



A D V E N T U R E
I N D U S T R Y
A S S O C I A T I O N

Operating Adventure Motorcycles in Off-road Conditions - Courses Curriculum

Approval page

The signatories hereof, being duly authorised thereto, by their signatures hereto authorise the execution of the work detailed herein, or confirm their acceptance of the contents hereof and authorise the implementation/adoption thereof, as the case may be, for and on behalf of the parties represented by them.

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1 Introduction

1.1 Aim

This curriculum provides the skills development partner (instructional designer, developer, facilitator and assessor) with the information and guidance necessary in terms of the following:

- a. purpose of this course;
- b. target group;
- c. prerequisites for the course;
- d. course duration;
- e. learning outcomes;
- f. critical cross-field outcomes;
- g. sequence of learning events;
- h. training delivery;
- i. assessment; and
- j. course evaluation.

1.2 Background

Due to the need for primarily recreational adventure motorcycle rider training in the adventure tourism industry, the South African Adventure Industry Association (SA AIA) decided to establish adventure motorcycle curricula for its members. This is important because there is a definite need for standardised adventure motorcycle rider training.

It will also make it easier for SA AIA to maintain its own technical competence framework and keep it up to date and in line with industry trends and requirements.

1.3 Scope

This curriculum applies to adventure motorcycles. When developing course material for a specific type of adventure motorcycle, the skills development partner (instructional designer, developer, facilitator and assessor) will adapt the curriculum requirements to suit that type of adventure motorcycle.

The SA AIA courses for operating adventure motorcycles in off-road conditions are listed below.

- a. Introduction to adventure motorcycle riding in off-road conditions course.
- b. Basic adventure motorcycle riding in off-road conditions course.
- c. Advanced adventure motorcycle riding in off-road conditions course.

2 Purpose of the SA AIA courses

The aim is to prepare and equip owners and riders of adventure motorcycles for the safe and responsible use of adventure motorcycles and equipment in South Africa.

3 Target groups

The members of these learner target groups will typically have the following profile:

- a. no previous or very little knowledge of legislation associated with off-road riding;
- b. no previous or very little knowledge of configurations, capabilities and limitations of adventure motorcycles;
- c. no previous or very little experience in riding an adventure motorcycle in off-road conditions;
- d. intermediate level of experience in riding an adventure motorcycle in off-road conditions.

The customer base associated with these target groups is identified below.

- a. **Commercial** – Government organisations and companies that are legally and/or professionally obliged to provide training to their employees. This also applies to individuals who require the necessary skills to use an adventure motorcycle as part of their duties, such as medical professionals, engineers, construction workers, tourism professionals, etc.
- b. **Recreational** – private individuals that buy an adventure motorcycle for recreational purposes. “Original equipment manufacturer (OEM) accredited training” with the focus on customers that buy adventure motorcycles is also included here.

4

Prerequisites for the courses

The prerequisites for the courses are identified below.

- a. Introduction to adventure motorcycle riding in off-road conditions
 - i. Learner must be able to communicate at NQF Level 2 in English.
 - ii. The learner must hold at least a Code A riding licence, or any other licence deemed applicable under the legislation in force at the time, and must understand the knowledge required by road users.
- b. Basic adventure motorcycle riding in off-road conditions – Learner must have completed the Introduction to adventure motorcycle riding in off-road conditions successfully.
- c. Advanced adventure motorcycle riding in on-road and off-road conditions - Learner must have completed the Basic adventure motorcycle riding in off-road conditions successfully.

5 Courses durations

The durations of the courses are identified below. These include classroom time (theory), practical time (practical demonstrations, riding and recoveries), time spent on self-study and assessments (time spent on formative assessments as well as preparation time for the summative assessments where applicable).

- a. Introduction to adventure motorcycle riding in off-road conditions – minimum of 6 hours (typical 1 hour theory and 5 hours practical)
- b. Basic adventure motorcycle riding in off-road conditions – minimum of 6 hours (typical 1 hour theory and 5 hours practical)
- c. Advanced adventure motorcycle riding in off-road conditions – minimum of 10 hours (typical 2 hours theory and 8 hours practical)

6 Learning outcomes

Outcomes are the end products of learning that the learners strive to achieve at the end of a learning intervention in order to acquire the knowledge, skills and attitude to perform designated tasks. The learning modules, sections, units and outcomes for the courses are indicated in the paragraphs below.

