

UNIT STANDARD TITLE: PROVIDE A GUIDED SINGLE PITCH ROCK CLIMBING EXPERIENCE

SAQA LOGO	
UNIT STANDARD NUMBER	TG22
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.

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 Rock Climbing Experience, 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 Single Pitch Rock Climbing 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 Single Pitch Rock Climbing Guiding will provide safe and quality experiences and thus strengthen the profession and tourism in general.

LEARNING ASSUMED TO BE IN PLACE

A learner aspiring to be assessed 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 standard 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. Set up the rock climbing site.

For example :

- Choose suitable routes to satisfy needs of the participant.
- Set-up top and bottom rope systems.
- Read and interpret route descriptions.
- 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 rock-climbing process.

For example :

- Instil confidence and brief participants.
- Perform safety checks and solve common climbing problems.
- Demonstrate correct rock climbing styles and impart knowledge on the techniques.
- Instruct participants in belaying techniques and supervise belayers.
- Supervise bouldering activities.

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 problems.
- Perform direct and indirect belays.

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 regarding, storage and maintenance of equipment.
- Manage the impact on the environment and control spectators or other outdoor users.
- Safeguard return to top or bottom.
- Demonstrate awareness of environmental hazards.
- Use effective climbing calls.

5. Deal with emergencies.

For example :

- Tangles, jams, pendulums and inadvertent locking.
- Stuck panicking climbers.
- Carry out assisted evacuations.
- Escape and re-enter the system.
- Perform assisted and unassisted hoists.

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

NOTES (1): ESSENTIAL EMBEDDED KNOWLEDGE

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

1. Belaying supervision techniques and devices.
2. Climbing etiquette.
3. Climbing protocols and code of conduct in terms of disciplines.
4. Danger of inappropriate clothing.
5. Dynamic safety system and injury avoidance.
6. Effective methods of recording the activity in a log book
7. Emergency Planning
8. Environmental preservation issues
9. Hygiene and disposal of waste in the outdoors environment
10. In situ anchor points and sling points.
11. Local rescue structures and support.
12. Rock types and features.
13. Safe practices on both sport and traditional climbing.
14. Safety chain and fall factors.
15. Single and multiple anchors.
16. Their moral obligation & responsibilities towards clients
17. Usage policy of mountainous and other utilised areas
18. Use and 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 at this level is unlikely to be obtained without at least at 20 days of rock climbing experience, of which:

- 5 days should be under supervision of someone holding this Unit Standard, in a variety of areas and sites, including artificial climbing walls.

It would be expected at this level that the learner could comfortably and safely climb a SA Grade 14 rock climb on natural rock using traditional equipment.