

# SOUTH AFRICAN QUALIFICATIONS AUTHORITY



## Certificate in Adventure-Based Learning Leadership

**Field** : Culture & Arts

**Sub-field** : Sport

**NQF level** : 4

**Credits** : 123

### Rationale of the Qualification

Until recently, access to employment in the adventure-based learning industry had been largely restricted to applicants who had gained prior skills offered in only a few former 'Model C' and Private Schools, largely excluding those from less advantaged backgrounds. The situation has now changed and many young people are receiving training in short introductory courses within the industry that equip them with the necessary skills and knowledge to gain employment with adventure-based learning providers.

There is a need to formalise and give recognition to this learning in a manner that will give the student employment mobility within the industry as well as the potential to embark on entrepreneurial opportunities for themselves, while at the same time providing for quality and safety assurance.

Possible learners will be:

- The qualification will be accessible to all, not only school leavers. However, the learner must be above the age of 16 years.
- Those practitioners who are already in the field who have /do not have a training qualification could receive formal recognition on the NQF.

A learner who achieves the above qualification will be able to assist in leading adventure-based learning activities at a highly sophisticated level with necessary guidance. The introduction of a National Certificate in Adventure-Based Learning Leadership based on unit standards will allow learners to reach full potential of advancement, without formal education becoming an impossible barrier and in addition, allow for recognition of prior learning.

### Purpose of the Qualification

A learner assessed as competent against this qualification will be able to integrate adventure-based activity competence with basic human relation skills and knowledge to contribute to the personal and interpersonal development of participants engaged in adventure-based learning experiences under their leadership.

This competence will contribute to the professional growth and development of the adventure-based learning industry, while providing the learner with a basis for further qualifications elsewhere in sport, recreation and fitness field and in higher education.

In the context of the Adventure-Based Learning industry, this qualification will enable a qualifying learner to lead creative, innovative and exciting programmes and activities within centres. A qualifying learner will be able to contribute positively towards safe, interesting and exiting indoor and outdoor experiences for the participants and as such contribute to the adventure industry of South Africa. The qualifying learner will contribute positively to a general awareness of the role of adventure in the overall well being of the participants as well as within the broader community and increase participation levels.

A learner who has achieved this qualification will be capable of combining a range of self-organisation and life-long learning skills with a working knowledge of adventure-based learning issues, and integrating these within a context to produce a multi-skilled practice.

In addition they will be positioned to further their learning, practice and career within the sport, recreation and fitness industry - either at further levels or in other areas of practice. This qualification will serve as a stepping-stone to equip the learner to specialise as a leader in the various disciplines of choice.

### **Access to the Qualification**

This qualification is open to learners with literacy, numeracy and communication equivalent to NQF Level 3.

### **Learning Assumed to be in Place**

It is assumed that learners wishing to enter a programme leading to this qualification have literacy, numeracy and communication equivalent to NQF Level 3 with a suitable skills programme at NQF level 3. Other learning assumed to be in place is Conduct a basic reviewing session equivalent to NQF 2, Demonstrate an understanding of HIV/Aids and its implications equivalent to NQF 2, Maintain occupational health and safety equivalent to NQF 2, Operate a computer equivalent to NQF 2 and Organise oneself in the workplace equivalent to NQF 2.

### **Exit Level Outcomes**

On achieving this qualification, the learner will be able to:

1. Apply facilitation techniques in order to assist in adventure-based learning programmes regarding the transfer of learning and the evaluation of the experience.
2. Proof by means of evidence his experiences regarding competencies, skills, formal training and any other relevant information applicable to the fields of adventure based learning and outdoor recreation programs.
3. Conduct a basic reviewing session by choosing from a range of and applying appropriate reviewing techniques in a sensitive manner.
4. Conduct an adventure experience to groups and individuals.
5. Lead participants through outdoor recreation and adventure activities showing competence in the technical skills of an activity of own choice.
6. The learner will be able to deal with any incidents and possible risks and hazards in such a way that injury to clients is minimised:
7. Manage, organise, motivate and establish effective communication channels with a group.
8. Prepare for and conclude an adventure-based experience in a variety of weather conditions in a centre-based context.

9. Offer emotional support and reassurance to participants in periods of personal crisis and refer participants where necessary.
10. Demonstrate a basic understanding of exercise and fitness principles as well as the medium and long-term physiological response of the human body to exercise.
11. Adapt existing spaces in the community for utilisation as a facility in the adventure-based learning context by recognising, identifying and creatively adapting existing resources as a facility and equipment.
12. They will demonstrate a basic understanding of an administration system and of facility management.
13. Demonstrate the technical skills of a minimum of four generic (basic recreational) or two specialised adventure activities.