Bloom's taxonomy is used in this curriculum to define outcomes and it provides a way to express learning outcomes in a way that reflects cognitive skills.

Below is a summary of Bloom's taxonomy principles used.

- a. The following 6 levels (lowest to highest cognitive skills) are used:
 - i. knowledge/remembering;
 - ii. comprehension/understanding;
 - iii. application/applying;
 - iv. analysis/analysing;
 - v. evaluation/evaluating; and
 - vi. synthesis/creating.
- b. Bloom's taxonomy is used to identify verbs to describe learners' learning. Examples of learning outcomes might include the following:
 - i. knowledge/remembering: define, list, recognise;
 - ii. comprehension/understanding: characterize, describe, explain, identify, locate, recognise, sort;
 - iii. application/applying: choose, demonstrate, implement, perform;
 - iv. analysis/analysing: analyse, categorise, compare, differentiate;
 - v. evaluation/evaluating: assess, critique, evaluate, rank, rate; and
 - vi. synthesis/creating: construct, design, formulate, organise, synthesise.

6.1 Introduction to adventure motorcycle riding in off-road conditions course

The learning modules, sections, units and outcomes for this course are indicated in the table below.

Table 1: Introduction to adventure motorcycle riding in off-road conditions course - learning modules, sections, units and outcomes

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcomes
1	General	1.1	General	1.1.1	Background information	1. Off-roading is the recreation riding an adventure motorcycle on unsurfaced roads or tracks made of materials such as sand, gravel, riverbeds, mud, snow, rocks and other natural terrain. 2. All South African legislation also applies to off-roading. These include licensing of adventure motorcycles, riders' licences, road ordinances, road worthiness of adventure motorcycles etc. 3. Background to current off-road legislation. Need for legislation. Current off-road legislation. Implications of current legislation. 4. Rider competency. 5. Not all insurance companies cover off-roading as part of their normal insurance policies (local and abroad). 6. Medical aid when travelling abroad.	1. Identify what is off-roading. 2. Identify the current South African legislation associated with off-roading. 3. Identify the trail grading system applicable to adventure motorcycles used in South Africa and explain how it relates to the technical difficulty of an off-road trail. 4. Identify the short-term insurance implications when riding off-road. 5. Identify medical aid implications when riding off-road. 6. Identify the correct riding licenses when using an adventure motorcycle or when towing an adventure motorcycle.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcomes
						7. The rider of an adventure motorcycle must hold the correct riding licence, as prescribed by the applicable legislation.	
		1.2	Riding gear	1.2.1	Basic riding gear	1. Importance of riding gear to protect the rider. 2. Knowledge of checking safety standards on riding gear. 3. Understanding uses and limitations of riding gear.	1. Understanding why riding gear is important and why it should be worn at all times. 2. Understanding why the price of riding gear differs so drastically and understanding the different safety standards of riding gear. 3. Understanding what gear to use, when and where.
2	Adventure motorcycle	2.1	Adventure motorcycle	2.1.1	Know your adventure motorcycle	1. Identify the major components and understand the basic working of an adventure motorcycle when riding off-road.	1. Identify the range of features, adventure motorcycle options and capabilities of the learner's adventure motorcycle. 2. Identify the differences between the different weight specifications of an adventure motorcycle (e.g. tara, gross vehicle weight [GVW], etc.). 3. Identify the effect of packing weights and packing strategy (heavy and light items) on the suspension and the possibility of the motorcycle falling over. This will also include a packing strategy.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcomes
							4. Identify the importance of securing all loose items in and on the adventure motorcycle. 5. Identify the limitations of an adventure motorcycle in terms of angles, width, height, weight, ground clearance and wading (fording) depth. 6. Identify preparations for river/water crossings with the implications thereof. 7. Identify and understand the gearbox and clutch in the learner's motorcycle. The learner must also be able to understand the benefits and drawbacks of their gearbox, whether that is manual or auto, and their clutch, whether that is a wet or dry clutch.
				2.1.2	Adventure motorcycle preparation for off-roading	Adventure motorcycle preparation for off-roading to ensure that the adventure motorcycle is ready for off-roading.	Identify the preparation of an adventure motorcycle for off-road conditions considering the outcomes of learning unit 2.1.1.
3	Riding skills	3.1	Riding skills	3.1.1	Tyres	Tyre pressure is critical for successful off-roading. The correct tyre pressure for an adventure motorcycle depends on its type, the type of tyres fitted, their specifications,	Identify correct tyre pressures considering the road/trail/terrain for the tyres fitted and the adventure motorcycle's load and

