

Demonstrate leadership while participating in an adventure based learning programme

Level 3

Credits 3

Purpose This unit standard is intended for senior students in secondary schools working in a peer group environment.

People credited with this unit standard are able to: describe personal leadership, peer leadership and group roles; demonstrate personal leadership and peer leadership while participating in an adventure based learning (ABL) programme; evaluate the personal and peer leadership provided.

Subfield Outdoor Recreation

Domain Adventure Based Learning

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit 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.

Peer group involves students of similar age and/or status.

Personal leadership involves taking responsibility for self and being a contributing group member.

Peer leadership involves taking on leadership roles within the group without necessarily being delegated the position of leader from a source outside of the group (by the instructor/facilitator/assessor).

Active listening involves giving attention to the speaker, questioning, reflecting, paraphrasing and summarising what the speaker is saying.

- 2 It is intended that candidates demonstrate leadership of themselves and leadership within their peer group. It is not intended that candidates be trained to lead activities.
- 3 The candidate must take a leadership role and evaluate their performance for at least two activities. Feedback from the first activity must be acted upon in the second activity.
- 4 Naturally occurring evidence may be gathered. Some evidence may also be gathered when leadership has been assigned by the facilitator/Instructor. This should not exceed 50% of the evidence.
- 5 Programme planning, sequencing of activities, application of ABL principles, overall group and risk management are the responsibility of the instructor/facilitator not the candidate.
- 6 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/>.
- 7 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

Describe personal leadership, peer leadership and group roles.

Performance criteria

- 1.1 Peer leadership styles are described.
Range may include – directing, coaching, supporting, delegating.
- 1.2 Group roles are described.
Range may include – task related roles, process related roles, non functioning roles.

- 1.3 Personal and peer leadership qualities and skills are described.
- Range may include – communication, decision making, responsibility, flexibility.

- 1.4 Personal and peer leadership behaviours are described.
- Range may include – asking for and providing assistance and support, use of initiative, responding to needs and changes in the group/individuals and environment.

Element 2

Demonstrate personal leadership and peer leadership while participating in an adventure based learning (ABL) programme.

Performance criteria

- 2.1 Peer leadership styles are demonstrated and their selection explained.
- Range may include – directing, coaching, supporting, delegating.
- 2.2 Personal and peer leadership behaviours are demonstrated.
- Range may include – asking for and providing assistance and support, use of initiative, responding to needs and changes in the group/individuals and environment, risk management.
- 2.3 Effective communication is demonstrated throughout the programme.
- Range effective includes – clear, concise, constructive, timely; communication may include – explanations and instructions, active listening, giving and receiving feedback.
- 2.4 Active participation in group management is demonstrated.
- Range may include – maintaining on-task behaviour, responding to the needs of others, maintaining boundaries (cultural, activity, personal).
- 2.5 Teamwork skills are demonstrated throughout the programme.
- Range may include – working co-operatively, problem solving, decision making.
- 2.6 Goals are set, actioned and reviewed.
- Range may include goals related to – personal leadership, peer leadership, group roles.

2.7 Respect for difference is evident at all times.

Range may include – cultural difference, difference of ideas, difference of expectations.

2.8 Peer and facilitator feedback is acted upon during the programme.

Element 3

Evaluate the personal and peer leadership provided.

Performance criteria

3.1 Feedback from peers and facilitators is gathered, considered and incorporated into self evaluation.

3.2 Personal performance is evaluated.

Range evaluation includes – strengths and areas for improvement, consideration of feedback from peers and facilitator; personal leadership, peer leadership.

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.