

# **Skills Active NZ National Raft Guide Awards Assessment Resource, Version 3**

**2008**

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# 1. Introduction

The New Zealand rafting industry has a highly developed system for ensuring that it delivers a quality product. Raft guides are a key part of that product and ensuring the competence of these guides is highly important. Training is clearly crucial and there are many well developed pathways to gain the knowledge and skill required to be a raft guide.

Whatever training pathway has been used, it is a requirement in New Zealand that raft guide candidates front up and prove to the industry that they have the skills, knowledge and judgement to operate as guides and/or senior guides at specified grades of water.

The people to whom the industry delegates the role of deciding whether raft guide candidates meet the benchmark are its Raft Assessors. Their role is crucial.

This booklet contains information for Raft Assessors. It is provided to help assessors:

- make good informed assessment decisions about guide candidates in front of them, qualifying with awards those that are at or above the industry standard and failing or deferring with constructive feedback those that are not;
- set up assessment situations that are effective and efficient;
- understand their role in the wider rafting industry picture;
- process assessment results so qualified guides can quickly become productive for themselves and the industry; and
- find information, communicate problems and get questions answered quickly

## 2. Overview

### 2.1 Where did the rafting awards come from?

The Rafting Awards were developed originally in 1996 on the recommendation of a review of the New Zealand commercial whitewater rafting industry conducted by the Maritime New Zealand and the rafting industry. The review recommended that qualifications for raft guides and senior raft guides be mandatory.

There were qualifications operating in the rafting industry prior to the review. These include New Zealand River Guides Association qualifications and registration requirements from the Queenstown Lakes District Council. Many elements of these qualifications have been incorporated into the current awards.

The main difference between previous rafting qualifications and the current awards are that they are now national legal requirements.

Other key recommendations of that review were for regulation of the whitewater rafting industry, the requirement for operators to have an audited Safe Operational Plan and for the formation of an industry association (now the New Zealand Rafting Association). All of these recommendations are operating now.

### 2.2 How up-to-date are the awards?

The awards have been reviewed and adjusted by the industry twice since they were first developed. The current awards are the result of a major review conducted in 2003.

## 2.3 What do the awards look like?

There are five awards:

1. National Raft Guide Grade 2 (II)
2. National Raft Guide Grade 3 (III)
3. National Raft Guide Grade 4/5 (IV/V)
4. National Senior Raft Guide Grade 3 (III)
5. National Senior raft Guide Grade 4/5 (IV/V)

The awards are made up of:

- Standards of skills and knowledge that candidates must demonstrate in an assessment before they are given the award. These are grouped into units with identifying titles and numbers. Please note that as the canoeing/kayaking/sea-kayaking industry used Roman numerals for the unit standard river grading system, NZQA requires rafting to do the same. In all other material we are using the Arabic numbering system.
- Logged experience requirements that must be shown to assessors before candidates can be assessed
- The national senior raft guide awards also contain a requirement to attend an approved river rescue course.

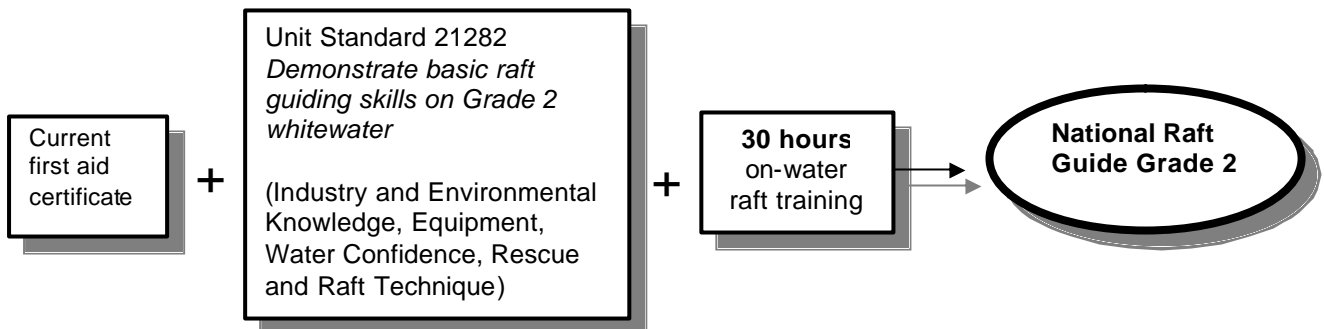
## 2.4 What awards are legally required for what level of guiding?

Each award is a legal requirement for different levels of guiding on New Zealand Rivers. The table below summarises the requirements. More detail can be found in Rule Part 80 and 80b on the Maritime New Zealand (MNZ) website; [www.msa.govt.nz](http://www.msa.govt.nz)

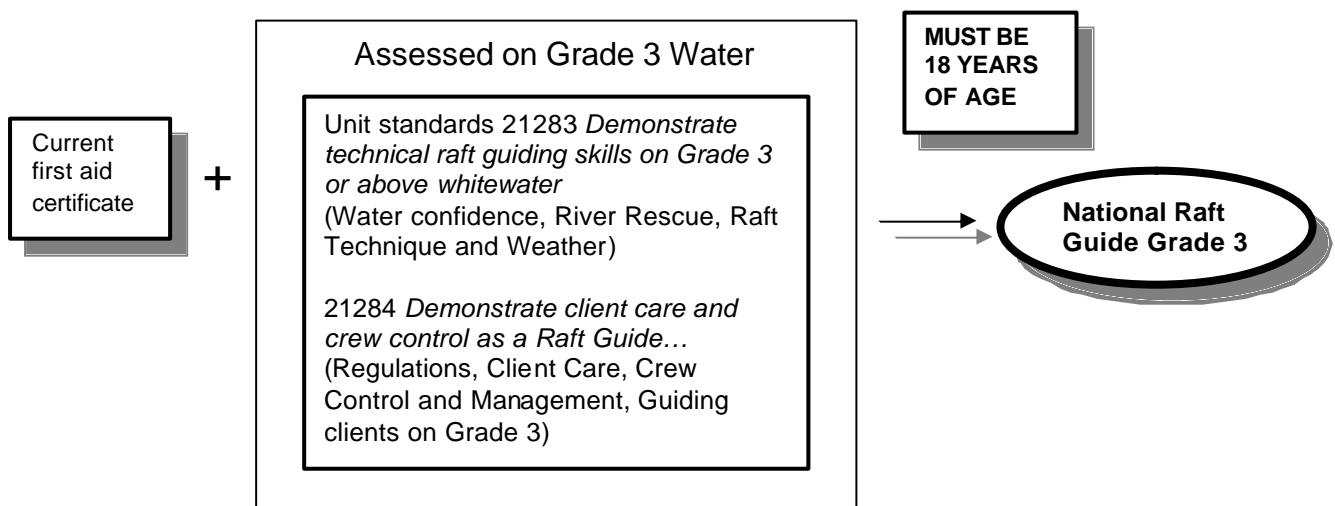
Award	Legally required to...
National Raft Guide Grade 2	Guide clients on grade 1 and 2 rivers under the supervision of: <ul style="list-style-type: none"> <li>- A National Senior Raft Guide (Grade 3 or 4/5) on the same trip;</li> <li style="text-align: center;">or</li> <li>- A National Raft Guide (Grade 3 or 4/5) who has completed 50 commercial trips totalling not less than 100 hours of elapsed time on the water.</li> </ul>
National Raft Guide Grade 3	Guide clients on rivers up to and including grade 3 under the supervision of a National Senior Raft Guide (Grade 3 or 4/5) on the same trip.
National Raft Guide Grade 4/5	Guide clients on rivers up to and including grade 4/5 under the supervision of a National Senior Raft Guide Grade 4/5 on the same trip.
National Senior Raft Guide Grade 3	Guide clients on rivers up to and including grade 3.  Lead trips (supervise guides) on rivers up to and including grade 3.
National Senior Raft Guide Grade 4/5	Guide clients on rivers up to and including grade 5.  Lead trips (supervise guides) on rivers up to and including grade 5.

## 2.5 What is the content of each award?

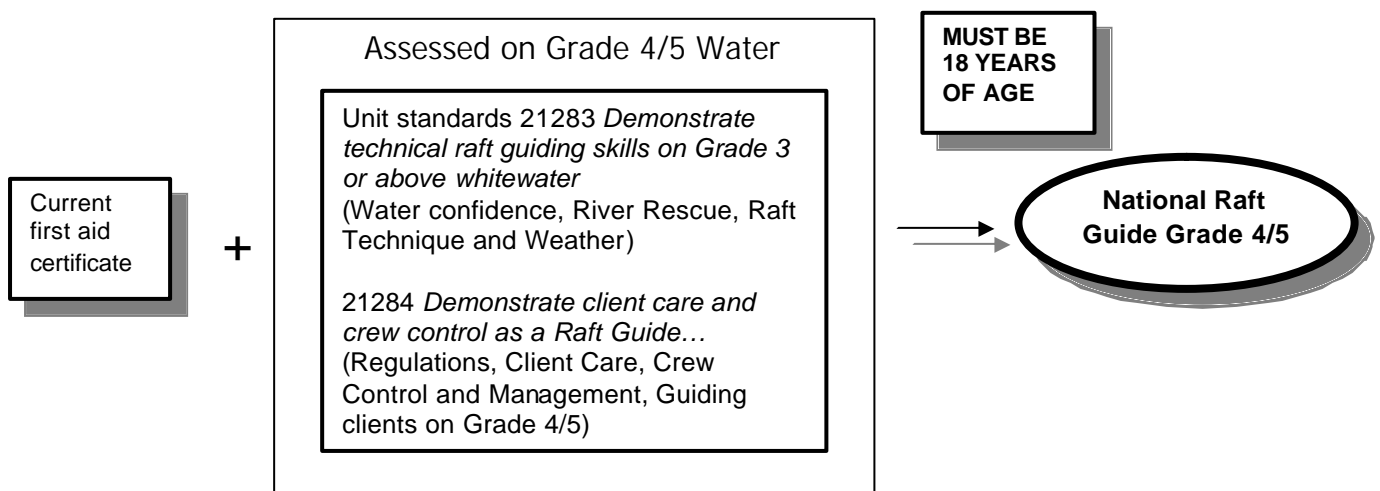
### National Raft Guide Award Grade 2



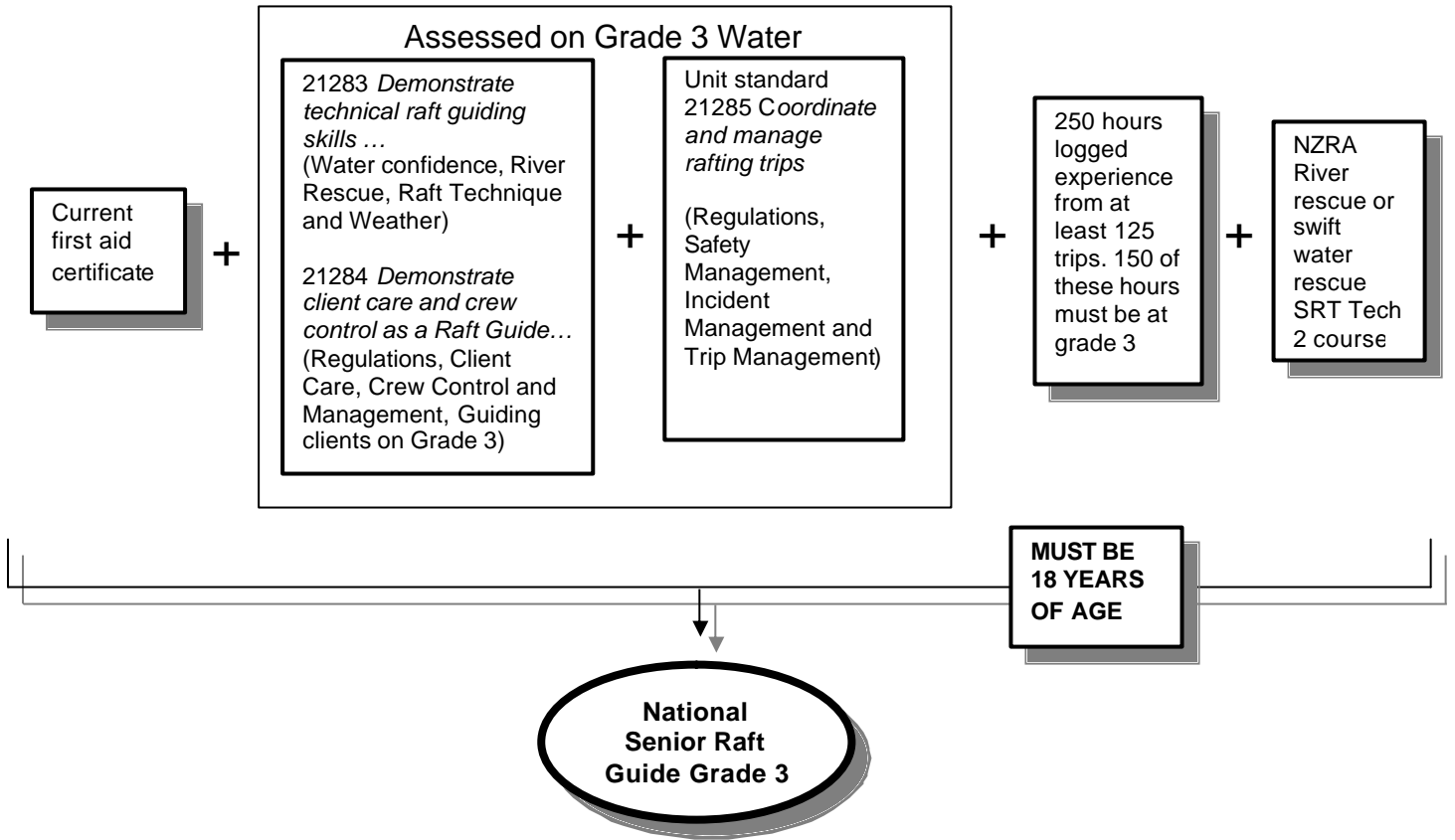
### National Raft Guide Award Grade 3



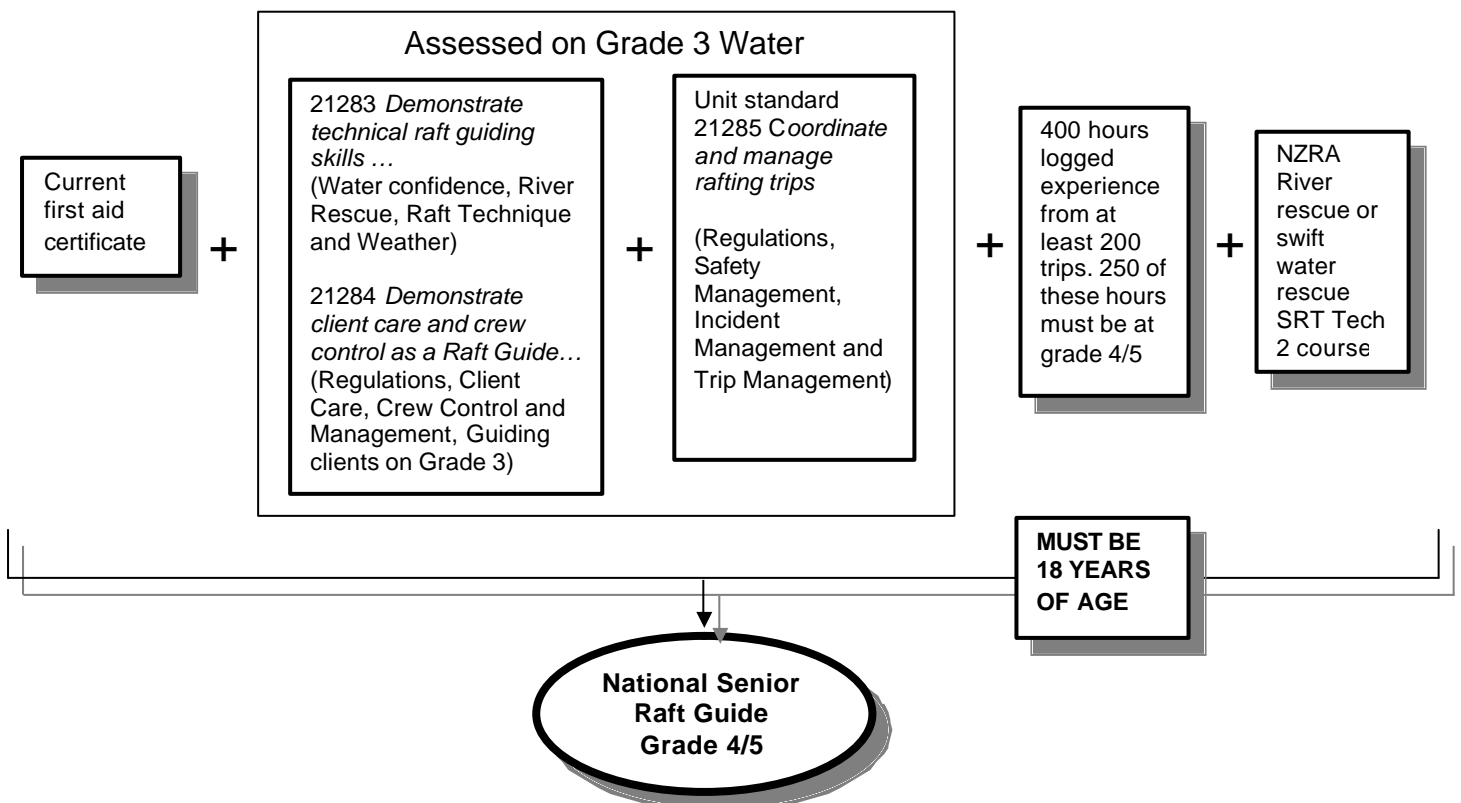
### National Raft Guide Award Grade 4/5



### National Senior Raft Guide Grade 3



### National Senior Raft Guide Grade 4/5



## 2.6 How do you get a rafting award?

First you need to gain the skills and knowledge that the award standards require. There is no compulsory pathway for training towards the awards and people use different combinations of:

- Training with a rafting company
- Attending a course with a training provider such as a polytechnic or private training establishment
- Getting their training overseas
- A combination of some or all of the above

## 2.7 Assessment

The focus of the award system is assessment of candidates' skills and knowledge for each of the awards.