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcomes
						the adventure motorcycle's load and the road, trail or terrain to be ridden on.	the road, trail or terrain to be ridden on.
				3.1.2	Riding obstacles	When riding off-road, the learner should be familiar with how to manoeuvre his/her adventure motorcycle on all types of terrain and in a variety of conditions.	1. Demonstrate the correct seating position as well as the position of the hands on the handle bars. 2. Demonstrate the correct standing position, including the positioning of the feet on the footpegs and hands on the handle bar. Correct body weight distribution. 3. Demonstrate correct lines when negotiating cross-axle obstacles. 4. Demonstrate correct riding of ascents and descents. 5. Demonstrate correct riding of side slopes.
				3.1.3	Weight distribution	When riding any motorcycle, it is important to understand the balance point of the motorcycle. Good understanding of the balance point can lead to more confidence while riding.	1. Demonstrate the full understanding of how the balance of an adventure motorcycle shifts. 2. Understand how little the input has to and needs to be to keep an adventure motorcycle upright.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcomes
				3.1.4	Braking	When riding a motorcycle it is important to understand why a motorcycle's brakes are split.	1. The learner must demonstrate an understanding of the difference between the front and the rear brake. 2. The learner must understand when to use which brake.
4	Recovery	4.1	Emergency repair/recovery equipment	4.1.1	Emergency repair/recovery equipment	It does not matter how experienced one is, at some stage one will get stuck in an obstacle while riding off-road. It is important to be prepared, have the correct Emergency repair/recovery equipment on an adventure motorcycle and know how to use it correctly.	1. Identify emergency repair/recovery equipment. 2. Identify the different emergency repair/recovery methods and equipment. 3. Identify the ratings on emergency repair/recovery equipment and the importance thereof.
				4.1.2	Tyre pressure	Tyre pressure is critical for successful off-roading. The correct tyre pressure for an adventure motorcycle depends on its type, the type of tyres fitted, their specifications, the adventure motorcycle 's load and the road, trail or terrain to be driven on.	1. Demonstrate the use of a tyre pressure gauge. 2. Demonstrate the use of an air compressor.
				4.1.4	Required tools	Some thought should go into what tools will be needed in an off-road toolbox. The aim is to have enough on hand to put one in a position to repair the adventure motorcycle if it fails during the off-road trip in order to get back on the road.	1. Demonstrate the use of the motorcycle specific tools of the learner's adventure motorcycle. 2. Identify the tools required to perform basic maintenance on

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcomes
							the learner's adventure motorcycle.
				4.1.5	Safety equipment	In order to enjoy the off-roading experience, take along the necessary safety equipment to make sure that your off-roading does not end in a nightmare experience. Also know how to use the safety equipment.	1. Identify the requirement for a first aid kit. 2. Identify the requirement to have sufficient drinking water on the adventure motorcycle. 3. The exhaust of the motorcycle can cause a fire when riding in dry grass due to the dry grass accumulating in the bashplate. Clean the bashplate at regular intervals.

Note: The trail grading, types of terrain covered (e.g. sand, gravel, riverbeds, mud and snow) and emergency repair/recovery procedures and equipment used during facilitation and assessments must be clearly stated. This information must be included on the learner's certificate.

6.2 Basic adventure motorcycle riding in off-road conditions

The learning modules, sections, units and outcomes for this course are indicated in the table below.

