

Title	Assist in facilitation of a high ropes course programme for the development of the participants		
Level	3	Credits	6

Purpose	People credited with this unit standard are able to: assist in designing and planning a programme that uses high ropes course activities for the personal and social development of the participants; assist in the implementation, facilitation and review of a programme that uses high ropes course activities for the personal and social development of the participants; and assist in the risk management of a programme that utilises high ropes course activities.
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Classification	Outdoor Recreation > Adventure Based Learning
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Available grade	Achieved
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Guidance Information

- 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.
Personal and social development is defined as an increase in self awareness; an increase in the awareness of the impact of actions on others; and behaviours which help the growth of others.
Small groups are generally no less than five and no more than ten participants.
- 2 The candidate is required to plan and implement high ropes course activities for a small group demonstrating basic facilitation techniques where the responsibility for the overall programme and its participants rests with a more experienced facilitator.
- 3 The candidate is required to be engaged in the role of facilitator of a small group for at least 80% of the programme.
- 4 Programmes must include provide opportunities for the development of communication, cooperation, trust, and problem solving.
- 5 The participants must be people who are not peers of the candidate.
- 6 The programme objectives and desired outcomes may be previously identified and provided to the candidate.

- 7 The duration of a programme should be no less than six hours delivery excluding preparation and follow-up. “Lead-in” activities for the use of the high ropes course and debriefing are included in the six hours delivery.
- 8 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* is available from the Department of Conservation, Head Office, PO Box 10420, Wellington and at <http://www.doc.govt.nz/>.
- 9 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Skills Active Aotearoa website <http://www.skillsactive.org.nz/>.

Outcomes and performance criteria

Outcome 1

Assist in designing and planning a programme that uses high ropes course activities for the personal and social development of the participants.

Performance criteria

- 1.1 Assistance is given in the design of a programme that meets identified programme objectives and incorporates ABL principles.

Range ABL principles may include – appropriate sequencing, following the experiential learning cycle, challenge by choice, group contract setting, individual and group goal setting.
- 1.2 Assistance is given in the planning and preparation of activities to meet the programme objectives and identified needs of the participants.

Range planning and preparation may include – establishing equipment requirements, briefing, debriefing, safety, group management, time management.

Outcome 2

Assist in the implementation, facilitation and review of a programme that uses high ropes course activities for the personal and social development of the participants.

Performance criteria

- 2.1 Assistance is given to set up the equipment and venue to meet participant needs and activity objectives.

Range setting up may include – assembling necessary equipment, conducting pre-use activity and equipment checks, setting up of belay ropes, checking for hazards.

- 2.2 Clear briefing of participants for at least two high ropes course activities is demonstrated.
- Range briefing includes – clear instructions on participants’ roles, belaying and safety spotting requirements and relevant risk management procedures; checking for participants’ understanding; referring to facilitator for additional input.
- 2.3 Effective communication is demonstrated throughout the programme.
- Range effective includes – clear, concise, constructive, timely; communication may include – listening, checking for understanding, clarifying, adjusting for participants’ needs.
- 2.4 Effective facilitation is demonstrated throughout the programme.
- Range effective facilitation may include – timely intervention, affirming participants’ contributions, providing opportunities for all to participate, identifying opportunities for transfer of learning.
- 2.5 Effective group management is demonstrated throughout the programme.
- Range group management may include – adjusting leadership style, boundaries, group size and mix; as relevant to the activity, objectives, environment and group.
- 2.6 Safe and appropriate role model behaviours are demonstrated
- Range may include – positive attitude, motivated, treats others with respect and compassion, appropriate physical contact, sensitive to others, follows up on requests
- 2.7 Assistance is given to encourage the group to participate safely.
- Range may include – use of group contract, belaying and support team roles, challenge by choice.
- 2.8 Clear debriefing of participants for at least two high ropes course activities is demonstrated.
- Range debriefing may include – relevance to the programme objectives; assisting participants to identify what has been learnt; referring to the facilitator for additional input.
- 2.9 Assistance is given to reviewing a programme and its outcomes.
- Range review may include – what worked well and what could be improved.
- 2.10 Feedback on leadership provided is incorporated into the next activity or programme where appropriate.

Range feedback must include – from self and facilitator;
feedback may include – from peers and participants.

Outcome 3

Assist in the risk management of a programme that utilises high ropes course activities.

Performance criteria

3.1 Assistance is given in the identification of hazards and implementation of management strategies.

3.2 Assistance is given to the correct instruction and coaching of safe practices.

Range safe practices may include – care and use of ropes, harnesses, helmets, karabiners, belay devices, knots, ladders; appropriate belay techniques; participants' responsibilities; communication.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	1 October 1993	31 December 2019
Revision	2	24 July 1996	31 December 2019
Revision	3	19 February 1998	31 December 2019
Revision	4	5 May 1998	31 December 2019
Review	5	25 February 2000	31 December 2019
Review	6	25 February 2008	31 December 2023
Review	7	29 November 2018	31 December 2023

Consent and Moderation Requirements (CMR) reference	0102
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.