### National Raft Guide Award Grade 2

This award can be assessed by any qualified National Senior Raft Guide but can only be reported to Skills Active by a registered raft assessor. The assessment may be organised by a rafting company for its current or future staff or by a training provider for its students (see 2.11 for more detail).

### All other awards

All other awards are assessed by a Skills Active Raft Assessor.

Below are the five main ways that assessments are organised for these awards. A candidate may actually experience a combination of these approaches as they work their way through the award pathway.

1. A rafting company uses its in-house assessor/s to assess its own guides as part of an internal training system. Senior guides can also be used as evidence verifiers (see 2.11)
2. An assessor can be organised to come to a company or to a group of guide candidates who want to be assessed.
3. The New Zealand Rafting Association organises assessment courses on a particular dates for particular awards and raft guide candidates come to the venue to be assessed.
4. A training provider uses its in-house assessor/s to assess students as part of a raft guide training course.
5. A training provider organises an assessor to come in and assess its students as part of a raft guide training course.

## 2.8 Examples of training and assessment pathways.

John is a raft guide who works for a Central North Island rafting company rafting the Tongariro River. John is a qualified National Raft Guide Grade 3.

Here is John's training and assessment pathway:

- Spare-seat raft trips in exchange for work at the company base;
- Paid part time work as base staff, included in company staff training, got first aid certificate and passenger vehicle licence;
- Brought on as trainee guide. Accompanied senior guide on lots of trips, moved on to guiding the raft with the senior guide supervising on the boat;
- When ready John is assessed by the company owner who is a Skills Active raft assessor;
- This was done over three different raft trips and incorporates John's performance at staff training in river rescue; and
- John is assessed as competent, qualified as a National Raft Guide Grade 3 and placed on regular guide roster.

Suze is a Senior Raft Guide Grade 4/5. She works in Queenstown.

Here is Suze's training and assessment pathway:

- Did a two year outdoor recreation leadership course at a South Island training provider;
- Received initial training from training provider tutors;
- Further training gained from rafting company contracted by the training provider to train and assess rafting option students;
- When judged ready she is assessed by the rafting company's Skills Active assessor. The assessment includes Suze's supervised guiding of trips with the company's clients;
- **Assessed as competent and qualified as a National Raft Guide Grade 3;**
- Suze worked for a season with the rafting company that had helped train her. Before running the river with clients she completed the company's induction and familiarisation trips required by the Safe Operational Plan;
- Went overseas and worked in Colorado and South America for four years;
- Logged over 800 hours of river time on grade 4 and 5 rivers;
- Returned to New Zealand and was offered a job in Queenstown based on having worked with the Queenstown company's senior guides while overseas;
- Undertook induction and familiarisation trips required by company's Safe Operational Plan;
- Assessed by one of the Queenstown company's Skills Active rafting assessors during the familiarisation trips and a check out trip with clients;
- **Assessed as competent and qualified as a National Raft Guide Grade 4/5;**
- Attended the NZRA Rescue Workshop at the beginning of the next season;
- Worked a full year as a guide in Queenstown including through the winter;
- Assessed for senior guide award by company assessor; and
- **Assessed as competent and qualified as Senior National Raft Guide Grade 4/5.**

Jimmi is a National Raft Guide Grade 4/5 who works as a freelance guide in Rotorua.

Here is Jimmi's training and assessment pathway:

- Did a raft guide course with a North Island Private Training Establishment;
- As part of the course did a series of placements with a Rotorua rafting company;
- Assessed over the last part of the course and the final placement by the one of the training provider tutors who is also a Skills Active raft assessor;
- **Assessed as competent and qualified as National Raft Guide Grade 3;**
- Rostered on by the company as a trainee raft guide;
- Work as raft support staff and trained on every trip possible for three months;

- Undertook all company staff training;
- When ready guided rafts on grade 4/5 rivers with National Raft Guide Grade 4/5 on board;
- Assessed over time;
- Assessment signed off with a formal assessment trip;
- **Assessed as competent, qualified as National Raft Guide Grade 4/5;**
- Placed on guide roster resulting in three days guiding a week;
- Approached an employer on casual basis by another Rotorua company. Enough work with two companies to raft guide full time for the New Zealand season; and
- Looking to go to Japan to work the Japanese summer.

## 2.9 What does an assessment involve?

Assessments look different depending on how they are organised. For example an assessment conducted in house as part of a company's training system may take place over several weeks and the guide will be assessed as competent when the assessor feels that they have enough evidence of the candidate's competence. By contrast, an assessment conducted on a New Zealand Raft Association (NZRA) organised assessment course will involve a series of formal set tasks over a matter of days with all time allocated to assessment and feedback rather than training.

There are however some things that all assessments will involve:

- The assessor will discuss the award, the standard expected, the assessment process, schedule for the assessment, the reporting process, the feedback approach, the appeals process, costs for the assessment and encourage questions from candidates to ensure that everything is very clear prior to the assessment occurring;
- Some of this may be in writing and should be done in advance of the time when the assessment is happening;
- The assessor will want to see a copy of a current first aid certificate;
- The candidate and the assessor will need to be very familiar with the standards required by the award;
- For Senior Awards the candidate will show the assessor evidence of experience that meets the minimum standard required by the award;
- During the assessment tasks will be clearly explained and the candidate will be able to clarify any tasks or question posed by the assessor;
- The candidate will have to perform at the standard required by the award and the assessor will observe the performance. The candidate will have to answer questions from the assessor. In some cases (but not always) the candidate may be asked to complete a written test;
- The candidate will receive ongoing feedback during the assessment about the performance;
- The candidate will be advised at the end of the assessment whether the assessor is prepared to qualify them and why or why not;
- Successful results will be forwarded to Skills Active along with fees and the candidate will be sent the appropriate award.
- The candidate's details will be entered to the publicly available Skills Active online guide database.

## 2.10 What is the role of an assessor?

Skills Active Raft Assessors are experienced in the industry and lead candidates through the assessment of the award. The assessor makes the judgement about whether a candidate has met the standard required by the award or not.

Only people who meet the following criteria set by Skills Active and NZRA can be assessors. They must:

- Hold a NZ Senior National Guide Award Grade 3 and can assess up to that grade (or NZ Senior National Guide Award 4/5 and can assess up to that grade);
- Be current and operating as a commercial raft guide;
- Have at least five years commercial rafting experience;
- During that 5 years you must have been involved in raft guide training;
- Have attended the NZRA Rescue Workshop or Swift Water Rescue Tech 2 course within the past two years;
- Be nominated by the workplace and two current raft assessors (referee endorsement); and
- Be registered by Skills Active which means attended assessor training and been assessed as competent for unit standard 4098.

As noted earlier there are different ways that assessments are organised. It is up to each assessor to decide what their availability is for different types of assessment. This means that some assessors will be available to come into companies to assess guides or be contracted by NZRA for its assessment courses, others are only available to assess guide candidates who work for their own company.

## 2.11 Evidence Verifiers

In rafting the evidence verifier must be a National Senior Guide. Evidence verifiers can be used for parts of Grade 3 or above assessments, and for all of a Grade 2 assessment.

In all cases where an evidence verifier is used, the assessor retains responsibility for ensuring assessment standards are met. The assessor reports the credit – either to Skills Active or to their organisation if they are provider-based.

Assessors using evidence verifiers need to ensure that their evidence verifiers know the following in advance of the assessment activity:

- Tasks they are verifying evidence for;
- Standards required to confirm competency;
- Timeframes over which the evidence verification will occur;
- How the evidence should be recorded; and
- The reporting requirements e.g. to whom, timeline, etc.

The checklists at the end of the assessment guidelines should be filled in (with comments) by evidence verifiers for the parts of the assessment for which they are responsible. A good example of where this could work is getting an assessor who is facilitating a river rescue workshop to sign off part of an award.

### **Assessment for National Raft Guide Grade 2:**

A National Senior Guide can be used to gather all of the evidence for a Grade 2 award. The Senior Guide will contact an assessor before the assessment to arrange it, and will forward the necessary documentation afterwards

It is not necessary for the assessor to be on-site during the assessment, but one or more phone conversations between the two are expected. If the assessor feels it necessary to visit the site and observe the assessment himself/herself, this would be an arrangement between the Senior Guide (evidence verifier) and the assessor.

## 2.12 Award Fees & Skills Active Traineeship

In order to gain either the National Raft Guide Award or the National Senior Raft Guide Award candidates will be charged a registration and administration fee of \$125.00.

This fee covers the cost of:

- Credit reporting to NZQA
- Administration
- Raft card
- Assessment resources and quality assurance.

If guides are eligible to be a Skills Active workplace trainee the registration fee will be reduced to \$85.00. To be a Skills Active workplace trainee guides will need a contract with a Raft company (a Skills Active workplace) or they will need to be a self employed contractor. This latter option would be applicable to trainees who intended to work for a number of companies or an individual company on a casual basis.

There will be a fee of \$50.00 to cover the costs of administration and raft card provision when rafters progress from National or Senior grade 3 to National or Senior grade 4/5. Guides are not required to be registered Skills Active trainees to receive upgrades.

Where trainee guides are assessed directly at level 4/5 they will be required to pay the fees of the Grade 3 not the card administration fee.

These fees **do not** include either the cost of training, tuition or the cost of hiring an assessor if that is required.

Item	Cost details	Non Skills Active Workplace Trainee	Skills Active Workplace trainee
National Raft Guide Grade 2	Skills Active Registration Fee	\$50.00	
National Raft Guide Grade 3 or Grade 4/5 Trainees	Skills Active Registration fee	\$125.00	\$85.00
Upgrade from National Raft Guide Grade 3 to National Raft Guide Grade 4/5	Card and administration fee	\$50.00	
National Senior Raft Guide Grade 3 or Grade 4/5 Trainees	Skills Active registration fee	\$125.00	\$85.00
Upgrade from National Senior Raft Guide Grade 3 to National Senior Raft Guide Grade 4/5	Card and administration fee	\$50.00	

### The process for awards:

- Guides must complete a training agreement and attach a cheque for the fee prior to their assessment.
- Where a workplace is paying for the assessment the invoice details will need to be filled out. Please note that raft cards will not be processed until payment is received.
- The temporary card at the bottom of the credit reporting form can only be issued if payment has been made or the company has agreed to be invoiced and in most cases a Training Agreement has been completed.

- If the guide does not have a regular workplace at the time of assessment he/she should complete the training agreement by signing as the employer/workplace representative.
- The training agreement and payment should be sent, along with the credit reporting, to the Skills Active Raft Administrator.
- Receipts will be issued with permanent raft cards.

**The process for upgrades:**

- Guides must provide the assessor with a cheque for the Skills Active card and administration fee prior to their assessment.
- The temporary card at the bottom of the credit reporting form **must not be** issued until the assessor has received the fee payment.
- The payment and credit reporting should be sent to the Skills Active Raft Administrator.
- Receipts will be issued with permanent raft cards.

## **2.12 Getting help**

Skills Active encourages assessors to call the Raft Administrator on free phone 0800 737 486 who can directly assist in confirming fees prior to reporting. The candidate's name and date of birth can be used to quickly determine whether a candidate really does have a RoL number.

### **3. Assessment Tips**

#### **3.1 Assessor responsibility**

Rafting assessors have an important role in the effectiveness and credibility of the rafting industry. Their job is to make sure that:

1. no person enters the industry as a guide without proving that they have the skills and knowledge that the industry requires; and
2. no person moves into the key role of senior guide unless they meet the high standard set by the industry.

Assessors need to be very confident that each guide candidate has the skills and knowledge required by the standard being assessed.

The assessor is accountable for their assessment decisions and need to be able to back themselves on their assessment decisions.

Assessors must also manage the safety of the assessment tasks that they set up as well as ensure that a below standard performance of a candidate does not compromise the safety of other people involved including commercial rafting clients, people acting as clients or other guides.

#### **3.2 The New Zealand system for ensuring guide competence**

New Zealand's system for ensuring that rafting guides and senior guides have the skills, knowledge and experience needed when they are working with clients on rivers has two parts.

##### **1. The national rafting awards**

Candidates are assessed on their rafting skills and knowledge. The assessment process and the standards are designed to ensure that (at the level of each assessment) that that candidate has the required rafting skills and knowledge to work with clients on rivers.

##### **2. Rafting Operator's SOP induction**

An induction process as set down in each rafting operators Safe Operational Plan (SOP). This process provides the guide with river familiarisation, SOP training, team building, company specific skills and any other elements that the company requires. It is likely that the company SOP will require the guide to conduct one or more final check off trips before they are allowed to guide clients.

A guide will have to repeat the company SOP induction each time they start with a new company.

The Rafting Assessor's job (in their official role) is to assess the first part – the national rafting awards.

#### **3.3 Where does one part finish and the other start?**

The role of assessor is to assess candidates in the rafting skills and knowledge required by the standards of the award. The only other training that the candidates should require to work within a rafting company are:

- River familiarisation, i.e. of the rivers they will be working on.
- Company specific skills and knowledge.

The rafting operators that employ the candidates (guides) should not have to retrain them in the rafting skills and knowledge required by the standards of the award once the candidate has been assessed and achieved the award.

The assessor should not rely on the river familiarisation provided by operators in part two of the system to bring the successful candidates general rafting skills and knowledge up to the standard, i.e. an assessor cannot assume "this person isn't there yet but by the time they have done a few river familiarisation trips they will be fine so I will pass them now".

They have to produce the skills and knowledge required by the standards of the awards at the time of assessment

### **3.4 Before the Assessment**

Experienced assessors stress the importance of getting everything sorted out with the candidates before any assessment takes place. This aspect is important for all assessors including assessors that assess their own staff as part of their internal training system.

Well before they are going to be assessed (i.e. at least two weeks before) assessors need to:

- talk to candidates first to make sure they understand the requirements of the standard including hours/trips, units, pre-requisites and first aid.
- point out to them where unit and guidelines are available so they get to see and understand what is in the standard (a lot of assessors report that candidates turn up to be assessed without ever having seen the unit standards).
- advise how the assessment will run (giving examples if appropriate) and identifying how well the candidate will have to do to pass. There should be a clear agreement as to what grade award they are going for and what grade is being assessed.

Some assessors actually give the candidate a written summary of what is going to happen and what is expected of them as candidates either in a letter or memo. Assessors who use this approach say it helps them to be absolutely clear about what candidates are expected to know if they are to avoid wasting their time by turning up unprepared.

Written details also allow you to be very clear about:

- how much assessment is going to cost them;
- the schedule for assessment when and where it is going to happen; and
- what is and perhaps more importantly what is not going to be provided.

