No. 105   **9 February 2009**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

Adventure Based Learning

registered by Organising Field 11 - Services, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later than 9 March 2009.* All correspondence should be marked **Standards Setting** – Task Team **Adventure Based Learning** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. E. Brown*
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> Private Bag X06
> Waterkloof
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D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Adventure-Based Learning

SAQA QUAL ID	QUALIFICATION TITLE		
65569	Further Education and Training Certificate: Adventure-Based Learning		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	137	Level 4	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

In the context of the Adventure-Based Learning industry, this qualification will enable a successful learner to develop and lead creative, innovative and exciting programmes and adventure recreation activities; which are largely, but not exclusively, based outdoors.

Individuals meeting the requirements of this qualification will be able to contribute positively towards safe, interesting and exciting indoor and outdoor experiences for the participants, and in so doing contribute to the development of the adventure recreation industry of South Africa. The qualifying learner will also contribute positively to an increasing awareness of the role that adventure recreation plays in the overall well-being of participants, and the benefits it has for the broader community, and this is likely to increase participation levels.

Learners will be capable of combining a range of self-organisation and life-long learning skills with a working knowledge of Adventure-Based learning practices and integrating these within a context to produce a multi-skilled practice.

The qualifying learner will be able to:

> Apply the principles of facilitation within the Adventure-Based Learning environment.
> Prepare Adventure-Based Learning activities and/or programmes according to organisational requirements.
> Conduct Adventure-Based Learning activities according to operational requirements.

Rationale:

The growth and expansion within the adventure, leadership and team-building sectors within the Adventure-Based Learning industry, require competent and qualified activity leaders or facilitators to offer outdoor recreation experiences that are available for the public.

This qualification forms part of a qualification set for this industry and will enable career-path development for individuals operating within the following three main fields of operation:

> Outdoor Recreation.
> Outdoor Guiding.
> Extreme Adventure, Recreation and Sport.

Adventure-Based Learning provides a unique combination of the use of the outdoors as a classroom and a variety of adventure recreation activities as the medium to create experiences that can provide learning opportunities for alternative education.

In particular, this qualification will develop the competencies required by individuals operating as:

> Leaders of volunteer groups.
> Group instructors.
> Senior instructors.
> Programme Co-ordinators.
> Professional ABL practitioners.
> Outdoor Recreation Therapists.

Adventure-Based learning activities may be planned, conducted and facilitated for a variety of purposes, and settings including youth programmes, alternative/environmental education, social development, team building, leadership training or outdoor recreation therapy. They may be offered by a range of Adventure-Based organisations, including:

> Adventure-Based Outdoor Centres.
> Training and development companies and organisations.
> Adventure Institutions offering outdoor and adventure programmes.
> Schools and Colleges.
> Tertiary education offering recreation programmes.
> Organisations specialising in utilising recreation rehabilitation.

This qualification is designed to meet the needs of learners who are either actively involved in the Adventure-Based Learning environment or individuals who desire to further develop their skills in order to enter this industry.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners accessing this qualification are competent in:

> Communication at NQF Level 3.
> Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning.

RPL may also be used by learners, who are not in possession of a GETC or equivalent qualification, to gain access to the Qualification. ·

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

Access to the Qualification:

> There is open access for learners who are able to arrange for assessment in either an Adventure- Based Learning or Adventure Guiding environment.

QUALIFICATION RULES
The qualification is made up of Fundamental, Core and Elective unit standards and a minimum of 137 Credits is required to complete the qualification.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

> Mathematical Literacy at NQF Level 4 to the value of 16 credits.
> Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
> Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.
> It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

> The Core Component consists of Unit Standards to the value of 66 credits all of which are compulsory.

Elective Component:

> Elective unit standards to the value of 15 credits must be selected.

EXIT LEVEL OUTCOMES
1. Apply the principles of facilitation within the Adventure-Based Learning environment.

