**NZQA**

**Approved**

Achievement standard: 91333 Version 2

Standard title: Analyse the application of risk management strategies to a challenging outdoor activity

Level: 2

Credits: 3

Resource title: Doing it safely: Whitewater rafting

Resource reference: Physical Education VP-2.7 v2

Vocational pathway: Services Industries

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| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91333-02-8206 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to analyse the application of risk management strategies before, during and after a whitewater rafting activity.

You are going to be assessed on how comprehensively you analyse the application of risk management strategies before, during and after a whitewater rafting activity.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

## Prepare for the activity

To prepare for the task, complete a site assessment to identify risks and hazards in the area and for the whitewater activity you are planning. Resource A describes how to complete a site assessment log.

List the risks and hazards that you believe exist for your planned activity at this site in terms of people, equipment and environment.

Consider what risk management strategies should be applied to the activity at this site and describe them in your written log.

Complete your site assessment log and give it to your assessor/educator to be validated before you participate in the activity. Your pre-activity site assessment will support your presentation.

## Apply and evaluate risk management strategies

Participate in whitewater rafting sessions, applying the risk management strategies you have formulated.

After each session, reflect on your application of the risk management strategies in terms of the people, equipment and environment. Use a log to record details of the session, the risk management strategies applied and your observations. Resource B suggests how to record your observations in a log.

Your pre-activity observation log will support and clarify your presentation.

## Present your analysis

Prepare and deliver a presentation in which you analyse the risks involved in whitewater rafting activities and discuss appropriate risk management strategies. In your presentation, you should:

* identify the risk management strategies you consider appropriate and explain how these strategies should be applied
* explain why you chose these particular strategies, and how and why they are relevant to the risks identified
* evaluate the application of your risk management strategies to the whitewater rafting sessions in which you participated:
  + Were they the most appropriate strategies for this activity at this site? Why or why not?
  + What were the positive and negative effects of applying the chosen strategies?
  + Could you modify the chosen strategies to minimise any negative effects?

When explaining and evaluating the application of your risk management strategies:

* consider their impact on your physical, emotional and cultural safety
* support your analysis with evidence from your own and others’ experiences.

For your presentation, you can refer to visual evidence and/or examples such as photos and video that you or others have taken of the whitewater rafting activities.

You may also wish to use a graphic organiser such as a table to:

* list the strategies you applied to each identified risk, and explain how and why you applied them
* evaluate the success of each strategy, possible alternatives and your personal experience with using the strategy.

Your presentation should be approximately five minutes long. However, it is the quality of your analysis, not the length of your presentation, which will be assessed.

# Resources

## Resource A: Pre-activity site assessment

Visit the whitewater rafting area to identify risks and hazards at the site and for the activity.

If it is not possible to physically visit the site for the planned whitewater rafting activity, gather this evidence from other sources (e.g. videos about the site, the internet, local expert knowledge, etc.).

Record your site assessment in the form of a log. These questions may be useful:

* What is the site (including its full address)?
* How far is the site from your education provider?
* What cultural and historical features does the site have?
* Are any features unique to the site?
* Are there any hazards that require specific management strategies?
* What activities are available at the site?
* What are the weather conditions at the site at this time?
* Is the site appropriate for the planned activity?
* Is there a supply of fresh water at the site?
* Does the site have suitable and adequate hygiene/toilet facilities?
* Is communication available at the site in case of an emergency? If so, what type of communication is possible?
* Is there suitable access to the site by vehicles, in case of emergency?
* What specific risks are posed by the planned activity?
* Who will be participating in the activity?
* What are the skills, abilities and fitness levels of the participants?
* Are there any additional points that are relevant to safety?

## Resource B: Observation log

For your observation log, you may want to consider the following aspects:

* activity
* location
* number of participants
* participants’ level of competence.

Identify at least three valid risk factors for each of these categories:

* people
* environment
* equipment.

For each of the risk factors you identify, address the following questions:

* What could go wrong? (What are the risks involved?)
* What would cause it to go wrong?
* How could we prevent it from going wrong?
* Who is responsible for preventing the risk?
* When/where will the prevention take place?
* What is our emergency plan?
* Do any of our group members require special consideration (for health, behaviour, language or another relevant reason)?

Vocational Pathway Assessment Resource

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Vocational pathway: Services Industries

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to analyse comprehensively the application of risk management strategies to whitewater rafting. They reflect on the risks before, during and after taking part in whitewater rafting sessions and apply strategies relevant to the identified risks. They then present their analysis as a seminar for other learners.

# Conditions

Evidence of the learner’s application of risk management strategies comes from assessor/educator observations and validation of the learner’s logs for the preparatory activities.

# Resource requirements

Learners will require a whitewater rafting site and relevant equipment.

Access may be needed to:

* computers and appropriate presentation software
* a camera or video equipment.

# Additional information

The following websites may be useful:

[www.dol.govt.nz/adventure-activities/index.asp](http://www.dol.govt.nz/adventure-activities/index.asp)

<http://eotc.tki.org.nz>

[www.nz-rafting.co.nz](http://www.nz-rafting.co.nz)

<http://www.tianz.org.nz/main/adventure-tourism-review/>

# Assessment schedule: Physical Education 91333 – Doing it safely: Whitewater rafting

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner analyses the application of risk management strategies to a challenging outdoor activity by:   * explaining how and why risk management strategies are applied. Analysis must occur before, during and after the activity   For example, for a people risk management strategy for whitewater rafting:  *Having a safety buddy at all times. It is important to have a safety buddy when whitewater rafting. I chose this strategy because I wanted the security to know that if I fell out of the raft, there would be someone to rescue me or to alert the assessor/educator that someone was in the water. This worked well in practice because I was not that experienced and therefore fell out a few times. In the slow water, Troy managed to help me with his paddle, by pulling me in close to the raft and then lifting me up back into the raft. I knew he was always keeping an eye on me. This helped alleviate my perceived risk of drowning, as I trusted him to rescue me if needed.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner analyses, in-depth, the application of risk management strategies to a challenging outdoor activity by:   * explaining how and why the applied risk management strategies are relevant to the identified risk(s). Analysis must occur before, during and after the activity   For example, for a people risk management strategy for whitewater rafting:  *Having a safety buddy at all times. Having a safety buddy is important when whitewater rafting, as they can provide support for rescues and they also increased my confidence because I knew I had someone that was looking out for me. My safety buddy and I got to know each other’s strengths and weaknesses because we both made sure we listened to instructions and participated in all the whitewater rafting sessions. I trust him to rescue me if needed, and he knows that I will be there to assist if he falls out. In session 3 in the slow-flowing water, I fell out and my buddy was close by and performed a rope-throw rescue. This is the best rescue to use when … because … What he did was…*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner comprehensively analyses the application of risk management strategies to a challenging outdoor activity by:   * evaluating how the applied risk management strategies are relevant to the identified risk(s). Analysis must occur before, during and after the activity   For example, for a people risk management strategy for whitewater rafting:  *Having a safety buddy at all times. It is important to have a safety buddy for each whitewater rafting session, no matter what the conditions, as they can provide support for rescues and can increase your confidence by knowing that they are there to support you if something goes wrong. In session 3 in the slow-flowing water, I fell out and my buddy was close by and performed a rope-throw rescue. This is the best rescue to use when… because… What he did was… In session 3, despite the good conditions, I still may have been more likely to get into trouble as I was less experienced. During the group whitewater rafting sessions, I improved my skills such as basic paddling and rescues. Because of this, it meant that I could enjoy being on the water safely. An example of this is from session 6, when I was able to handle paddling in the strong current without falling out, which was awesome. My buddy was on hand but, while not required in this session to keep me physically safe, I felt mentally reassured that they were keeping an eye out. My safety buddy and I were confident in each other’s ability to look out for each other’s safety, as we had successfully performed rescues in the slow water and therefore felt physically and emotionally safe. However, I noticed that others in the programme who did not participate often did not have confidence in their own abilities. They did not develop the skills or have trust in their buddies to rescue them if need be. An example of this was when… I think having a buddy was the most important strategy because they could provide support for rescues and check equipment beforehand. This meant that a lot of the risk was eliminated by having a buddy, as they could take on the responsibility for some of the risks. For example, my buddy… On reflection, we as a group had varying abilities and we always worked in pairs (one stronger member with a weaker member). I felt that this disadvantaged the weaker member at times by… Therefore, a future suggestion could be to … which would … It may have been beneficial to have one session dedicated solely to swimming in the river without the rafts, which would have benefited our self-rescue strategies. For example, when I fell out of the raft and my buddy alerted the assessor/educator and tried to rescue me, I had to float on my back and keep my feet pointing downstream. I could see some individuals struggling with this when they needed to be rescued, therefore by… In future it may be good to also apply…* [includes more specific examples of how and why].  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.