Table 2: Basic adventure motorcycle riding in off-road conditions course - learning modules, sections, units and outcomes

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
1	Adventure motorcycle	1.1	Adventure motorcycle	1.1.1	Know your adventure motorcycle	1. Identify the major components and understand the basic working of an adventure motorcycle when riding off-road. 2. The writing that one sees on the sidewall of tyres has two main purposes. The first is to help identify the size and specification of the tyres correctly. The second is to confirm that the tyre has been tested and approved to European and other country safety standards. 3. In order to accommodate the extra requirements of the adventure motorcycle manufacturers in relation to the performance of these Adventure motorcycles, tyres had to change dramatically. Most manufacturers break down their range of tyres into different categories, depending on the type and use of the adventure motorcycle. For instance, a high-performance adventure motorcycle used predominantly for on-	1. Identify the configurations of the learner's adventure motorcycle in term of riding modes, if applicable. 2. Identify the drivetrain components of the learner's adventure motorcycle in terms of engine, clutch, gearbox, drive shafts/chain and wheels. 3. Identify the types of tyres, markings on sidewall of tyres with emphasis on speed and load ratings. 4. Identify the maximum load and speed ratings of tyres 5. Identify adventure motorcycle options in terms of the limitations of these options. 6 Identify the different types of adventure motorcycle suspensions (e.g. electronic, mechanical etc.). 7 Identify the off-road aids available on the learner's adventure motorcycle, such as traction control modes, ABS modes,

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
						road application will require a relatively quiet, comfortable tyre compared to an adventure motorcycle that spends the vast majority of its life working off-road.	riding modes and when to use what off-road aid of the adventure motorcycle. 8. Identify the limitations of an adventure motorcycle in terms of angles, width, height, weight, ground clearance and wading (fording) depth.
				1.1.2	Adventure motorcycle preparation for off-roading	Adventure motorcycle inspections are very important with regard to off-roading to ensure that the adventure motorcycle remains technically in an operational condition.	Identify the inspections of an adventure motorcycle before, during and after riding off-road.
2	Riding skills	3.1	Riding skills	2.1.1	Operate an adventure motorcycle in off-road conditions	1. When riding off-road, the learner should be familiar with how to manoeuvre his/her adventure motorcycle on all types of terrain and in a variety of conditions. 2. Understand when to select the various configurations and riding aids of the adventure motorcycle. 3. Understand the procedure(s) to select the various configurations and riding aids of the adventure motorcycle. 4. Heading uphill is tough. Descending downhill if you did not make it can be even tougher. The correct procedure must be followed.	1. Demonstrate different riding approaches on-road, gravel and off-road. 2. Demonstrate when to use what off-road aid of the adventure motorcycle. 3. Demonstrate descending hills on failed climbs (emergency hill start recovery).

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
				2.1.2	Environmental impact	1. Be aware of the damage that can be caused to the environment. 2. Behaviour in the wild, and specifically in eco-sensitive areas, will determine whether this wonderful lifestyle will be available in future. When off-road riding is done responsibly, it has minimal impact on the environment.	Identify the environmental impact of off-road riding and how to minimise the impact thereof.
				3.1.3	Weight distribution	1. When riding adventure motorcycle, it is imperative to understand how your body's weight works with a motorcycle's weight. 2. To be able to control an adventure motorcycle you need to understand how to manipulate your weight while riding.	1. The learner must understand that the rider's weight must only be on the foot pegs or on the seat. 2. The learner must be able to ride while only having one hand on the handle bar and/or one foot on a foot peg so that the learner can understand and feel how weight distribution works while riding.
				3.1.4	Braking	1. When riding it is important to be able to use the brakes to manipulate the weight of the adventure motorcycle.	1. The learner must be able to demonstrate and understand how to use the brakes to manipulate the weight of the adventure motorcycle. 2. The learner must be able to lock up the rear wheel(s) on different terrains and be in control of the adventure motorcycle while doing so. 3. Identify how the motorcycle will react with the rear wheel locked on different riding surfaces/conditions.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
3	Recovery	3.1	Emergency repair/recovery equipment	3.1.1	Emergency repair/recovery equipment and techniques	1.It does not matter how experienced one is, at some stage one will get stuck in an obstacle while riding off-road. It is important to be prepared, have the correct recovery equipment on an adventure motorcycle and know how to use it correctly. 2. Lifting a adventure motorcycle up correctly after a fall is a very important skill. Firstly, to be able to assess yourself, to make sure you are ok, and to be able to pick up the adventure motorcycle without hurting yourself further.	1. Identify the adventure motorcycle recovery triangle and the associated dangers of recovery. 2. Identify the use of gloves during a recovery. 3. Identify safe recovery procedures. 4. To make sure that you will not hurt yourself further, it is important for a rider to assess themselves. 5. To make sure a rider does not hurt themselves while picking up an adventure motorcycle, the rider needs to use the proper techniques. The learner must understand and demonstrate a good grasp of the two solo pickups and one double pickup. Each pickup technique has pros and cons, and the learner should understand them. 6. Identify the use and limitations of an emergency tyre repair kit.

