



ASSESSMENT GUIDELINE

Participate in building, and camping overnight in, a snow shelter

Unit Standard: 438

**Level: 2 Credit: 2 Version: 6
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Purpose:

People credited with this unit standard are able to: prepare for an overnight snow camp; participate in building a snow shelter; participate in an overnight snow camp; and evaluate the overnight snow camp experience.

Special Notes:

1. For assessment purposes, an overnight snow camp is 20 hours, including preparation and debriefing. The terrain must be low angled non-avalanche terrain (no more than 20 degree angle with safe run-out zones) with no possibility of avalanche danger on site or during approach.
2. All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the New Zealand Environmental Care Code, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, and their subsequent amendments. The New Zealand Environmental Care Code is available from the Department of Conservation, Head Office, PO Box 10420, Wellington.
3. 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: Prepare for a snow camp

Task 2: Discuss type of snow shelters

Task 3: Build a snow shelter

Task 4: Live in a show shelter

Task 5: Evaluate the snow camp overnight

Notes to Assessor:

1. The candidate may build the snow shelter on one day and sleep in it on a different day.
2. The candidate must sleep in a snow shelter that they have played a part in building
3. Camping in a snow shelter often means living in a challenging environment. At Level 2 'Living skills' may sometimes mean simply following instructions to get out of wet clothes and into a sleeping bag.

Resources for all tasks:

NZMSC Alpine Skills Manual

<http://www.doc.govt.nz/Explore/NZ-Environmental-Care-Code.asp>

http://www.mountainsafety.org.nz/assets/images/AS_AvalSafety.pdf

[http://www.mountainsafety.org.nz/assets/images/AvalancheDangerScale\(1\).pdf](http://www.mountainsafety.org.nz/assets/images/AvalancheDangerScale(1).pdf)

Each candidate will need to have available the gear required for a snow shelter overnight (e.g. ice axe, shovel, sleeping bag and insulation pad, footwear, personal clothes and waterproof gear, pack, cooker, food, ...).

The group may need additional safety equipment. The equipment carried will depend on the nature of the environment but could include emergency shelter, first aid kit, mountain radio, cellphone, spare warm clothing, spare cooker...

Task 1: Prepare for a snow camp

Overview of Task 1: the focus of the assessment is to show that the candidate's clothing, equipment and food is adequate for an overnight snow shelter trip

Instruction to candidate:

During the task you are required to show the assessor all of your own gear and the food you will be eating and discuss why you have brought it

Element 1: Prepare for an overnight snow camp

Performance criteria	Evidence/Judgement
1.1 Clothing, equipment and footwear are selected and their selection justified based on the mountain environment, the snow camp condition and duration.	At the beginning of the snow camp everything that the candidate is taking (including group gear that will be carried by other people) is viewed by the assessor.
1.2 Food is selected and its selection is justified based on snow camp duration and cooking facilities.	<p>The candidate talks the assessor through their equipment and why they have it in relation to the location, duration and expected conditions.</p> <p>The candidate has appropriate:</p> <ul style="list-style-type: none">• Insulation (e.g. a sleeping bag and foam pad, clothes that insulate when wet, spare clothes)• Clothing etc that provides shelter from the elements (e.g. raincoat and overtrou, hat and suncream)• Footwear (e.g. sturdy boots with a good sole)• Alpine equipment (e.g. ice axe, helmets) <p>Is sharing appropriate:</p> <ul style="list-style-type: none">• Shovels• Cooking gear (e.g. burner with something to insulate from the snow, fuel and billy)• Emergency shelter (e.g. Zdarsky sac, tent) <p>The food and drink for the trip:</p> <ul style="list-style-type: none">• Provides adequate nutritional and psychological value for the candidate while snow camping• Is easy to cook in a snow environment

Task 2: Discuss type of snow shelters

Overview of task: The focus of this assessment is to show that the candidate understands different types of snow shelters and why they are helping to build a particular type

Notes to the assessor:

1. The assessor may make the decision about what sort of snow shelter is to be constructed. The candidate will need to give some reasons why this is appropriate.
2. Assessment of this task could occur at a different time, in a different environment.