### **Associated Assessment Criteria**

In particular assessors should check for:

#### **The learner must demonstrate an ability to consider a range of options and make decisions about:**

1. The different needs of target groups as it relates to age differences, abilities and interests of the target group as well as the availability of a facility, venue or playing field in the process of planning and organising Sport, Recreation or Fitness activities.
2. Choosing appropriate adventure-based learning activities to suit the needs and expectations of a specific community and stakeholders.
3. The creative use of existing resources for the facility and equipment.
4. Adapting existing games, facilities and equipment to suite a specific target group and infrastructure.
5. The application of acquired values, norms and attitudes in the programmes.

#### **The learner must demonstrate an understanding of:**

1. Exercise and fitness principles.
2. The medium and long-term physiological response of the human body to exercise.
3. Administration and record keeping system and factors, which might influence the integrity of records.
4. The principles of reviewing and facilitation within the adventure-based learning context.
5. The principles of group dynamics and stages of group formation.
6. Own values and beliefs regarding emotional support in periods of personal crisis.
7. Social issues, societal values and ethics, and issues affecting people with special needs.

#### **The learner must demonstrate the ability to:**

1. Implement effective and efficient adventure-based learning programmes within the adventure-based learning context.
2. Perform effective and efficient administration regarding records and facility management and maintenance of equipment.
3. Develop and optimally utilise a facility in the adventure-based learning context.
4. Perform effective and efficient safety and emergency care within the adventure-based learning context.
5. Lead adventure-based learning activities.
6. Encourage and facilitate enthusiastic participation of the target group.
7. Introduce the benefits of recreation to the participants.

### **International Comparability**

The standards for the adventure based learning industry have been compared against the United Kingdom unit standards, New Zealand standards as well as the Australian unit standards and show a substantial degree of similarity. A summary is provided in the tables below:

### Elective Unit Standards

SOUTH AFRICA	AUSTRALIA
Lead clients through outdoor recreation and adventure activities showing competence in the technical skills:	Prepare to participate in a supervise activity
Outdoor Recreation Activities – Units: <ul style="list-style-type: none"> <li>• Abseiling</li> </ul>	Outdoor Recreation Activities – Units: <ul style="list-style-type: none"> <li>• Demonstrate abseiling skills</li> </ul>
<ul style="list-style-type: none"> <li>• Hiking Easy Area</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate bush walking skills in tracked or easy untracked areas</li> <li>• Demonstrate bush walking skills in difficult or trackless areas</li> </ul>
<ul style="list-style-type: none"> <li>• Basic Sea Kayaking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate simple canoeing, kayaking or sea kayaking skills</li> <li>• </li> </ul>
<ul style="list-style-type: none"> <li>• Basic Caving</li> </ul>	<ul style="list-style-type: none"> <li>• Move efficiently and safely through a cave with minimal impact</li> <li>• </li> </ul>
<ul style="list-style-type: none"> <li>• Climbing Skills Limited</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate climbing skills</li> <li>• Apply climbing skills in a limited range of situations</li> <li>• Use belay systems to safeguard self and others</li> </ul>
<ul style="list-style-type: none"> <li>• Supervise &amp; Conduct High Ropes</li> <li>• Supervise &amp; Conduct Low Ropes</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct activities on a challenge ropes course with low elements</li> <li>• Conduct activities on a challenge ropes course with high elements</li> <li>• Supervise the use of a challenge ropes course with low elements</li> <li>• Supervise the use of a challenge ropes course with high elements</li> </ul>
<ul style="list-style-type: none"> <li>• Off Road Mountain Bike</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Off-Road cycling skills</li> </ul>
<ul style="list-style-type: none"> <li>• Minimum Impact Practice</li> <li>• Basic Horse Riding</li> <li>• Navigation Easy Area</li> </ul>	<ul style="list-style-type: none"> <li>• Implement minimal environmental impact practices</li> <li>• Demonstrate basic horseriding skills</li> <li>• Navigate in tracked or easy untracked areas</li> </ul>
<ul style="list-style-type: none"> <li>• Setting up &amp; Operate a Campsite</li> <li>• Use a Temporary Overnight Site</li> </ul>	<ul style="list-style-type: none"> <li>• Use and maintain a temporary or overnight site</li> <li>• Set up and operate a campsite</li> </ul>
<ul style="list-style-type: none"> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Snorkel dive</li> </ul>
<ul style="list-style-type: none"> <li>• Sail boarding – basic level</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sailboard in controlled conditions demonstrating basic skills</li> </ul>
Facilitate the transfer of learning through an adventure based activity	Take an assistant leadership role in the facilitation of adventure-based learning activities
Design and facilitate adventure based programs requiring advanced facilitation techniques	Facilitate adventure-based learning activities

