

NZOIA Quarterly

Number 32

Newsletter of the New Zealand Outdoor Instructors' Association

March 2005

Is high profile media reporting making society risk averse?

Kiwis turn their backs on nature

by Teresa O'Connor

The long Kiwi love affair with the great outdoors may be over. New research shows New Zealanders are turning their backs on the great outdoors in droves because they have become so urbanised they lack the confidence to tackle even the most basic activities like camping and tramping.

Many had no idea how to erect a tent or what to take on a camping trip - a problem that also extended to tramping where people were unsure about what equipment they required.

The Auckland Regional Council research found a common theme: if in doubt, don't do it - even if it's a 30 minute walk. The council's senior recreation adviser, Neil Olsen, said there appeared to be an increasing lack of confidence about exploring the environment "even when it's right on their doorstep".

"It seems as Auckland city gets bigger and people become more urbanised they are less exposed to these types of outdoor experiences," he said. "It's getting to the point where an increasing proportion of the population see a simple tramp in the regional parks as a little bit too risky."

The research - surveys on the public's experience in council regional parks - has worried the organisation responsible for promoting physical activity among New Zealanders.

Sparc spokeswoman Deb Hurdle said with many New Zealanders preferring city-based activities, they were getting very little exercise. However, she stressed it was not just an Auckland problem.

While the research had concentrated solely on Auckland, this apparent lack of confidence about the great outdoors affected people living in city areas throughout the country.

This meant many city children would grow up having no experience of traditional Kiwi pursuits like tramping or camping.

"Part of the problem is that some parents have no confidence in their own physical abilities because of a bad or belittling experience they had when learning sport earlier in life. So they don't believe they are capable of taking their children for a simple tramp, thinking they may endanger them."

The council's solutions include rangers taking public guided tramps, better signage that states a walk's length and degree of difficulty and brochures and advertisements to promote the parks.

The Auckland Outdoor Education Association, which runs an adventure facility on Waiheke Island, believes it will be tough changing people's perceptions. "That research doesn't surprise me at all, it's long overdue," said spokesman Jack Hadden. "I believe you're not doing your best for kids by keeping them away from any potential danger."

But Simon Peterson, chief executive of Sport Auckland, said many young Aucklanders were choosing non-traditional leisure activities, including "pay for play" sports such as indoor netball, basketball, badminton, squash or touch football.

Mr Peterson said a fear of outdoor experiences like tramping may be because the only knowledge some Aucklanders have of these activities is media reports of people getting lost in the bush.

~ from the NZ Herald at:
<http://www.nzherald.co.nz/index.cfm?ObjectID=10113801>

What can we individually, and as an Association, do to promote the outdoors as safe and fulfilling recreation?

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President's Editorial

INSTRUCTOR TRAINING

For some time now NZOIA has been trying to encourage Level 2 award holders to offer instructor training opportunities for people who are either existing award holders who would like an update, or for people who aspire to achieve NZOIA Level 1 awards.

Our website now has a category to record training opportunities. NZOIA is keen for training to be offered by Level 2 award holders, however still reserves the right to offer training if a particular need is not being met by others.

The criteria for offering NZOIA related instructor training is as follows:

- The person in front of the clients providing the training must be a current Level 2 award holder, current in the discipline, and hold a current first aid certificate.
- The training is intended to cover the content of Level 1 awards (or parts thereof). In this way it can be offered through NZOIA's website.
- Level 2 training should be run by current NZOIA assessors.

What to do next:

If you are a NZOIA Level 2 award holder and meet the criteria above, and wish to offer NZOIA training, then send us details of what the course is (brief description), date, location and your contact details (email/web address/phone number).

We will then publish this on the NZOIA website (Instructor Training).

If you have any queries, please email either Chris Burtenshaw or Jill Dalton, otherwise email course details to: ao@nzoia.org.nz

Congratulations

to the following members who recently gained NZOIA Awards

Kayak 1

Fraser Champion
Symon Claridge
Adrain Fogg
Ajah Gainfort
Fraser Champion
Blake Hanna

Rock 1

Sarah Cook
Glenn Dakers
Matthew Dyer
Belinda Gummer
Jessica Harrison
Anyd Hoyle
Leeann Leadbetter
Kay McKenzie
Matt Minnear
Andrew Murphy
Alicia Townshend

Kayak 2

Matt Barker
Josh Burrell
Ben Jackson
Sam Rainey
Zac Shaw

Sea Kayak 2

Nathan Fa'avae

Accidents do happen...

NZOIA has a policy relating to the investigation of accidents and incidents, it states:

'NZOIA will consider investigating serious accidents and incidents in which members, clients of members, or the public are victims.'

In effect this means that we will investigate wherever serious harm or death have occurred, and may investigate other incidents where the outcome is serious such as a major search and rescue. To date only 3 investigations have taken place over the past 18 years and in each instance a fatality has occurred.

Our process is an evolving one but has received considerable attention over the 2 most recent investigations. We believe it is important that we get things right in what are inevitably difficult and stressful circumstances for all involved.

Our accident response process is currently as follows:

1. A suitable person is identified and contracted to provide assistance and professional support to the instructor involved.
2. An investigator is contracted to undertake an investigation into the incident and to provide a written report to the association.
3. A member of the Executive contacts other investigating bodies. This could include the employer, Police, Coroner, OSH or MSA.

This is to inform them of our investigation and to offer expert assistance with any investigation they may undertake. We may also offer to provide them with a copy of our final report.
4. Other affected parties are contacted. This could include the employer, educational institution or client.
5. Media enquiries are directed to members of the Executive who have had media training (currently in progress).

