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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Tourism, Adventure & Guiding

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.saq.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 14 April 2009**. All correspondence should be marked **Standards Setting – SGB** for Tourism, Adventure & Guiding and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Adventure Based Learning

SAQA QUAL ID		QUALIFICATION TITLE	
66190		National Certificate: Adventure Based Learning	
ORIGINATOR		PROVIDER	
SGB Tourism, Adventure & Guiding			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 5	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:

The qualification is aimed at individuals already employed or planning to become employed in operational supervision in the Adventure Based Learning sector. Competent learners will be able to provide effective and efficient support as Adventure Based Learning organisers responsible for the development of programmes used for indoor and outdoor learning experiences.

In addition, the qualifying learner will be in a position to provide operational leadership to facilitators and instructors operating at adventure based learning sites whilst contributing to operations considering environmental impact and in particular the maintaining of safety and effective transfer of learning in accordance with industry standards.

This is critical to support the services offered within the industry from a perspective of professional and safe operation and will help to retain and grow the number of individuals progressing and being retained within the Adventure Based Learning environment as it will enable career progression through positioning of the learner to further their learning, practice and career within the guiding, recreation and tourism industry, either at further NQF levels, or in other areas of practice.

The learner successfully completing this qualification will have gained knowledge and ability to be able to:

- > Administer an Adventure Based Learning organisation or centre.
- > Design Adventure Based Learning Programmes.
- > Implement Adventure Based Learning Programmes.

Rationale:

In the context of creating a learning pathway for Adventure Based Learning practitioners, this qualification is intended to lead on from the FETC Adventure Based Learning. If this type of learning environment is to become truly accessible for all South Africans, it is essential that practitioners be afforded the opportunity to follow a career path by receiving recognised training

to provide accessibility to programmes in this sector offered on higher levels of the National Qualifications Framework.

Adventure Based Learning practitioners at this level should be aware of the unique physical and safety demands of this alternative learning environment. This qualification will provide standards for safe and effective programme planning and implementation, which promote industry standards and benefits to individuals accessing this environment for purposes of personal and team development.

In being made aware of the requirements of Adventure Based Training interventions, practitioners will instil good attitudes, habits and behaviour in facilitators/instructors which will enable them to pursue higher levels of performance. In addition, individuals operating on this level will design and develop Adventure Based programmes and supervise the implementation and application thereof to develop the skills and competencies of volunteers and junior facilitators in support of transformation in the industry.

Adventure Based Learning competencies acquired in this qualification can be applied to positions such as:

- > Head facilitator/instructor.
- > Adventure Based Learning Programmes Leader.
- > Self-employed private Adventure Based Learning practitioner.
- > Centre manager.

The adventure-based industry is advancing rapidly and gaining greater status as a unique learning environment. To ensure its continued progress there is a need to build capacity in this sub-sector and it is essential that structures pertaining strictly to its core business be put in place, to ensure the continued professional development and growth of the industry.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that the learner attempting this qualification is competent in:

- > Communication at NQF Level 4.
- > Mathematical Literacy at NQF Level 4.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards associated with it can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. Learner and assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the qualification and the associated unit standards.

This Recognition of Prior Learning may allow for:

- > Gaining of credits for unit standards in this qualification.
- > Obtaining this qualification in whole.

Access to the Qualification:

- > There is open access to this Qualification.

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component. To be awarded the Qualification learners are required to obtain a minimum of 120 credits as detailed below.

Fundamental Component:

> The Fundamental Component consists of Unit Standards to the value of 20 credits all of which are compulsory.

Core Component:

> The Core Component consists of Unit Standards to the value of 72 credits all of which are compulsory.

Elective Component:

> The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 28 credits.

EXIT LEVEL OUTCOMES

1. Administer an Adventure Based Learning organisation or centre.
2. Design an Adventure Based Learning programme.
3. Present an Adventure Based Learning programme.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the Exit Level Outcomes and Associated Assessment Criteria of the qualification:

Effective communication is enabled through the maintaining of relevant communication as per organisational requirements as it applies to operations and programme implementation in the Adventure Based Learning environment.