Outdoor Education	Design and facilitate adventure-based programmes requiring advanced facilitation techniques.
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### Core Unit Standards

South Africa	Australia	Britain
Maintain occupational health and safety	Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace	S&R Level I <ul style="list-style-type: none"> <li>Deal with accidents and emergencies</li> </ul> S&R Level III <ul style="list-style-type: none"> <li>Promote a culture of health and safety</li> </ul>
Demonstrate an understanding of HIV / AIDS and its implications	none	none
Provide for safety and Risk Management in Sport, Recreation and Fitness	Provide emergency care	S&R Level II <ul style="list-style-type: none"> <li>Facilitate participation in activities</li> <li>Deal with accidents and emergencies</li> <li>Contribute to maintain a safe and secure working environment</li> </ul>
Demonstrate Knowledge of Exercise and Fitness Principles	none	none
Gather and Maintain evidence of Experience		S&R Level III <ul style="list-style-type: none"> <li>Plan, manage and evaluate a basic physical conditioning programme</li> </ul>
Administer Sport, Recreation, Fitness and Adventure Facilities	Maintain equipment for activities	S&R Level I <ul style="list-style-type: none"> <li>Help to maintain facility areas</li> </ul>
Adapt available spaces in the community as sport, recreation and fitness facilities		S&R Level III <ul style="list-style-type: none"> <li>Support the efficient use of resources</li> <li>Develop opportunities in the community</li> </ul>
Support and refer participants		S&R Level II <ul style="list-style-type: none"> <li>Look after participants when they are away from home</li> </ul>
Prepare for and conduct adventurous experience		S&R Level II <ul style="list-style-type: none"> <li>Contribute to participants' personal and social development</li> <li>Contribute to adventurous experiences</li> </ul> S&R Level III <ul style="list-style-type: none"> <li>Facilitate adventurous experiences</li> </ul>
Manage and organize groups		S&R Level III <ul style="list-style-type: none"> <li>Contribute to the selection of personnel for activities</li> <li>Lead the work of teams and individuals to achieve their objectives</li> <li>Organize people and resources for outdoor programmes</li> </ul>

Assistant in Adventure Based Learning Facilitation	<ul style="list-style-type: none"> <li>• Take an assist leadership role in the facilitation of adventure-based learning activities</li> <li>• Assist in conducting sport and recreation sessions for clients</li> </ul>	S&R Level III <ul style="list-style-type: none"> <li>• Contribute to the development of teams and individuals</li> <li>• Facilitate adventurous experiences</li> </ul> S&R Level II <ul style="list-style-type: none"> <li>• Facilitate participation in activities</li> </ul>
Conduct a Basic Reviewing session		S&R Level III <ul style="list-style-type: none"> <li>• Promote the transfer of learning from outdoor contexts</li> </ul>

### **Integrated Assessment**

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

### **Recognition of Prior Learning**

This qualification may be achieved in part or in whole through the recognition of prior learning. This will be done by the assessor in consultation with the learner on procedures of assessment.

### **Articulation Possibilities**

The qualification has compulsory core unit standards on sport, recreation and fitness, which are transferable beyond the specific qualification. In the qualification being submitted, the fundamental and core unit standards are the same as for sport, recreation and fitness. This makes it easy for a learner to move from a sport qualification to a recreation or fitness qualification, as they would be able to add the electives and some core unit standards. Progress would be possible moving into areas of sport, recreation and fitness management, coaching, fitness as well as sport science.

### **Moderation**

Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with THETA.

Moderation of assessment will be overseen by the relevant ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency; assessor or provider institution, which is, accredited by the relevant ETQA.

**Criteria for Registration of Assessors:**

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience.
- Declared competent in all the outcomes of the National Assessor Unit Standard as stipulated by SAQA.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Meet any other stipulated requirements by the relevant ETQA.

## Matrix of Qualification Design:

### FUNDAMENTAL

A minimum of 56 credits should be achieved in fundamental. Credits must be accumulated by choosing unit standards specified in each of the following categories.