Instruction to candidate:

During this task you are required to:

- Give an example (and brief description) of an emergency shelter
- Give two examples (and brief descriptions) of a longer term shelter
- Explain why the shelter you are building is appropriate for the conditions

Element 2: Participate in building a snow shelter

Performance criteria	Evidence/Judgement
<p>2.1 The differences between emergency and longer term shelters are identified.</p> <p>Range: snow mound, igloo, snow cave, trench, bergschrund or crevasse.</p>	<p>In a discussion during the camp the candidate gives:</p> <ul style="list-style-type: none"> • One example of an emergency shelter, with at least one identifying feature. For example: <ul style="list-style-type: none"> - trench, which is cut into flat terrain - bergschrund or crevasse, which is like a pre-made shelter • Two examples of a longer term shelter, with at least one identifying feature. For example: <ul style="list-style-type: none"> - Snow mound, which is made by heaping up snow - Igloo, which is cut from blocks - Snow cave, which is dug into a bank of snow <p>Explains why the type of shelter used is appropriate for the:</p> <ul style="list-style-type: none"> • Snow or weather conditions (e.g. there are no ice lenses so we are building a snow cave; the snow is shallow and wet so we are building a snow mound; it is raining so we are making the walls thick) • Group size (e.g. there are 9 in the group so we are making 3 snow mounds; there are 6 in the group so we are making a snow cave with multiple entrances which we will block up later) • Slope or aspect of site (e.g. this is good for a snow cave because it is on the downwind side of a ridge; because of the slope and depth of snow we are extending a snow cave with blocks like an igloo) <p>(one reason for each item is required)</p>
<p>2.2 The type of snow shelter to be built is justified in terms of the site and the conditions.</p> <p>Range: conditions include – snow and weather conditions, group size, site slope and aspect;</p> <p>type of snow shelter may include – snow mound, igloo, snow cave.</p>	

Task 3: Build a snow shelter

Overview of task: The focus of this assessment is to show that the candidate can build a suitable shelter while looking after themselves, others and all the gear.

Notes to the Assessor:

1. The shelter needs to be slept in for only one night, but should be capable of sheltering a group/person for a second night
2. An existing shelter may be improved upon if less than 50% of the work is already completed

Instruction to candidate:

During this task you are required to:

- Participate actively in building a suitable snow shelter that will last for 2 nights
- Look after yourself and all the gear
- Participate in group tasks to help look after the group

Element 2: Participate in building a snow shelter

Performance criteria	Evidence/Judgement
<p>2.3 A useable snow shelter that is suitable for living in for more than one night is constructed with input from the candidate.</p> <p>Range: size, roof and wall thickness and shape, door location, ventilation.</p>	<ul style="list-style-type: none"> • Candidate participates actively in construction • The snow shelter: <ul style="list-style-type: none"> - Is big enough for the group/person to sleep in without lying up against a wall, and has room for gear storage and/or cooking if weather conditions require it - Has thick enough roof/walls to withstand forecasted weather conditions for 2 nights e.g. rising freezing level; rain - Has no major drips from the ceiling - Does not sag or collapse - Has adequate ventilation e.g. ventilation holes if sleeping platform is above entrance - Is built with temperature in mind e.g. in cold conditions sleeping platform is above the top of the entranceway. • The next morning the shelter is still in a fit state to shelter a person or group for another night
<p>2.4 Group and gear management is maintained while building the snow shelter.</p>	<ul style="list-style-type: none"> • Candidate maintains own clothing, insulation, food and water intake e.g. changes out of wet clothes when digging is finished; drinks and eats as necessary for hard work in a cold environment • Participates in group tasks e.g. takes turns with digging, removing snow, making hot drinks or food • Avoids gear loss or breakage e.g. doesn't bury equipment under snow; doesn't lever snow shovels in ice • Ensures necessary gear is easily accessible e.g. doesn't bury pack with warm clothes while making a snow mound • Uses digging equipment safely

Task 4: Live in a show shelter

Overview of task: The focus of this assessment is to show safe food preparation and cooking, consideration for other people and care for the environment

Notes to the assessor:

Demonstration of cooker operation could occur at a different time, in a different environment.

Instruction to candidate:

During this task you are required to:

- Demonstrate hygienic toilet and food preparation practices
- Safely use a cooker
- Care for yourself and others
- Follow the Environmental Care Code

Element 3: Participate in an overnight snow camp

Performance criteria	Evidence/Judgement
<p>3.1 Safe and hygienic camp practices are demonstrated.</p> <p>Range: may include but is not limited to – waste, water, food, abluting.</p>	<ul style="list-style-type: none"> • A toilet area is agreed upon and used appropriately • Rubbish is packed up and stored appropriately e.g. in a plastic bag. • Clean snow or meltwater is collected for drinking and cooking • Food/drink is prepared and eaten in a way that is not likely to introduce germs. • Washes hands before preparing food
<p>3.2 Living skills are demonstrated during the overnight snow camp.</p> <p>Range: cooking, eating, sleeping, personal washing.</p>	<ul style="list-style-type: none"> • Shows care for themselves and care for other people. For example this may include sharing of resources, duties, sleeping space etc. It may mean getting out of wet clothes and into a sleeping bag, and allowing others to do the same. • Respects the social and cultural needs of the rest of the group.
<p>3.3 Stoves and other appliances are used safely.</p> <p>Range: ventilation, refuelling, lighting, storage, operation.</p>	<ul style="list-style-type: none"> • Lighting and operation of the cooker is demonstrated according to manufacturer’s recommendations. Types of cookers could include Trangia, gas canister type etc • Refuelling or canister changes are done outside away from flames • The cooker and its fuel is stored and carried according to manufacturer’s recommendations e.g. during operation fuel containers are closed and kept separate from the cooker • Cookers and other appliances are used in a well-ventilated space
<p>3.4 The camp area is left with minimal environmental impact.</p>	<p>Follows the principles of the Environmental Care Code. E.g.</p> <ul style="list-style-type: none"> • solid toilet waste and toilet paper is packed up and carried out • toilet area is buried under snow • all rubbish and food scraps are removed