Note: The trail grading, types of terrain covered (e.g. sand, gravel, riverbeds, mud and snow) and emergency repair/recovery procedures and equipment used during facilitation and assessments must be clearly stated. This information must be included on the learner's certificate.

6.3 Advanced adventure motorcycle riding in off-road conditions

The learning modules, sections, units and outcomes for this course are indicated in the table below.

Table 3: Advanced adventure motorcycle riding in off-road conditions course - learning modules, sections, units and outcomes

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
1	Adventure motorcycle	1.1	Adventure motorcycle	1.1.1	Know your adventure motorcycle	1. A basic understanding about torque, traction and wheel slip. 2. Centre of gravity relates to the ability to get up or down a slope. 3. Understand how to move your weight to give one wheel more or less weight. This will affect the amount of traction each wheel has.	1. Identify the power/torque distribution under off-road conditions. 2. Demonstrate a good understanding of how to move on the adventure motorcycle to manipulate the amount of traction of each wheel.
2	Riding skills	2.1	Riding skills	2.1.1	Operate an adventure motorcycle in off-road conditions	1. When riding off-road, the learner should be familiar with how to manoeuvre his/her adventure motorcycle on all types of terrain and in a variety of conditions. 2. Understand when to select the various configurations and riding aids of the adventure motorcycle. 3. Understand the procedure(s) to select the various	1. Demonstrate the stopping distances on different surfaces (gravel, mud, sand, snow, etc.) 2. Demonstrate riding the correct lines through obstacles on a grade 3 track/trail (sand or dunes, mud and snow and water/river crossings). 3. Demonstrate riding the correct lines through obstacles as outlined in the adventure motorcycle gradings.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
						configurations and riding aids of an adventure motorcycle.	
				3.1.3	Weight distribution	1. When riding an adventure motorcycle, it is important to give your wheels as much traction as possible. 2. As a rider you need to be able to feel how much traction, and thus control, each wheel has and how to distribute your weight to be able to get the desired amount of traction from each wheel.	1. The learner must be able to ride at a slow speed and lock the front wheel for a split second to understand the locking point of the front wheel and learn to release the front brake as it locks to prevent the front wheel not to go into an uncontrolled skid. 2. The learner must be able to move their weight around on the motorcycle while making sure their weight is transferred through their feet (foot peg) or their seat.
				3.1.4	Braking	1. When riding at fast speeds it is sometimes necessary to move your weight while braking to be able to make a turn.	1. The learner must be able to understand the entire sequence of braking, shown in the previous course. 2. The learner must be able to move their weight left and/or right as the situation requires. This needs to be done while still having control of the front wheel.
3	Recovery	3.1	Emergency repair/recovery equipment	3.1.1	Emergency/recovery principles	1. It does not matter how experienced one is, at some stage one will get stuck in an obstacle while riding off-road. It is important to be prepared, have the correct emergency repair/recovery equipment on an	1. Identify various recovery forces and the importance as well as the dangers thereof. 2. Demonstrate safety procedures during recoveries. 3. Demonstrate communication during recoveries.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
						adventure motorcycle and know how to use it correctly. 2. Certain components of the adventure motorcycle as well as recovery equipment are exposed to serious mechanical forces during recoveries. 3. There is a risk of equipment failing during recoveries. Failed equipment flying through the air can cause serious bodily injuries or deaths. Safety procedures should be put in place during recoveries. 4. Communication during recoveries will not only make the recovery more effective, but it can prevent injuries or death. Communication during recoveries might differ from the communication when being guided through obstacles. 5. Safety equipment was designed to assist with the safety aspects related to recoveries.	4. Demonstrate the use of safety equipment during recoveries. 5. Demonstrate how to tow an adventure motorcycle with another adventure motorcycle.
		3.2	Practical recovery	3.2.1	Fixing a puncture	1. Adventure motorcycle can have tubeless and tubed tyres. Understanding the difference between them is important.	1. Identify when this type of tyre does the adventure motorcycle have.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
						2. Fixing a puncture differs between tubed and tubeless tyres.	2. Demonstrate the use of a tyre repair kit for a tubeless tyre. 3. Demonstrate how to remove a wheel to be able to remove the tube for a tubed tyre. Demonstrate how to remove the tube, patch a puncture and replace the tube. Demonstrate how to replace the wheel.
				3.2.2	Self-recovery	1.Uphill recovery 2.Sand recovery 3.Log recovery 4.Rock recovery	1. There are two uphill recovery methods, the learner must be able to safely do both. The learner must understand the drawbacks of just rolling the adventure motorcycle back, method one. The learner must be comfortable with wiggling the adventure motorcycle down, method. 2. When getting stuck in sand, it is important to be able to get the wheels on top of the sand and to be able to get momentum as quickly as possible. The learner must be able to rock the adventure motorcycle, to get momentum. The learner must also be able to get the rear wheel(s) out of a ditch. 3. The learner must be able to understand and demonstrate how to recover the adventure motorcycle when the front wheel(s) has gone over a log, but the back wheel(s) is/are still behind the log. The learner must rock the adventure motorcycle and then use the momentum to get the adventure motorcycle over the log.