Unit standard title	NLRD ID	Level	Credits
Analyse and respond to a variety of literary texts	8971	3	5
Interpret and use information from texts	8970	3	5
Use language and communication in occupational learning programmes	8979	4	5
Use the writing process to compose texts required in the business environment	12153	4	5
Apply comprehension skills to interact with written texts in a business environment	12155	4	5
Apply comprehension skills to interact oral texts in a business environment	12154	4	5
Use language and communication in occupational learning programmes	8973	3	5
Access information in order to respond to client enquiries in a financial services environment	9302	3	2
Communicate verbally with clients in a financial services environment	9303	3	3
Use mathematics to investigate & monitor the financial aspects of personal, business, national issues	8983	4	6
Apply knowledge of statistics & probability to critically interrogate & effectively communicate findings on life related problems	9015	4	6
Represent, analyse & calculate shape & motion in 2- & 3- dimensional space in different contexts	9016	4	4

### CORE

A minimum of 47 credits should be achieved in core. The learner must achieve all of the following:

Unit standard title	NLRD ID	Level	Credits
Gather and maintain evidence of experiences	12954	3	2
Adapt available spaces in the community as a sport, recreation and fitness facility	10201	4	3
Administer sport, recreation and fitness facilities	10205	4	4
Assist in Adventure-based Learning facilitation	12951	4	8
Demonstrate a knowledge of exercise and fitness principles	10198	4	5
Manage and organise groups	13604	4	5
Prepare for and Conduct Adventurous Experiences	13606	4	6
Provide for Safety and Risk Management in Sport, Recreation and Fitness	10208	5	5
Support and Refer participants	13618	4	4
Apply entrepreneurship in the administration of Sport, Recreation and Fitness business	10209	4	5

### ELECTIVE

A minimum of 20 credits should be achieved in Elective. The learner must achieve the following unit standard within the context of activity unit standards:

Unit standard title	NLRD ID	Level	Credits
Lead Participants through outdoor recreation and/or adventure activities showing competence in the technical skills	13603	4	20

The following unit standards are optional.

<b>Unit standard title</b>	<b>NLRD ID</b>	<b>Level</b>	<b>Credits</b>
Present Experiential Learning Team Building Programs, Using Ropes Courses and Recreational Activities.	12948	4	5
Facilitate the Transfer of Learning through an Adventure Based Activity	12953	5	8
Implement An Outdoor Education Program	12956	5	15
Design and facilitate adventure based programs requiring advanced facilitation techniques	13595	6	10

The following unit standards are optional and refer to recreational and/or adventure activities.

<b>Unit standard title</b>	<b>NLRD</b>	<b>Level</b>	<b>Credits</b>
Apply Basic Hiking Skills limited to a One-day Hike	13694	3	3
Apply Basic Horse Riding Skills	12940	3	5
Apply Basic Fishing Techniques to Catch and Handle Fish	13695	2	3
Apply Basic Sailboarding Skills	13616	3	5
Apply Basic Rafting Skills on Flat Slow Moving Water not exceeding Grade 2 Rapids for Recreational Purposes.	13696	3	4
Build A Raft For Recreational Purposes	13587	4	2
Conduct a Basic Snorkel Dive	13614	3	5
Demonstrate and Apply Climbing skills in a Limited Range of Situations	13585	3	5
Demonstrate and Apply Off-Road Mountain Bike Skills	13699	4	5
Demonstrate Basic Canoeing Skills Limited to Flat Water Conditions for Outdoor Recreational Purposes	13717	3	3
Demonstrate Basic 4x4 Driving Skills for Outdoor Recreational Purposes	13698	2	3
Move Efficiently and Safely Through a Cave with Minimum Impact	13594	3	4
Marshal a Recreational Paintball Activity	13700	2	3
Navigate in Tracked or Easy Untracked Areas	13586	4	5
Organise and Captain a Standard Recreational Archery Activity	13615	3	3
Oversee a Paintball Activity.	13707	4	15
Plan and Implement Minimum Impact Practices	12941	4	5
Set Up and Operate a Camping Site	13588	2	5
Supervise a Low Ropes Course	12947	4	5
Supervise a High Ropes Course	12946	5	8
Use and Maintain a Temporary Overnight Site	13623	4	5

## Unit Standards at NQF Level 2

1. Title : Apply basic fishing techniques to catch and handle fish (ID 13695).
2. Title : Conduct a basic reviewing session (ID 12952).
3. Title : Demonstrate basic 4x4 driving skills for outdoors recreational purposes (ID 13698).
4. Title : Marshal a recreational paintball activity (ID 13700).
5. Title : Set up and operate a camping site (ID 13588).

