

## **UNIT STANDARD TITLE: PROVIDE A GUIDED SINGLE PITCH ABSEILING EXPERIENCE OF LESS THAN 60 METERS**

SAQA LOGO	
UNIT STANDARD NUMBER	TG20
UNIT STANDARD LEVEL	3
CREDIT VALUE	18
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**

The qualifying learner achieving this unit standard in combination with a generic standard will be able to create and conduct a Guided Single Pitch Abseiling experience of less than 60 meters, 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 Abseil Guide. 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 Abseil 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**

The ability to communicate effectively in spoken English will be an advantage as this is, in most cases, the medium of communication. It is assumed that a learner attempting this unit standard will show competence in communication and numeracy equivalent to NQF level 4.

A learner aspiring to complete this unit standard must be in possession of an appropriate First Aid certificate.

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### **SPECIFIC OUTCOMES**

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

#### **1. Set up the abseiling site.**

*For example :*

- Choose appropriate and suitable venues
- Choose suitable takeoff and landing areas.
- Set up fixed and releasable abseils.
- Perform releasable abseil techniques.
- Choose suitable anchors and connect the equipment to them.
- Comply with access requirements.
- Identify holding areas.
- Choose and care for a variety of suitable equipment.
- Perform safety checks and identify safe approaches.

#### **2. Instruct the abseiling process.**

*For example :*

- Demonstrate correct style and posture and instruct these to clients.

- Instil confidence and brief clients.
- Perform safety checks and solve common abseiling problems.

### **3. Belay the client.**

*For example :*

- Fit appropriate equipment.
- Arrest and hold a fall.
- Use a variety of belaying techniques.
- Manage the rope and perform lowers.
- Solve common belay and abseil problems.

### **4. Supervise a group on site.**

*For example :*

- Set-up effective communication systems and manage the effect on other site-users.
- Care for equipment and comply with any manufacturer's recommendations of use, storage and maintenance there of.
- Manage the impact on environment and control spectators or other outdoor users.
- Safeguard the return to the top or bottom.

### **5. Deal with emergencies.**

*For example :*

- Tangles, jam's and inadvertent locking.
- Stuck and panicking abseilers.
- Carry out assisted evacuations such as pick offs.

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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 1,4,5.
2. **Team work** relates to specific outcomes 1, 2, 4.
3. **Self-organisation and management** relates to specific outcomes 1-5.
4. **Information evaluation** relates to specific outcomes 1,5.
5. **Communication** relates to specific outcomes 2,4.
6. **Use of science and technology** relates to specific outcomes 1-5.

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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. Belaying techniques and devices.
2. Danger of inappropriate clothing.
3. Effective methods of recording the activity in a log book
4. Emergency Planning
5. Environmental preservation issues
6. Hygiene and disposal of waste in the outdoors environment
7. In situ anchor points and sling points.
8. Local rescue structures and support.
9. Single and multiple anchors.
10. The moral obligation & responsibilities towards clients
11. Usage policy of mountainous and other utilised areas
12. Use and limitations of equipment as well as recommendations as to its care, storage & maintenance.

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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. It is expected of an individual to demonstrate a high level of personal, moral and professional integrity.
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### **NOTES (3) : ASSESSMENT**

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Assessment should include a logbook as part of a portfolio of evidence gained.

1. Good leadership and social skills should include good judgement and decision-making ability.
2. Must show the ability to work under pressure.
3. The assessment of safe practice must be of paramount importance.

### **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 20 days of abseiling experience of which 5 must be under supervision of someone holding this unit standard in a variety of areas and sites, including man made structures.