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.

Information is collected analysed, organized and evaluated in the planning and preparation of Adventure Based Learning programmes as well as the maintaining of operational effectiveness.

Own activities are managed and organised in the performance of Adventure Based Learning.

Teamwork is supported in the operational environment and the execution of Adventure Based Learning responsibilities including facilitation and the maintaining of a safe operational environment.

Inter-relatedness of systems is supported in the observing and management of group dynamics and the transfer of learning through the conducting of activities in the Adventure Based Learning environment.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- > An organisational structure is compiled to meet the operational requirements of an Adventure Based Learning Organisation or Centre.
- > A budget is compiled to support the operational activities of an Adventure Based Learning organisation or Centre.
- > A health and safety plan is compiled in accordance with legislative requirements within an Adventure Based Organisation or Centre.
- > Operational records are kept as applicable to administrative requirements within an Adventure Based Learning Organisation or Centre.
- > Workplace operations are managed through the use of clear instructions and reporting.

Associated Assessment Criteria for Exit Level Outcome 2:

- > An Adventure Based Learning programme is planned in accordance with the client's needs and expectations.
- > An implementation plan is compiled in accordance with the Adventure Based Learning programme requirements and objectives.
- > Infrastructure is prepared to execute the Adventure Based Learning Programme.
- > Staff is prepared to execute the Adventure Based Learning programme.
- > An Adventure Based Learning programme is designed to meet client requirements.

Associated Assessment Criteria for Exit Level Outcome 3:

- > Participants are briefed on their participation in an Adventure Based Learning Programme.
- > A secure environment is established to conform to safety standards and ensure safe participation in programme activities.
- > Team members responsible for programme facilitation are supported and guided in support of effective programme implementation.
- > The programme is presented in a manner that is suited to the needs of the client.

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 simultaneously.

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

The National Certificate: Adventure Based Learning has been compared with similar qualifications and unit standards from Canada, New Zealand and Australia, as they are acknowledged as countries that have developed internationally recognised qualifications in this area of learning and application.

As these countries are identified as some of the areas for best practice in the training and development of Adventure Based Learning, the following qualifications were selected for inclusion in international comparison:

- > The TAFE Certificate IV in Outdoor Recreation-Australia.
- > The undergraduate program in Outdoor Recreation-offered by the School of Outdoor Recreation parks and tourism at the Lakehead University in Canada.

The TAFE Certificate IV in Outdoor recreation incorporates the following main components:

- > Develop work priorities.
- > Analyse participation patterns in specific markets of the leisure and recreation industry.
- > Promote compliance with Law and Legal Principals.
- > Implement organisational OHS policies, procedures and programmes.
- > Undertake risk analysis of Activities.
- > Provide Leadership to groups.
- > Contribute to the planning, monitoring and control of resources.
- > Facilitate a group.

Elective components include:

- > Deal with conflict.
- > Take an assistant leadership role in adventure based learning activities.
- > Conduct interpretation within an outdoor activity.
- > Interpret weather conditions in the field.
- > Communicate in the workplace.
- > Provide training through instruction and demonstration of skills.
- > Facilitate individual learning.
- > Operate computer packages.

Apart from the compulsory generic core and stream units, the Australian certificate is structured in such a way as to include "activity" specialisation as well as general specialisation categories.

The envisaged qualification compares well as per the following compulsory unit standards:

- > Conduct communication in a business environment (As is applies to Communicate in the workplace).
- > Utilise personal development training for personal growth (As opposed to Facilitate individual learning).
- > Apply effective time management to the work of a department/division/section (As compared to Develop work priorities).

- > Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills, Facilitate learning through an Adventure based Learning experience, (Compares to Facilitate an individual and Facilitate a group).
- > Develop a programme for Adventure based Learning experiences.
- > Lead and monitor participants in outdoor adventure experiences (Compares with Provide Leadership to groups and the elective Take an assistant leadership role in adventure based learning activities).
- > Maintain safety in the conduct of Adventure based Learning Activities (As opposed to Undertake risk analysis of Activities).
- > Minimise and manage safety and emergency incidents (Compares to Implement organisational OHS policies, procedures and programmes).
- > Facilitate the transfer of Adventure Based Learning through appropriate feedback (Compares with Conduct interpretation within an outdoor activity).