## Unit Standards at NQF Level 3

1. Title : Apply basic hiking skills limited to a one-day hike (ID 13694).
2. Title : Apply basic horse riding skills (ID 12940).
3. Title : Apply basic sailboarding skills (ID 13616).
4. Title : Apply basic rafting skills on flat slow moving water not exceeding grade 2 rapids for recreational purposes (ID 13696).
5. Title : Conduct a basic snorkel dive (ID 13614).
6. Title : Demonstrate and apply climbing skills in a limited range of situations (ID 13585).
7. Title : Demonstrate basic canoeing skills limited to flat-water conditions for outdoors recreational purposes (ID 13717).
8. Title : Gather and maintain evidence of experiences (ID 12954).
9. Title : Move efficiently and safely through a cave with minimum impact (ID 13594).
10. Title : Organise and captain a standard recreational archery activity (ID 13615).

## Unit Standards at NQF Level 4

- \* Title : Analyse and understand social issues (ID 8591).
  - \* Title : Adapt available spaces in the community as a sport, recreation and fitness facility (ID 10208).
  - \* Title : Administer sport, recreation and fitness facilities (ID 10205).
  - \* Title : Collate, understand and communicate workplace data (ID 8558).
  - \* Title : Demonstrate an understanding of societal values and ethics (ID 8612).
  - \* Title : Demonstrate an understanding of issues influencing people who have special needs (ID 8561).
  - \* Title : Demonstrate knowledge of exercise and fitness principles. (ID 10198)
  - \* Title : Function in a team (ID 8561).
  - \* Title : Interact orally and in writing in the workplace (ID 8556).
  - \* Title : Plan & conduct research (ID 8559).
  - \* Title : Apply entrepreneurship in the administration of Sport, Recreation and Fitness business (ID10209)
1. Title : Assist in adventure-based learning facilitation (ID 12951).
  2. Title : Build a raft for recreational purposes (ID 13587).
  3. Title : Demonstrate and apply off-road mountain bike skills (ID 13699 ).
  4. Title : Lead participants through outdoor recreation and/or adventure activities showing competence in the technical skills (ID 13603).
  5. Title : Manage and organise groups (ID 13604).
  6. Title : Navigate in tracked or easy untracked areas (ID 13586).
  7. Title : Oversee a paintball activity (ID 13707).
  8. Title : Plan and implement minimum impact practices (ID 12941).
  9. Title : Prepare for and conduct adventurous experiences (ID 13606).
  10. Title : Present experiential learning team building programs, using ropes courses and recreational activities (ID 12948).
  11. Title : Supervise a low rope course (ID 12947).
  12. Title : Support and refer participants (ID 13618).
  13. Title : Use and maintain a temporary overnight site (ID 13623).

### **Unit Standards at NQF Level 5**

- \* Title : Provide for safety and risk management in sport, recreation and fitness (ID 10208).
- 1. Title : Facilitate the transfer of learning through an adventure-based activity (ID 12953).
- 2. Title : Implement an outdoor education program (ID 12956).
- 3. Title : Supervise a high ropes course (ID 12946).

### **Unit Standards at NQF Level 6**

- 1. Title : Design and facilitate adventure-based programs requiring advanced facilitation techniques (ID 12949).

## **UNIT STANDARDS FOR CERTIFICATE IN ADVENTURE-BASED LEARNING LEADERSHIP**

### **UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 2**

#### **1. Title : Apply basic fishing techniques to catch and handle fish.**

- Specific outcome 1. Identify a range of fish popular for catching and eating.
- Specific outcome 2. Identify where fish live, their migration and movements.
- Specific outcome 3. Identify and use simple tackle and equipment.
- Specific outcome 4. Apply easy methods to catch fish.
- Specific outcome 5. Handle fish.
- Specific outcome 6. Adhere to minimum safety requirements.

#### **2. Title : Conduct a basic reviewing session.**

- Specific outcome 1. Demonstrate an understanding of the benefits of reviewing.
- Specific outcome 2. Apply a range of reviewing techniques.
- Specific outcome 3. Ensure the establishment of a learning climate.
- Specific outcome 4. Reflect on and give feed back on the experience of the reviewing session.

#### **2. Title :Demonstrate basic 4x4 driving skills for outdoor recreational purposes.**

- Specific outcome 1. Demonstrate safety principles and environmental responsibilities when driving a 4x4 vehicle.
- Specific outcome 2. Show understanding of the important of mechanicals of a 4x4 vehicle.
- Specific outcome 3. Show understanding off the use of important accessories that can be used on 4x4 vehicles.
- Specific outcome 4. Demonstrate basic 4x4 off road driving techniques in limited range of conditions.
- Specific outcome 5. Use and apply recovery equipment and route finding techniques.
- Specific outcome 6. Negotiate an off-road route.