Learning module		Learning section		Learning unit			
No	Description	No	Description	No	Description	Content (including but not limited to)	Outcome
							4.The learner must be able to demonstrate how to rock the adventure motorcycle over rocks to be able to get momentum so that they can ride over the rocks.

Note: The trail grading, types of terrain covered (e.g. sand, gravel, riverbeds, mud and snow) and emergency repair/recovery procedures and equipment used during facilitation and assessments must be clearly stated. This information must be included on the learner's certificate.

7 Critical cross-field outcomes

The critical cross-field outcomes listed below are embedded in the training methodology and activities during presentation of training.

- a. Identify and solve problems using critical and creative thinking processes are addressed when identifying potential hazards and recognising existing hazards and dangerous situations and identifying ways to eliminate or minimise them when operating an adventure motorcycle in various conditions and terrains.
- b. Work effectively with others as a member of a team, group, organisation or community are addressed when imparting the necessary skills and knowledge to participants in various adventure motorcycle operating conditions.
- c. Organise and manage oneself and one's activities responsibly and effectively are addressed when maximising use of 4WD features and uses in various operating conditions.
- d. Collect, analyse, organise and critically evaluate information when collecting information on and understanding all the adventure motorcycle features, tools and maintenance procedures in various operating conditions.
- e. Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion are addressed when conveying information pertaining to operating conditions, etc. to other riders and passengers in the adventure motorcycle.
- f. Demonstrate an understanding of the world as a set of interrelated systems is addressed when recognising the potential negative effect undisciplined use of adventure motorcycles can have on the environment and on other road users as well as understanding the effect of terrain, weather conditions and other road users on an adventure motorcycle and its safety.
- g. Participate as responsible citizens in the life of local, national and global communities ensuring that environmental conditions and safety and health procedures relating to Adventure motorcycles activities are adhered to.

8 Sequence of learning events

The learning units of these courses are presented in a linear manner. Learning units may be sequenced to suit the requirements of the learning event.

9 Training delivery

9.1 Training methods

The training methods that are used during the courses are described in the table below.

Table 4: Training methods

Methodology	Description
Demonstration	A technique that shows how something works or gets done. It is intended to illustrate or clarify an idea, process, or relationship.
Drill and practice	The learner learns the content by means of exercises. These exercises can be done more than once. This learning method is best used when teaching processes and certain abilities.
Group discussion	The group discussion method enables learners to think deeply and come to a conclusion about a topic. Learners focus on a single item or problem. Interactive skills are developed and the teamwork approach has a positive effect on attitudes and motivation. Facilitators will encourage discussions.
Reading (self-study)	Readings are the printed matter assigned to individuals in the form of articles, books, or pamphlets. Readings are often coupled with a study guide or discussion question for use during a class session.
Interactive demonstrations	Interactive demonstrations allow learner watchers to do something instead of merely observe. Job Instruction Training (JIT) is a perfect format for this.
Note-taking	For some people note-taking may be necessary to “imprint” the data. These people need to hear it, see it in the visual aids, and then to see it again as they begin to “own” the idea by writing it down themselves.
Questioning	The questioning strategy consists of developing and asking a variety of questions designed to test learning and stimulate discussion.
Scenario	The learners are presented with a scenario and they have to analyse the situation and arrive at a conclusion using their critical thinking and judgement skills.
Simulation	Simulation is a representation of a real-life situation - usually a situation requiring appropriate actions and reactions or a situation requiring the demonstration of technical expertise.

