



ASSESSMENT GUIDELINE

Instruct in multi-night on-track tramping

Unit Standard: 14222

Level: 5 Credit: 7 Version: 3

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Purpose:

People credited with this unit are able to: prepare for instructing in on-track tramping skills, including instructing in navigation in good visibility on land, accessing and comparing weather information, and bush survival skills; instruct in on-track tramping skills for a multi-night tramp; instruct in navigation in good visibility conditions on land; instruct in bush survival skills; provide instruction in accessing and comparing weather information; demonstrate effective instruction techniques for multi-night tramping; provide leadership for multi-night tramping trips; and evaluate the effectiveness of the instruction and leadership provided.

Prerequisites:

Unit 424, Administer first aid in the outdoors; Unit 4573, Communicate in the outdoors using two-way radio; Unit 20145, Demonstrate knowledge of theories and processes associated with instructing in the outdoors; Unit 20158, Instruct in river crossing; and Unit 20160, Demonstrate knowledge of weather processes and their effects on outdoor recreation in New Zealand; or demonstrate equivalent knowledge and skills.

Special Notes:

1. For assessment purposes a multi-night tramping trip of at least three days and two nights is required.
2. Assessment against this unit standard can be in an area or season where or when snow and ice would not normally be encountered.
3. All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the *New Zealand Environmental 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.
4. Before a candidate can be assessed against this unit standard they will need to have logged at least 40 days of bush experience including 20 days of overnight trips and 10 days instructing. When gaining instructional experience, the candidate is engaged in the role of instructor but has no responsibility for clients although is responsible for self.
5. 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/>.

Overview of assessment:

This assessment has 8 tasks:

- Task 1: Submit log and evidence of prerequisites
- Task 2: Plan for instructing a three day tramping trip
- Task 3: Instruction and Leadership
- Task 4: Instruct tramping and camping skills
- Task 5: Instruct bush navigation
- Task 6: Instruct bush survival
- Task 7: Instruct weather
- Task 8: Evaluate the instruction and leadership on the tramping trip

Notes to Assessor:

1. For Tasks 3, 4, 5, 6 and 7 there are two types of evidence statements: one group relates to the instruction and leadership of the session (detailed under Task 3) and the other to the topic of instruction, details of which are adequately covered in the performance criteria. The assessor is required to make a judgement about appropriateness given the possible variation in context, participant needs and NZQA unit level.
2. The candidate must be assessed instructing a group of real participants on a tramping trip. However, some aspects of instruction (such as Task 7: Weather) could be assessed during an instruction session with peers.

Task 1: Submit log and evidence of prerequisites

Overview of task: The focus of this assessment is to ensure the prerequisites for units achieved and instructional time have been met

Resources:

NZOIA, NZMSC, or EONZ Outdoor Leader Logbook or similar
Candidate's NZQA Record of Learning.

Instruction to candidate:

During this task you are required to provide confirmation that you have:

- the pre-requisite unit standards for this assessment (contact Sfrito or NZQA for assistance)
- the pre-requisite logged instructional sessions for this assessment

Evidence/Judgement

- Assessor sights NZQA Record of Learning which confirms that the candidate holds:
 - 424 Administer first aid in the outdoors
 - 4573 Communicate in the outdoors using two-way radio
 - 20145 Demonstrate knowledge of theories and processes associated with instructing in the outdoors
 - 20158, Instruct in river crossing
 - 20160 Demonstrate knowledge of weather processes and their effects on outdoor recreation in NZ (or demonstrates equivalent knowledge and skills – in this case the assessor must record how this has been demonstrated)
- Assessor sights candidate's logbook which confirms that the candidate has logged:
 - 40 days of bush experience including 20 days of overnight trips and 10 days instructing (Evidence can be confirmed with a senior person from candidate's organisation or from the industry)

Task 2: Plan for instructing a three day tramping trip

Overview of task: The focus of this assessment is to demonstrate the ability to plan for instructing a three day tramping trip.