2. Prepare Adventure-Based Learning activities and/or programmes according to organisational requirements.

3. Conduct Adventure- Based Learning activities according to operational requirements.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes:

Communicate effectively:
> Effective communication is enabled through the maintaining of relevant communication as per organisational requirements.

Identify and solve problems:

> Problems are identified and solved in the planning and conducting of Adventure-Based Learning activities and/or programmes as it relates to the planning execution and reviewing of all related responsibilities.

Collect, analyse, organise, and critically evaluate information:
> Information is collected analysed, organized and evaluated in the preparation, conducting and conclusion of Adventure-Based Learning activities.

Organise and manage own activities:
> Own activities are managed and organised in the performance of Adventure-Based Learning.

Work in a team:
> Teamwork is supported in the operational environment and the execution of Adventure-Based Learning responsibilities.

Seeing the world as a set of interrelated systems:
> Inter-relatedness of systems is supported in the observing and management of group dynamics as well as the conducting of activities in the natural outdoor environment.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

1.1. Facilitation as a tool within the Adventure-Based Learning environment is explained in terms of its use in the different models of Adventure-Based Learning.
1.2. Group dynamics are explained inn terms of its effect and application in the management and organising of groups in order to conduct Adventure-Based Learning facilitation.
1.3. The role, purpose and function of participant support is explained in terms of achieving the aims and objectives of an Adventure-Based Learning facilitation process.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Outdoor recreation and adventure activities used in the operational environment are identified and described in terms of their application in an Adventure learning programme.
2.2 Adventure and recreation activities are selected and sequenced to prepare for the implementation of planned Adventure-Based learning programmes.
2.3 Operational requirements specific to selected outdoor adventure and recreation activities and/or programmes are evaluated to ensue that minimum impact practices are implemented.
2.4 The potential impact of activities and/or programmes on individuals and groups are evaluated so as to assist in the choice of activities that have minimal negative and maximum positive impact.
2.5 Pre-implementation preparation for activities are concluded according to organisational and industry requirements.
2.6 Group and activity administration is concluded according to organisational and industry requirements.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Communication is maintained in order to brief and lead participants through a recreation and/or adventure activity/programme.
3.2 Adventure-Based Learning activities and/or programmes are supervised and conducted in accordance with organisational procedures, time-frames and standards.
3.3 Technical skills are applied to lead participants through selected activities/Adventure-Based Learning programme in a variety of terrains.
3.4 Navigation in natural environments is conducted in a manner ensuring that minimal impact practices are maintained.

3.5 Adventure-Based Learning activities/programmes are concluded in order to meet specific activity outcomes and objectives.
3.6 Review sessions are concluded in support of effectiveness of the learning experiences for the participants.
3.7 Post activity responsibilities are conducted according to organizational and industry requirements.

Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

> Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.
> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment may require assessment methods, which take evidence generated during on-the job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, and foundational competencies should be assessed.

Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way. Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY
Adventure-Based Learning is utilised in countries such as Britain, New Zealand and Australia. Outdoor adventure activities are also used in the USA but training and development of instructors/facilitators and practitioners is well-established and recorded in terms of qualifications utilised in Britain and Australia, which are presently regarded as world-leaders in the utilisation of adventure activities in a learning environment.

Due to the well-regulated structure of Adventure-Based Learning organisations and the well-established requirements of skills and competencies against recognised qualifications in the ABL environment in these countries, the decision was taken to conduct international comparability against qualifications utilised by Australia and Britain.

Comparisons were conducted against the following qualifications:

> The Australian Certificate in Outdoor Recreation Level 3.

> The British NCFE Level 3 Certificate in Outdoor Activity Leadership.

The British NCFE Level 3 Certificate in Outdoor Activity Leadership contains the following core competencies:

> Contribute to improving personal and organisational performance.
> Organise people and resources for outdoor programmes.
> Promote Health and Safety.
> Promote the conservation of the environment.
> Establish and maintain effective working relationships.
> Design outdoor recreation programmes.
> Deliver education in the outdoors.
> Promote the transfer of learning from outdoor experiences.
> Design outdoor development training programmes.
> Deliver training in the outdoors.
> Facilitate adventurous experiences.

