SISOABL503A Design and facilitate adventure-based learning programs

Release: 2

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

SISOABL503A Design and facilitate adventure-based learning programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and conduct adventure-based learning programs to meet outcomes for participants and enhance their learning opportunities. This unit focuses on the use of advanced facilitation techniques to meet the complex learning needs of participants in a range of contexts.

Application of the Unit

This unit applies to those who work as program managers and or facilitators of adventure-based learning programs.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide
1. Design adventure-based learning programs.	1.1. Consult with participant to determine required program outcomes.
	1.2. Access **external services** where required to assist participants whose needs require specialist skills.
	1.3. Design activities to meet the **complex learning needs** of individuals and the group according to **relevant legislation** and **organisational policies and procedures**.
	1.4. Determine facilitation techniques within the proposed program to reflect the stages of group development.
2. Apply isomorphic framing and indirect frontloading.	2.1. Determine the appropriate application of isomorphic framing adventure-based program facilitation.
	2.2. Create and incorporate an isomorphic framework that meets program outcomes.
	2.3. Determine the appropriate application of indirect frontloading to adventure-based program facilitation.
	2.4. Identify and address relevant ethical issues related to the use of indirect frontloading.
3. Evaluate adventure-based learning programs.	3.1. Develop or access **adventure-based learning program** evaluation tools according to organisational policies and procedures.
	3.2. Conduct evaluation with the assistance of peer and, where relevant, external professional supervision.
	3.3. Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and ways of improving.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organising skills to:
    - identify program outcomes and participant's learning needs
    - design activities that reflect stages of development and meet learning needs and outcomes
    - conduct adventure-based learning programs using advanced facilitation techniques including isomorphic framing and indirect frontloading
    - evaluate adventure-based learning programs
- problem-solving skills to:
    - develop activities that meet complex learning needs and safety requirements
    - identify potential problems and develop contingency plans
    - identify advantages and disadvantages of using isomorphic framing plans and the implications of using indirect frontloading techniques
- communication and interpersonal skills to:
    - interact with and facilitate different groups in a variety of situations and circumstances
    - collaborate with colleagues and share leadership roles
- self management skills to:
    - determine effectiveness of program and activities
    - review performance and identify potential improvement in personal skills and programming.

Required knowledge

- legislation and organisational policies and procedures to enable safe and ethical conduct of all activities
- advantages and disadvantages of isomorphic framing and indirect frontloading to enable their appropriate application to the conduct of adventure-based learning programs
- factors affecting participant's perception of risk to plan activities with a balance between real and perceived risk
- adventure-based learning cycle to enable appropriate sequencing of activities within programs
- theories on the transfer of learning to enable learning to be transferred in different adventure-based learning contexts
- principles of evaluation to enable the design or implementation of evaluation tools and analysis of results
- physical and psychological needs of participants to enable the design of appropriate programs.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consults with participants and professional practitioners, where required, to identify individual and group learning needs • designs challenging and stimulating adventure-based learning programs to meet complex learning needs and outcomes • conducts adventure-based learning programs using isomorphic framing and indirect frontloading techniques to meet complex learning needs of participants • evaluates and reflects on own performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure design and implementation of multiple adventure-based learning programs that meet complex learning needs and outcomes to demonstrate competency and consistency of performance. Assessment must also ensure access to: • diverse groups of participants with complex learning needs to take part in adventure-based learning activities • an environment suitable for the conduct of indoor or outdoor adventure-based activities • equipment and resources required to facilitate adventure-based learning activities.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of adventure-based learning programs incorporating the appropriate use of isomorphic framing and frontloading techniques to enhance program outcomes • observation of safe facilitation of adventure-based learning programs for a variety of individuals and groups • portfolio of program evaluations identifying

strengths, weaknesses and required improvements

- third-party reports from a supervisor and or leader detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- activity specific units of competency.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

External services may include:	• counsellors • specialist teachers • human resource officers • therapists.
Complex learning needs may include:	• youth at risk • offenders • learning difficulties • corporate clients.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational policies and procedures may include:	• occupational health and safety • time and budget constraints • support personnel • use, maintenance and storage of equipment and resources • risk management • communication protocols • minimal impact environmental codes • code of ethics.
Adventure-based learning programs may include:	• indoor • outdoor • experiential focus • personal growth focus.

Unit Sector(s)

Outdoor Recreation

Competency Field

Adventure based learning

Service Skills Australia