#### **3. Title : Marshal a recreational paintball activity**

- Specific outcome 1. Apply the basic concepts of safety in paintball.
- Specific outcome 2. Operate a paintball marker.
- Specific outcome 3. Apply the rules of the different game formats.
- Specific outcome 4. Move teams on and off the field.
- Specific outcome 5. Report on the activity.

#### **2. Title :Set up and operate a camping site**

- Specific outcome 1. Identify or select a suitable camping site.
- Specific outcome 2. Set up a camping site.
- Specific outcome 3. Operate a camping site.
- Specific outcome 4. Break up camping site.
- Specific outcome 5. Plan camping menu.
- Specific outcome 6. Store and maintain food and beverages on site.
- Specific outcome 7. Prepare and serve meals.

### **UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 3**

**1. Title : Apply basic hiking skills limited to a one-day hike.**

- Specific outcome 1. Plan for a one day hiking experience.
- Specific outcome 2. Prepare for a one-day hiking experience.
- Specific outcome 3. Complete all relevant administrative procedures.
- Specific outcome 4. Demonstrate correct hiking skills using a backpack.
- Specific outcome 5. Hike in a safe manner.

**2. Title : Apply basic horse riding skills.**

- Specific outcome 1. Select a horse and tack.
- Specific outcome 2. Mount and ride the horse.
- Specific outcome 3. Demonstrate a basic knowledge of the body language of the horse.
- Specific outcome 4. Control horse with consideration of the safety of others.
- Specific outcome 5. Dismount and lead horse.
- Specific outcome 6. Cool down and release horse.

**3. Title : Apply basic sailboarding skills.**

- Specific outcome 1. Select equipment and prepare for participation.
- Specific outcome 2. Rig a sailboard.
- Specific outcome 3. Launch and land a sailboard.
- Specific outcome 4. Maneuver a sailboard by using basic techniques.
- Specific outcome 5. Maintain safety of self and others.
- Specific outcome 6. Maintain and repair equipment.

**4. Title : Apply basic rafting skills on flat slow moving water not exceeding grade 2 rapids for recreational purposes.**

- Specific outcome 1. Select and use rafting equipment in a safe manner.
- Specific outcome 2. Launch, land and secure a raft.
- Specific outcome 3. Control the raft in moving water.
- Specific outcome 4. Plan and run a route through moving water.
- Specific outcome 5. Apply capsize procedures.

**6. Title : Conduct a basic snorkel dive.**

- Specific outcome 1. Use and maintain snorkel dive equipment.
- Specific outcome 2. Apply correct snorkel dive techniques.
- Specific outcome 3. Execute snorkel dives.
- Specific outcome 4. Deal with emergency and safety incidents.

**6. Title : Demonstrate basic canoeing skills limited to flat water conditions for outdoor recreational purposes.**

- Specific outcome 1. Select and prepare the craft and other equipment.
- Specific outcome 2. Embark and disembark the craft.
- Specific outcome 3. Maneuver the craft in controlled conditions on flat water.
- Specific outcome 4. Apply capsize procedures and drills.
- Specific outcome 5. Apply basic rescue techniques.
- Specific outcome 6. Secure craft.

**7. Title : Demonstrate and apply climbing skills in a limited range of situations.**

- Specific outcome 1. Select a suitable route.
- Specific outcome 2. Utilise equipment effectively.
- Specific outcome 3. Demonstrate climbing techniques.

- Specific outcome 4. Select a route suitable for the abilities of the climbing party.
- Specific outcome 5. Select equipment for a designated route.
- Specific outcome 6. Apply safety procedures.

**8. Title : Gather and maintain evidence of experiences.**

- Specific outcome 1. Provide completed evidence report in the form of a prescribed logbook or portfolio that can be used for evaluation/assessment.
- Specific outcome 2. Ensure that the evidence recorded is legal and ethical in accordance with the minimum standards required from the outdoor recreation industry.
- Specific outcome 3. Indicate the time periods of experiences and minimum time periods required as well as the environment when recording experiences.
- Specific outcome 4. Demonstrate professional codes and a set of values in recording your experiences.
- Specific outcome 5. Proof by means of evidence first aid training and any other relevant training records /certificate and unit standards assessments.