Similarities in the Further Education and training Certificate: Adventure-Based Learning is found in the following unit standards making up the core component of the qualification:

> Facilitate learning through an Adventure-Based activity.
> Plan and implement minimum impact practices.
> Manage and organise groups.
> Prepare to conduct and conclude adventurous experiences.
> Lead participants through an outdoor recreation and/or adventure activity showing competence in the technical skill required.

The Further Education and training Certificate: Adventure-Based Learning qualification differs through the inclusion of the following areas of competency:

> Navigate in natural environments.
> Support and refer participants.
> Use and maintain a temporary overnight site.
> Present Adventure-Based learning team-building programme and recreational activities.
> Conduct a reviewing session.

The important role of Adventure-Based learning in the South African context as it relates to team building and the honing of group cohesion within a new political dispensation is the reason for the inclusion of learning related to participant support, team building and reviewing of learning. In addition, the natural environments in which our adventure and recreational activities often take place require skills in the navigation of natural environments as well as the use and maintaining of overnight sites.

The Australian Level 3 Certificate in Outdoor Recreation comprises the following competency focus areas:

> Facilitate a group.
> Guide outdoor recreation sessions.
> Maintain environmental procedures.
> Maintain environmental procedures.
> Plan for minimal environmental impact.
> Plan outdoor recreation activities.
> Respond to emergency situations.
> Undertake risk analysis of activities.

The following ranges of technical skills are provided in elective modules in this qualification:

> Climbing skills - Artificial surface.
> Climbing skills - Natural surface.
> Inland canoeing skills.
> Inland kayaking skills.
> Sea kayaking skills.
> Single pitch abseil skills - Natural surfaces.
> Single pitch abseil skills - Artificial surfaces.
> Surfing manoeuvres.
> Snowboarding.
> Bushwalk skills - easy untracked.
> Bushwalk skills - difficult.
> Diving.
> Low rope sessions.
> High rope sessions.
> Archery.
> Cycling.
> Caving.
> Snorkelling.
> Surfing.
> Rafting.

Similarities in the Further Education and training Certificate: Adventure-Based Learning is found in the following unit standards making up the core component of the qualification:

> Facilitate learning through an Adventure-Based activity.
> Plan and implement minimum impact practices.
> Manage and organise groups.
> Prepare to conduct and conclude adventurous experiences.
> Lead participants through an outdoor recreation and/or adventure activity showing competence in the technical skill required.

The qualification differs through the inclusion of the following areas of competency:

> Navigate in natural environments.
> Support and refer participants.
> Use and maintain a temporary overnight site.
> Present an Adventure-Based learning team-building programme and recreational activities.
> Conduct a reviewing session.

The elective component of the Further Education and training Certificate: Adventure-Based Learning compares well in terms of the following adventure and/or recreational activities and technical skills:

> Rafting.
> Paintball.
> Low ropes.
> Abseiling.
> Orienteering (applied to trails etc.).
> Foefie slide.
> Kloofing.
> High ropes.

Whilst some of the elective components are already addressed in the Level 3 qualification they are available for inclusion into the elective component of the Further Education and training Certificate: Adventure-Based Learning should it be deemed a requirement.

Safety and risk assessment is incorporated into each unit standard dealing with technical skills in the elective component of the qualification, thus avoiding the possibility of poor integration with technical skills.

No similar qualifications are offered in SADC countries.

Conclusion:

The comparison exercise has indicated a strong alignment of the learning in the Further Education and training Certificate: Adventure-Based Learning to best practice offered internationally. While the Australian qualification offers in excess of 40 specialisation activities, the ones chosen for the local context are regarded as adequate for the South African context.

The industry in Britain and Australia is regulated quite rigorously and training and operational safety and conduct are maintained via established watchdog bodies such as the Institute of Outdoor Learning (UK), Adventure Activity Licensing Authority (AALA) and the Australian Outdoor Recreation Council (AORC). This is not the case in South Africa, hence a strong focus on safety and safe practices can be found in the unit standards in the Further Education and training Certificate: Adventure-Based Learning.