9.2 Training media

The media used to facilitate these courses include a whiteboard, flip charts, computers, multimedia data projectors and training aids.

9.3 Training facilities

These courses must be held at a suitable venue with a lecture room and toilet facilities, as well as an off-road track/trail.

10 Assessment

10.1 Assessment process

Assessment is a process of collecting evidence in order to determine whether learners have achieved the specified learning outcomes. These learning outcomes will serve as the basis for the assessment due to the fact that they are linked to predetermined assessment criteria. The main steps in the assessment process are indicated below.

- a. The assessor plans and explains the assessment process to the learners.
- b. The assessor judges the performance of the learners against the learning outcomes and assessment criteria. In this the assessor uses applicable assessments instruments.

The assessor will ensure that the assessment process adheres to the principles as listed in the table below.

Table 5: Applicable assessment principles

Methodology	Description
Fair	Learners are assessed using the same assessment methods and tools.
Valid	The assessment measures what it is supposed to measure/assess.
Reliable	The same results will be obtained even if the assessment is conducted by different assessors.
Practicability	The assessment is relevant to the level of knowledge, skill and attitude that it assesses.

If learners are not satisfied with the manner in which the assessment process was executed, they may launch an appeal against the assessment process in writing.

10.2 Assessment methods, tools and techniques

The assessor will judge the collected evidence of performance against the learning outcomes and assessment criteria by using a wide range of methods, tools and techniques. This includes verbal questioning, observing and assessment of learner product.

The assessment methods and tools will enable learners to produce authentic, current and sufficient evidence for the assessor to make a fair judgement in terms of their competence.

10.3 Assessment

Informal formative assessments will be conducted during the facilitation process to monitor learners' progress and determine whether they have acquired knowledge, skills and attitudes. Any areas requiring further attention will be addressed and reassessed. For learners from the recreational customer base (paragraph 3), formative assessments may be sufficient to issue an attendance certificate unless a learner requires summative assessments for personal reasons (competency certificate).

Summative assessments will be used for learners from the commercial customer base (see paragraph 3). A competency certificate must be issued to learners from this customer base.

10.4 Course and assessment requirements

Learners will be required to demonstrate knowledge, understanding and application (as applicable) of the outcome(s) of the learning units in order to be deemed competent against the requirements of a specific SA AIA course. These outcome(s) are identified in paragraph 6 of this curriculum.

The assessor will provide verbal feedback to the learner and clearly indicate whether the learner is competent or not yet competent.

Verbal motivation will be provided to a learner when a learner is not yet competent immediately after conclusion of the course. This will be followed by a written report to the learner within 7 working days from the course date detailing the reasons for the decision of the assessor as well as the proposed corrective actions.

11 Course evaluation

11.1 Evaluation by the learner

After completion of the course, the learners provide formal course feedback that addresses the following:

- a. facilitator preparation;
- b. venue and equipment;
- c. track/trail;
- d. facilitation;
- e. learning material;
- f. training aids;
- g. assessments; and
- h. general comments.

11.2 Evaluation by the facilitator

After completion of the course, the facilitator compiles a course review report. This report indicates the learner results as well as any issues and/or incidents that need to be addressed to improve future courses.

12 Annexures

12.1 Annexure A: referenced and applicable documents

12.1.1 Referenced documents

- a. Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001)

12.1.2 Applicable documents

None.

12.2 Annexure B: abbreviations

Abbreviation	Description
GVM	gross vehicle mass
OEM	original equipment manufacturer
N/A	not applicable
NQF	National Qualifications Framework
SA AIA	South African Adventure Industry Association
SAQA	South African Qualifications Authority

12.3 Annexure C: acknowledgements

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