**9. Title : Move efficiently and safely through a cave with minimum impact.**

- Specific outcome 1. Move safely through a cave.
- Specific outcome 2. Move efficiently through a cave.
- Specific outcome 3. Use cave specific personal navigation skills.
- Specific outcome 4. Move with minimal impact through a cave.

**10. Title : Organise and captain a standard recreational archery activity.**

- Specific outcome 1. Strictly apply the full content of safety in archery.
- Specific outcome 2. Operate archery equipment.
- Specific outcome 3. Draw the bow.
- Specific outcome 4. Demonstrate knowledge of and apply the two basic ways of aiming and shooting.
- Specific outcome 5. Demonstrate knowledge of the range layout and shooting requirements.
- Specific outcome 6. Apply the shooting rules of the various rounds that can be used.
- Specific outcome 7. Evaluate and give feed back on the activity.

**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 4**

**1. Title : Assist in adventure-based learning facilitation.**

- Specific outcome 1. Identify the role of adventure and challenge in learning.
- Specific outcome 2. Understand the aims and intentions of Adventure Based Learning programs.
- Specific outcome 3. Use a suitable sequence within the activity.
- Specific outcome 4. Apply appropriate activity-specific and interpersonal skills.
- Specific outcome 5. Apply transfer of learning and reflective techniques.
- Specific outcome 6. Evaluate adventure-based learning activity.

**2. Title : Build a raft for recreational purposes.**

- Specific outcome 1. Demonstrate the ability to include raft building in a sequence of activities for a recreational, educational or development programme.
- Specific outcome 2. Brief participants on how to use the equipment that is made available to solve a problem in building a raft as a group.
- Specific outcome 3. Ensure safety during the exercise.
- Specific outcome 4. Conclude the activity.
- Specific outcome 5. .

### **3. Title : Demonstrate and apply mountain bike skills.**

- Specific outcome 1. Conduct pre-activity checks on equipment in order to correct any deficiency.
- Specific outcome 2. Demonstrate a high level cycling skills
- Specific outcome 3. Negotiate an off-road (unsealed) route.
- Specific outcome 4. Adhere to minimum safety requirements
- Specific outcome 5. Maintain and repair cycling equipment in the field.
- Specific outcome 6. Use a support vehicle.

### **4. Title : Lead participants through outdoor recreation and/or adventure activities showing competence in the technical skills.**

- Specific outcome 1. Demonstrate relevant technical skills and techniques appropriate to the chosen activity.
- Specific outcome 2. Maintain safety and participant's physical welfare.
- Specific outcome 3. Lead participants through the activity.
  
- Specific outcome 4. Manage equipment and activity environment and/or facility.
- Specific outcome 5. Demonstrate environmental considerations.
- Specific outcome 6. Operate within the national/international legal framework.

### **5. Title : Manage and organise groups.**

- Specific outcome 1. Maintain the well being of the group / participants /client.
- Specific outcome 2. Make logistical arrangements.
- Specific outcome 3. Maintain group cohesion and motivational aspects.
- Specific outcome 4. Introduce group members to volunteers / activity leaders.
- Specific outcome 5. Establish effective communication channels.
- Specific outcome 6. Understand issues that construct the specificity of a group.

### **6. Title : Navigate in tracked or easy untracked areas.**

- Specific outcome 1. Interpret and use a map.
- Specific outcome 2. Use a compass to maintain a designated course.
- Specific outcome 3. Plan a route in a tracked or easy untracked area using a map and/or a compass.
- Specific outcome 4. Navigate in tracked or easy untracked areas.
- Specific outcome 5. Deal with common emergencies and local hazards.

### **8. Title : Oversee a paintball activity.**

- Specific outcome 1. . Oversee a single paintball site
- Specific outcome 2. Implement safety measures applicable to the paintball activity and/or facility.
- Specific outcome 3. Apply emergency procedures.
- Specific outcome 4. Maintain equipment.
- Specific outcome 5. Marshal activities and tournaments.
- Specific outcome 6. Report on the site activities.

### **9. Title : Plan and implement minimum impact practices.**

- Specific outcome 1. Determine the impact of outdoor recreation or adventure activities on the environment.
- Specific outcome 2. Identify the interrelationships occurring within a natural environment.
- Specific outcome 3. Plan for minimal impact.
- Specific outcome 4. Adopt minimal impact practices.
- Specific outcome 5. Implement methods to minimise impact.
- Specific outcome 6. Monitor and review minimal impact practices.

