



SFRITO
SPORT, FITNESS AND RECREATION
INDUSTRY TRAINING ORGANISATION

ASSESSMENT GUIDELINE

Instruct in technical mountaineering skills

Unit Standard: 14219

Level: 6 Credit: 16 Version: 4

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Purpose:

People credited with this unit standard are able to: instruct in technical mountain craft skill skills for multi-night mountaineering trips; demonstrate effective instruction techniques; provide leadership for mountaineering skill development; and evaluate the effectiveness of the instruction and leadership provided.

Prerequisites:

Unit 427, *Cross rivers*; Unit 14470, *Provide enhanced basic life support*; Unit 14471, *Provide extended first aid*; Unit 14473, *Move and position patients in preparation for transportation*; Unit 16633, *Instruct in basic mountaineering skills*, Unit 18128, *Contribute data to the avalanche stability assessment for a snow safety programme*; Unit 20139, *Apply technical mountain craft techniques on multi-day expeditions on glaciated terrain*; Unit 20151, *Demonstrate skills with ropes, knots, anchors, and belays for rock climbing and abseiling*; or demonstrate equivalent knowledge and skills.

Special Notes:

1. For assessment purposes, at least three mountaineering trips must be completed on snow, ice, rock and mixed terrain slopes, up to and including a 60 degree angle including glaciated terrain, with technical rock up to but not exceeding Ewbank Grade 12. A *multi-night mountaineering expedition* involves at least three days and two nights.
2. It is recommended that the candidate has a minimum of 50 days logged personal experience climbing and tramping in an alpine environment under self direction, of which a minimum of five days should be experience as an instructor, before being assessed against this unit standard. When gaining the instructional experience, the candidate is in the role of instructor but has no responsibility for clients, although is responsible for self.
3. The *Ewbank* (Australian) grading system is an open ended numerical grading system. With this system the grade increases with corresponding increase in climbing difficulty. *Logan* is an alpine grading system used in New Zealand.
Contact the New Zealand Alpine Club for more information: PO Box 786, Christchurch, or <http://www.alpineclub.org.nz>.
4. There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Sfrito website <http://www.sfrito.org.nz/>.

Overview of assessment:

This assessment has 5 tasks:

Task 1: Submit log and evidence of prerequisites

Task 2: Instruction and Leadership

Task 3: Instruct technical mountain craft skills

Task 4: Instruct technical skills for multi-night mountaineering expeditions

Task 5: Evaluate the instruction and leadership on the expedition

Notes to Assessor:

1. For Tasks 2, 3 and 4 there are two types of evidence statements: one group relates to the instruction and leadership of the session (detailed under Task 2) and the other to the topic of instruction, details of which are adequately covered in the performance criteria (Tasks 3 and 4). The assessor is required to make a judgement about appropriateness given the possible variation in context, participant needs and NZQA unit level.
2. With regard to special note 1, '*...at least three mountaineering trips ...*', the candidate is required to show evidence that they have met the three trip requirement through logbooks, company records, attestation or practical demonstration. At least one trip of two days and one night is required for the assessment - it is the assessor's role to decide whether further assessment is required to fulfil the criteria.
3. The candidate must be assessed instructing a group of real participants (not peers) on a mountaineering expedition.

Task 1: Submit log and evidence of prerequisites

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

Resources:

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

Instruction to candidate:

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

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

Evidence/Judgement

- Assessor sights NZQA Record of Learning which confirms that the candidate holds:
 - 427 *Cross rivers*
 - 14470 *Provide enhanced basic life support*
 - 14471 *Provide extended first aid*
 - 14473 *Move and position patients in preparation for transportation*
 - 16633 *Instruct in basic mountaineering skills*
 - 18128 *Contribute data to the avalanche stability assessment for a snow safety programme*
 - 20139 *Apply technical mountain craft techniques on multi-day expeditions on glaciated terrain*
 - 20151 *Demonstrate skills with ropes, knots, anchors, and belays for rock climbing and abseiling*
(or demonstrates equivalent knowledge and skills – in this case the assessor must record how this has been demonstrated)
- Assessor sights candidate's logbook which confirms that the candidate has logged:
 - 50 days logged personal experience climbing and tramping in an alpine environment under self direction, of which a minimum of five days should be experience as an instructor

