

UNIT STANDARD TITLE: PLAN AND CONDUCT A GUIDED MOUNTAINEERING EXPERIENCE

SAQA LOGO	
UNIT STANDARD NUMBER	TG26
UNIT STANDARD LEVEL	7
CREDIT VALUE	50
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 context expertise standard(s) will be able to plan and guide general and specialised mountaineering trips in all mountain areas in a variety of testing conditions within Africa.

Furthermore, the learner will be able to contribute to the developing of both academic and practical aspects of mountaineering and contribute towards the international body of knowledge.

LEARNING ASSUMED TO BE IN PLACE

A learner aspiring to complete this unit standard must have been assessed competent against the following unit standards:

**“Plan and conduct a guided mountain walking experience”,
“Plan and conduct a guided rock climbing experience”.**

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. Demonstrate competence in winter mountaineering.

For example :

- Demonstrate competent, safe and assured techniques and leadership on snow and ice
- Control a parties ascent & descent on snow and ice
- Demonstrate techniques of winter camp craft & survival
- Demonstrate care and leadership for a party on difficult terrain including short rope techniques
- Navigate with speed and efficiency in extreme winter conditions
- Respond to winter hazards

2. Perform as a member of a team in mountain rescue

For example :

- Demonstrate use of mountain rescue equipment
- Assess an accident scene and implement appropriate action
- Perform a variety of lifts and lowers including horizontal and vertical carry outs
- Handle casualties and oversee safe movement and security of a mountain rescue team

3. Contribute to the development of mountaineering.

For example :

- Opening new routes
- Development of new knowledge and resources
- Expansion of the field of mountaineering
- Research and record mountaineering related information

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

NOTES (1): ESSENTIAL EMBEDDED KNOWLEDGE

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

1. Broad knowledge of mountaineering history
2. Broad knowledge of the organisations & restrictions relating to international mountaineering
3. Cable ways
4. Communication systems
5. Expeditionary mountaineering
6. Hazards associated with winter mountaineering
7. Knowledge and use of winter mountaineering equipment
8. Mountain rescue equipment
9. Properties of snow and ice
10. Short rope techniques
11. Theory of mountaineering leadership
12. Theory of risk management
13. Winter belay techniques and associated problems

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. At this level it is expected of an individual to 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 in all weather conditions and all seasons.

1. Assessment to include the publishing of scientific papers
2. Assessment should include a peer review. Nature of peer review could include e.g. review of contribution of new information to the international community.
3. Navigation assessment must be rigorous, encompassing the full range of skills and techniques.
4. Good leadership and social skills should include good judgement and decision making ability.
5. Must show the ability to work under pressure and possess high levels of mental and physical fitness.

NOTES (3) : SUPPLEMENTARY INFORMATION

As a general indication, the knowledge and insight expected at this level is unlikely to be obtained without at least 48 months of extensive independent experience of which 96 quality mountain days spent in the field were as leader of a party. The learner should also have International mountaineering experience.

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