**10. Title : Prepare for and conduct adventurous experiences.**

- Specific outcome 1. Prepare for adventure activity experiences.
- Specific outcome 2. Prepare participants for adventurous experiences
- Specific outcome 3. Supervise adventurous experiences.
- Specific outcome 4. Conclude outdoor development experiences.
- Specific outcome 5. Conclude and review the adventurous experiences.

**11. Title : Present experiential team building programs, using ropes courses and recreational activities.**

- Specific outcome 1. Explain the theory on introductory level regarding team building and experiential learning.
- Specific outcome 2. Design an experiential team building program
- Specific outcome 3. Plan and prepare for the use of ropes courses and recreational activities.
- Specific outcome 4. Understand team development issues and apply tools.
- Specific outcome 5. Evaluate the program and apply follow up methods.

**12. Title : Supervise a low ropes course.**

- Specific outcome 1. Differentiate between challenge ropes courses.
- Specific outcome 2. Program a suitable sequence of activities.
- Specific outcome 3. Conduct pre-activity inspection.
- Specific outcome 4. Determine course operational procedures.
- Specific outcome 5. Teach spotting to the participants.
- Specific outcome 6. Ensure safety during low ropes course activities.
- Specific outcome 7. Supervise the use of low ropes course activities.
- Specific outcome 8. Conclude the low ropes activity.

**13. Title : Support and refer participants.**

- Specific outcome 1. Recognise participant's distress and their need for support.
- Specific outcome 2. Establish a trust-relationship between themselves and the participants.
- Specific outcome 3. Manage the situation in the event of distress.
- Specific outcome 4. Reflect on their own attitudes towards caring, supporting and mentoring.
- Specific outcome 5. Refer issues outside their own expertise to relevant and recognised professionals.
- Specific outcome 6. Evaluate the relationship and progress with individuals.
- Specific outcome 7. Keep records of interactions.

**14. Title : Use and maintain a temporary site.**

- Specific outcome 1. Select a suitable temporary site.
- Specific outcome 2. Establish a shelter.
- Specific outcome 3. Maintain a temporary site.
- Specific outcome 4. Adhere to minimum safety requirements.

**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5**

**1. Title : Facilitate the transfer of learning through an adventure-based activity.**

- Specific outcome 1. Select and sequence activities in such a way that it will prepare and address the environment, the participants' learning needs as well as the transfer of learning.
- Specific outcome 2. Ensure activities as correctly chosen – to ensure progression – for transfer of learning in different contexts.

- Specific outcome 3. Manage physical and emotional limits of participants by implementing challenge by choice opportunities within the program.
- Specific outcome 4. Use techniques to encourage participants by giving feedback and reflecting important roles of individuals and group members during the program.
- Specific outcome 5. Show fairness and empathy to participants.
- Specific outcome 6. Facilitate transfer of learning throughout the program.
- Specific outcome 7. Evaluate the adventure based learning program to ensure that the goals and transfer of learning were achieved.

**2. Title : Implement an outdoor education programme.**

- Specific outcome 1. Demonstrate knowledge of the branches of Outdoor Education in an outdoor education programme.
- Specific outcome 2. Identify and agree on individual and group educational needs.
- Specific outcome 3. Design an outdoor education programme.
- Specific outcome 4. Initiate the outdoor education experience.
- Specific outcome 5. Monitor and support outdoor educational experiences.
- Specific outcome 6. Safeguard the participants in an outdoor education programme.
- Specific outcome 7. Conclude the Outdoor Education experience.

**3. Title : Supervise a high ropes course.**

- Specific outcome 1. Program a sequence of activities suitable to the needs of the participants, stage of group formation and individual / group goals.
- Specific outcome 2. Select equipment for use in high ropes courses.
- Specific outcome 3. Conduct pre-activity inspection.
- Specific outcome 4. Ensure safety during high ropes course activities.
- Specific outcome 5. Teach belay methods.
- Specific outcome 6. Supervise the use of high ropes course activities.
- Specific outcome 7. Conclude the high ropes activity.
- Specific outcome 8. Compile course operational procedures.

**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 6**

**1. Title : Design and facilitate adventure-based programmes requiring advanced facilitation techniques.**

- Specific outcome 1. Choose a selection of activities to enhance the adventure based learning program for participants with complex needs.
- Specific outcome 2. Implement isomorphic framing techniques within a specific program of activities.
- Specific outcome 3. Implement indirect frontloading techniques in an appropriate manner to achieve the desired outcomes.
- Specific outcome 4. Evaluate the adventure based learning program to ensure that the goals for client participation with complex or specific needs were achieved.
- Specific outcome 5. Ensure self-care principles are applied by acknowledging own limitations and referring of complex issues.