to fully justify your assessment.

Practice Task 2



Set on Microsoft Teams through Turnitin

P2

**PRAC
2**

On a Microsoft Word document, explain how participants use physical and soft skills in orienteering.

Submitted work will be graded.

Work submitted to pass standard or below will be returned to re-submit.

Reminders

1. Refer to all work completed so far in this workbook.
2. Use the attached slides from your BTEC Command Words Presentation. When conducting your assessment, use the PEEL model.
3. Include academic referencing in your work with academic commentary to fully justify your explanations.

Practice Task 3



Set on Microsoft Teams through Turnitin

P1 P2 M1 D1

PRAC
3

On a Microsoft Word document, complete the task below.

Submitted work will be graded.

Work submitted to pass standard or below will be returned to re-submit.

Task

Scenario

You are the owners of a company who specialise in a specific outdoor activity. *[YOU DECIDE ON YOUR COMPANY NAME]*

The principle of New College Bradford (**NCB**) has agreed to fund a Health and Wellbeing day for all staff members on _____.

After a successful bid, your company has been shortlisted and invited to New College Bradford on Tuesday 24th September to showcase your outdoor activity against one other competitor.

Content

To proceed with the activity, NCLT Health & Safety department must be satisfied that the activity is safe and that any risk is outweighed by the benefit to staff in terms of physical and soft skills.. Therefore, the following information must be included:

- Environment
- Equipment
- Clothing
- Technology
- Qualified Instructors
- Physical Skills
- Soft Skills

Opposition Research

As part of the presentation, each team will have the opportunity to ask two questions. These questions may be used to identify areas of weakness and cast doubt on the activity's viability.

Therefore, not only should you prepare questions to ask of your opponents, but it would be prudent to prepare for questions your opponents may ask of you.

Restrictions

1. Your activity must be achievable within one day.
2. Cost – Whilst there isn't a set budget, the principle may look on cheaper options more favourably.

Timings

- Principle's Opening Address
- Group 1 Presentation
- Group 1 Q&A
- Group 2 Presentation
- Group 2 Q&A
- Principle's Verdict

Evidence Requirements

All work individually produced must be attached to your assignment task on Microsoft Teams through Turnitin. **Only your own work shall be submitted!**

This work can then be shared with the group as a collaborative effort.

Referencing

In order to win the debate, you must source a plethora of references which not only support your pitch, but also can be used to discredit your opponent. Examples include statistics, academic referencing and case studies i.e. a death or serious injury whilst a participant was undertaking your competitor's outdoor activity. To counter, you may opt to research safety records.

Practice Task 4



Set on Microsoft Teams through Turnitin

D1

PRAC
4

On a Microsoft Word document, EVALUATE your own performance in orienteering with regards to strengths and benefits.

You should consider the significance and implications of the use of appropriate skills, techniques and safety considerations. You must give justified reasons to support your views.

Submitted work will be graded.

Work submitted to pass standard or below will be returned to re-submit.

Reminders

1. Refer to all work completed so far in this workbook.
2. Use the attached slides from your BTEC Command Words Presentation. When conducting your assessment, use the PEEL model.

Evaluate

newcollaborative
Learn. Success. Progress.

Bring all the relevant information you have on a topic together and make a judgement on it (**for example on its success or importance**). Your judgement should be clearly supported by the information you have gathered.

Sentence starters

This suggests
This explains how....
This demonstrates....
The advantage of this is ... this is effective because..... The impact is...
The disadvantage of this is This is effective because.... The impact is...
Research suggests that.....
A quote to back this up is.....
This is important because....

Checklist

- Used key terminology linked to the question being asked?
- Provided examples relevant to the points you are evaluating?
- Developed your points further by evaluating different ideas and opinions?
- Used relevant quotations and justified the quote?

Created by Nafeeza Akhtar/NCB June 2022

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UNIT 10: SKILLS FOR OUTDOOR ACTIVITIES AND THE UNIFORMED PROTECTIVE SERVICES

3. Include academic referencing in your work with academic commentary to fully justify your assessment.
4. Make reference to your results and compare these to any normative data you have collected or researched.