(Evidence can be confirmed with a senior person from candidate's organisation or from the industry)

Task 2: Instruction and Leadership

Throughout all interaction with participants - Tasks 3 and 4

Overview of tasks: The focus of this assessment is to instruct participants in technical skills in mountaineering and multi-night mountaineering expeditions

Resources:

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

Notes to the Assessor

The following performance criteria and Evidence/Judgement applies to Tasks 3 and 4

Instruction to candidate:

During the following 2 tasks you are required to instruct mountaineering skills according to current professional practice, covering:

- technical rope and anchor skills
- rope skill instruction for travelling on glaciated terrain
- instruction in crevasse rescue techniques
- multi-night mountaineering expedition preparation
- overnight camping skills
- environmental, personal, and group care
- identifying and managing expedition risks and hazards
- responding to a simulated emergency situation
- use and maintenance of mountaineering equipment

Element 3: Demonstrate effective instruction techniques during a multi-night mountaineering expedition.

Element 4: Provide leadership for mountaineering technical skill development.

Performance criteria	Evidence/Judgement
<p>3.1 Instruction skills and techniques are demonstrated that are relevant to the needs of the group and enable them to achieve the skills.</p> <p>Range: skills and techniques may include but are not limited to – different teaching styles, teaching progressions, checking for individual understanding after presenting skill progressions, adapting plans to suit needs, responsive to group dynamics, maintaining a positive environment;</p> <p>needs may include but are not limited to – individuals initial skill and understanding, different learning speeds, different learning styles, different communication styles.</p>	<ul style="list-style-type: none">• Implements and monitors risk management strategies• Identifies and manages risks as they arise• Discloses risks to the group and checks group members' readiness for the activity• Communicates emergency procedures to the group• Instruction meets industry and organisation accepted practice• Instruction style is flexible to meet the needs of participants (e.g. each participant's initial skill and understanding, different learning speeds, different

<p>3.2 Rapport and/or a learning partnership is effectively established with the climbers.</p>	<p>learning styles, different communication styles)</p> <ul style="list-style-type: none"> • Varies instruction style (e.g. lecture, questioning, discovery)
<p>3.3 Progress of each climber is evaluated and accurate feedback is delivered in a manner that matches the needs and learning styles of each climber.</p> <p>Range may include but is not limited to – constructive, timely, oral visual.</p>	<ul style="list-style-type: none"> • Creates positive learning environment and rapport with participants • Evaluates progress of each participant through observation and questioning, and gives appropriate feedback e.g. constructive, timely (immediately, or later 1-on-1), verbal (explanation) and visual (demonstration).
<p>4.1 Leadership is demonstrated that ensures the needs of the group are met and a safe and positive environment is maintained throughout the expedition.</p> <p>Range: may include but is not limited to – risk management, navigation, weather interpretation, river crossings, first aid, emergency management, environmental care, group processes, communication, motivation, enthusiasm, role modelling.</p>	<ul style="list-style-type: none"> • Checks for understanding • Demonstrates leadership skills to maintain a safe and positive environment. This could include technical skills such as risk management, navigation, weather or first aid; and group facilitation skills such as communication, enthusiasm, role modelling. • Maintains control of group and activity during normal and emergency situations (if they occur)

Task 3: Instruct technical mountain craft skills

Resources:

- Allan, S. (2005). *Bushcraft*. NZ Mountain Safety Council. www.mountainsafety.org.nz
- Cotter, C. and Sedon, M. (2003). *A Climber's Guide*. Adventure Consultants.
- Cox, S. et al. (2003). *Mountaineering: Freedom of the Hills*, 7th edition. The Mountaineers, Seattle, WA
- Dickson, G. and Ogden, C. (2006). *Alpine Guides Technical Manual*, 2nd edition. Available from Alpine Guides or NZAC.
- Wayatt, G. (2005). *Alpine Skills*. NZ Mountain Safety Council. www.mountainsafety.org.nz

Element 1: Instruct in technical mountain craft skills.