The qualification is comparable to best international practice and is appropriate for South Africa in terms of the current Adventure-Based Learning set-up in the country.

ARTICULATION OPTIONS
This Qualification will provide for horizontal and vertical articulation within the envisaged Learning pathway for the Adventure-Based Learning environment. As no similar qualifications are presently registered on the NQF, articulation outside of the ABL environment could possibly include:

Horizontal articulation:

> ID 58163: Further Education and training Certificate: Community Recreation, NQF Level 4.

Vertical articulation:

> National Certificate: Recreation Management, NQF Level 5.
> National Higher Certificate: Recreation Management, NQF Level 5.

MODERATION OPTIONS
> Anyone moderating assessment of a learner, against this Qualification must be registered as a moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that may enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment may be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the Qualification.

> Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
Anyone assessing a learner, against this Qualification must be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

> To be registered as an assessor with the relevant ETQA.
> To be in possession of a relevant qualification at NQF Level 6 or higher.

NOTES
Operational requirements within different Adventure-Based Learning settings/organisations may differ due to a specific preference for adventure activities to transfer learning. Regardless of the type of activities utilised, all operational environments will need to pay particular attention to:

> Equipment and infrastructure requirements.
> Equipment preparation and maintenance.
> Safety standards.
> Environmental utilisation and care.
> Preparation of the operational environment.

Post activity responsibilities within the operational environment will likewise be organisationally specific but will include:

> Adventure equipment inspection and maintenance.
> Environment care.
> Infrastructure maintenance.
> Programme administration and feedback.
> Incident reports.
> Activity evaluation.

It is recommended that a learner should complete 1 000 hours of practical experience to give the learner practice in applying Adventure-Based Learning skills. This is within the bounds of completion of a certificate within 1 year of full-time study. It also represents the minimum amount of experience appropriate to the practical application of the required skills both in terms of facilitation but also in terms of activity and equipment related safety and mastery of skills.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	262278	Conduct a reviewing session	Level 4	5
Core	262279	Conduct an adventurous experience	Level 4	8
Core	262304	Facilitate learning through an adventure based learning (abl) experience	Level 4	8
Core	262317	Lead participants through an outdoor recreation and adventure activity	Level 4	10
Core	262320	Manage and organise groups	Level 4	10
Core	262318	Navigate in natural environments	Level 4	5
Core	262305	Plan and implement minimum impact practices	Level 4	5
Core	262238	Present team building programmes and recreational activities	Level 4	10
Core	262319	Support and refer participants	Level 4	5
Elective	119730	Co-ordinate volunteer activities	Level 3	4
Elective	262302	Conduct an abseil experience in an artificial or selected natural site	Level 3	8
Elective	262244	Control and maintain adventure equipment	Level 3	5
Elective	262241	Supervise a low ropes course in an adventure environment	Level 3	5
Elective	262240	Use orienteering techniques in a mapped area	Level 3	3
Elective	262243	Conduct a sea kayaking experience for recreational use	Level 4	5
Elective	262245	Lead a survival experience in the outdoors	Level 4	6
Elective	262246	Set up and operate a camping site	Level 4	5
Elective	262242	Supervise a high ropes course	Level 4	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Present team building programmes and recreational activities

SAQA US ID	UNIT STANDARD TITLE		
262238	Present team building programmes and recreational activities		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Explain the theory of team building as it applies to Adventure-based learning.

SPECIFIC OUTCOME 2
Design a team-building programme according to identified needs.

SPECIFIC OUTCOME 3
Implement the programme to facilitate team building.

SPECIFIC OUTCOME 4
Evaluate the programme and follow up according to organisational requirements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use orienteering techniques in a mapped area

SAQA US ID	UNIT STANDARD TITLE		
262240	Use orienteering techniques in a mapped area		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Interpret and use a map by identifying scale

SPECIFIC OUTCOME 2
Use a map to orientate position and course.

SPECIFIC OUTCOME 3
Orienteer through demarcated terrain.

SPECIFIC OUTCOME 4
Deal with common emergencies and local hazards.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Supervise a low ropes course in an adventure environment

SAQA US ID	UNIT STANDARD TITLE			
262241	Supervise a low ropes course in an adventure environment			
ORIGINATOR		PROVIDER		
Task Team - Adventure Based Learning				
FIELD		SUBFIELD		
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Apply knowledge of low ropes courses in order to plan a low ropes programme.

SPECIFIC OUTCOME 2
Prepare a low ropes course to ensure safety of participants.

SPECIFIC OUTCOME 3
Prepare participants for a low ropes programme.

SPECIFIC OUTCOME 4
Supervise and conclude low ropes course activities.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Supervise a high ropes course

SAQA US ID	UNIT STANDARD TITLE			
262242	Supervise a high ropes course			
ORIGINATOR		PROVIDER		
Task Team - Adventure Based Learning				
FIELD		SUBFIELD		
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Plan a High Rope course suitable to the needs of the participant/group goals.

SPECIFIC OUTCOME 2
Prepare equipment for a high rope course to ensure participant safety.

SPECIFIC OUTCOME 3
Prepare individuals for participation in a high-ropes course.

SPECIFIC OUTCOME 4
Supervise and conclude high ropes course activities.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a sea kayaking experience for recreational use

SAQA US ID	UNIT STANDARD TITLE		
262243	Conduct a sea kayaking experience for recreational use		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Prepare to conduct a sea kayaking experience.

SPECIFIC OUTCOME 2
Demonstrate sea-kayaking skills.

SPECIFIC OUTCOME 3
Conduct a sea-kayaking experience.

SPECIFIC OUTCOME 4
Conclude and review the sea-kayaking experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Control and maintain adventure equipment

SAQA US ID	*UNIT STANDARD TITLE*		
262244	Control and maintain adventure equipment		
ORIGINATOR		*PROVIDER*	
Task Team - Adventure Based Learning			
FIELD		*SUBFIELD*	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Demonstrate knowledge of adventure equipment.

SPECIFIC OUTCOME 2
Maintain an inventory of adventure equipment.

SPECIFIC OUTCOME 3
Carry out maintenance and repairs according to the policies in the area of operation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Lead a survival experience in the outdoors

SAQA US ID	UNIT STANDARD TITLE		
262245	Lead a survival experience in the outdoors		
ORIGINATOR		**PROVIDER**	
Task Team - Adventure Based Learning			
FIELD		**SUBFIELD**	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	6

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

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SPECIFIC OUTCOME 1
Conduct preparations for a survival experience.

SPECIFIC OUTCOME 2
Brief and prepare the group participating in a survival experience.

SPECIFIC OUTCOME 3
Conduct a survival experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Set up and operate a camping site

SAQA US ID	UNIT STANDARD TITLE		
262246	Set up and operate a camping site		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Select a suitable camping site within the area of operation.

SPECIFIC OUTCOME 2
Conclude logistical arrangements according to identified intervention requirements.

SPECIFIC OUTCOME 3
Conduct a camping intervention.

SPECIFIC OUTCOME 4
Conclude a camping intervention.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a reviewing session

SAQA US ID	*UNIT STANDARD TITLE*		
262278	Conduct a reviewing session		
ORIGINATOR		*PROVIDER*	
Task Team - Adventure Based Learning			
FIELD		*SUBFIELD*	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Apply principles of review to enhance Adventure based Learning.

SPECIFIC OUTCOME 2
Conduct review sessions to enhance an Adventure Based Learning experience.

SPECIFIC OUTCOME 3
Reflect on and provide feedback on the information captured during reviewing sessions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an adventurous experience

SAQA US ID	*UNIT STANDARD TITLE*		
262279	Conduct an adventurous experience		
ORIGINATOR		*PROVIDER*	
Task Team - Adventure Based Learning			
FIELD		*SUBFIELD*	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Plan and prepare for an Adventure-based activity according to operational requirements.

SPECIFIC OUTCOME 2
Prepare participants for an adventure based activity.

SPECIFIC OUTCOME 3
Supervise an adventurous experience according to operational requirements.

SPECIFIC OUTCOME 4
Monitor the safety, enjoyment and achievement of participants.

SPECIFIC OUTCOME 5
Conclude an adventurous experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an abseil experience in an artificial or selected natural site

SAQA US ID	UNIT STANDARD TITLE		
262302	Conduct an abseil experience in an artificial or selected natural site		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Select, fit and use abseiling equipment.

SPECIFIC OUTCOME 2
Set up an abseiling site.

SPECIFIC OUTCOME 3
Apply correct abseiling techniques.

SPECIFIC OUTCOME 4
Apply safety procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Facilitate learning through an adventure based learning (abl) experience

SAQA US ID	UNIT STANDARD TITLE		
262304	Facilitate learning through an adventure based learning (abl) experience		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Select Adventure-based activities in order to meet clients' and organisational needs and requirements.

SPECIFIC OUTCOME 2
Prepare for the facilitation of learning in the Adventure Based Learning environment.

SPECIFIC OUTCOME 3
Facilitate learning in an Adventure Based Learning environment.

SPECIFIC OUTCOME 4
Maintain the physical, mental and emotional well being of participants throughout the facilitation process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan and implement minimum impact practices

SAQA US ID	*UNIT STANDARD TITLE*		
262305	Plan and implement minimum impact practices		
ORIGINATOR		*PROVIDER*	
Task Team - Adventure Based Learning			
FIELD		*SUBFIELD*	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Determine the impact of activities on the operational environment.

SPECIFIC OUTCOME 2
Plan for minimal impact on the environment.

SPECIFIC OUTCOME 3
Implement practices which minimise impact on the environment in which activities are conducted.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Lead participants through an outdoor recreation and adventure activity

SAQA US ID	UNIT STANDARD TITLE		
262317	Lead participants through an outdoor recreation and adventure activity		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Demonstrate relevant technical skills appropriate to a selected activity.

SPECIFIC OUTCOME 2
Lead participants through a selected activity.

SPECIFIC OUTCOME 3
Apply safety practices to ensure participant's physical well-being.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Navigate in natural environments

SAQA US ID	UNIT STANDARD TITLE		
262318	Navigate in natural environments		
ORIGINATOR		PROVIDER	
Task Team - Adventure Based Learning			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Use navigational equipment correctly in a natural environment.

SPECIFIC OUTCOME 2
Plan a route in a tracked or easy untracked area using a map and/or a compass.

SPECIFIC OUTCOME 3
Navigate tracked or easy untracked areas safely.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SAQA

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Support and refer participants

SAQA US ID	*UNIT STANDARD TITLE*		
262319	Support and refer participants		
ORIGINATOR		*PROVIDER*	
Task Team - Adventure Based Learning			
FIELD		*SUBFIELD*	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Evaluate individual behaviour in order to identify support requirements within the operational environment.

SPECIFIC OUTCOME 2
Provide support in response to identified requirements.

SPECIFIC OUTCOME 3
Facilitate professional assistance through referral in situations where so required.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Manage and organise groups

SAQA US ID	*UNIT STANDARD TITLE*		
262320	Manage and organise groups		
ORIGINATOR		*PROVIDER*	
Task Team - Adventure Based Learning			
FIELD		*SUBFIELD*	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Organise members of a group and the group as a unit.

SPECIFIC OUTCOME 2
Manage the functions, expectations and performance of a group.

SPECIFIC OUTCOME 3
Motivate the members of a group and the group as a unit.

SPECIFIC OUTCOME 4
Develop channels of communication with and within a group.

SPECIFIC OUTCOME 5
Resolve problems arising with and within a group.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65569	Further Education and Training Certificate: Adventure-Based Learning	Level 4