

UNIT STANDARD TITLE: PLAN AND PROVIDE A GUIDED CANYONEERING EXPERIENCE

SAQA LOGO	
UNIT STANDARD NUMBER	TG24
UNIT STANDARD LEVEL	6
CREDIT VALUE	48
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 Canyoneering 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 Canyoneering 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 Canyoneering Guiding will provide safe and quality experiences and thus strengthen the profession and tourism in general.

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

SPECIFIC OUTCOMES

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

1. Plan, organise and manage all logistics pertaining to a Canyoneering / Kloofing experience.

For example :

- Access permits, fees, registers and transport,
- Communication systems and channels,
- Administer legalities insurances, group information and history,
- Organise catering, equipment and other technical support,
- Consult with group to access needs, capabilities and experience,
- Care and maintenance in accordance to manufacturers & field requirements,
- Select equipment appropriate to the activity and environment,

- Demonstrate a knowledge of appropriate personal protective equipment,
- Observe guide to client ratios.

2. Lead, organise and manage a group in a wide range of conditions (demonstrating)

For example :

- Setting and reviewing targets
- Positive decision making
- Appropriate delegation
- Application of flexible leadership styles.
- Exert proper group control and discipline by good group communication
- Provide safe and rewarding experience for each group member
- Impart technical skills and environmental awareness.

3. Demonstrate a high level of mountain craft.

For example :

- Move a group over difficult terrain.
- Respond to local hazards.
- River crossings:
 - Choose the best crossing points
 - preparation and safety precautions
 - crossing with and without a rope
- Move over steep terrain
 - safeguard the party by use of a rope
 - **movement on snow and ice**
- Campsite selection and organisation.
- Food preparation, planning and co ordination
- Personal and group hygiene.
- Bivouac skills.
- Environmental preservation considerations.
- Apply a variety of walking skills. (group & individual)

4. Navigate accurately in an unmarked and unknown area in all weather conditions.

For example :

- Use conventional navigation equipment and techniques.
- Calculate time and distances over ground with high level of accuracy.
- Navigate efficiently in restricted visibility
- Route planning & recording
- Demonstrate methods of relocation
- Use terrain association & dead reckoning navigation

5. Co-ordinate and implement limited emergency rescue procedures.

For example :

- In the event of an accident.
- Methods of search and evacuation.
- Deal with common emergencies.
- Use of throw bags
- Deal with entrapment

6. Select, identify and evaluate a suitable venue.

For example :

- identify the characteristics of a river system and special river hazards associated with it, such as
 - cold
 - drowning
 - flooding
 - hypothermia
 - loose rock
 - potential foot entrapments
 - recirculations
 - rock falls
 - scrambling and hazard avoidance
 - strainers

7. Set up an abseil.

For example :

- Set up an abseil using available anchors
- Use static abseils
- Apply techniques to protect an abseil
- Retrieve abseil rope
- Ascend & descend a rope

8. Demonstrate a high level of river craft.

For example :

- River reading and interpretation
- Apply swimming techniques
- Apply basic self rescue techniques

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 1-8
2. **Team work** relates to specific outcomes 1,2,5,7
3. **Self-organisation and management** relates to specific outcomes 1,2
4. **Information evaluation** relates to specific outcomes 1,6,8
5. **Communication** relates to specific outcomes 1,2
6. **Use of science and technology** relates to specific outcomes 3-8

NOTES (1): ESSENTIAL EMBEDDED KNOWLEDGE

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

1. Alternate and emergency planning
2. Altitude and environmental related illnesses and their treatment
3. Common grids and map types
4. Control infrastructures and access restrictions
5. Environmental hazards such as flooding, lightning, loose rock, snow and ice, steep ground
6. Food & nutrition
7. Helicopter procedures
8. Hygiene and disposal of waste materials
9. Leadership styles and methods
10. Local fauna & flora
11. Lost person behaviour
12. Macro & micro weather patterns
13. Map scales.
14. Measuring distance on maps and the ground
15. Methods of groups communication
16. Methods of planning & recording routes
17. Methods of relocation
18. Methods of search

19. Methods of showing relief on a map
20. Moral obligation and responsibility towards the clients
21. Mountaineering Code of conduct
22. Mountaineering ethics
23. Navigation equipment
24. Performance design, construction, use parameters and materials used in common equipment
25. Relating map to ground and visa versa
26. Rescue structures
27. Theory of movement on difficult terrain:
 - Steep
 - Wet
 - Loose
 - Dense vegetation
 - Low visibility
28. Topographical features
29. Understand latest equipment technologies
30. Usage policy of mountainous areas
31. Weather interpretation

NOTES (2): VALUES

Demonstration of the knowledge and skills outlined in this unit standard must be consistent with the principles of the South African Bill of Rights, and in particular, accepting and maintaining a non-discriminatory attitude towards diversity including, for example, differences in gender, race, religion, physical ability and culture.

- At this level, it is expected of an individual to demonstrate a high level of personal, moral and professional integrity.

NOTES (3) : ASSESSMENT

- 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.
- The emphasis during this assessment must be the activity as undertaken within a canyoneering perspective and not general mountain walking.

NOTES (4) : SUPPLEMENTARY INFORMATION

As a general indication, the knowledge and insight expected at this level is unlikely to be obtained without at least 200 quality mountain days of active experience in the field.

Of this:

- 100 should be multi day off trail
- 100 should be in winter
- 50 should be as leader of a group
- 50% of this should be active in the activity of Canyoneering and 50% can be mountain walking.

Assessment should include logbook as part of portfolio of evidence in all weather conditions and all seasons.

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