

Demonstrate personal and social development through participation in adventure based learning

Level 2

Credits 3

Purpose People credited with this unit standard are able to: demonstrate personal and social development through participation in an adventure based learning (ABL) programme; and demonstrate safe practices in ABL activities.

Subfield Outdoor Recreation

Domain Adventure Based Learning

Status Registered

Status date 25 February 2008

Date version published 25 February 2008

Planned review date 31 December 2013

Entry information Open.

Accreditation Evaluation of documentation by NZQA and industry.

Standard setting body (SSB) Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group

Accreditation and Moderation Action Plan (AMAP) reference 0102

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

1 Definitions

Adventure Based Learning (ABL) is the deliberate use of a sequenced programme for the specific outcome of personal and social development. It includes cooperation, trust and problem solving activities.

Personal and social development is defined as an increase in self awareness; an increase in the awareness of the impact of actions on others; and behaviours which help the growth of others.

Emotional safety could include psychological and cultural safety.

- 2 All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the *New Zealand Environmental Care Code*; *New Zealand Water Care Code*; Health and Safety in Employment Act 1992; Injury Prevention, Rehabilitation, and Compensation Act 2001; and their subsequent amendments. The *New Zealand Environmental Care Code* and *New Zealand Water Care Code* are available from the Department of Conservation, Head Office, PO Box 10420, Wellington, and at <http://www.doc.govt.nz/>.
- 3 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Sfrito website <http://www.sfrito.org.nz/>.

Elements and performance criteria

Element 1

Demonstrate personal and social development through participation in an adventure based learning (ABL) programme.

Performance criteria

- 1.1 Personal goals are set that are specific, measurable and achievable.
Range may include – goals related to cooperation, communication, trust.
- 1.2 Suggestions and needs are communicated clearly, constructively and in a timely manner.
Range candidate must initiate communication.
- 1.3 Behaviours while participating support the growth of self and others.
Range behaviours may include – behaviours related to cooperation, communication, listening, trust.
- 1.4 Impacts of interactions within the group are identified.
Range interactions may involve some or all members of the group.
- 1.5 Review of goals and behaviours identifies ideas to improve personal performance.
Range review clearly reflects personal performance.

Element 2

Demonstrate safe practices in ABL activities.

Range activities must include – cooperation, trust and problem solving;
safety requirements – physical and emotional safety of self and others.

Performance criteria

- 2.1 Description of ABL activities identifies specific safety requirements.
- 2.2 At least three selected ABL activities are demonstrated in accordance with safety requirements.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Sport, Fitness and Recreation Industry Training Organisation Limited info@sfrito.org.nz if you wish to suggest changes to the content of this unit standard.