Resources:

- Allan, S. (2005). *Outdoor Activities – guidelines for leaders*. (Section A: General guidelines, pp. 2–22). Wellington: SPARC www.sparc.org.nz/education/outdoor-activities-guidelines-for-leaders
- Haddock, C. (2004). *Outdoor safety – risk management for outdoor leaders*. (Chapter 4, Tools, pp. 50–65; Chapter 8 & Appendix V, pp. 130–139). Wellington: NZ Mountain Safety Council. www.safeoutside.org/a1_link/frame_pursuits.html
- Priest, S. & Gass, M. (1997). *Effective leadership in adventure programming*. Champagne, Illinois: Human Kinetics.

Notes to the assessor:

1. The activity and risk management plans must be for the instruction sessions in Tasks 4 to 7. The participants described in the plans will be those participants expected for the instruction sessions in Tasks 4 to 7.
2. The candidate may write one plan that incorporates activity plans and risk management plans for all of the instruction they will do, or they may write a number of separate plans. In either case they must do activity / risk management plans for all of the instruction for which they will be assessed.

Instruction to candidate:

During this task you are required to write and present to the assessor plans for a three day tramping trip:

- An activity or trip plan (or plans)
- A risk management plan
- A plan for evaluation of the trip

Element 1: Prepare for instructing in on-track tramping skills, including navigation, weather interpretation and bush survival.

Performance criteria	Evidence/Judgement
<p>1.1 The instructional objectives and requirements are identified.</p>	<p>The candidate writes an activity plan(s) and a risk management plan(s) for instructing a tramping trip. The plans meet organisation requirements and industry standards. The plans must meet current accepted instructional practice and must contain:</p> <ul style="list-style-type: none"> • A description of the participant group, including needs, skills and experience. • Specific learning objectives that relate to: <ul style="list-style-type: none"> - Group and individual needs - The environment to be used - Equipment that will be available
<p>1.2 Activity plans are prepared to meet the objectives and requirements taking into consideration the needs of the group, and people, equipment, and environment issues.</p> <p>Range: needs may include but are not limited to – age, culture, gender, health, ability, confidence, experience, emotional and intellectual needs, group size, skills to be taught.</p>	

<p>1.3 Specific trips are selected as required and their selection justified based on the instructional objectives to be achieved and the composition of the group.</p> <p>Range: group make up may include but is not limited to – age, culture, gender, health, ability, confidence, experience, emotional and intellectual needs, group size, skills to be taught.</p>	<ul style="list-style-type: none"> • Any other instructional objectives or requirements • The activity plan is justified on the basis of the participants, their needs and objectives. • A description of the trip that is intended to be used, including a map or detailed route description. • A risk management plan such as a RAMS form or similar, covering people, equipment and environment factors • An equipment list, including emergency equipment. • Emergency communication arrangements and roles to be taken in an emergency (these must fit into the procedural requirements of any organisation that is associated with the trip) • How intentions will be lodged with a responsible person • Permission requirements from land owners, managers, iwi, DOC (as appropriate) • Contingency plans and alternative routes in case of bad weather, flooded rivers or other possible events • A brief for participants, staff and other interested parties outlining, for example, gear requirements, meeting times, responsibilities • Other administrative arrangements necessary for the tramping trip to take place. For example accommodation, cost, food, fuel, personal details. • A plan for post-trip evaluation by the participants, covering at least: <ul style="list-style-type: none"> - Achievement of learning objectives - Achievement of personal objectives - The candidate's instructional/leadership style
<p>1.4 Trip plans are prepared.</p> <p>Range: plans may include but are not limited to – accommodation, cost, access, weather, risk management, transport, equipment, food, contingencies, fuel, communication, personal details, intentions, resources.</p>	
<p>1.5 Pre-trip briefings for participants, staff and other interested parties are prepared.</p> <p>Range: brief may include but is not limited to – responsibilities, expectations, personal requirements, logistics.</p>	
<p>1.6 Instruction plans are prepared to meet the learning objectives, taking into consideration the needs of the group and people, equipment and environment issues.</p> <p>Range: plans may include but are not limited to – content, progressions, resources, environmental factors, contingencies, current professional technical information, balance of theory and practical components, retaining a positive learning experience.</p>	
<p>1.7 Evaluation methods and requirements are identified.</p>	

Task 3: Instruction and Leadership

Throughout all interaction with participants - Tasks 3, 4, 5, 6 and 7

Overview of tasks: The focus of this assessment is to instruct participants in all aspects of multi-night tramping

Notes to the Assessor

The following performance criteria and Evidence/Judgement applies to Tasks 3, 4, 5, 6, and 7

Instruction to candidate:

During the following 5 tasks you are required to instruct tramping skills according to current professional practice, covering:

- Tramping and camping skills
- Navigation skills
- Survival skills
- Weather interpretation

Element 6: Demonstrate effective instruction techniques for multi-night tramping.

Element 7: Provide leadership for multi-night tramping trips.

Performance criteria	Evidence/Judgement
<p>6.1 Instruction skills and techniques are demonstrated that are relevant to the needs of the group and enable them to achieve skills.</p> <p>Range: skills and techniques may include but are not limited to – different instructing styles, instructing progression, checking for individual understanding after presenting skill progressions, adapting plans to suit needs, responsiveness to group dynamics, maintaining a positive environment;</p> <p>needs may include but are not limited to – individual's initial skill and understanding, different learning speeds, different learning styles, different communication styles.</p>	<ul style="list-style-type: none">• The candidate uses activity plan(s) and risk management plan(s) from Task 2 appropriately, making adjustments as required based on needs of individual and group.• Implements and monitors risk management strategies developed in Task 2• Identifies and manages risks as they arise• Discloses risks to the group and checks group members' readiness for the activity• Communicates emergency procedures to the group• Instruction meets industry and organisation accepted practice• Instruction style is flexible to meet the needs of participants (e.g. each participant's initial skill and understanding, different learning speeds, different learning styles, different communication styles)• Varies instruction style (e.g. lecture, questioning, discovery)
<p>6.3 Progress of each participant is evaluated and accurate feedback is delivered in a manner that matches the needs and learning styles of each participant.</p> <p>Range: may include but is not limited to – constructive, timely, oral, visual.</p>	
<p>7.1 Leadership is demonstrated that ensures the needs of the group are met and a safe and a positive environment is maintained throughout the tramp.</p> <p>Range: may include but is not limited to – navigation, weather interpretation, river crossings, first aid, environmental care, group processes, communication, motivation, enthusiasm, role modelling.</p>	

7.2 Risks are identified.	<ul style="list-style-type: none"> • Creates positive learning environment and rapport with participants
7.3 Effective risk management is demonstrated at all times. Range: factors must include – people, equipment, environment.	<ul style="list-style-type: none"> • Evaluates progress of each participant through observation and questioning, and gives appropriate feedback e.g. constructive, timely (immediately, or later 1-on-1), verbal (explanation) and visual (demonstration).
7.4 Emergency management is explained. Range: must include but is not limited to – emergency communication, alternative routes identified, organisation's procedural requirements, search and rescue.	<ul style="list-style-type: none"> • Checks for understanding • Demonstrates leadership skills to maintain a safe and positive environment. This could include technical skills such as navigation, weather or first aid; and group facilitation skills such as communication, enthusiasm, role modelling. • Maintains control of group and activity during normal and emergency situations (if they occur)

Task 4: Instruct tramping and camping skills	
Resources: <ul style="list-style-type: none"> • Allan, S. (2005). <i>Bushcraft</i>. NZ Mountain Safety Council. www.mountainsafety.org.nz 	
Element 2: Instruct in on-track tramping skills for a multi-night tramp.	
2.1 Instruction for multi-night tramping trip preparation is given.	
Range: instruction must include but is not limited to –	
<ul style="list-style-type: none"> - trip selections based on participant needs - trip plans - personal and group equipment 	<ul style="list-style-type: none"> - food and drink requirements - gear distribution - packing packs.
2.2 Instruction in on-track tramping skills is given.	
Range: may include but is not limited to –	
<ul style="list-style-type: none"> - moving skills - establishing, following, and justifying route deviation - group communication 	<ul style="list-style-type: none"> - personal and group safety - procedures for lost or injured group member - maintaining positive personal and group morale.

