



Australian Government

Department of Education, Employment and Workplace Relations

SISOABL301A Assist in the facilitation of adventure-based learning activities

Release: 2

SISOABL301A Assist in the facilitation of adventure-based learning activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the facilitation of adventure-based learning activities, in situations where the responsibility for the overall activity or program rests with a more experienced facilitator.

Application of the Unit

This unit applies to those who work as assistant leaders or facilitators of adventure-based learning activities in a range of settings. 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

ELEMENT

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. Assist in planning for adventure activity.

- 1.1. Determine individual roles, tasks and responsibilities with the activity leader.
- 1.2. Identify ***phases of an adventure-based learning cycle*** within the activity.
- 1.3. Encourage and support participants to set realistic individual and group goals that are consistent with learning outcomes for the activity.
- 1.4. Negotiate individual and group guidelines that will inform action and behaviour by all participants.
- 1.5. Identify ***safety issues*** for the adventure activity and the participants.
- 1.6. Brief the group on safety issues and activity-specific participation requirements and techniques.

2. Assist in facilitation of the activity.

- 2.1. Implement risk management strategies according to ***relevant legislation, organisational policies and procedures***, and activity-specific requirements.
- 2.2. Communicate ideas and information clearly and constructively and engender trust and confidence within the group.
- 2.3. Encourage co-operation between individual group members.
- 2.4. Implement strategies which develop trust between individuals within the group and with the leaders.
- 2.5. Monitor and maintain compliance with agreed individual and group guidelines.
- 2.6. Establish a supportive and constructive environment and respond to emergent issues that may require intervention.

3. Participate in activity debriefing.

- 3.1. Observe and monitor individual actions and group interactions during activities, and provide feedback to participants during and after the activity.
- 3.2. Evaluate personal role as assistant facilitator within the activity, based on ***feedback*** from participants and activity leader and personal reflection.

ELEMENT**PERFORMANCE CRITERIA**

3.3. Review the conduct of the activity according to program, individual and group goals and outcomes.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to determine own roles, responsibilities and tasks within the activity
- problem-solving skills to identify and address safety issues within own level of responsibility
- communication skills to:
 - interact with different groups in a variety of situations and circumstances
 - brief groups on safety issues, activity requirements
 - communicate information throughout activity
- teamwork skills to support leader and participants to achieve goals
- self management skills to review and reflect on own performance.

Required knowledge

- legislation and organisational policies and procedures to enable safe facilitation of activities
- definitions of adventure-based learning and associated disciplines to implement suitable activities with relevant goals and outcomes
- philosophical and psychological foundations for adventure-based learning to determine its relevance and significance to participants
- debriefing techniques to enhance learning through adventure activities
- models and stages of group formation to enable effective and constructive group support
- factors impacting on group dynamics to enable response to group behaviour
- facilitation techniques to assist the group to obtain the best outcomes.

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:

- assists in planning processes required for adventure-based learning activities and identifies individual and group roles, responsibilities, learning outcomes, and goals
- interacts effectively with group members from diverse backgrounds and assists in the facilitation of adventure-based learning activities
- communicates clearly and concisely with the group and implements strategies which encourage co-operation and develop trust
- conducts a debriefing process which includes strategies and tasks to facilitate and enhance learning outcomes for individuals and the group
- evaluates own performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure assisting in the facilitation of multiple adventure-based learning activities to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- diverse groups of participants to take part in adventure-based learning activities
- an environment suitable for the conduct of adventure-based activities, this may include outdoor or indoor activities
- equipment and resources required for 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:

- observation of participation in planning, facilitating and debriefing processes under the guidance of an activity leader
- oral and or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain

participant safety

- 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:

- adventure 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.

Phases of an adventure-based learning cycle may include:

- ice breaking and briefing
- goal setting
- development of trust
- adventure activity participation
- processing and debriefing
- transfer of learning.

Safety issues may include:

- physical
- mental
- emotional
- individual or group.

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
- debriefing procedures
- risk management
- communication protocols
- minimal impact environmental codes
- code of ethics.

Feedback may include:

- oral
- written
- direct
- indirect.

Unit Sector(s)

Outdoor Recreation

Competency Field

Adventure based learning