**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: Tramping

Resource reference: Physical Education VP-2.7 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91333-02-8207 |
| 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

Achievement standard: 91333

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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 tramping trip.

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

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 tramping 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 tramping sessions, applying the risk management strategies you have formulated. These could be short and longer tramps in your local area.

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 tramping 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 tramping 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 tramping 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 tramping 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 tramping 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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Level: 2

Credits: 3

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Resource reference: Physical Education VP-2.7 v2

Vocational pathway: Social and Community Services

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 tramping. They reflect on the risks before, during and after taking part in tramping sessions and apply strategies relevant to the identified risks. They then present their analysis to 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 tramping 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>

<http://www.doc.govt.nz/parks-and-recreation/tracks-and-walks/>

<http://www.mountainsafety.org.nz/Safety-Tips/Seven-Rules-of-Tramping.asp>

# Assessment schedule: Physical Education 91333 – Doing it safely: Tramping

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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 tramping navigation skills risk management strategy:  *Being able to read a map gave me the confidence to know that we weren’t lost. I learnt how to orient the map and use it in conjunction with a compass. I was also able to estimate how long we had to tramp for from the waterfall to the hut on the second day. This allowed both me and my group to feel emotionally safe in the environment.*  *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 tramping navigation skills risk management strategy:  *We had lots of practice reading maps of our local area and then local walks in bush areas around us. We practised our navigation skills before we left for our tramp. We participated in and designed orienteering courses for each other, and I became confident in my ability to use a compass correctly. This resulted in me being able to apply these navigation skills when we did our tramp, which I really enjoyed.*  *I navigated our group around hills and to bridges for crossing rivers that we may have otherwise had to cross by wading. This kept us physically safe, as it meant that our group did not have to experience fatigue or put ourselves in a potentially risky river-crossing situation. This allowed both me and my group to feel emotionally safe in the environment. I felt good that I knew where we were and could reassure others in the group that we weren’t lost.*  *Being able to navigate properly in the bush meant that we made the risk of getting lost minimal. This is an important risk to minimise, as we were navigating in areas where you did not have tracks. Also, orienteering relies on people finding markers and they need to know how to navigate correctly to do this.*  *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 tramping navigation skills risk management strategy:  *I developed my navigation skills, including map reading and using a compass. These skills gave me the confidence to know exactly where I was and that added to the enjoyment of the tramp. Some of my group didn’t have the same confidence in their skills and so were worried about being lost all the time …* [example here]  *Learning navigational skills I believe is the most relevant risk management strategy. If you can navigate properly using a map, then you will reduce your chances of getting lost and minimise this risk. With orienteering, you often had to leave known tracks to get markers and so a risk management strategy of staying on tracks so you don’t get lost is not really relevant to this activity.*  *Applying risk management strategies to the tramp in the way we did meant that I could enjoy it because I was confident that I could participate safely …* [includes more specific examples of how and why]  *I could improve on my safety behaviour by showing others how to use the compass and read a map correctly, as this would have resulted in more of the group becoming confident with their skills to know their whereabouts in relation to the tracks and hut. Practising on local walks that we were familiar with could have been improved by putting us instead in unfamiliar environments, as many of us cheated and pretended we found our way by using navigation skills, but actually we simply knew the walk.*  *In future I would change this, and I would also put us in a mock situation for what we would do if we did actually become lost. This would ensure we were confident in our ability to use the safety management procedure, but also in our ability to cope in an emergency situation, maintaining the safety of our group.*  *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.