

UNIT STANDARD TITLE: PROVIDE A GUIDED SINGLE PITCH ABSEILING EXPERIENCE OF MORE THAN 60 METERS AND LESS THAN 150 METERS

SAQA LOGO	
UNIT STANDARD NUMBER	TG21
UNIT STANDARD LEVEL	3
CREDIT VALUE	2
FIELD:	NSB 11
SUB-FIELD:	Hospitality, Travel, Tourism, Gaming & Leisure
ISSUE DATE:	
REVIEW DATE	This standard should be reviewed within two years of issue.

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 greater than 60 meters but less than 150 meters, that entertains and informs participants.

This unit standard in combination with other context expertise standard(s) will enable the qualifying learner to be a competent Long Drop 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 Long Drop Abseil Supervisors will provide safe and quality experiences and thus strengthen the activity and tourism in general.

LEARNING ASSUMED TO BE IN PLACE

A learner aspiring to be assess competent against this standard should have been assessed as being competent against the unit standard:

“Provide a Guided Single Pitch Abseiling Experience of Less than 60 meters”.

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 standards must be in possession of an appropriate First Aid certificate.

SPECIFIC OUTCOMES

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

1. Supervise long drop abseils.

For example :

- Understand and solve specific long drop abseiling problems

2. Deal with emergencies.

For example :

- Assisted hoist
- Un-assisted hoist

ASSESSMENT CRITERIA

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.

RANGE STATEMENTS

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.

CRITICAL CROSS-FIELD OUTCOMES

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

NOTES (1): ESSENTIAL EMBEDDED KNOWLEDGE

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

1. Appropriate communication methods
2. Hoisting techniques
3. Limitations of equipment

NOTES (2): VALUES

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.

NOTES (3) : ASSESSMENT

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

As a general indication, the knowledge and insight expected of a learner at this level unlikely to be obtained without at least 5 days experience at this level.