



Australian Government

SISOABL003 Design adventure-based learning programs

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design adventure-based learning programs to meet the objectives and learning needs of participants and enhance their learning opportunities.

Programs may be developed for general consumer groups but would generally be customised to the needs of a particular client group.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to senior personnel who work autonomously and who are responsible for making decisions at an organisational level. This includes program managers and senior facilitators and leaders who may also deliver the program.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Adventure-based Learning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Identify program objectives and learning needs of participant groups

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and analyse program objectives and learning needs of different consumer markets.
- 1.2. Consult with clients to determine program budget, objectives and special learning requirements for particular client groups.

- 1.3. Discuss and determine complex learning needs of participants and known barriers to learning.
 - 1.4. Identify characteristics and abilities of participants that affect participation in recreational activities.
2. Design the structure and content of the program.
 - 2.1. Consult with external service providers, as required, to assist with design of programs to meet special needs of participants.
 - 2.2. Select an adventure-based learning model to meet participant needs, and determine phases to allow for progression and transfer of learning.
 - 2.3. Determine and document learning outcomes according to identified learning objectives and needs.
 - 2.4. Select suitable recreational activities and environments in line with learning outcomes, and participant abilities.
 - 2.5. Program a sequence of activities to provide effective staged achievement of learning outcomes.
 - 2.6. Select facilitation techniques suitable for learning outcomes, participant needs and the stages of group development.
 - 2.7. Develop and document session plans for each stage of the program.
 - 2.8. Complete program risk assessment, according to organisational policies and procedures, and design program according to determined risks and control measures.
 - 2.9. Document and present final program within client and organisational budgetary constraints for approval by relevant personnel and or clients.
3. Evaluate effectiveness of the program.
 - 3.1. Develop methods and tools to monitor individual and group development during programs.
 - 3.2. Liaise with delivery personnel throughout program operation to identify successes, problems and difficulties.
 - 3.3. Obtain and evaluate feedback from delivery personnel, client groups and participants.
 - 3.4. Evaluate program according consultation with others.
 - 3.5. Modify and continuously improve current and future programs according to feedback and program evaluation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Writing skills to:	• document comprehensive adventure-based learning programs using language easily understood by clients and all staff • prepare detailed session plans incorporating correct terminology and jargon for activities and experiential facilitation techniques.
Self-management skills to:	• take responsibility for program development from initial research through to evaluation • critically evaluate successes and failures of program to initiate improvements.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

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

Assessment Requirements for SISOABL003 Design adventure-based learning programs

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 adventured 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

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