### **3.5 Using Referees**

Prior to an assessment many assessors contact others in the industry to get a bigger picture of a candidate's skills, experience, knowledge and any other factors that can give them information relevant to the assessment.

Using referees is particularly useful for assessors running an assessment event where they have a relatively short time to put candidates through their paces but it can also be valuable for assessors with more time available.

Referee information can be combined with what the assessor sees on the river to give them a wider view of the candidate.

The candidate is advised that the assessor will be contacting other people and that the information gathered will have a bearing on the assessment.

The first and best option to the assessor is to call people known to them.

Question the referee about when they had experience of the candidate, and the level of their contact. The more recent the experience of the referee to the candidate and the closer the level of contact the better. Anything older than two years or second hand information is not current enough to be anything more than background for the assessor.

Questions of the referee may be:

- what their experience of the candidate was/is?
- where does the referee think they were/are at, at that moment in time?

Other questions may include the candidate's performance in scenarios, incidents, rope skills, technical skills, client skills, as well as who trained them.

If there is a problem in any area then the assessment can be tailored to address this problem. An assessor cannot fail a candidate based solely on a referee's opinion. They must check it out themselves.

Some assessors use the referee process as a way of deciding whether they are prepared to assess that candidate at that time and may put off a candidate who they have been advised is definitely not ready. This is valid, however, in fairness the candidate should be advised why you are not prepared to assess them, who it is that provided the information and what steps they need to undertake to get to a point where you would take them on for an assessment.

### **3.6 Assessing skilled and experienced guides**

There is no requirement for assessor to put every candidate through the exact same assessment. It is up to assessors to decide when a candidate is competent but they still must be confident that they have all the information that they need to make the decision – automatic assumptions should not be made.

Note that if someone passes based on your existing knowledge of their skills and knowledge they are not being assessed less than everyone else – the assessment decision needs to be just as carefully considered. The assessor is using evidence that is already possessed rather than gathering a whole lot of new evidence.

Where the assessor knows the candidate:

- The minimum level of evidence gathering in this situation would be none at all. This would only apply if the assessor had seen the candidate perform all aspects of the standard within the last two years. This includes the less commonly occurring aspects of the awards such as river rescue skills. This is a very unlikely option as even though an assessor may have worked overseas with such a candidate that person is unlikely to have demonstrated an awareness of company operating plans or the regulations governing rafting in New Zealand.
- A more likely situation for an experienced candidate known to the assessor would be for an assessor to check off what they are confident of and construct some tasks to give them evidence about the gaps. These may include river rescues/rope systems, rule part 80, and signals.
- Depending on the time passed since the assessor had contact with the candidate, it may be appropriate to take a river trip with the candidate to confirm that skills are still current.

Where the candidate is not known to the assessor:

- An initial discussion can quickly give a feel for whether the candidates understanding of raft guiding matches their stated skill level. This can also include some rope skills demonstrations.
- If there is a problem then the assessor can communicate this to the candidate and advise what the plan should be for further assessment.
- If the assessor is satisfied then this can be backed up with some familiarisation time on a river followed by an assessment on the river especially of any non –naturally occurring aspects such as river rescue.
- Referee information as described above can be very useful in these situations as a way of adding to the evidence to support the assessment decision.

### 3.7 Assessment of SOP knowledge

Part of a guide candidate's assessment requires assessors to check that the guide knows and understands aspects of their company's SOP. This is an easy step to assess if the assessor is in-house assessing a guide but it can pose a difficulty for an assessment course or an assessor who is assessing candidates from another company, on a river away from the guide's normal base of work, or assessing candidates that are not yet employed.

Assessors can question candidates to determine whether they are familiar with the SOP of the company that they are from.

In cases where the candidate is not yet employed the assessor will need to advise the candidate to make themselves very familiar with a SOP and be able to answer questions about it.

### 3.8 Where does the NZRA Rescue Course fit in with assessing guides?

Some assessors make use of the NZRA Rescue Course in gathering evidence about a candidate's technical rescue skills. Assessors need to be aware that the NZRA Rescue Course content changes from year to year and does not assess participants individually. It is a training course not an assessment course.

This means assessors cannot assume that a candidate who has completed the course is competent to the standard demanded by the industry. The assessor must gather more direct evidence of rescue competency, for example by talking to assessors who facilitated the course, and by directly assessing rescue skills.

### 3.9 How should candidates be signed off?

The flexible assessment systems that are used by the rafting industry mean that a candidate can be assessed on a day to day basis as they do their job. Assessment may be an invisible part of each of their work and training days.

The candidate can be signed off when the assessor is confident that they are at the standard.

One downside of this is that to an outside observer or even to the candidate themselves it can appear as if no assessment has taken place. This is not good for the reputation of the assessor or the system itself.

It is recommended that all candidates both within workplaces and at assessment events are signed off formally.

In some workplaces candidates are in a scheduled programme with training runs, mentored time and sign off runs.

Other workplaces simply have a formal sign-off run or runs which confirm the evidence gathered during their day to day work and training.

At the very minimum, as candidates near the point where they are ready to be awarded the qualification, assessors should meet with them, outline what the assessor is thinking about their performance across all the elements of the standards and that the assessor's intention is to confirm the award of their qualification based on their performance over the next short period (more than a week).

Workplaces may want to make the details of candidates' progress public with other guides in the company.

**The alternative to having some formal processes around signing off candidates is that the assessor leaves themselves open to the criticism that they have qualified the guide or senior guide just because they needed them on the day.**

### 3.10 Assessing the safety talk

A guide's safety talk is part of every trip and a key aspect of the standards for the national raft guide awards. It is a relatively easy aspect of the standards to assess as a bystander.

Also check:

- that the 'must have' topics from the standard are included in the safety talk, (some assessors have a tick off list for this); and
- the clients have got the message.

### 3.11 Making assessments easier - General assessor tips

- Assess as many things together. Do not attempt to break the awards down into each performance criteria and assess each one at a time. It will take too long and it will be stilted rather than reflect the way that things really happen when a guide is on the river with clients. The most obvious example of assessing things together is simply observing the candidate guide a raft. They will be controlling the raft, communicating with clients, reading the river and many other things all at once. An assessor can be assessing all of things as the candidate performs them.
- The candidate should be briefed to follow through and recover if they fail to achieve a set task. Many assessors are quite happy to have candidates fail to perform a task, often the actions taken by the candidate to recover reveal more about their competence than successful achievement of the task would have. A good recovery counts for a lot.
- An assessor should outline what is to be assessed and why. When setting a task the candidate should repeat what is being asked for.
- In task setting assessors should decide whether to be very specific about how it is to be done or whether it is ok for the candidate to come up with their own ways of approaching it. The aim of each task is for the assessor to frame it to get the evidence they are looking for.
- If the things to be seen are happening there is no need to set tasks. Most trips have combinations of tasks that the candidate needs to complete just to get the raft and the client down the river – let them run.
- Assessors advise that the most effective 'on river' assessor position is in the back of the raft - not helping or hindering, but also prepared to overcall if safety is seriously compromised (watch out for too much of this – may want to see how they deal with the problem). Of course for some aspects of the assessment there will be other positions that work, (e.g. from a safety kayak).
- Tasks can be focused gradually on the competency failure you are trying to isolate or the competency that the candidate has so far not yet demonstrated.

### 3.12 How many times should an assessor see performances?

Assessors need to be confident that the candidate meets the standard. They also need to guard against assessing people more than is necessary.

In general:

- One solid performance of a task may be all that an assessor needs to see, if the candidate clearly meets the standard.

- If the assessor has concerns regarding a particular area of skills – they may need to see the performance repeated again and again until there is no doubt that they can perform at the standard.
- Every performance counts in the assessment decision making process.
- Three failed attempts at a task is often used by assessors to indicate that that particular competency is not held by a candidate and mean that further training is required. This candidate would not pass the assessment.

### 3.13 When do assessors need real clients?

Because Commercial River rafting is about guiding clients down rivers it is essential that candidates' assessments include clients. However this does not mean that every part of the assessment process should involve clients.

In the strictest sense the term 'clients' refers to paying passengers on a commercial rafting trip. Assessment of candidates with paying clients allows for very realistic interaction between the guide and the crew and is likely to provide the best evidence of client related skills in the awards. Use of real clients does not automatically give the best idea of the candidates raft control and calling skills as the candidate may draw a strong crew for the assessment – the assessor must take this into account. Assessment over more than one trip should help this situation.

Other 'clients' used by assessors include scratch crews. These are people who have little or no rafting experience who have been invited along to form a crew for the purposes of the assessment. These clients provide equally good crews as paying clients for the purpose of assessing raft control and calling skills, but the assessor must take into account that the client related skills demonstrated are not as realistic as those provided by paying clients.

The rafting industry has clearly indicated that they wish to see more emphasis on commercial rafting standards so it would be undesirable for guides to be qualified based on assessments made without reference to a candidate's performance with paying clients.

Aspects of the awards that must involve 'clients' in the two meanings given above are:

- Controlling the boat.
- Client communication.

The other common 'clients' used in assessment situations are other guides or guide candidates who perform as they would expect clients to perform. No guide should be qualified on the basis of assessment using this type of crew only.

Aspects of the awards that are most appropriate tasks for guide or candidate crews are:

- Flips in fast moving water.
- Rope skills.
- Rescue techniques.
- Retrieving equipment (wraps etc.).

Assessors have noted that they gather a lot of evidence from trips with scratch crews and then verify that evidence with a paying client trip. The paying client trip has the priority in determining the candidate's achievement of the standard.

### 3.14 Putting candidates under pressure

Commercial rafting produces situations where guides are put under pressure to deal with unexpected and/or emergency situations. It is important then for evidence to be gathered about a candidate's ability to deal with the unexpected.

Assessors need to be able to pitch pressure situations at the right level.

Pressure situations need to be relevant and realistic, i.e. related to events that relatively commonly happen to guides when rafting. An example of an irrelevant pressure situation is to constantly yell at the candidate with the view that their ability to handle yelling translates as the ability to handle rafting pressure situations.

Other unrealistic situations would include those requiring skills well above the standard being assessed.

Assessors commonly use the following to generate pressure situations for their candidates:

- Shortened timing
- Upping the difficulty of tasks than normal on that river section
- Setting boundaries for the task, e.g. prescribing a line, removing eddies, removing crew assistance
- Setting tasks at short notice

At Grade 3 level, pressure tasks are relatively straight forward involving the resolution of a single problem.

At Grade 4/5 level, pressure tasks involve assessors setting desired outcomes for a situation which may have multiple appropriate actions and involve complex problem solving.

Candidates must be briefed about the potential of pressure situations to occur on the assessment and the level at which you will be pitching these situations. They must be aware of what the assessor is looking for. This briefing may occur well before the pressure situation is enacted.

### 3.15 Using river environments

Assessors have to decide what river environment/s are going to be used to assess candidates. Not all regions present the perfect assessment environment and this means that a key part of the assessor's job is to craft assessment tasks that measure the standard from the river environments available.

Assessors have to guard against creating situations that are too contrived when tweaking river environments that are not quite right. It may be ok to set hard tasks in a Grade 4 rapid to assess to a Grade 4/5 standard but trying to use a Grade 3 river for all of a Grade 4/5 assessment would not be valid.

In general:

- Assessors should use what's available as long as they are confident that they can realistically create tasks that measure at the appropriate standard.
- Multiple rivers not required for assessment.
- Candidates should have logged more than one river.
- Assessors can probe deeper about a guides understanding of other rivers by adding a questioning part to their tasks, for example after the candidate has done a task they may be questioned how they might have done that differently on another type of river (or even a specified river that you know that they have rafted).
- Assessors can set tasks to check skills applicable to other rivers, for example, big water type tasks on a smaller river.

### 3.16 Guarding against other peoples help

It is important that candidates are assessed on their own performance. When they are out there working they are going to need to do it or know it for themselves. There are many situations when candidate's performance in an assessment can be boosted by the help of others.

Examples of this include when the crew knows too much about rafting and helpfully does what they think is needed to achieve the task, cooperative river rescue scenarios when a candidate is carried by the performance of other candidates.

Assessors must see the candidate perform the task themselves. The performance must relate to the standard.

Other candidates should not assist as crew (see 3.13: When do assessors need real clients?)

An assessor should watch for cooperative tasks, e.g. River rescue. To avoid having to redo tasks to see every candidate in every river rescue role the assessor may be able to question them individually about their planned actions for all of the roles and then assess them in the role they play. If there are doubts then the assessor can ask for another river rescue targeted at the weaknesses of a candidate.

Assessors can lead the candidate if you think they have it. An assessor may be confident that the candidate has the knowledge but needs it to be drawn out.

There are some situations where a candidate is making a simple isolated error and this can be corrected by the assessor with some instant feedback.

### 3.17 Managing familiarity with the river

Some candidates may be more familiar with the river that you are assessing on than others. They will know the lines, the eddies and the moves as well as being able to relax in a familiar environment.

How much should knowing the river be an advantage in terms of being assessed against a national standard?

When thinking about this, assessors need to remember that each candidate is measured against the standard, not against the performance of the best person on the assessment. The person that knows the river may be 'ace-ing' every line and others may not. The question isn't 'why aren't these people as good', it is 'are they at the standard or not?'

In general:

- It shouldn't be a disadvantage to not know the river;
- The assessor is not assessing whether the candidate knows the river, the assessment is about the candidates rafting skills and knowledge;
- It is likely that an assessor will want to throw the candidate that knows the river some tasks so that they are putting together unfamiliar lines and managing unrehearsed moves;
- At the Grade 3 level a candidate may wish to familiarise with the river that will be used for the assessment; and
- At the Grade 4/5 it is expected that candidates will be able to produce the performance on any river.

### 3.18 Should candidates be given practice?

Assessors seem to agree that everything is assessed all of the time. This means that whether a candidate is being assessed on the job or during a specific assessment event what ever they do relevant to the standards will be taken into account in the assessors decision making. Candidates should be advised of this.

Most assessors do not give practice runs.

This does not mean that candidates shouldn't be given some time to get a feel for the day and the crew before you begin setting tasks.

### 3.19 Using questioning

Asking the candidates questions is one of the assessors' key tools in working out whether candidates have the knowledge needed. Questioning is also important as a way of getting more information about candidates performances, for example, why did you do it that way?

Assessors advise that the most common uses of questioning (sometimes written but usually verbal) are for

- Signals (and see them).
- Part 80.
- Part 80b.
- Hydrology – questioning on river features.
- Equipment – how they wear it/how they use it.
- Choice of gear – appropriate to day and situation.
- Swimming/moving, knots – how do it and what each is for.

### 3.20 Assessing flips

Recovering from a flip is an important part of a guide's toolkit of skills. Because this is a situation that does not necessarily present itself on a day to day basis, assessors will normally need to set it up for the purposes of assessment. There are some specific things that the assessor can do to assist in a good assessment of this aspect of the standards:

- the assessor be in a good position to hear any briefing and commands;
- the candidate must be able to get raft re-righted with clients on board ready to raft;
- no outside assistance, for example safety kayakers;
- in general how it happens not as important as that it does happen;
- scenarios can be expanded by using questioning, for example, what would you have done if....?
- The flip scenario needs to be safeguarded – this is the assessor's responsibility to arrange.

# 4. Reporting



## NZ National Raft Guide Awards Credit Reporting Form

Please complete Section A and Section B. If the candidate is not a current Sfrito trainee Section C must also be completed and payment made. These:

- Send the upper portion of the top copy to Sfrito, PO Box 2183, Wellington
- Give the top copy of Section D to the candidate.
- Keep the bottom copy for your records for 3 years.
- Please attach instructions if the permanent raft award card is to be sent to an address other than the address in section A.

Please note that assessors are required to hold copies of reporting and checklists for a minimum of three years.

It is essential that spelling of candidate name and Date of Birth are accurate.

If the candidate does not know their NZQA Record of Learning number, you can leave this field blank.

Please check with Skills Active or the workplace if the candidate is a Skills Active

Please always fill in the 'Date Completed' field.

The date entered here will be the 'date issued' on the plastic Raft award card.

Raft guides tend to change address regularly. Email and mobile phone details can be valuable contact information for the guide database and employers.

In Section C, fill in only the fields that are appropriate for the candidate.

If the trainee has a workplace that is paying the fee and you are not sending payment with the reporting, please provide details of who should be invoiced

**SECTION A – Candidate details**

Name:  Email:

Address:

Mobile Ph.:

Date of Birth:  /  /

NZQA ROL #:  -  -

Current Sfrito trainee?  Yes  No *Please note that Sfrito traineeship is not available for candidates working towards the National Raft Guide Grade 2 Award.*

**SECTION B – Assessment**

Unit Number	Date Completed	Credit
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Award Type:  River Grade:

National

Senior

Assessor Name:

Assessor Signature:

Date:  /  /

**SECTION C – Payment Summary**

Fee Structure

Item	Non Sfrito Workplace Trainee	Sfrito Workplace Trainee
National Raft Guide Award Grade 2		\$50
National Raft Guide Grade 3 or Grade 4/5 Trainees	\$125	\$85
National Senior Raft Guide Grade 3 or Grade 4/5 Trainees	\$125	\$85
Upgrade from National or Senior Grade 3 to National or Senior Grade 4/5 (Administration Fee only)		\$50

Payment enclosed:

OR

Name and address to invoice:

**SECTION D - Temporary Raft Award Card** *(Please tear off appropriate award)*

Valid for 4 weeks from date of assessment

**NZ National Raft Guide Award - Grade**

Candidate Name:

Assessor Name:

Assessor Signature:

Date:  /  /

**Privacy Statement**  
I consent to the collection of the above details by Sfrito for the purpose of compiling a publicly available database of Raft Guides. I acknowledge my right to access and correct this information. This consent is given in accordance with the Privacy Act 1993.

Valid for 4 weeks from date of assessment

**NZ Senior Raft Guide Award - Grade**

Candidate Name:

Assessor Name:

Assessor Signature:

Date:  /  /

**Privacy Statement**  
I consent to the collection of the above details by Sfrito for the purpose of compiling a publicly available database of Raft Guides. I acknowledge my right to access and correct this information. This consent is given in accordance with the Privacy Act 1993.

Please ensure the candidate is aware that the information here could be used on the public guide database.

Section D – only use the tear off appropriate to the award gained by the candidate. A permanent plastic raft award card will be sent by Skills Active as soon as possible. If the card is to be sent to an address other than detailed in section A, please attach a note to the credit reporting form with the preferred

## 5. Moderation process

All rafting assessors must participate in moderation each year. Moderation days are intended to help assessors make good quality, consistent assessment judgements.

Each moderation day presents the assessors with an aspect of the awards to focus on. Assessors then individually assess a range of performances presented to them. Each assessor's assessment judgement is then benchmarked against their peers. Discussion during this part of the session helps assessors to justify and clarify what everybody considers the standard to be. This type of process has brought to the fore other issues assessors struggle with from time to time such as task setting appropriate to the unit being assessed. Therefore the theme for moderation each year can vary depending on the need at that time.

While it can put people under pressure, assessors approach this moderation in a supportive, honest and robust way.

Most moderation days have also invited prospective assessors along to use the day as a training session. This has been very successful.

An alternative way to meet moderation is to facilitate an NZRA river rescue workshop with other assessors. This can only be evidence of moderation every second year.

It is important to note that the process described above is not the only way that assessors cooperate to improve their assessment judgements. Many assessors touch base with each other on tricky questions. Some assessors also work together on assessments. These are important and ongoing moderation practices.

## 6. Fixing things that need fixing

As the people who actually use the awards, unit standards, assessment systems and administration the most, assessors often find things that need fixing. This may include an aspect of the standards that is hard to work with, a problem with administration, seeing another assessor make what they think is a bad decision or getting candidates who are insufficiently prepared or qualified from lower awards.

The only way to get these issues fixed is for assessors either to resolve them themselves or if this is not an option, to contact Skills Active staff and get them to deal with it.

For Skills Active staff to address the problem they need specific information on the problem. If you report a problem on the phone it is likely that you will be asked to note the issue down quickly in writing. Depending on the problem this may include:

- Description of the problem
- Why it is a problem
- What your needs are
- Names of people involved
- Unit or award details
- Dates
- How you think the problem should be fixed

In recent times Skills Active staff has resolved a range of problems put to them by assessors when enough information has been provided. This has included problems when assessors have criticised other assessors.

If an assessor is not prepared to fix the problem or report it with enough detail to have Skills Active staff fix it then change cannot be expected.

# **Appendix 1: Unit standards**

**(For information only, use the assessment guidelines in Appendix 2 to assess guides)**

## Unit standard 485 v6 *Demonstrate rafting skills on sheltered or slow-moving water*

<b>Level:</b>	2
<b>Credit:</b>	3
<b>Final date for comment:</b>	March 2009
<b>Expiry date:</b>	December 2010
<b>Sub-field:</b>	Outdoor Recreation
<b>purpose:</b>	<p>People credited with this unit standard are able to: select clothing and equipment appropriate for rafting; demonstrate care for rafting equipment; demonstrate basic rafting skills on sheltered or slow-moving water; participate in safety and rescue procedures; and demonstrate an understanding for the care of self, others, and the environment.</p> <p>This unit standard recognises basic recreational rafting skills. It does not form part of a National Raft Guide Award.</p>
<b>Entry information:</b>	Open.
<b>Accreditation option:</b>	Evaluation of documentation by NZQA and industry.
<b>Moderation option:</b>	A centrally established and directed national moderation system has been set up by the Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group.
<b>Special notes:</b>	<ol style="list-style-type: none"><li>1 <i>Sheltered water</i> is water protected from the effects of wind and wave action.</li><li>2 All activities must comply with the policies and requirements of the enterprise involved and any relevant legislative and/or regulatory requirements which include but are not limited to: <i>New Zealand Environmental Care Code</i>, <i>New Zealand Water Care Code</i>, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, Maritime New Zealand Rule Part 80; and their subsequent amendments. The <i>New Zealand Environmental Care Code</i> and <i>New Zealand Water Care Code</i> are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.</li><li>3 There are minimum assessor requirements for assessment of this unit standard. The details of these requirements are available on the Skills Active website <a href="http://www.Skills Active.org.nz/">http://www.Skills Active.org.nz/</a>.</li></ol>

### **Elements and Performance Criteria**

#### **element 1**

Select clothing and equipment appropriate for rafting.

#### **performance criteria**

- 1.1 Clothing and personal equipment are selected for rafting, and its selection justified.  
  
Range: must include but is not limited to – oar, paddle, raft, helmet, buoyancy vest, wetsuit;  
justification may include but is not limited to – protection, insulation, comfort.
- 1.2 Clothing and personal equipment are fitted correctly.

## **element 2**

Demonstrate care for rafting equipment.

### **performance criteria**

- 2.1 The raft is carried to, launched and retrieved from the water without damage to the raft or fittings.
- 2.2 Getting into and out of the raft is demonstrated safely and correctly at the bank.

## **element 3**

Demonstrate basic rafting skills on sheltered or slow-moving water.

### **performance criteria**

- 3.1 Effective forward and backward paddling strokes are demonstrated.
- 3.2 Controlled turns are performed.
- 3.3 The raft is brought to a stop from a fast paddle, within two boat lengths.
- 3.4 Obstacles are avoided by using appropriate strokes.

## **element 4**

Participate in safety and rescue procedures.

### **performance criteria**

- 4.1 Knowledge of safety equipment and group gear is demonstrated.  
Range: throw bag, repair kit, first aid kit, Personal Floating Device, helmets.
- 4.2 A capsized and escape is demonstrated from a raft.
- 4.3 The rescue of other paddlers is undertaken with assistance.

## **element 5**

Demonstrate an understanding for the care of self, others, and the environment.

### **performance criteria**

- 5.1 Potential first aid problems associated with flat water and methods for avoiding them are described.  
Range: hypothermia, drowning, cold water immersion, cramps, sunburn, blisters.
- 5.2 Landowners, their private property, and other users of the water environment are treated with respect and in accordance with the New Zealand Environmental Care Code and New Zealand Water Care Code.
- 5.3 All forms of waste are disposed of with care and sensitivity.  
Range: litter, food, water, toilet waste.
- 5.4 Support and encouragement is given to other paddlers in the group.

## Unit Standard 21282 v1 Demonstrate basic raft guiding skills on Grade II whitewater

<b>Level:</b>	3
<b>Credit:</b>	8
<b>Final date for comment:</b>	March 2009
<b>Expiry date:</b>	December 2010
<b>Sub-field:</b>	Outdoor Recreation
<b>Purpose:</b>	<p>People credited with this unit standard are able to demonstrate: knowledge of the New Zealand whitewater rafting industry and an understanding of commonly rafted rivers; knowledge of rafting equipment and its use in a whitewater rafting context; an understanding of how water moves in a riverbed and common hazards and features; the ability to move confidently in the river environment; knowledge of basic river rescue; basic raft guiding technique with other paddlers on board; and the ability to guide clients on Grade II river trips in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.</p> <p>This unit standard is part of the National Raft Guide Award Grade II.</p>
<b>Entry information:</b>	Prerequisite: Units 6401, <i>Provide first aid</i> , or demonstrate equivalent knowledge and skills.
<b>Accreditation option:</b>	Evaluation of documentation by NZQA and industry.
<b>Moderation option:</b>	A centrally established and directed national moderation system has been set up by the Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group.
<b>Special notes:</b>	<ol style="list-style-type: none"><li>1 MNZ is the Maritime New Zealand and is the governing body for NZ Rafting; NZRA is the New Zealand Rafting Association and is the industry voice organisation; <i>Skills Active</i> is the Sport, Fitness, and Recreation Industry Training Organisation.</li><li>2 All activities must comply with the policies and requirements of the enterprise involved and any relevant legislative and/or regulatory requirements which include but are not limited to: <i>New Zealand Environmental Care Code</i>, <i>New Zealand Water Care Code</i>, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, MNZ Rule Part 80; and their subsequent amendments. The <i>New Zealand Environmental Care Code</i> and <i>New Zealand Water Care Code</i> are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.</li><li>3 All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.</li><li>4 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Skills Active website <a href="http://www.Skills Active.org.nz/">http://www.Skills Active.org.nz/</a>.</li></ol>

## **Elements and Performance Criteria**

### **element 1**

Demonstrate knowledge of the New Zealand whitewater rafting industry and an understanding of commonly rafted rivers.

#### **performance criteria**

- 1.1 The roles of MNZ, Skills Active and NZRA are described, including their individual roles in the Raft Guide Training Pathway.  
Range: National Raft Guide Grade II, National Raft Guide, Senior Raft Guide (Grade III and Grade IV/V).
- 1.2 The grade and nature of commonly rafted rivers in New Zealand are named and described.  
Range: braided, single channel, gorged, pool drop, continuous.
- 1.3 The ethics supporting positive interaction with other river users are described.  
Range: kayakers, anglers, landowners, jet boats, swimmers.
- 1.4 An understanding of the Department of Conservation's New Zealand Environmental Care Code and New Zealand Water Care Code is demonstrated.
- 1.5 Weather and river flow information is gathered and utilised from a variety of sources.  
Range: sources may include – other river users, internet, newspaper, guide books.

### **element 2**

Demonstrate knowledge of rafting equipment and its use in a whitewater rafting context.

#### **performance criteria**

- 2.1 Raft construction and design is described including their limitations.  
Range: hypalon, PVC, chambers, thwarts, baffles, D-rings, grab lines, self-bailers/bucket boats.
- 2.2 Standard equipment required for a raft trip is identified and its use is described.  
Range: repair kit, first aid kit, pump, paddles, oars, rescue kit, bailers, throw bag, sweep kit.
- 2.3 Raft care and handling techniques are described.  
Range: inflation, deflation, loading, transportation, storage.
- 2.4 A Raft Guide's personal equipment is described.  
Range: helmet, Personal Floating Device, footwear, knife, throw bag, karabiners, slings, prussik, whistle, clothing, flip line.
- 2.5 The contents of an appropriate repair kit are described and simple repairs are carried out.  
Range: glue (to suit raft type) solvent, hardener /reactor, brush, rag, marker, gloves, mask, cutting instrument, sandpaper, spare parts, tools.
- 2.6 Types of ropes used are identified and described according to their applications in a rafting context.  
Range: dynamic, static;  
three different ropes are identified and described.

### **element 3**

Demonstrate an understanding of how water moves in a riverbed and common hazards and features.

#### **performance criteria**

- 3.1 A basic understanding of river hydrology (river dynamics) is demonstrated.
- Range: eddies, boils, eddy lines, waves, reversals, seams, cushions (buffer, pillow), helical and laminar flow, and volume.
- 3.2 Hazards are identified and the danger they present to the river user is described.
- Range: strainers, undercuts, reversals, sieves, eddy lines or seams, flooded rivers.
- 3.3 The international river grading system is described.
- Range: nature of water at each grade, degree of danger and/or difficulty at each grade.

### **element 4**

Demonstrate the ability to move confidently in the river environment.

#### **performance criteria**

- 4.1 Confident movement in and around Grade II water is demonstrated.
- Range: move quickly and confidently on the riverbank, survival dive (dive flat) into water, jump from a height, head up swim technique, whitewater float through wave trains, access midstream eddies and rocks, river crossing (solo and mutual support).
- 4.2 Strong swimmer rescue is demonstrated.
- Range: swim out to a person, tow them ashore.

### **element 5**

Demonstrate knowledge of basic river rescue.

#### **performance criteria**

- 5.1 Knowledge of standard industry river signals is demonstrated.
- Range: stop/go, left/right, OK, swimmer numbers, eddy out, cover/safety, first aid, lost paddle, come to me, rope required, last boat, point positive, look, do not know, (unsure), whistle blast for attention, three short whistle blasts for emergency.
- 5.2 Knots that are commonly used by industry are demonstrated.
- Range: bowline, clove hitch, tension hitch, figure-eight (double loop, follow through, on a bight, directional), fisherman's, tape knot, half hitch, prussik, Italian hitch, sheet bend, alpine butterfly.
- 5.3 Throw bag rescues are demonstrated.
- Range: tidy bag storage, throw of full bag length, accuracy to stationary and moving targets, site selection, throw coils, live bait rescue (swim to a victim with a throw bag attached to a releasable tow line).

- 5.4 Knowledge of raft wrap avoidance and some basic recovery theory are demonstrated.  
Range: 10 boy scouts, vector pull, use of over commands and weight shifts to dislodge stuck rafts.
- 5.5 A raft is flipped and re-righted in Grade II moving water.  
Range: climb aboard the up turned raft, re-right it, and regain raft and crew.

## **element 6**

Demonstrate basic raft guiding technique with other paddlers on board.

### **performance criteria**

- 6.1 On raft seating positions are demonstrated.  
Range: guide, other paddlers
- 6.2 A safety and paddle briefing is presented to other paddlers.  
Range: must include but is not limited to – introductions, falling out, whitewater float position, 'hold on' command, throw bag rescue, self rescue, flips, entrapment, medical conditions, basic paddle commands and execution, positions within the raft and their execution.
- 6.3 Paddle strokes are demonstrated.  
Range: forward, back, draw, pry, river-J-stroke (forward pry), sweep strokes, personal paddling.
- 6.4 Paddle strokes are combined for on river raft control.  
Range: ferry glides (forward and back), breaking into and out of eddies, manoeuvring of a raft with no crew assistance, manoeuvre raft with crew commands only (no guide paddle) in Grade II, describe and run a route through a designated rapid.
- 6.5 Guiding skills are used to control the raft down the river.

## **element 7**

Demonstrate the ability to guide clients on Grade II river trips in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.

### **performance criteria**

- 7.1 Crews are assessed and seated according to their ability, expectations and needs.
- 7.2 Instructions to clients ensure the safe and efficient handling of the raft on land and water.
- 7.3 Appropriate spacing on multi-boat trips is maintained.  
Range: visual contact, truck and trailer, leapfrog safety.
- 7.4 Effective use of crew in wrap avoidance, dislodging stuck rafts, and effective manoeuvring in tight situations is demonstrated.
- 7.5 Lines through Grade II rapids are selected and run.

## Unit standard 21283 v1 Demonstrate technical raft guiding skills on Grade III or above whitewater

<b>Level:</b>	4
<b>Credit:</b>	10
<b>Final date for comment:</b>	March 2009
<b>Expiry date:</b>	December 2010
<b>Sub-field:</b>	Outdoor Recreation
<b>purpose:</b>	<p>People credited with this unit standards are able to: demonstrate the ability to move quickly and confidently in Grade III whitewater and accurately communicate with other guides in the river environment; demonstrate knowledge of rescue equipment and its application in a range of raft/river rescue situations; demonstrate technical raft guiding skills on Grade III whitewater; and utilise weather and flow information sources in trip planning.</p> <p>This unit standard is part of the National Raft Guide Award Grade III and Grade IV/V.</p>
<b>Entry information:</b>	Prerequisite: Units 6401, <i>Provide first aid</i> , or demonstrate equivalent knowledge and skills.
<b>Accreditation option:</b>	Evaluation of documentation by NZQA and industry.
<b>Moderation option:</b>	A centrally established and directed national moderation system has been set up by the Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group.
<b>Special notes:</b>	<ol style="list-style-type: none"><li>1 MNZ is the Maritime New Zealand and is the governing body for NZ Rafting; NZRA is the New Zealand Rafting Association and is the industry voice organisation; <i>Skills Active</i> is the Sport, Fitness, and Recreation Industry Training Organisation.</li><li>2 All activities must comply with the policies and requirements of the enterprise involved and any relevant legislative and/or regulatory requirements which include but are not limited to: <i>New Zealand Environmental Care Code</i>, <i>New Zealand Water Care Code</i>, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, MNZ Rule Part 80; and their subsequent amendments. The <i>New Zealand Environmental Care Code</i> and <i>New Zealand Water Care Code</i> are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.</li><li>3 All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.</li><li>4 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Skills Active website <a href="http://www.Skills Active.org.nz/">http://www.Skills Active.org.nz/</a>.</li></ol>

## **Elements and Performance Criteria**

### **element 1**

Demonstrate the ability to move quickly and confidently in Grade III whitewater and accurately communicate with other guides in the river environment.

#### **performance criteria**

- 1.1 River features are identified and their dynamics and effects on craft and people are clearly explained.
- Range: flow type (laminar, helical) and volume, eddies, boils, seams, pillows (buffer or cushion), holes (reversal or hydraulic), standing waves, lateral waves, tongues, rapid grades.
- 1.2 On river communication with other guides is clear, concise and utilises recognised river signals.
- Range: stop/go, left/right, OK, swimmers (#'s), eddy out, cover/safety, first aid, lost paddle, come to me, rope required, last boat, point positive, look, do not know, (unsure), whistle blast for attention, three short whistle blasts for emergency.
- 1.3 Confident movement in and around Grade III whitewater is demonstrated.
- Range: move quickly and confidently on the riverbank, access river from a height, enter eddies, use an aggressive head up swim technique, confident over strainers, access midstream boulders and small eddies, break through laterals, strong swimmer rescue (swim out to a person and tow them ashore).

### **element 2**

Demonstrate knowledge of rescue equipment and its application in a range of raft/river rescue situations.

#### **performance criteria**

- 2.1 Personal equipment is carried by the guide.
- Range: Personal Floating Device with releasable tow line, appropriate clothing and footwear, helmet, throw bag, whistle, knife, flip line, Prussik (or ti block), pulley, two karabiners, personal first aid kit.
- 2.2 Rescue techniques are demonstrated.
- Range: 2:1 mechanical advantage system utilising a boatman's anchor; resettable 3:1 Z-drag utilising a figure-eight on a bight (anchor) and a Prussik brake; 4:1 Pig Rig utilising an Italian hitch (on a main line) tied off with a releasable half hitch and a three point self-equalising anchor on the load/raft.
- 2.3 Knots are tied under pressure.
- Range: knots must include – bowline (around an anchor), tension hitch with releasable half hitch, tape or water knot, figure-eight knots (in line, follow through, on a bight, directional, double loop), double fishermans, Prussik knots, (klemheist, classic), sheet bend, clove hitch (around a bar), Italian hitch, alpine butterfly; pressure may include – under water, tight time frame.
- 2.4 The qualities and limitations of the following rope types are described and compared.
- Range: static, dynamic, polypropylene, nylon, spectra.

- 2.5 Throw bag rescues are demonstrated.
- Range: access points are well selected, target hit (arms reach) at full bag length, recoil and throw coils to hit second target at half bag length in 20 seconds, effective belay technique (static/dynamic), prioritise in multiple swimmer situation, live bait rescue (swim to a victim with a throw bag attached to a releasable tow line).
- 2.6 Efficient flip recovery is demonstrated in Grade III whitewater conditions.
- Range: headcount, regain raft, prioritise actions for recovery in a variety of downstream situations (shallow rocky downstream, big volumes of water, fast/flooding), re-right raft.
- 2.7 An entrapment is accessed utilising both a rescue lower and tethered raft system.
- Range: effective anchors chosen, effective method chosen, accurate communication with other guides demonstrated, minimal time wasted.
- 2.8 The entrapment is resolved.
- Range: safety, airway priority, stabilisation, effective extraction method chosen, alternatives explained.

### **element 3**

Demonstrate technical raft guiding skills on Grade III whitewater.

#### **performance criteria**

- 3.1 A series of eddies are caught in strong current and technical whitewater using forward and backward ferry techniques.
- 3.2 A raft is manoeuvred through Grade III current and into eddies solo (no crew used).
- 3.3 The effective use of crew is demonstrated in wrap avoidance/recovery, dislodging stuck rafts, and effective manoeuvring in tight situations.
- 3.4 Lines through Grade III rapids are selected and run.

### **element 4**

Utilise weather and flow information sources in trip planning.

#### **performance criteria**

- 4.1 A range of weather and flow information sources are accessed.
- Range: mountain forecast, marine forecast, newspaper, internet, flowphone.
- 4.2 Features on situation map are interpreted.
- Range: isobars, wind direction and strength, likely precipitation, frontal activity.
- 4.3 Potentially dangerous weather patterns and their indicators are explained in terms of their effect on river conditions and local climate.
- Range: prevailing wind and familiarity with local conditions, rapid cloud build up, frontal cloud, wind changes.

## Unit standard 21284 v1 Demonstrate client care and crew control as a Raft Guide on Grade III or above whitewater

<b>Level:</b>	4
<b>Credit:</b>	15
<b>Final date for comment:</b>	March 2009
<b>Expiry date:</b>	December 2010
<b>Sub-field:</b>	Outdoor Recreation
<b>Purpose:</b>	<p>People credited with this unit standard are able to: describe the rules and regulations governing commercial rafting operations in New Zealand and a safe operating plan (SOP); provide customer service to clients on rafting trips; and demonstrate the ability to raft the river with clients in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.</p> <p>This unit standard is part of the National Raft Guide Award Grade III and Grade IV/V.</p>
<b>Entry information:</b>	Prerequisite: Unit 21283, <i>Demonstrate technical raft guiding skills on Grade III or above whitewater</i> , or equivalent knowledge and skills.
<b>Accreditation option:</b>	Evaluation of documentation by NZQA and industry.
<b>Moderation option:</b>	A centrally established and directed national moderation system has been set up by the Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group.
<b>Special notes:</b>	<ol style="list-style-type: none"><li>1 MNZ is the Maritime New Zealand and is the governing body for NZ Rafting; NZRA is the New Zealand Rafting Association and is the industry voice organisation; <i>Skills Active</i> is the Sport, Fitness, and Recreation Industry Training Organisation.</li><li>2 All activities must comply with the policies and requirements of the enterprise involved and any relevant legislative and/or regulatory requirements which include but are not limited to: <i>New Zealand Environmental Care Code</i>, <i>New Zealand Water Care Code</i>, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, MNZ Rule Part 80; and their subsequent amendments. The <i>New Zealand Environmental Care Code</i> and <i>New Zealand Water Care Code</i> are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.</li><li>3 All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.</li><li>4 All trips must be led by a Senior Guide Grade III or Grade IV/V depending on the Grade of the river trip. The Grade of whitewater they are competent to guide on is indicated on their award.</li><li>5 For Grade IV/V – it should be interpreted that Grade IV and Grade V are similar in the degree of skill level required to guide competently on. Due to the fact that there are not many Grade V</li></ol>

commercial runs, Grade IV gives a suitable level for assessment purposes.

- 6 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Skills Active website <http://www.Skills Active.org.nz/>.
- 7 The holder of this unit standard may still require river time (trip familiarisation) on any river before commercially guiding. The amount of time or number of trips will depend on the requirements of the company's safe operating plan (SOP).

## **Elements and Performance Criteria**

### **element 1**

Describe the rules and regulations governing commercial rafting operations in New Zealand and a SOP.

#### **performance criteria**

- 1.1 The New Zealand Raft Guide qualification and training pathway and the operational parameters for each level of guide qualification are described.
- 1.2 The company's SOP is explained.  
  
Range: client suitability, operational flows, incident reporting, trip reporting, current emergency procedures.

### **element 2**

Provide customer service to clients on rafting trips.

#### **performance criteria**

- 2.1 Clients are provided with the information required to facilitate successful rafting trips.  
  
Range: logistics, valuables, environmental care, cultural/natural history, equipment information, medical disclosures, risk disclosure.
- 2.2 An effective safety briefing (including paddle briefing) is delivered in a suitable manner and location.
- 2.3 Interaction with clients is carried out in a personable and professional manner.
- 2.4 Any special requirements for clients and their equipment are identified and dealt with in a professional manner.
- 2.5 Clients are properly fitted with the equipment required for the river and weather conditions and its fit is checked regularly.
- 2.6 Clients' equipment is stored and maintained in an acceptable manner or as specified by the company operational plan.
- 2.7 Clients presenting safety and/or special needs are identified to the trip leader.

### **element 3**

Demonstrate the ability to raft the river with clients in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.

#### **performance criteria**

- 3.1 Crews are assessed and seated accordingly to their ability, expectations and needs.
- 3.2 Choice of lines matches crew's ability and expectations and needs.
- 3.3 Decisions to portage, line or walk clients around rapids are made with consideration of absolute risk, client condition and expectations and needs.
- 3.4 Instructions to clients ensure the safe and efficient handling of the raft on land.
- 3.5 Appropriate spacing on multi-boat trips is maintained.  
Range: visual contact, truck and trailer, leap frog safety, rolling over.
- 3.6 Strategies and appropriate river etiquette with other guides and river users is described.  
Range: anglers, kayakers, landowners, jet boats, swimmers.
- 3.7 A series of eddies are caught in strong current and technical whitewater using forward and backward ferry techniques.
- 3.8 Effective use of crew in wrap avoidance, dislodging stuck rafts, and effective manoeuvring in tight situations is demonstrated.
- 3.9 Lines through Grade III rapids or above are selected and run.

## Unit standard 21285 v1 Coordinate and manage rafting trips

<b>Level:</b>	5
<b>Credit:</b>	15
<b>Final date for comment:</b>	March 2009
<b>Expiry date:</b>	December 2010
<b>Sub-field:</b>	Outdoor Recreation
<b>Replacement information:</b>	This unit standard replaced unit standard 16251.
<b>Purpose:</b>	<p>People credited with this unit standard are able to demonstrate: a sound knowledge of MNZ Rule Part 80, New Zealand Rafting Guide training pathway and the relationship of the New Zealand Rafting Association (NZRA) to these; a working knowledge of operating and hazard management systems and their importance to a company's safe operating plan (SOP); serious incident management skills during a simulated multiple raft on-river incident; and effective trip management.</p> <p>This unit standard is part of the National Senior Raft Guide Award Grade III and IV/V.</p>
<b>Entry information:</b>	<p>Prerequisites: Unit 21284, <i>Demonstrate client care and crew control as a Raft Guide on Grade III or above whitewater</i>, or demonstrate equivalent knowledge and skills.</p> <p>Attendance at an NZRA rescue workshop and Whitewater First Aid course is also required.</p>
<b>Accreditation option:</b>	Evaluation of documentation and visit by NZQA and industry.
<b>Moderation option:</b>	A centrally established and directed national moderation system has been set up by the Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group.
<b>Special notes:</b>	<ol style="list-style-type: none"><li>1 MNZ is the Maritime New Zealand and is the governing body for NZ Rafting; NZRA is the New Zealand Rafting Association and is the industry voice organisation; <i>Skills Active</i> is the Sport, Fitness, and Recreation Industry Training Organisation.</li><li>2 All activities must comply with the policies and requirements of the enterprise involved and any relevant legislative and/or regulatory requirements which include but are not limited to: <i>New Zealand Environmental Care Code</i>, <i>New Zealand Water Care Code</i>, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, MNZ Rule Part 80; and their subsequent amendments. <i>The New Zealand Environmental Care Code</i> and <i>New Zealand Water Care Code</i> are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.</li><li>3 All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.</li><li>4 All trips must be led by a Senior Guide Grade III or Grade IV/V depending on the Grade of the river trip. The Grade of whitewater they are competent to guide on is indicated on their award.</li></ol>

- 5 For Grade IV/V it should be interpreted that Grade IV and Grade V are similar in the degree of skill level required to guide competently on. Due to the fact that there are not many Grade V commercial runs, Grade IV gives a suitable level for assessment purposes.
- 6 There are minimum assessor requirements for the assessment against this unit standard. The details of these requirements are available on the Skills Active website <http://www.SkillsActive.org.nz/>.
- 7 The holder of this unit standard may still require river time (trip familiarisation) on any river before commercially guiding. The amount of time or number of trips will depend on the requirements of the company's safe operating plan (SOP).

## **Elements and Performance Criteria**

### **element 1**

Demonstrate a sound knowledge of MNZ Rule Part 80, New Zealand Raft Guide training pathway and the relationship of the NZRA to these.

#### **performance criteria**

- 1.1 MNZ Rule Part 80, the roles of MNZ, Skills Active and NZRA; and the rafting industry are described and explained.

### **element 2**

Demonstrate a working knowledge of operating and hazard management systems and their importance to a company's SOP.

#### **performance criteria**

- 2.1 A sound working knowledge of the company's SOP is demonstrated in terms of the incident reporting procedures, risk management strategies and plan, and established emergency procedures.

### **element 3**

Demonstrate serious incident management skills during a simulated multiple raft on-river incident.

#### **performance criteria**

- 3.1 Rescue leadership skills are demonstrated with calm assurance in a simulated emergency river rescue.

Range: leadership skills must include but are not limited to – prioritising risk – reach, throw, row, go, tow, helo; delegation of tasks; maintaining an 'overview' of the situation; achieving a quick resolution; ensuring the situation does not escalate or get worse through mismanagement; ensuring the safety of clients.

- 3.2 A management plan of dealing with a serious injury and an on water fatality is described.  
 Range: first aid considerations, body handling, evacuation from river; liaising with media, rescue authorities and relatives; debrief considerations, complete Accident forms, identity MNZ SOP requirements.
- 3.3 A raft rescue scenario is managed.  
 Range: wrap requiring multiple anchors, mechanical advantage system, client and guide management, flexibility in managing a sudden environmental change.
- 3.4 A management plan for dealing with an on-river search is described.  
 Range: roles, responsibilities, and delegation, communication, search options.

#### **element 4**

Demonstrate effective trip management.

#### **performance criteria**

- 4.1 The skills, attitudes and manners of a professional raft guide are role modelled including caring for personal, company and client equipment.
- 4.2 Effective leadership skills are demonstrated when dealing with other guides.  
 Range: delegation, empathy, supervision, information, respect of and from other guides.
- 4.3 The coordination of logistics, equipment required, time management on and off water, client screening, vehicle logistics, on river safety systems.
- 4.4 Effective problem solving skills with clients, guides in response to changing environment conditions are demonstrated.  
 Range: problems may include but are not limited to – unsuitable clients for reasons of physical ability, drug or alcohol, language, complaints from clients, clients unwilling to continue trip; ill prepares, sick or injured guides, rising rivers, drop in temperature, emergency camp.
- 4.5 Technical raft guiding skills are demonstrated on the appropriate grade of river.  
 Range: appropriate river grade may be – Grade III or Grade IV/V; technical skills – sweep boat skills, scouting, effective manoeuvring for rescue, good boat control, sound guiding technique.

## Appendix 2: Assessment guidelines

Use these to assess guides, and provide to guides if they need information on the standard.

Fill in the checklists at the end of each guideline. Keep a copy of these checklists in your records.

These guidelines can be easily modified based on feedback from assessors. The latest versions are available on the Skills Active website under the 'Raft' section at [www.Skills Active.org.nz](http://www.Skills Active.org.nz)



# ASSESSMENT GUIDELINE

## Demonstrate basic raft guiding skills on Grade II whitewater

**Unit Standard: 21282**

**Level: 3 Credit: 8 Version: 1**  
**Published by Skills Active 2006**

### **Purpose:**

People credited with this unit standard are able to demonstrate: knowledge of the New Zealand whitewater rafting industry and an understanding of commonly rafted rivers; knowledge of rafting equipment and its use in a whitewater rafting context; an understanding of how water moves in a riverbed and common hazards and features; the ability to move confidently in the river environment; knowledge of basic river rescue; basic raft guiding technique with other paddlers on board; and the ability to guide clients on Grade II river trips in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.

This unit standard is part of the National Raft Guide Award Grade II.

### **Prerequisite:**

Units 6401, *Provide first aid*, or demonstrate equivalent knowledge and skills.

### **Special Notes:**

1. *MNZ* is the Maritime New Zealand and is the governing body for NZ Rafting; *NZRA* is the New Zealand Rafting Association and is the industry voice organisation; *Skills Active* is the Sport, Fitness, and Recreation Industry Training Organisation.
2. All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.
3. There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Skills Active website <http://www.Skills Active.org.nz/>.

### **Overview of assessment:**

This assessment has 5 tasks -

Task 1: Discuss NZ rivers and how the rafting industry works

Task 2: Repair a raft

Task 3: Demonstrate river rescue skills

Task 4: Prepare for a guided raft trip

Task 5: Guide a Grade 2 rafting trip

**Note to assessors:**

1. If assessing a candidate with whom you do not normally work, you must interview a manager or senior guide who has worked with the candidate. Using this person as an evidence gatherer will enable you to gain indirect evidence to meet some of the requirements of the assessment - for example raft repair. Similarly, evidence for some river rescue skills could come from discussion with someone who has run an NZRA river rescue course which the candidate attended.
2. While it is important to assess each candidate's skills and knowledge as a well-rounded Grade 2 raft guide, assessment decisions should be made in the context of the river or rivers that the candidate normally works on.
3. Any Senior Raft Guide can collect all of the evidence for this award. The award can only be reported by a Rafting Assessor. The senior guide must send documentation of evidence (i.e. the checklist) to an assessor to report. The assessor is ultimately responsible for ensuring consistent standards are met.

**Resources for all tasks:**

- <http://www.nz-rafting.co.nz/>
- [http://www.americanwhitewater.org/content/Wiki/safety:start#universal\\_river\\_signals](http://www.americanwhitewater.org/content/Wiki/safety:start#universal_river_signals)
- Skills Active Raft Assessment Resource

## **Task 1: Discuss NZ rivers and how the rafting industry works**

### **Resources:**

- Skills Active Raft Assessment Resource, sections 2.4 and 2.5

### **Instruction to candidate:**

During the task you are required to:

- Explain the NZ raft guide qualification system
- Describe 4 commercially rafted NZ rivers
- Describe the river grading system
- Explain the ethics around dealing with other river users

**Element 1: Demonstrate knowledge of the New Zealand whitewater rafting industry and an understanding of commonly rafted rivers.**

**Element 3: Demonstrate an understanding of how water moves in a riverbed and common hazards and features.**

### **Evidence for PCs 1.1, 1.2, 1.3, 3.3**

In a discussion with the assessor, the candidate explains:

- The Raft Guide Training Pathway, including what awards are legally required, and the content of each of the awards:
  - National Raft Guide Grade 2
  - National Raft Guide (Grade 3 and Grade 4/5)
  - Senior Raft Guide (Grade 3 and Grade 4/5)
- The grade and nature of at least 4 commercially rafted NZ rivers of different character e.g. Rangitata, Buller, Karamea, Rangitikei, Kaituna
- An example of a river or rapid from each of the 6 grades, with reasons for why it is this grade, covering:
  - Level of difficulty
  - Danger or consequences
- How best to deal with the following river users in a positive way (with local examples if possible):
  - Kayakers
  - Anglers
  - Landowners
  - Jet boats
  - Swimmers

## Task 2: Repair a raft

### Resources:

- Raft with puncture or similar
- Raft puncture repair kit and safety equipment

### Notes to the assessor

1. If no repairs are required to any raft, then this task must be assessed using a simulated repair.
2. If repairs are not normally ever carried out as part of a raft guide's normal work (for example, some companies on the Kaituna) then the ability to manage a punctured chamber on the river must be assessed).

### Instruction to candidate:

During the task you are required to:

- Repair a puncture or weak area in a raft
- Describe the contents of a repair kit

## Element 2: Demonstrate knowledge of rafting equipment and its use in a whitewater rafting context.

### Evidence for PC 2.5

- Repairs a puncture or weak area in a raft using 2-pot contact adhesive, according to manufacturer's instructions:
  - Selects appropriate glue and fabric
  - Prepares site correctly with sandpaper and solvent
  - Uses appropriate safety equipment (gloves, mask)
- Describes the contents of a repair kit to take on the river

### Task 3: Demonstrate river rescue skills

#### Resources:

- Personal rafting equipment for all crew
- Raft and paddles
- Rescue equipment such as throw bags, flip lines, karabiners

#### Notes to the assessor

1. Part of this task involves discussion with the assessor, and part involves practical demonstrations of rescue skills. Rescue scenarios with other guides as clients or victims could be used.
2. Raft wrap avoidance and dislodging stuck rafts with clients is assessed in Task 5.

#### Instruction to candidate:

During the task you are required to:

- Explain to the assessor river features and hazards
- Throw a throw bag to rescue a swimmer, including a re-throw
- Rescue a victim on a live-bait set up
- Dislodge a stuck raft using overs and weight shifts, 10 boy scouts, vector pull
- Recover from a flip with crew

**Element 2: Demonstrate knowledge of rafting equipment and its use in a whitewater rafting context.**

**Element 3: Demonstrate an understanding of how water moves in a riverbed and common hazards and features.**

**Element 4: Demonstrate the ability to move confidently in the river environment.**

**Element 5: Demonstrate knowledge of basic river rescue.**

#### Evidence for PCs 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5

- While on a river trip (not necessarily Grade 2), the candidate points out correctly and describes the effect on both a raft and a swimmer of:
  - eddies, eddy lines and seams
  - boils
  - waves
  - cushions (buffer, pillow)
  - recirculating eddies, weirs, reversals vs. non-turbulent or non-recirculating flow
  - volume (characteristics of low-volume, high volume, and flooded rivers)
  - strainers
  - undercuts
  - sieves

(If all of these features are not encountered, an accurate description of the feature and its effects is enough)

While on a Grade 2 river:

- Throws a throw bag accurately to a stationary target at least 15 metres away on the first attempt
- Throws a throw bag and rescues a moving swimmer at least 15 metres away in a rapid
  - Accurate on first attempt
  - Uses a solid stance or anchor
  - Swimmer pendulums in to a safe place
- Rethrows an uncoiled throw bag accurately at least 10 metres
  - Within 30 seconds of initial throw
- Moves quickly and confidently around Grade 2 rapids:
  - On the riverbank
  - Flat dive into water
  - Jump from height of 2 metres
  - Swim with head up and looking
  - Whitewater float through wave trains
  - Access midstream eddies and rocks
  - River crossing (solo and mutual support)
- Swims to a person in Grade 2 water and tows them ashore
- Swims or is lowered to a victim using a rope attached to a releasable tow line (live bait rescue)
- Dislodges a raft stuck in a Grade 2 rapid using over commands and weight shifts
- Dislodges a raft stuck in a Grade 2 rapid using rope techniques and an equalised anchor on at least 2 D-rings:
  - 10 boy scouts pull
  - Vector pull
- After a raft-flip with crew on Grade 2 water, recovery takes less than 2 minutes:
  - Raft is re-righted
  - All crew helped back on board
- Demonstrates tying all of the following knots tidily and on first attempt:
  - bowline
  - clove hitch
  - tension hitch e.g. trucker's
  - figure-eight (double loop, follow through, on bight, directional)
  - fisherman's
  - tape knot
  - half hitch
  - prussik
  - Italian hitch
  - sheet bend
  - alpine butterfly
- Correctly uses all their personal rafting and rescue kit, including:
  - helmet, PFD, footwear, knife, throw bag, karabiners, slings, prussik, whistle, flip line
- Demonstrates the signals for:
  - stop/go, left/right, OK, swimmer numbers, eddy out, lost paddle, come to me, look, don't know
- Understands the signals for:
  - cover/safety, first aid, rope required, last boat
- Demonstrates standard signalling protocols e.g. point positive, whistle blast for attention, 3 short whistle blasts for emergency

#### Task 4: Prepare for a guided raft trip

##### Resources:

- Raft, paddles, pump, repair kit, throw bag, various ropes
- Vehicle and trailer

##### Notes to the assessor

1. Most of this task could be assessed while the candidate is getting gear ready for a rafting trip.

##### Instruction to candidate:

During the task you are required to:

- Get a weather forecast and river flow info, and explain how this will affect you trip
- Load and unload all the gear required for a rafting trip, explaining to the assessor what each item is for and how to care for it correctly

**Element 1: Demonstrate knowledge of the New Zealand whitewater rafting industry and an understanding of commonly rafted rivers.**

**Element 2: Demonstrate knowledge of rafting equipment and its use in a whitewater rafting context.**

##### Evidence for PCs 1.5, 2.1, 2.2, 2.3, 2.6

On the day before or the morning of the guided river trip (Task 5), the candidate obtains from a variety of sources:

- A weather forecast, and explains how it may impact on the trip
- River flow information, and explains how this may impact on the trip

While packing or unpacking gear for a guided river trip (Task 5), the candidate:

- Explains the type of raft and how it is made, and the purpose of any features, covering
  - Material (hypalon or PVC)
  - Number of chambers, and care of baffles
  - D-rings and grab lines
  - How water is removed (self-bailer or bucket boat)
- Gives a brief description of (or packs up) all of the gear required for a raft trip, including rescue and repair gear:
  - repair kit, first aid kit, pump, paddles, oars, rescue kit, bailers, throw bag, sweep kit
- Describes or demonstrates correct inflation, loading, transport and storage of rafts
- Identifies and describes the correct use in a rafting context of three different types of ropes e.g. static rope, throw-bag rope, dynamic climbing rope

## Task 5: Guide a Grade 2 rafting trip

### Resources:

- Clients, rafts, all rafting gear, safety gear...

### Notes to the assessor

The trip should be a multi-boat trip on Grade 2 water. The candidate should be the only person responsible for briefing the crew and guiding the raft, although a back-up guide may be present as well.

### Instruction to candidate:

During the task you are required to guide a group of clients on a Grade 2 rafting trip, demonstrating:

- A comprehensive brief
- Effective use of strokes and the crew to manoeuvre the raft
- Clear communication with the crew and with other guides
- Following any procedures set down by your company
- A safe and fun trip
- Care for the environment

**Element 1: Demonstrate knowledge of the New Zealand whitewater rafting industry and an understanding of commonly rafted rivers.**

**Element 6: Demonstrate basic raft guiding technique with other paddlers on board.**

**Element 7: Demonstrate the ability to guide clients on Grade II river trips in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.**

### Evidence for PCs 1.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5

Briefs a group of clients for a Grade 2 river trip, covering:

- introductions
- falling out
- whitewater float position
- 'hold on' command
- throw bag rescue
- self rescue
- flips
- entrapment
- medical conditions
- basic paddle commands and techniques
- positions within the raft and their different techniques
- carrying the raft
- overs

While guiding the trip:

- Always has with them all their personal rafting and rescue kit, including:
  - helmet, PFD, footwear, knife, throw bag, karabiners, slings, prussik, whistle, flip line
- Positions crew in the raft for maximum effectiveness and to meet their expectations and needs
- Demonstrates safe and effective strokes to guide the raft (with and without crew assistance):
  - forward, back, draw, J-stroke, sweep strokes
- Combines paddle strokes with crew commands to effectively manoeuvre the raft on rapids, ferry glides, reverse ferry glides and eddy turns
- Effectively manoeuvres the raft using crew commands only
- Demonstrates ability to pick lines and follow them
- Uses the crew safely and effectively to avoid wraps or dislodge stuck rafts e.g. overs, weight shifting, getting out.
- Communicates clearly with crew and checks for understanding
- Builds rapport with the crew
- Communicates clearly with other guides, using industry standard river signals
- Maintains appropriate spacing between rafts
- Interacts with other river users in a positive way
- Follows company procedures for the river in terms of safety e.g. leapfrogging, truck and trailer
- Role models care for the environment according to the NZ Environmental Care Code and NZ Water Care Code

Candidate Name \_\_\_\_\_ NSN \_\_\_\_\_

<b>Unit 21282 (v1) Checklist</b> <b>Demonstrate basic raft guiding skills on Grade II whitewater</b>		
Assessor name : _____		
Organisation name : _____	C/NYC	Comments
<b>Task 1: Discuss NZ rivers and how the rafting industry works</b>		
<ul style="list-style-type: none"> <li>Explains the Raft Guide Training Pathway</li> <li>The grade and nature of at least 4 commercially rafted rivers</li> <li>An example of a river or rapid from each of the 6 grades</li> <li>How best to deal with other river users in a positive way</li> </ul>		
<b>Task 2: Repair a raft</b>		
<ul style="list-style-type: none"> <li>Repairs a puncture or weak area in a raft</li> <li>Describes the contents of a repair kit to take on the river</li> </ul>		
<b>Task 3: Demonstrate river rescue skills</b>		
<ul style="list-style-type: none"> <li>Points out correctly and describes the effect on both a raft and a swimmer of:               <ul style="list-style-type: none"> <li>eddies, eddy lines, seams, boils, waves, cushions, sieves, recirculating/turbulent flow, volume, strainers, undercuts</li> </ul> </li> <li>Throws a throw bag accurately on the first attempt:               <ul style="list-style-type: none"> <li>Stationary target (15m)</li> <li>Moving swimmer in a rapid (15m)</li> <li>Rethrow uncoiled throw bag (10m)</li> </ul> </li> <li>Moves quickly and confidently around Grade 2 rapids</li> <li>Swims to a person in Grade 2 water and tows them ashore</li> <li>Demonstrates live bait rescue</li> <li>Dislodges a raft stuck in a Grade 2 rapid using over commands and weight shifts</li> <li>Dislodges a raft stuck in a Grade 2 rapid using rope techniques and an equalised anchor on at least 2 D-rings:               <ul style="list-style-type: none"> <li>10 boy scouts pull</li> <li>Vector pull</li> </ul> </li> <li>After a raft-flip with crew on Grade 2 water, recovery takes less than 2 minutes</li> <li>Ties all of the following knots:               <ul style="list-style-type: none"> <li>Bowline, clove hitch, tension hitch, figure-eight (double loop, follow through, on bight, directional), fisherman's, tape knot, half hitch, prussik, Italian hitch, sheet bend, alpine butterfly</li> </ul> </li> <li>Correctly uses all their personal rafting and rescue kit</li> <li>Demonstrates the signals for:               <ul style="list-style-type: none"> <li>stop/go, left/right, OK, swimmer numbers, eddy out, lost paddle, come to me, look, don't know</li> </ul> </li> <li>Understands the signals for:               <ul style="list-style-type: none"> <li>cover/safety, first aid, rope required, last boat</li> </ul> </li> <li>Demonstrates standard signalling protocols</li> </ul>		

<b>Task 4: Prepare for a guided raft trip</b>			
<ul style="list-style-type: none"> <li>• Obtains weather forecast and river flow, and explains them</li> <li>• Explains the design and construction of rafts and features</li> <li>• Describes or packs gear required for a trip</li> <li>• Demonstrates inflation, loading, transport and storage of rafts</li> <li>• Identifies and describes 3 different types of ropes</li> </ul>			
<b>Task 5: Guide a Grade 2 rafting trip</b>			
<ul style="list-style-type: none"> <li>• Gives a comprehensive brief, builds rapport</li> <li>• Always has with them all their personal rafting and rescue kit</li> <li>• Positions crew in the raft appropriately</li> <li>• Demonstrates safe and effective strokes</li> <li>• Combines paddle strokes with crew commands to effectively manoeuvre the raft</li> <li>• Effectively manoeuvres the raft using crew commands only</li> <li>• Picks lines and follows them</li> <li>• Uses crew safely and effectively to avoid or dislodge wraps</li> <li>• Communicates clearly with crew and other guides</li> <li>• Uses industry standard river signals</li> <li>• Maintains appropriate spacing between rafts</li> <li>• Follows company procedures for the river in terms of safety</li> <li>• Role models care for the environment</li> </ul>			
<b>DATE</b>	<b>CANDIDATE'S SIGNATURE</b>	<b>ASSESSOR'S SIGNATURE</b>	<b>C/NYC</b>
<b>Senior guide(s) as evidence verifier (if applicable):</b>	<b>First aid skills v</b>	<b>30 hrs on-water training v</b>	
<p><i>An evidence verifier must initial each piece of evidence they have provided, and sign that the evidence meets the assessment requirements and standards as discussed with the assessor. An evidence verifier must be a Senior Guide.</i></p>			
<p><b>Comments:</b></p>			



# INTEGRATED ASSESSMENT GUIDELINE

Unit Standards: 21283 and 21284

## **Demonstrate technical raft guiding skills on Grade III or above whitewater and Demonstrate client care and crew control as a Raft Guide on Grade III or above whitewater**

Level: 4    Credit: 10 + 15    Versions: 1  
2006

Published by Skills Active

### **Prerequisites:**

Units 6401, *Provide first aid*, or demonstrate equivalent knowledge and skills.