The envisaged qualification differentiates itself through the inclusion of the following standards:

- > Promote sustainable use of the environment.
- > Conduct on the job coaching.
- > Prepare and manage a budget.
- > Analyse the dynamics of different interactive styles in client relationships.

In this instance environmental care and protection supports the South African focus on sustainable natural resources utilisation whilst communication supports the application of Adventure based learning in a multi-cultural society where a large number of participants are presently exposed to this learning model for the first time.

In addition, the necessity to fast track and develop previously excluded facilitators in the sector requires effective hands on training and development whilst the handling of financial resources is required to ensure the sustainability of outdoor recreation organisations or centres.

The Undergraduate programme in Outdoor Recreation in Canada includes the following components:

- > Group dynamics in Outdoor Recreation Parks and Tourism.
- > Theory and practice of Leadership.
- > Programming and Evaluation.
- > Outdoor Skills and Theory.
- > Theory and Practice of Tourism.
- > Outdoor Education practices.
- > Ecological Literacy.
- > Outdoor Adventure Leadership.
- > Risk management and Legal Liability in Outdoor Recreation.

A range of specific adventure based activities is offered which include mountaineering, kayaking, skiing, rafting, canoeing etc and field placement for practical application of skills are compulsory.

The National Certificate: Adventure Based Learning provides a positive comparison in terms of the following components making up the qualification:

- > Demonstrate an apply knowledge and understanding of the concept of facilitation and a range of facilitation skills relates to Group dynamics in Outdoor Recreation Parks and Tourism.
- > Lead a team to conduct Adventure Based Activities in a Programme compares with Theory and practice of Leadership.

- > Develop a programme for Adventure Based Learning experiences and Facilitate the transfer of Adventure Based Learning through appropriate feedback compares with Programming and Evaluation.
- > Facilitate participation in a specific activity to meet specific aims and objectives, the minimising and management of safety and emergency incidents compare effective with the component of Outdoor Skills and Theory as per the Canadian comparison conducted.
- > Lead and mentor participants in outdoor adventure experiences compares with the component of Outdoor Education practices.
- > Promote sustainable use of the environment compares with Ecological Literacy.
- > Lead a team to conduct Adventure Based Activities in a programme and the Leading and mentoring of participants in outdoor adventure experiences compares to the area of Outdoor Adventure Leadership.
- > Maintain safety in the conduct of Adventure based Learning activities compares with Risk management and Legal Liability in Outdoor Recreation.

The one component within the Canadian programme not clearly aligned to the envisaged qualification is the focus on tourism whilst the envisaged programme also includes a strong communication and time management focus presently not observed in the Canadian qualification. On the job coaching and a focus on interactive styles likewise adds a unique focus in this qualification.

The additional focus areas identified once again provides for the specific South African context of provision and application as communication, coaching and an understanding of the interactive styles of individuals provides for effective application of adventure based learning in a more diverse community.

Comparison with SADC Countries:

Unfortunately searches conducted did not provide information on any Adventure Based Learning qualifications other than those closely associated with ecological training and development associated with nature conservation in SADC countries.

Searches conducted indicated the availing of some tertiary level graduate courses/programmes in Adventure Recreation offered by South African Tertiary institutions but no lower level access qualifications could be sourced. It is thus quite likely that the South African qualification will enable application of skills in Southern Africa in the absence of other formal qualifications in the area of operation.

Conclusion:

The National Certificate: Adventure Based Learning seems to be on par with qualifications used for comparison from the Australian and Canadian adventure and recreation environments. In none of these instances were specific components of the qualifications very different, apart from a stronger focus on Tourism in the Canadian qualification than that of its South African counterpart.

It is clear that the main compulsory focus areas provide for a clear alignment, and comparison in this regard leaves no doubt about the envisaged qualifications ability to offer training and development from a similar perspective and focus.