2.3 Instruction in camping skills at established campsites is given.

Range: instruction **must include** but is not limited to –

- site selection and assessment
- site establishment
- hygiene
- food preparation
- care and storage of group and personal equipment
- safe cooking
- safety of self and group while in camp.

2.4 Knowledge of the environment is shared.

Range: **may include** but is not limited to –

- predominant flora and fauna
- geology of the area
- care for the environment.

Task 5: Instruct bush navigation

Resources:

- Allan, S. (2005). *Bushcraft*. NZ Mountain Safety Council. www.mountainsafety.org.nz
- Cox, S. et al. (2003). *Mountaineering: Freedom of the Hills*, 7th edition. The Mountaineers, Seattle, WA.

Element 3: Instruct in navigation in good visibility conditions on land.

3.1 Instruction in navigation tools is provided.

Range: instruction **must include** but is not limited to –

- map features and functions
- positioning using six-figure grid references
- using compasses
- how and when navigation techniques are most effectively used
- the difference between magnetic and grid bearings.

3.2 Instruction in navigating in good visibility is provided.

Range: instruction **must include** but is not limited to –

- map orientation using surrounding features
- correct positioning using a map and surrounding features
- reaching predetermined points following a route using map to ground techniques and navigating around hazards
- taking and following compass bearings
- using three features to take a resection to identify present position
- identifying factors that can impact on the time taken to get from one point to another
- estimating and justifying time to reach a given point through a variety of terrain.

Task 6: Instruct bush survival

Resources:

- Curl, R., *NZ Land Search and Rescue Field Guide* (1998). <http://www.nzlsar.org.nz/fg/fieldguiderev1.pdf>
- <http://www.mountainsafety.org.nz/assets/images/Survival%20leaflet.pdf>

Element 4: Instruct in bush survival skills.

4.1 Instruction in creating personal bush survival kits for selected areas and activities is provided.

4.2 Instruction in bush survival skills is provided.

Range: instruction **must include** but is not limited to –

- priorities and actions to help stranded people
- actions that help searchers locate lost or stranded people
- constructing emergency shelters
- sourcing suitable fire lighting material in wet conditions
- lighting fires in wet conditions
- constructing snares or traps
- methods to collect water

4.3 Instruction in search and rescue procedures is given.

Range: instruction **must include** but is not limited to –

- roles of search and rescue organisations
- procedures when Search and Rescue are notified
- aims and procedures of search stages
- safety procedures for people working around helicopters.

Task 7: Instruct weather

Resources:

- Brenstrum E. (1998), *The New Zealand Weather Book*. Nelson: Craig Potton Publishing
- Neale A.A. (1993), *A Practical Guide to Weather Forecasting in New Zealand*. GP Publications

Element 5: Provide instruction in accessing and comparing weather information.

Performance criteria

5.1 Instruction in accessing weather information is given.

Range: instruction **must include** but is not limited to –

- identifying sources and limitations of weather information
- characteristics of maps and different uses
- identification of weather map symbols and associated weather conditions.

5.2 Instruction in gathering and comparing weather information is given.

Range: instruction **must include** but is not limited to –

- collecting and recording weather information
- describing weather implications from 12-hour forecasts
- comparing weather observations with forecast weather.

Task 8: Evaluate the instruction and leadership on the tramping trip

Overview of task: The focus of this assessment is to evaluate the achievement of objectives, and evaluate the leadership and instruction of the tramping trip.

Resources:

- www.reviewing.co.uk

Instruction to candidate:

During the task you are required to:

- Obtain feedback from participants (as per your evaluation plan in Task 2)
- Discuss with the assessor the achieved outcomes, and the strengths and weaknesses of your instruction and leadership
- Write up a summary of the feedback received, and what you will do to act on it.

Element 8: Evaluate the effectiveness of the instruction and leadership provided.

Performance criteria	Evidence/Judgement
<p>6.2 The instructor is able to effectively establish rapport and/or a learning partnership with the participants.</p>	<ul style="list-style-type: none"> • The candidate obtains feedback and acts on it during the course of the trip. • Obtains feedback from participants as planned in Task 2 (Post-trip evaluation) • Participants' feedback indicate that they considered the instructor to have <ul style="list-style-type: none"> - Established rapport - Been enthusiastic - Enjoyed the activities and the environment • In a discussion with the assessor, the candidate covers: <ul style="list-style-type: none"> - Their own evaluation of the trip and instruction, including strengths and weaknesses of their leadership and instruction - Participant feedback - Skills and knowledge that participants demonstrated - A comparison of planned objectives with achieved objectives - Justification for variance between planned objectives and achieved objectives - Areas for ongoing practice and improvement • Writes a summary of the feedback received and a personal development plan
<p>8.1 The plans and objectives are evaluated against actual outcomes and reasons for changes are provided and justified.</p>	
<p>8.2 The instructional and leadership components of the trips and sessions are evaluated for strengths and areas for improvement.</p>	

Candidate Name _____ NSN _____

**Unit 14222 (v3) Checklist
Instruct in multi-night on-track tramping**

Assessor name: _____

Organisation name: _____

C/NYC	Comments
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Task 1: Submit log and evidence of prerequisites

- Assessor sights ROL and logbook confirming candidate holds:
 - 424, 4573, 20145, 20158, 20160 (or equivalent)
 - 40 days of bush experience including 20 days of overnight trips and 10 days instructing

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Task 2: Plan for instructing a three day tramping trip

- Plan(s) meet organisation requirements and industry standards.
- A description of the participant group
- Specific learning objectives
- Any other instructional objectives or requirements
- Plan(s) justified on basis of participants, their needs, objectives.
- A description of the trip
- A risk management plan such as a RAMS form or similar
- An equipment list, including emergency equipment.
- Emergency communication arrangements and roles
- How intentions will be lodged with a responsible person
- Permission from land owners, managers, iwi, DOC
- Contingency plans and alternative routes
- A brief for participants, staff and other interested parties
- Other administrative arrangements necessary for the trip
- A plan for post-trip evaluation by the participants

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Task 3: Instruction and Leadership - Throughout all interaction with clients

- The candidate uses activity and risk management plans, adjusting as required
- Implements and monitors risk management strategies
- Identifies and manages risks as they arise
- Discloses risks to the group
- Communicates emergency procedures to the group
- Instruction meets industry and organisation accepted practice
- Instruction style is flexible to meet the needs of participants
- Varies instruction style
- Creates positive learning environment and rapport with participants
- Evaluates progress of each participant and gives appropriate feedback
- Checks for understanding
- Demonstrates leadership skills to maintain a safe and positive environment.
- Maintains control of group and activity during normal and emergency situations (if they occur)

Tramp n Camp	Navigate	Survival	Weather

Task 4: Instruct tramping and camping skills			
<ul style="list-style-type: none"> • Instruction for multi-night tramping trip preparation is given. • Instruction in on-track tramping skills is given. • Instruction in camping skills at established campsites is given. • Knowledge of the environment is shared. 			
Task 5: Instruct bush navigation			
<ul style="list-style-type: none"> • Instruction in navigation tools is provided. • Instruction in navigating in good visibility is provided. 			
Task 6: Instruct bush survival			
<ul style="list-style-type: none"> • Instruction in creating personal bush survival kits for selected areas and activities is provided. • Instruction in bush survival skills is provided. • Instruction in search and rescue procedures is given. 			
Task 7: Instruct weather			
<ul style="list-style-type: none"> • Instruction in accessing weather information is given. • Instruction in gathering and comparing weather information is given. 			
Task 8: Evaluate the instruction and leadership on the tramping trip			
<ul style="list-style-type: none"> • Obtains feedback and acts on it during the course of the trip. • Obtains feedback from participants as planned in Task 2 • Participants' feedback indicates positive outcomes • Evaluates instruction and areas for improvement with assessor • Presents summary of feedback and personal development plan 			
DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC
Comments:			