If these two units are assessed separately, then 21283 *Demonstrate technical raft guiding skills on Grade III or above whitewater* must be assessed first.

### **Special Notes:**

1. All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.
2. All trips must be led by a Senior Guide Grade III or Grade IV/V depending on the Grade of the river trip. The Grade of whitewater they are competent to guide on is indicated on their award.
3. For Grade IV/V – it should be interpreted that Grade IV and Grade V are similar in the degree of skill level required to guide competently on. Due to the fact that there are not many Grade V commercial runs, Grade IV gives a suitable level for assessment purposes.
4. The holder of this unit standard may still require river time (trip familiarisation) on any river before commercially guiding. The amount of time or number of trips will depend on the requirements of the company's safe operating plan (SOP).
5. There are minimum assessor requirements for assessment against these unit standards. The details of these requirements are available on the Skills Active website <http://www.Skills Active.org.nz/>.

### **Overview of assessment:**

This assessment has 5 tasks -

Task 1: Demonstrate knowledge of company policy and the NZ rafting industry

Task 2: Demonstrate river rescue skills and river familiarity

Task 3: Demonstrate background knowledge and judgement for river rescue

Task 4: Interpret weather and weather forecasts

Task 5: Guide a trip

**Note to assessors:**

1. If assessing a candidate with whom you do not normally work, you must interview a manager or senior guide who has worked with the candidate. Using this person as an evidence gatherer will enable you to gain indirect evidence to meet some of the requirements of the assessment - for example raft repair. Similarly, evidence for some river rescue skills could come from discussion with someone who has run an NZRA river rescue course that the candidate attended.
2. While it is important to assess each candidate's skills and knowledge as a well-rounded Grade 3 or 4/5 raft guide, assessment decisions should be made in the context of the river or rivers that the candidate normally works on.

**Resources for all tasks:**

- <http://www.nz-rafting.co.nz/>
- [http://www.americanwhitewater.org/content/Wiki/safety:start#universal\\_river\\_signals](http://www.americanwhitewater.org/content/Wiki/safety:start#universal_river_signals)
- Skills Active Raft Assessment Resource

<b>Task 1: Demonstrate knowledge of company policy and the NZ rafting industry</b>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• Skills Active Raft Assessment Resource</li><li>• Company's Standard Operating Procedures</li></ul>	
<b>Instruction to candidate:</b> <p>During the task you are required to:</p> <ul style="list-style-type: none"><li>• Explain the NZ Raft Guide Training Pathway</li><li>• Explain your company's standard operating procedures for the river you will be working on</li></ul>	
<b>21284</b>	<b>Element 1:</b> Describe the rules and regulations governing commercial rafting operations in New Zealand and a SOP.
<b>Evidence for 21284: PCs 1.1 and 1.2</b>	
In a discussion with the assessor, the candidate explains: <ul style="list-style-type: none"><li>• The Raft Guide Training Pathway, including what awards are legally required, and the content of each of the awards:<ul style="list-style-type: none"><li>- National Raft Guide Grade 2</li><li>- National Raft Guide (Grade 3 and Grade 4/5)</li><li>- Senior Raft Guide (Grade 3 and Grade 4/5)</li></ul></li><li>• The company's Standard Operating Procedures relating to the river(s) the candidate will work on with regards to:<ul style="list-style-type: none"><li>- client suitability</li><li>- operational flows</li><li>- incident reporting</li><li>- trip reporting</li><li>- current emergency procedures</li></ul></li></ul>	

## Task 2: Demonstrate river rescue skills and river familiarity

### Resources:

- Personal rafting equipment
- Personal guide's rescue equipment such as throw bags, flip lines, karabiners, prussik, pulleys
- Rafts and paddles
- Rescue dummies or volunteer victims

### Notes to the assessor

1. Any skills not demonstrated in this task can be assessed during the guided trip (e.g. river signals, manoeuvring the raft without crew help) or in a separate task (e.g. tie any knots not yet demonstrated)

### Instruction to candidate:

During the task you are required to use water confidence, good communication, good decision making, and rope skills to:

- Rescue swimmers by swimming out to them and throwbagging them
- Recover from a flip
- Manoeuvre a raft without crew help
- Tie a boatman's anchor
- Set up a 2:1 and a couple of options with more mechanical advantage to haul a raft
- Get to an entrapped person and stabilise them using a raft and a live-bait system

21283

**Element 1:** Demonstrate the ability to move quickly and confidently in Grade III whitewater and accurately communicate with other guides in the river environment.

**Element 2:** Demonstrate knowledge of rescue equipment and its application in a range of raft/river rescue situations.

**Element 3:** Demonstrate technical raft guiding skills on Grade III whitewater.

### Evidence for 21283: PCs 1.2, 1.3, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 3.2

During the following river rescue tasks, the candidate demonstrates:

(any skills not demonstrated as part of a rescue scenario must be assessed separately)

- Correct use and understanding of the following river signals:
  - stop/go, left/right, OK, swimmers (#'s), eddy out, cover/safety, first aid, lost paddle, come to me, rope required, last boat, look, don't know, whistle blast for attention, three short whistle blasts for emergency
- Correct signalling protocol e.g. point positive
- Quick and confident movement around the river and bank:
  - jump from a height of 2 metres
  - aggressive head up swim technique
  - access midstream boulders and small eddies
  - break through laterals
- Use of appropriate ropes for different situations e.g. uses a climbing rope or doubles up throw bags for critical applications

- Tying of all the following knots tidily under pressure e.g. underwater, time pressure
  - bowline around an anchor
  - tension hitch with releasable half hitch
  - tape or water knot
  - figure-eight knots (in line, follow through, on a bight, directional, double loop)
  - double fisherman's
  - Prussik knots, (Klemheist, classic)
  - sheet bend
  - clove hitch around a bar
  - Italian hitch
  - alpine butterfly

**1)** Strong swimmer rescue (swim out to a person and tow them ashore)

**2)** Swim over a strainer

**3a)** Rescue a moving swimmer 15 m away with a throw bag

**3b)** Rescue a person using a rethrow within 20 seconds, accurate at half bag length.

- Accurate on first attempt (within arm's length)
- Uses a solid stance or anchor
- Swimmer pendulums in to a safe place
- Multiple swimmers are prioritised effectively

**4)** Recover from a flip in Grade 3

- Counts heads as soon as possible
- Prioritises actions for recovery according to what is downstream
- Re-rights raft and gets everyone safe as soon as possible

**5)** Manoeuvre a raft in Grade 3 and catch eddies without crew

**6)** Tie a self-equalising boatman's anchor on a raft using at least 3 D rings

**7)** Set up the following raft haul systems:

**a)** 2:1

**b)** an effective haul system of at least 3:1 mechanical advantage, with a braking system (prussik brake or Italian hitch)

**c)** an alternative haul system or enhancement to (b)

**8a)** Access and stabilise an entrapped victim using a live-bait rescue lower

**8b)** Access and stabilise an entrapped victim using a tethered raft system

- Uses an effective method that allows a fast rescue
- Chooses well-placed and solid anchors
- Communicates accurately with other guides
- Does not endanger others or the victim
- Ensures the victim is stable and has access to air as soon as possible

### Task 3: Demonstrate background knowledge and judgement for river rescue

#### Notes to the assessor

1. This task is best assessed on the river, after the entrapment scenarios in Task 2. It will probably need to involve number of sites to assess the identification of river features and their effects.

#### Instruction to candidate:

During the task you are required to:

- Discuss your rescue of the entrapped victims
- Identify river features and their effect on a raft and a swimmer
- Explain the properties of different types of ropes

**21283**

**Element 1:** Demonstrate the ability to move quickly and confidently in Grade III whitewater and accurately communicate with other guides in the river environment.

**Element 2:** Demonstrate knowledge of rescue equipment and its application in a range of raft/river rescue situations.

#### Evidence for 21283: PCs 1.1, 2.4, 2.8

- Discusses the methods chosen to resolve the entrapments in Task 2
  - Assesses and critiques the methods used
  - Comes up with an alternative method
- Identifies correctly and describes the effect on both a raft and a swimmer of:
  - eddies, eddy lines and seams
  - boils
  - standing and lateral waves
  - tongues
  - cushions (buffer, pillow)
  - recirculating eddies, weirs, reversals vs. non-turbulent or non-recirculating flow
  - volume (characteristics of low-volume, high volume, and flooded rivers)

(If all of these features are not encountered, an accurate description of the feature, its effects, and influence on choice of line is enough)
- Describes the grading system
- Explains the uses and limitations of the following rope materials, including stretch and buoyancy:
  - Polypropylene
  - Nylon
  - Spectra
- Identifies the different uses of static and dynamic ropes

#### Task 4: Interpret weather and weather forecasts

##### Resources:

- Brenstrum, E. (1998). *The New Zealand Weather Book*. Nelson: Craig Potton Publishing.

##### Notes to the assessor

1. There are a few rivers in NZ for which no mountain area is an influence (e.g. the Wairoa near Tauranga). In this case a mountain forecast must be interpreted for a hypothetical trip on another river e.g. Tongariro, Rangitata. Any river in NZ is influenced by marine forecasts on nearby coasts.
2. In the Southern Hemisphere the rule of thumb is that wind will *veer* (change clockwise, or to your right if facing the wind) ahead of a trough or front, and *back* as the trough or front passes over.

##### Instruction to candidate:

During the task you are required to:

- Obtain a weather forecast and river flow information
- Interpret the weather forecasts, a weather map, and river flow
- Describe the indicators of potentially dangerous weather

**21283**

**Element 4:** Utilise weather and flow information sources in trip planning.

##### Evidence for 21283: PCs 4.1, 4.2, 4.3

- On the day before or the morning of the guided river trip (Task 5), the candidate obtains:
  - A detailed weather forecast e.g. mountain or marine
  - River flow information from a flowphone, the internet or emails (if available) and other guides
- Interprets the forecast relative to the catchment area of the river the trip is on and current / future flows
- Interprets a situation weather map identifying:
  - Wind direction and strength in the local area from the isobars
  - Likely precipitation in the local area and catchment area from frontal activity or weather systems
- Interprets current and future flow information for their effect on commercial trips and their danger / difficulty
- Describes the observable effects that might occur in the local area preceding potentially dangerous weather, e.g.
  - Any signs that could lead to heavy rain in catchment
  - What frontal cloud looks like
  - What the prevailing wind direction is, and the usual outcome when wind changes direction

Where a river is hydro-controlled:

- Identifies how to access information on future flows

## Task 5: Guide a trip

### Resources:

- Clients, rafts, all rafting gear, safety gear...

### Notes to the assessor

1. On river communication, river signals and manoeuvring a raft without crew help are assessed in this task and in Task 2 (river rescue)

### Instruction to candidate:

During the task you are required to guide a group of clients on a Grade 3 or above rafting trip, demonstrating:

- A comprehensive brief
- Sorting out of logistics such as storing clients gear
- Effective use of strokes and the crew to manoeuvre the raft
- Sound risk management
- Running a trip that meets clients needs and expectations
- Clear communication with the crew and with other guides
- Following any procedures set down by your company

<b>21283</b>	<b>Element 1:</b> Demonstrate the ability to move quickly and confidently in Grade III whitewater and accurately communicate with other guides in the river environment. <b>Element 2:</b> Demonstrate knowledge of rescue equipment and its application in a range of raft/river rescue situations. <b>Element 3:</b> Demonstrate technical raft guiding skills on Grade III whitewater.
<b>21284</b>	<b>Element 2:</b> Provide customer service to clients on rafting trips. <b>Element 3:</b> Demonstrate the ability to raft the river with clients in a manner that promotes client safety while providing an experience that takes into account their expectations and needs.

**Evidence for 21283: PCs 1.2, 2.1, 3.1, 3.3, 3.4**

**21284: PCs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9**

### Throughout all interaction with clients:

- Builds rapport
- Acts in a professional way
- Deals effectively with any clients' special requirements e.g. disabilities, language barriers
- Communicates clearly and checks for understanding
- Provides interpretation on the local culture or history
- Role models care for the environment
- Interacts positively with other river users

**Before the trip:**

- Briefs clients in a location that is conducive to listening and understanding, covering:
  - logistics and overview of the trip
  - care for the environment
  - paddle technique
  - how to adjust and wear lifejackets, helmets, wetsuits etc
  - disclosure of risks and explanation of how to manage them
- Obtains information as necessary on medical or physical conditions, and passes information on safety or special needs to the trip leader
- Arranges for secure storage of clients' gear and valuables as per company plan.
- Instructs clients on safe and efficient handling of the raft while carrying it
- Gears clients up with appropriate gear for the river and the weather conditions

**During the trip:**

- Positions crew in the raft for maximum effectiveness and to meet their expectations and needs
- Checks that clients are kitted out properly e.g. lifejackets and helmets stay done up
- Has personal guiding equipment immediately accessible:
  - PFD with releasable tow line, appropriate clothing and footwear, helmet, throw bag, whistle, knife, flip line, Prussik (or similar), pulley, two karabiners, first aid kit
- Makes sound risk management decisions based on personal experience, crew ability, worst-case consequences and safety measures that are put in place, e.g.
  - Chooses appropriate lines
  - Makes appropriate decisions to portage, line or walk clients around rapids
  - Use of non-rafting activities e.g. swimming rapids, cliff jumps
- Delivers an experience that meets the combined needs / expectations of the crew e.g.
  - Walking timid clients around rapids
  - Surfing holes for fun
  - Non-rafting activities e.g. swimming rapids, cliff jumps
- Shows good boat control:
  - Follows appropriate lines through rapids Grade 3 or above
  - Catches a series of eddies in strong current and technical whitewater using forward and backwards ferries
- Uses the crew safely and effectively to avoid wraps, manoeuvre in tight situations or dislodge stuck rafts e.g. overs, weight shifting, getting out.
- Maintains appropriate spacing with other rafts according to the nature of the river and company procedures, e.g.
  - visual contact
  - truck and trailer
  - leap frog
  - rolling over
- Communicates clearly and concisely with other guides using appropriate river signals
- Follows any company policies or SOPs

Candidate Name \_\_\_\_\_ NSN \_\_\_\_\_

<b>Unit 21283 and 21284 Checklist</b> <b>Demonstrate technical raft guiding skills on Grade III or above whitewater and</b> <b>Demonstrate client care and crew control as a Raft Guide on Grade III or above</b> <b>whitewater</b>		
Assessor name : _____		
Organisation name : _____	C/NYC	Comments
<b>Task 1: Demonstrate knowledge of company policy and the NZ rafting industry</b>		
<ul style="list-style-type: none"> <li>Explains Raft Guide Training Pathway</li> <li>Explains company's Standard Operating Procedures</li> </ul>		
<b>Task 2: Demonstrate river rescue skills and river familiarity</b>		
<ul style="list-style-type: none"> <li>Correct use and understanding of river signals</li> <li>Quick and confident movement around the river and bank</li> <li>Use of appropriate ropes for different situations</li> <li>Ties bowline; tension hitch; tape knot; figure-eight knots; double fisherman's; Prussik knots; sheet bend; clove; Italian hitch; alpine butterfly</li> </ul>		
<ol style="list-style-type: none"> <li>Strong swimmer rescue</li> <li>Swim over a strainer</li> <li>Rescue a swimmer               <ol style="list-style-type: none"> <li>15 m away with a throw bag</li> <li>rethrow within 20 seconds</li> </ol> </li> <li>Recover from a flip in Grade 3</li> <li>Manoeuvre a raft in Grade 3 and catch eddies without crew</li> <li>Tie a self-equalising boatman's anchor</li> <li>Haul systems:               <ol style="list-style-type: none"> <li>2:1</li> <li>3:1 or greater, with brake</li> <li>Alternative or enhancement to (b)</li> </ol> </li> <li>Access/stabilise entrapped victim using               <ol style="list-style-type: none"> <li>live-bait rescue lower</li> <li>tethered raft system</li> </ol> </li> </ol>		
<b>Task 3: Demonstrate background knowledge and judgement for river rescue</b>		
<ul style="list-style-type: none"> <li>Discusses the methods chosen for entrapments in Task 2</li> <li>Identifies and describes the effect of:               <ul style="list-style-type: none"> <li>eddies; boils; standing and lateral waves; tongues; cushions; helical and laminar flow; volume</li> </ul> </li> <li>Describes the grading system</li> <li>Explains the uses and limitations of rope materials and types</li> </ul>		
<b>Task 4: Interpret weather and weather forecasts</b>		
<ul style="list-style-type: none"> <li>Obtains weather forecast, river flows</li> <li>Interprets both forecasts, weather map, flows</li> <li>Describes the signs of potentially dangerous weather</li> <li>Where appropriate, identifies how to access hydro control info</li> </ul>		