Task 5: Evaluate the snow camp overnight

Overview of task: The focus of this assessment is to reflect upon the overnight and take some learning from it

Notes to assessor:

This task could be assessed in a one-on-one discussion or in a group debrief.

Instruction to candidate:

During this task you are required to discuss your snow camp experience, how you felt about it and what you learnt from it

Element 4: Evaluate the overnight snow camp experience

Performance criteria	Evidence/Judgement
<p>4.1 The snow camp experience is evaluated.</p> <p>Range: may include – personal role and participation learning outcomes.</p>	<p>In a discussion at the end of the snow camp overnight, the candidate covers for example:</p> <ul style="list-style-type: none">• The role they played in building the snow shelter• Their interaction with other people• How the experience fitted into the comfort zone model for them• What they learnt or gained from the experience <p>The candidate reflects accurately on their own actions</p>

Candidate Name _____ NSN _____

Unit 438 (v6) Checklist Participate in building, and camping overnight in, a snow shelter		
Assessor name: _____		
Organisation name: _____	C/NYC	Comments
Throughout the snow camp:		
Candidate maintains own clothing, insulation, food and water intake e.g. changes out of wet clothes when digging is finished; drinks and eats as necessary for hard work in a cold environment		
Follows the principles of the Environmental Care Code e.g. solid toilet waste and toilet paper is packed up and carried out; toilet area is buried under snow; all rubbish and food scraps are removed.		
Task 1: Prepare for a snow camp		
<ul style="list-style-type: none"> • Talks the assessor through their equipment and why they have brought it in relation to the location, duration and expected conditions. • Has appropriate: insulation; clothing etc that provides shelter from the elements; footwear; alpine equipment; shovel; cooking gear; emergency shelter • The food and drink for the trip provides adequate nutritional and psychological value for the candidate while snow camping; is easy to cook in a snow environment 		
Task 2: Discuss type of snow shelters		
<ul style="list-style-type: none"> • Gives: <ul style="list-style-type: none"> - One example of an emergency shelter, with at least one identifying feature. - Two examples of a longer term shelter, with at least one identifying feature for each. • Explains why the type of shelter used is appropriate for the: <ul style="list-style-type: none"> - Snow or weather conditions - Group size - Slope or aspect of site 	(one reason for each)	
Task 3: Build a snow shelter		
<ul style="list-style-type: none"> • Candidate participates actively in construction • The snow shelter: <ul style="list-style-type: none"> - Is big enough for the group/person to sleep in without lying up against a wall, room for gear and cooking - Has thick enough roof/walls to withstand forecasted weather conditions for 2 nights - Has no major drips from the ceiling - Does not sag or collapse - Has adequate ventilation e.g. ventilation holes if sleeping platform is above entrance - Is built with temperature in mind - Is still in a fit state next morning to shelter a person or group for another night 		

<ul style="list-style-type: none"> • Participates in group tasks • Avoids gear loss or breakage • Ensures necessary gear is easily accessible • Uses digging equipment safely 			
Task 4: Live in a snow shelter			
<ul style="list-style-type: none"> • A toilet area is agreed upon and used appropriately • Rubbish is packed up and stored appropriately e.g. in a plastic bag. • Clean snow or meltwater is collected for drinking and cooking • Washes hands before preparing food • Food/drink is prepared and eaten in a way that is not likely to introduce germs. 			
<ul style="list-style-type: none"> • The candidate shows care for themselves and care for other people. • The candidate respects the social and cultural needs of the rest of the group. • Cooker is used, refuelled and cooker/fuel stored according to manufacturer's recommendations; always used in well-ventilated space 			
Task 5: Evaluate the snow camp overnight			
<p>Reflects accurately on their own actions, covering for example:</p> <ul style="list-style-type: none"> • The role they played in building the snow shelter • Their interaction with other people • How the experience fitted into comfort zone model for them • What they learnt or gained from the experience 			
DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC
<p>Comments:</p>			