Where the envisaged qualification differs in focus, in particular as it pertains to coaching, a strong communication and interactive style as well as the handling of relevant financial and administration, it serves the transformation and growth realities in the adventure based learning environment well from a South African perspective. It thus rather adds value from a local context than falling short of the focus areas associated with programme development, implementation

and provision of leadership expected from a qualification on this level on the qualifications framework.

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 16769: National Certificate: Recreation Management at NQF Level 5.
- > ID 16770: National Higher Certificate: Recreation Management at NQF Level 5.
- > ID 16885: National Certificate: Adventure Tourism Management at NQF Level 5.

Vertical articulation:

- > ID 16889: National Diploma: Adventure Tourism Management at NQF Level 6.
- > ID 16771: National Diploma: Recreation Management at NQF Level 6.

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 declared competent in all the outcomes of the National Assessor Unit Standards.
- > To be competent in the outcomes of this Qualification.

NOTES

Groups as understood within the Adventure Based Learning operational environment includes: Group structures, group development, norms, communication, challenges, individual roles, motivation, conflict resolution, ethics, trust, perception of risk, team building, as all of these concepts plays an integral role in the dynamics associated with group facilitation in the ABL environment.

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.

It is recommended that a learner should complete 1000 hours of practical experience to give sufficient 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	242585	Analyse the dynamics of different interactive styles in client relationships	Level 5	3
Fundamental	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Fundamental	10622	Conduct communication within a business environment	Level 5	8
Fundamental	13927	Utilise personal development training for personal growth	Level 5	5
Core	255914	Minimise and manage safety and emergency incidents	Level 4	6
Core	115855	Create, maintain and update record keeping systems	Level 5	5
Core	110508	Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills	Level 5	6
Core	252188	Develop a programme for adventure based learning (abl) experiences	Level 5	8
Core	263399	Facilitate learning through an adventure based learning experience	Level 5	10
Core	252184	Facilitate participation in an adventure based activity	Level 5	6
Core	263401	Lead and mentor an adventure based learning facilitation team	Level 5	10
Core	252183	Maintain safety in the conduct of adventure based learning activities	Level 5	5
Core	252187	Plan and conduct leading and mentoring of participants in outdoor adventure experiences	Level 5	4
Core	252038	Prepare and manage a budget	Level 5	5
Core	252186	Prepare to lead and conduct physical activities	Level 5	4
Core	252185	Promote sustainable use of the environment	Level 5	3
Elective	242816	Conduct a structured meeting	Level 4	5
Elective	114215	Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3
Elective	242819	Motivate and Build a Team	Level 4	10
Elective	13649	Apply fundamental knowledge of environmental ethics to a field of work or study	Level 5	6
Elective	252189	Deal with sub standard performance in a team	Level 5	5
Elective	254068	Recruit, induct and manage volunteers	Level 5	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate learning through an adventure based learning experience

SAQA US ID	UNIT STANDARD TITLE		
263399	Facilitate learning through an adventure based learning experience		
ORIGINATOR	PROVIDER		
SGB Tourism, Adventure & Guiding			
FIELD	SUBFIELD		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

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

SPECIFIC OUTCOME 1

Prepare for the facilitation of an Adventure Based Learning Programme.

SPECIFIC OUTCOME 2

Facilitate an Adventure Based Learning Programme.

SPECIFIC OUTCOME 3

Conclude Adventure Based Facilitation according to organisational requirements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	66190	National Certificate: Adventure Based Learning	Level 5



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UNIT STANDARD:***Lead and mentor an adventure based learning facilitation team***

SAQA US ID		UNIT STANDARD TITLE	
263401		Lead and mentor an adventure based learning facilitation team	
ORIGINATOR		PROVIDER	
SGB Tourism, Adventure & Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

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

SPECIFIC OUTCOME 1

Lead individuals or groups operating in the Adventure Based Learning environment.

SPECIFIC OUTCOME 2

Use mentoring to develop team performance.

SPECIFIC OUTCOME 3

Coordinate the development of facilitators in an Adventure Based Learning environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	66190	National Certificate: Adventure Based Learning	Level 5