**Task 5: Guide a trip**

<ul style="list-style-type: none"> <li>• Builds rapport</li> <li>• Acts in a professional way</li> <li>• Deals effectively with any clients' special requirements</li> <li>• Communicates clearly and checks for understanding</li> <li>• Provides interpretation on the local culture or history</li> <li>• Role models care for the environment</li> <li>• Interacts positively with other river users</li> </ul>		
<ul style="list-style-type: none"> <li>• Briefs clients covering:             <ul style="list-style-type: none"> <li>- logistics and overview of the trip</li> <li>- care for the environment</li> <li>- paddle technique</li> <li>- how to adjust and wear lifejackets, helmets, wetsuits etc</li> <li>- disclosure of risks and explanation of how to manage them</li> </ul> </li> <li>• Obtains info on special conditions, and passes on to TL leader</li> <li>• Arranges for secure storage of clients' gear</li> <li>• Instructs clients on safe and efficient handling of the raft</li> <li>• Gears clients up with appropriate gear</li> </ul>		
<ul style="list-style-type: none"> <li>• Positions crew in the raft for maximum effectiveness</li> <li>• Checks that clients are kitted out properly</li> <li>• Has personal guiding equipment immediately accessible</li> <li>• Makes sound risk management decisions</li> <li>• Meets the needs / expectations of the crew</li> <li>• Shows good boat control</li> <li>• Uses the crew safely and effectively</li> <li>• Maintains appropriate spacing with other rafts</li> <li>• Communicates clearly and concisely with other guides</li> <li>• Follows any company policies or SOPs</li> </ul>		

DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC

Grade	Senior guide(s) as evidence verifier (if applicable):	First aid skills v	18 years old or more v

*An evidence verifier must initial each piece of evidence they have provided, and sign that the evidence meets the assessment requirements and standards as discussed with the assessor. An evidence verifier must be a Senior Guide.*

**Comments:**



# ASSESSMENT GUIDELINE

## Coordinate and manage rafting trips

**Unit Standard: 21285**

**Level: 5 Credit: 15 Version: 1  
Published by Skills Active 2006**

### **Purpose:**

People credited with this unit standard are able to demonstrate: a sound knowledge of MNZ Rule Part 80, New Zealand Rafting Guide training pathway and the relationship of the New Zealand Rafting Association (NZRA) to these; a working knowledge of operating and hazard management systems and their importance to a company's safe operating plan (SOP); serious incident management skills during a simulated multiple raft on-river incident; and effective trip management.

This unit standard is part of the National Senior Raft Guide Award Grade III and IV/V.

### **Prerequisites:**

Unit 21284, *Demonstrate client care and crew control as a Raft Guide on Grade III or above whitewater*, or demonstrate equivalent knowledge and skills.

Attendance at an NZRA rescue workshop and Whitewater First Aid course is also required.

### **Special Notes:**

1. MNZ is the Maritime New Zealand and is the governing body for NZ Rafting; NZRA is the New Zealand Rafting Association and is the industry voice organisation; *Skills Active* is the Sport, Fitness, and Recreation Industry Training Organisation.
2. All guiding activities must be logged. Logged information must include but is not limited to – dates, river, section, duration, water level, grade, rafts, trip leader, client and guide numbers, accidents and incidents.
3. All trips must be led by a Senior Guide Grade III or Grade IV/V depending on the grade of the river trip. The grade of whitewater they are competent to guide on is indicated on their award.
4. For Grade IV/V it should be interpreted that Grade IV and Grade V are similar in the degree of skill level required to guide competently on. Due to the fact that there are not many Grade V commercial runs, Grade IV gives a suitable level for assessment purposes.
5. There are minimum assessor requirements for the assessment against this unit standard. The details of these requirements are available on the Skills Active website <http://www.SkillsActive.org.nz/>.
6. The holder of this unit standard may still require river time (trip familiarisation) on any river before commercially guiding. The amount of time or number of trips will depend on the requirements of the company's safe operating plan (SOP).

**Overview of assessment:**

This assessment has 5 tasks -

- Task 1: Demonstrate knowledge of the rafting industry, industry bodies and company plans
- Task 2: Explain on-river scenario management
- Task 3: Manage a trip
- Task 4: Manage scenarios on the river
- Task 5: Guide a raft

**Notes to assessors:**

1. If assessing a candidate with whom you do not normally work, you must interview a manager or senior guide who has worked with the candidate. Using this person as an evidence gatherer will enable you to gain indirect evidence to meet some of the requirements of the assessment - for example trip management on multiple occasions. Similarly, evidence for some river rescue skills could come from discussion with someone who has run an NZRA river rescue course that the candidate attended.

**Resources for all tasks:**

- <http://www.nz-rafting.co.nz/>
- Skills Active Raft Assessment Resource

## Task 1: Demonstrate knowledge of the rafting industry, industry bodies and company plans

### Resources:

- Skills Active Raft Assessment Resource
- Company's Safe Operating Plan
- <http://www.nz-rafting.co.nz/regulations.html>
- <http://www.msa.govt.nz/publications/rules/Mr080.pdf>

### Notes to the assessor:

In terms of knowledge of the MNZ and Rule Part 80, the candidate is expected to know at least that rafting is controlled by law, the MNZ conducts annual audits, and the MNZ can prevent a guide or company from operating on the river if they don't meet the requirements in terms of qualifications, systems, equipment or SOPs.

### Instruction to candidate:

During the task you are required to explain:

- The Skills Active raft guide training pathway, including the content of each award
- The role of the MNZ in the rafting industry, including an explanation of Rule Part 80
- The role of NZRA
- Your company's Safe Operating Plan

**Element 1: Demonstrate a sound knowledge of MNZ Rule Part 80, New Zealand Raft Guide training pathway and the relationship of the NZRA to these.**

**Element 2: Demonstrate a working knowledge of operating and hazard management systems and their importance to a company's SOP.**

### Evidence for PCs 1.1 and 2.1

In a discussion with the assessor, the candidate explains:

- The Raft Guide Training Pathway, including what awards are legally required, and the content of each of the awards:
  - National Raft Guide Grade 2
  - National Raft Guide (Grade 3 and Grade 4/5)
  - Senior Raft Guide (Grade 3 and Grade 4/5)
- The role of the MNZ in the rafting industry, including the requirements of Rule Part 80
- The role of NZRA in the rafting industry
- The company's Safe Operating Plan with regards to:
  - incident reporting
  - risk management strategies and plan
  - emergency procedures

Answers are technically correct according to the resources specified above, and appropriate for a Trip Leader.

## Task 2: Explain on-river scenario management

### Resources:

- Company's Safe Operating Plan
- <http://www.msa.govt.nz/publications/rules/Mr080.pdf>

### Notes to the assessor

1. Parts of this task could be assessed using a practical scenario to demonstrate knowledge.
2. In either the practical scenario or the hypothetical situation, there must be more than one raft with clients.

### Instruction to candidate:

During the task you are required to explain the actions to be taken in the case of:

- A serious injury on the river
- A death on the river
- An on-river search

## Element 3: Demonstrate serious incident management skills during a simulated multiple raft on-river incident.

### Evidence for PCs 3.2 and 3.4

In a discussion with the assessor, the candidate explains the protocol to be followed on the river and afterwards in the case of:

- A hypothetical serious injury on the river:
  - First aid actions to be taken
  - Evacuation of the victim and other clients
  - Liaising with the media, rescue authorities and relatives
  - Debrief considerations
  - Accident reporting forms
  - Requirements of the Safe Operating Plan
- A fatality on the river:
  - As above, plus appropriate protocols for handling the body
- An on-river search for a missing person:
  - Roles and responsibilities of trip leader, guides, base staff
  - What tasks a trip leader can delegate
  - How communication with base staff, clients and external agencies will be handled
  - A range of methods that can be used for different environments or situations

Answers are technically correct according to the resources specified above, appropriate for a Trip Leader, and to the NZQA Level Descriptors for Level 5 (see page g of this guideline)

### Task 3: Manage a trip

#### Resources:

- A trip with at least 2 rafts, 2 guides and clients
- Personal rafting equipment

#### Notes to the assessor

1. This task must be assessed with real clients on a multi-raft river trip of either Grade 3 or Grade 4/5

#### Instruction to candidate:

During the task you are required to fulfil the role of a trip leader, covering:

- Role modelling of guiding skills
- Leadership of other guides
- Managing logistics and clients
- Managing the river safety system
- Problem solving as necessary

### Element 4: Demonstrate effective trip management.

#### Evidence for PCs 4.1, 4.2, 4.3 and 4.4

During the trip the candidate demonstrates the personal and leadership qualities appropriate to a trip leader:

- Role models all the skills, attitudes and manners of a professional raft guide
- Cares for personal, company and client equipment
- Leads other guides effectively:
  - Delegation of tasks
  - Empathy
  - Supervision (knows what is going on with all aspects of their trip)
  - Respects other guides, including those both less and more experienced
- Makes and communicates decisions effectively on the water e.g. decisions to portage
- Coordinates logistics including equipment required, client transport and vehicle shuttles
- Arranges for clients to be distributed appropriately around the rafts on the trip e.g. distribution of stronger paddlers
- Manages time well both on and off the water to ensure the schedule is maintained and to manage client enjoyment and guide workload
- Maintains an effective river safety system e.g. river communication, boat spacing, distribution of clients
- Solves problems effectively and creatively as they arise, e.g.
  - Clients are unwilling to continue or unsuitable for reasons of physical ability, influence of drugs or alcohol, language, complaints from other clients
  - poorly prepared, sick or injured guides
  - rising rivers
  - drop in temperature
  - emergency camp
- Completes any check out and check in procedures for people or equipment

#### Task 4: Manage scenarios on the river

##### Resources:

- A trip with at least 2 rafts, 2 guides and people playing the role of clients
- Personal rafting equipment
- Rescue equipment such as throw bags, flip lines, karabiners, prussik, pulleys

##### Notes to the assessor

1. This task could be assessed along with the assessment of candidates for the National Raft Guide Grade 3 or Grade 4/5 (Task 2 of the Assessment Guideline for Units 21283 and 21284)
2. The task must be assessed on a Grade 3 or a Grade 4/5 river, depending on the award aimed for
3. As this scenario may not be appropriate for real clients, other people will need to play this role e.g. trainee guides

##### Instruction to candidate:

During the task you are required to lead a river rescue scenario involving:

- Multiple rafts, one of which is wrapped
- Multiple anchors and a mechanical advantage system

#### Element 3: Demonstrate serious incident management skills during a simulated multiple raft on-river incident.

##### Evidence for PCs 3.1 and 3.3

During a simulated incident involving a wrap requiring

- multiple anchors, and
- building a mechanical advantage system

the candidate takes the leadership role in the management and successful resolution of a river rescue scenario:

- The situation is resolved quickly (time taken will depend on the scenario)
- Actions are taken to avoid the situation getting any worse
- Clients are managed effectively to ensure their safety (those involved as victims plus other clients)
- Other guides are managed effectively, i.e.
  - Tasks are delegated to allow the leader to maintain an overview of the whole situation
  - Strengths and weaknesses are taken into account
- An appropriate method of accessing the victim or gear is chosen according to the hierarchy of 'reach, throw, row, go, helo'
- The candidate handles the transition from 'normal' to 'crisis' leadership calmly, assuredly and with flexibility
- During the scenario the candidate is put under pressure, for example:
  - Time requirements
  - A sudden change in the situation e.g. a client falls into a rapid

## Task 5: Guide a raft

### Resources:

- Clients, rafts, all rafting gear, safety gear...

### Notes to the assessor

1. The task must be assessed on a Grade 3 or a Grade 4/5 river depending on the award aimed for.
2. This task must be at least partially assessed with real clients. Some parts, such as manoeuvring a raft for rescue, could be assessed in Task 4.

### Instruction to candidate:

During the task you are required to guide a raft demonstrating:

- Good boat control
- Effective use of crew
- Company procedures for spacing and safety systems

## Element 4: Demonstrate effective trip management.

### Evidence for PC 4.5

- Shows good boat control
- Demonstrates the skills required for a sweep boat:
  - Early recognition of situations ahead
  - Appropriate placement of boat to supervise or rescue
- Scouts rapids as appropriate, either from the bank or the raft
- Manoeuvres a raft for rescue e.g. quickly picks up clients that have fallen overboard.
- Uses the crew safely and effectively to avoid wraps, manoeuvre in tight situations or dislodge stuck rafts e.g. overs, weight shifting, getting out.
- Maintains appropriate spacing with other rafts according to the nature of the river and company procedures
- Follows any other company procedures

## NZQA Level Descriptors:

	<b>Carry out processes that:</b>	<b>Employing:</b>	<b>Applied:</b>
<b>5</b>	<ul style="list-style-type: none"><li>- require a wide range of specialised technical or scholastic skills</li><li>- involve a wide choice of standard and non-standard procedures</li><li>- are employed in a variety of routine and non-routine contexts</li></ul>	<ul style="list-style-type: none"><li>- a broad knowledge base with substantial depth in some areas</li><li>- analytical interpretation of a wide range of data</li><li>- the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements</li></ul>	<ul style="list-style-type: none"><li>- in self-directed and sometimes directive activity</li><li>- within broad general guidelines or functions</li><li>- with full responsibility for the nature, quantity and quality of outcomes</li><li>- with possible responsibility for the achievement of group outcome.</li></ul>

Candidate Name \_\_\_\_\_ NSN \_\_\_\_\_

**Unit 21285 (v1) Checklist  
Coordinate and manage rafting trips**

Assessor name : \_\_\_\_\_

Organisation name : \_\_\_\_\_

C/NYC

Comments

**Task 1: Demonstrate knowledge of the rafting industry, industry bodies and company plans**

Explains:

- The Raft Guide Training Pathway
- The role of the MNZ and the requirements of Rule Part 80
- The role of NZRA in the rafting industry
- The company's Safe Operating Plan with regards to:
  - incident reporting
  - risk management strategies and plan
  - emergency procedures

**Task 2: Explain on-river scenario management**

Explains the protocol to be followed in the case of:

- A hypothetical serious injury on the river
- A fatality on the river
- An on-river search for a missing person

**Task 3: Manage a trip**

- Role models all the skills, attitudes and manners of a professional raft guide
- Cares for personal, company and client equipment
- Leads other guides effectively:
- Makes and communicates decisions effectively on the water
- Coordinates logistics
- Arranges for clients to be distributed appropriately
- Manages time well both on and off the water
- Maintains an effective river safety system
- Solves problems effectively and creatively as they arise
- Completes any check out and check in procedures

**Task 4: Manage scenarios on the river**

During a simulated incident involving a wrap requiring multiple anchors, and building a mechanical advantage system:

- The situation is resolved quickly
- Actions are taken to avoid the situation getting any worse
- Clients are managed effectively to ensure their safety
- Other guides are managed effectively
- An appropriate method of accessing victim or gear is chosen
- Handles the transition from 'normal' to 'crisis' leadership calmly, assuredly and with flexibility
- During the scenario the candidate is put under pressure

**Task 5: Guide a raft**

- Shows good boat control
- Demonstrates the skills required for a sweep boat
- Scouts rapids as appropriate, either from the bank or the raft
- Manoeuvres a raft for rescue
- Uses the crew safely and effectively to avoid wraps, manoeuvre in tight situations or dislodge stuck rafts
- Maintains appropriate spacing with other rafts according to the nature of the river and company procedures
- Follows any other company procedures

DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC

Grade	Senior guide(s) as evidence verifier (if applicable):	First aid skills v	NZRA river rescue or Swiftwater rescue SRT Tech 2 v	Logged hours (see p3) v

*An evidence verifier must initial each piece of evidence they have provided, and sign that the evidence meets the assessment requirements and standards as discussed with the assessor. An evidence verifier must be a Senior Guide.*

**Comments:**