

**UNIT STANDARD TITLE:  
CONDUCT A GUIDED MOUNTAIN WALKING EXPERIENCE IN A  
LIMITED GEOGRAPHICAL AREA**

SAQA LOGO	
UNIT STANDARD NUMBER	TG19
UNIT STANDARD LEVEL	3
CREDIT VALUE	20
FIELD:	NSB 11
SUB-FIELD:	Hospitality, Travel, Tourism, Gaming & Leisure
ISSUE DATE:	
REVIEW DATE	This standard should be reviewed within two years of issue.

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**PURPOSE**

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The qualifying learner achieving this unit standard in combination with a generic standard will be able to create and conduct a local mountain walking tourist experience, within a local geographical site, that entertains and informs visitors.

This unit standard in combination with other context expertise standard(s) will enable the qualifying learner to be a competent mountain walking guide operating within a local geographical area. In addition they will be well positioned to extend their learning and practice into other areas of tourism, or to strive towards guiding standards and practice at higher levels.

Competent qualifying learners in mountain walking guiding will provide safe and quality experiences and thus strengthen the profession and tourism in general.

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**LEARNING ASSUMED TO BE IN PLACE**

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The ability to communicate effectively in spoken English will be an advantage as this is, in most cases, the medium of communication.

The learners must be in the possession of an appropriate First Aid certificate.

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**SPECIFIC OUTCOMES**

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*A qualifying learner assessed as competent against this standard will be able to:*

**1. Navigate a group through a limited geographical area.**

*For example :*

- In all weather conditions
- Choose the most appropriate and safest route between entry and exit points
- Accurately communicate their position to others
- Estimate walking time between two defined points
- In restricted visibility conditions

**2. Complete all relevant administrative procedures.**

*For example :*

- Obtain the relevant permits
- Update the rescue register
- Pay entry fees and other levies
- Log their mountain walking experience
- Report on the mountain walking experience

### **3. Identify and respond to local hazards.**

*For example :*

- Local weather
- Flooding
- Lightning
- Fire
- Rock falls and landslides
- Potentially dangerous animals and plants such as snakes
- Altitude related illness specific to the geographical area

### **4. Lead, organise and manage a group.**

*For example :*

- Safety
- Setting up camp
- Environmental preservation considerations
- Equipment
- Bivouac procedures
- Group and personal hygiene
- Group control
- Food and nutrition
- Walking pace and route selection

### **5. Efficiently move a group over difficult terrain.**

*For example :*

- Scree slopes
- Steep ground

### **6. Deal with common emergencies.**

*For example :*

- Medical emergencies
- Panicking group members
- Lost group members and equipment

### **7. Select, use and care correctly for equipment.**

*For example :*

- Appropriate to activity, weather and terrain.

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## ASSESSMENT CRITERIA

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When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.

They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.

*The specific outcomes and essential embedded knowledge must be assessed **in relation to each other**. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.*

### **METHOD OF ASSESSMENT**

*Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.*

*A range of assessment methods should be used, including:*

**Direct observation** – watch the practitioner carry out the task or produce a desired outcome during the course of his or her normal work under normal workplace conditions

**Product sample** – examine the outcomes previously produced by the practitioner

**Simulation** of a specific task – set a specific task for the practitioner to demonstrate in a simulated environment

**Questioning** (verbal or written) – ask relevant questions linked to the unit standard

**Testimony** – collect a portfolio of evidence from suitable people (eg: reports from a third party)

### **Integrated assessment**

It may be more effective and efficient to assess a number of unit standards together thus reducing the overall number of assessment 'events'.

- Consider a complete activity in the workplace (the 'whole of work' approach) and see which unit standards relate to this activity.
- Work out how practitioners could collect evidence on a number of unit standards at the same time covering all the critical aspects of the standards
- Ensure that commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

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## RANGE STATEMENTS

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Guides to the scope and complexity of the specific outcomes and essential embedded knowledge are provided in bullet points beneath each. These are prefaced by “for example” since they are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are intended only as a general guide to scope and complexity of what is required.

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## CRITICAL CROSS-FIELD OUTCOMES

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This unit standard relates to and promotes all of the critical cross-field outcomes of the NQF. Each specific outcome of the standard has been crafted to relate to one or more of the Critical Cross Field Outcomes. A cross-referencing has been listed below.

Providers of learning against this unit standard should take particular note of the Critical Cross Field Outcomes and design their achievement into all learning.

1. **Problem solving** relates to specific outcomes 1-2, 4-5.
2. **Team work** relates to specific outcomes 1-2 and 4 – 5.
3. **Self-organisation and management** relates to specific outcomes 1-6.
4. **Information evaluation** relates to specific outcomes 1-6.
5. **Communication** relates to specific outcomes 1-3.
6. **Use of science and technology** relates to specific outcomes 1-2, 4-6.
7. **Inter-relatedness of systems** relates to specific outcomes 1-2.

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## NOTES (1): ESSENTIAL EMBEDDED KNOWLEDGE

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**The qualifying learner is able to demonstrate a basic knowledge and understanding of:**

1. A range of walking techniques
2. Altitude & Environmental related illnesses
3. Clothing & equipment related to the envisaged activity
4. Control infrastructure and access restrictions
5. Effective distances from riparian zones
6. Group management & leadership skills
7. His/her moral and legal obligation and responsibilities towards the group members
8. Hygiene and the disposal of waste materials
9. Intimate knowledge of the area and terrain
10. Local Climate
11. Local fauna and flora
12. Local rescue procedures
13. Local Weather patterns
14. Movement on steep terrain
15. Navigation techniques
16. Understand dangers of flooded rivers and methods of avoiding them

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## NOTES (2): VALUES

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Demonstration of the knowledge and skills outlined in this unit standard must be consistent with the principles of:

1. Respecting the natural and cultural environment.

2. Accepting and maintaining a non-discriminatory attitude towards diversity including, For example :, differences in gender, race, religion, physical ability and culture.
3. Demonstrate a high level of personal, moral and professional integrity.

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**NOTES (3) : ASSESSMENT**

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- Good leadership and social skills should include good judgement and decision-making ability.
- Must show the ability to work under pressure and possess high levels of mental and physical fitness.
- Navigation assessment must be rigorous and encompassing the full range of skills and techniques.

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**NOTES (4) : SUPPLEMENTARY INFORMATION**

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As a general indication, the knowledge and insight expected at this level is unlikely to be obtained without at least 21 quality mountain days of active experience in the field.

Assessment should include a logbook as part of a portfolio of evidence gained in all weather conditions and all seasons. This could be partially accumulated during the practical training of Specific Outcome 1.

A quality mountain day should include elements of planning, exploration and navigation. They should be reasonably demanding.