

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](http://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

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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?**

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#### **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 in 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 ensure 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.