1.1 Technical rope and anchor skills instruction is provided enabling climbers to complete a mountain climb of Logan Grade 2 difficulty.

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

- multiple anchor systems for belaying
- lead climb techniques
- abseiling and controlled lowers
- self-rescue techniques
- multiple self-protected abseils using an anchor with a back-up
- use of crampons
- ice axe and ice hammer

1.2 Rope skill instruction for travelling on glaciated terrain in a simulated environment is given.

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

- rope techniques for varying types of glaciated terrain
- distances between roped climbers
- chest harness use and application
- rope handling skills

1.3 Instruction in crevasse rescue techniques in a simulated environment is given.

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

- building anchors and escape systems
- climbing unassisted out of a simulated crevasse
- assisting people out of a simulated crevasse

Task 4: Instruct technical skills for multi-night mountaineering expeditions
<p>Resources:</p> <ul style="list-style-type: none"> • see Task 3
Element 2: Instruct in technical skills for multi-night mountaineering expeditions during a multi-night expedition.
<p>2.1 Instruction for multi-night mountaineering expedition preparation is given.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - route selection - clothing - personal equipment - food and drink selection and storage - climbing equipment - hygiene of water options - gear distribution - packing backpacks - safety and emergency equipment requirements
<p>2.2 Instruction in overnight camping skills is provided.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - shelter selection and (advantages and disadvantages) - campsite selection and assessment - environmental impact and care - hygienic and safe camp practises - food preparation - safe cooking - disposal of wastes - living skills - equipment care and maintenance
<p>2.3 Instruction in environmental, personal, and group care is provided.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - care for the environment - respecting other team members and their property - personal safety - communication
<p>2.4 Instruction in identifying and managing expedition risks and hazards is provided.</p>
<p>2.5 Instruction in responding to a simulated emergency situation is provided.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - standard operating procedures - emergency responses that safeguard team members from injury and equipment from damage
<p>2.6 Instruction in the use and maintenance of mountaineering equipment is provided.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - advantages and limitations - recording equipment use, damage, wear, repair, or retirement - equipment checking, cleaning and storage in accordance with the manufacturer’s guidelines

Task 5: Evaluate the instruction and leadership on the expedition

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

Resources:

- www.reviewing.co.uk

Instruction to candidate:

During the task you are required to:

- Obtain feedback from participants
- Discuss with the assessor the achieved outcomes, and the strengths and weaknesses of your instruction and leadership
- Write up a summary of the feedback received, and what you will do to act on it.

Element 3: Demonstrate effective instruction techniques during a multi-night mountaineering expedition.

Element 5: Evaluate the effectiveness of the instruction and leadership provided.

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

Candidate Name _____ NSN _____

**Unit 14219 (v4) Checklist
Instruct in technical mountaineering skills**

Assessor name: _____

Organisation name: _____

C/NYC

Comments

Task 1: Submit log and evidence of prerequisites

- Assessor sights ROL and logbook confirming candidate holds:
 - 427, 14470, 14471, 14473, 16633, 18128, 20139, 20151 (or equivalent)
 - 50 days logged personal experience, of which a minimum of 5 days should be experience as an instructor

Task 2: Instruction and Leadership - Throughout all interaction with clients

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

Task 3: Instruct technical mountain craft skills

- technical rope and anchor skills
- rope skill instruction for travelling on glaciated terrain
- instruction in crevasse rescue techniques

Task 4: Instruct technical skills for multi-night mountaineering expeditions

- multi-night mountaineering expedition preparation
- overnight camping skills
- environmental, personal, and group care
- identifying and managing expedition risks and hazards
- responding to a simulated emergency situation
- use and maintenance of mountaineering equipment

Task 5: Evaluate the instruction and leadership on the expedition

- Obtains feedback and acts on it during the course of the expedition
- Participants' feedback indicates positive outcomes
- Evaluates instruction and areas for improvement with assessor
- Presents summary of feedback and personal development plan

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

Comments: