



Australian Government

Assessment Requirements for SISOABL003 Design adventure-based learning programs

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design and document two different adventure-based learning programs tailored to the particular needs of two different types of participant groups
- for each of the above programs, develop and document at least three sequential session plans
- across the two planned programs, collectively incorporate the use of four different experiential facilitation techniques to be chosen from the following list:
 - funnelling
 - cognitive hierarchy
 - challenge by choice
 - working agreements
 - isomorphic framing
 - indirect frontloading
- for one of the above programs, utilise options provided in Assessment Conditions to:
 - evaluate feedback from delivery personnel and participants
 - modify aspects of the program according to evaluation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for completing risk assessments
- common program objectives and learning needs of different key consumer markets for adventure-based learning programs:
 - corporate clients
 - school and other education groups
 - people with disability
 - youth at risk
 - offenders
- types of external service providers and how they can assist with identifying individual and group learning needs and barriers to learning:

- counsellors
- therapists
- specialist teachers
- human resource officers
- how characteristics of participants affect the choice of recreational activities and experiential program design:
 - age, size and weight
 - current experience in the recreational activity and skill level
 - fitness level and physical capabilities
 - injuries and medical conditions
 - emotional, behavioural and intellectual ability or disability
 - learning objectives
 - complex learning needs and barriers to learning
- principles and theories of experiential learning in the context of adventure-based learning:
 - the transfer of learning from one context to others
 - sequencing of activities to achieve effective staged learning outcomes
- key features and phases of the adventure-based learning cycle:
 - ice breaking and briefing
 - goal setting
 - development of trust
 - adventure activity participation
 - processing and debriefing
 - transfer of learning
- key features and phases of different adventure-based experiential learning models:
 - linear
 - cyclical
 - spiral
 - nested loop
- key principles and theories of a range of facilitation techniques used in adventure-based learning activities:
 - funnelling
 - cognitive hierarchy
 - challenge by choice
 - working agreements
 - isomorphic framing
 - indirect frontloading
- for each of the above techniques:
 - advantages, disadvantages and limitations
 - appropriateness for a range of ages, learning needs and learning abilities
 - ethical issues related to their use

- format and inclusions of program and session plans
- methods and tools used to monitor individual and group development during programs.

Assessment Conditions

Assessment must ensure use of:

- clients, external service providers and team members with whom the individual interacts; these can be:
 - clients, external service providers and team members in an industry workplace, or
 - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to evaluating program feedback and modifying programs
- participant profiles to include:
 - age, size and weight
 - current experience in the recreational activity and skill level
 - fitness level and physical capabilities
 - injuries and medical conditions
 - emotional, behavioural and intellectual ability or disability
 - learning objectives
 - complex learning needs and barriers to learning
- template:
 - adventure-based learning program plans
 - session plans
- organisational policies and procedures for completing risk assessments.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience with an organisation providing adventure-based learning programs where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>