6. The draft investigation report is completed and sent to no less than 2 current Level 2 Assessors for peer review.
7. The draft report is then sent to the Executive for further review before final sign off by the Technical Sub-committee and President.
8. The Recommendations and Course of Action identified in the investigation report are conveyed to the instructor involved.
9. A summary report and lessons to learn are provided to members through the Quarterly.

As a professional standard setting body it is essential that we conduct investigations into serious accidents and incidents involving members. There are a variety of reasons for this:

1. To enable NZOIA to identify the causal factors of accidents and the corrective actions that will reduce or eliminate the likelihood of recurrence.
2. To maintain the status and integrity of our awards, award holders and assessors.
3. Accidents & incidents inevitably offer opportunities for learning. This is an important strategy in preventing future accidents.
4. It is preferable to be investigated by expert peers as they are knowledgeable through their own instructional experiences of the pressures and demands on an outdoor instructor.
5. The findings & recommendations of expert peers may be far more meaningful than those of other investigative bodies.
6. Investigations are a useful tool in clearly establishing industry best practice.
7. Where appropriate, peer investigation is far more likely to provide affirmation and commendation.
8. To maintain the credibility of NZOIA as a professional body.

The course of action:

All investigation reports conclude with a recommended course of action for the Association to take. In terms of the instructor involved this could suggest a combination of:

- Affirmation / commendation.
- Actions required of you to help prevent or lessen the likelihood of recurrence.
- Censure, such as forfeiture of an award or awards.
- A course of action to enable you to regain forfeited awards.

Whether or not your actions or inactions have contributed to the accident we will be there to help and will provide a support person as quickly as possible.

We recognise that there is a potential conflict when one organisation is both supporter and investigator, however we will endeavour to manage this by our selection of contract staff and clear identification of roles.

The role of the support person:

NZOIA employs a support person on a contract basis to assist the instructor involved. Their job is to provide professional support, to assist the instructor in dealing with the incident, provide practical help and if necessary to act as an advocate. This support is provided for a limited time and will vary with each investigation.

Many members work for organisations with highly developed crisis management and support systems. We have no desire to duplicate or interfere with these but do want to ensure our members best interests are taken care of.

So, if an accident does happen... Please, contact NZOIA through our Administration Officer or by calling any member of the Executive as soon as it is practical to do so.

We can only assist you when things go wrong if you inform us!

“Guidelines for Risk Management in Sport and Recreation”

Standards New Zealand has released a new standard Guidelines for Risk Management in Sport and Recreation.

This Guide promotes the use and benefits of good risk management practices across all aspects of sport and recreation organisations, from strategic and operational management to planning and delivering events. The Guide provides a broad approach, including definitions, processes, tools and examples to help sport and recreation organisations understand and implement risk management. It provides an overview of the generic risk management process as defined in AS/NZS 4360, along with guidance to enable the user to apply this process in the New Zealand sport and recreation context.

You can download the document for free at:

<http://shop.standards.co.nz/productdetail.jsp?sku=8669%3A2004%28SNZ+HB%29>.

Please note for a free download you will need to be comfortable with your details being passed on to SPARC. You can also purchase the guidelines from Standards NZ for \$49.94

Contributions to the NZOIA Quarterly

The NZOIA Quarterly welcomes articles, photos, letters, news, details of coming events and bits & pieces from all readers. Submissions may be edited.

Please forward all items to: Administration Officer,
PO Box 11-090, Manners St, Wellington
or by email to: ao@nzoia.org.nz

Assessment Calendar is on the NZOIA website at:

www.nzoia.org.nz/qualifications/assessment_calendar.asp

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Tech Notes

Instructional kayaking: Which boat to use...? Get situational!

By Dave Moore

So what sort of boater are you? Slalom, creeker, free-style, river runner... maybe you are all of the above? There's nothing like mixing it up and enjoying the different aspects of kayaking along with the different boats. It's all good legal fun. Same for teachers of kayaking: All boats are all good, but it is a tad situational. We can run into trouble when we mismatch boat to task.

A common recreational example of this mismatch is using a play-boat on steep creek runs. It's possible but sure stacks the odds against you and turns you into a rescue ignoramus. With so many choices of kayak now available it can be difficult for instructors to pick the professional's choice.... "Which boat best sets me up to teach, protect and inspire clients so they have a safe, fun and educational river experience?"

It's all about creating the 'office space' we are confident and competent to work in. Not so long ago boat selection was barely an issue. All boats were big and fast enough to deal with the demands of kayak instruction in a full range of situations. Things have changed – it is now a matter of choice. Whether recreating or instructing we reap the benefits and bummers of the boat we choose for the job.



Let's look at a few of the issues around choice of boat for the instructor:

Where are my clients at?

With total beginners it seems to be easier to whiz around in a river runner or creeker boat. It becomes possible to catch up with those fit students you told to paddle like f...! For rescues and quality coaching, instructor positioning is key. We are better at being in the right place at the right time with some speed and forethought. A decent hunk of boat volume also assists our rescues. Play-boats can work fine in the right location, just try not to set up clients for a bad time because you couldn't keep up or get a swimmer on your back deck for a boney cold rapid.....

Lesson plan/outcomes

Linking boat type to lesson objectives is an obvious but often overlooked instructor choice. Learning slalom techniques in a playboat is awfully challenging – right up there with getting blunts sorted in a creeker. Ever tried running a flat-water lesson on carving and forward paddling in playboats - desperate! Everyone is pumped in two minutes: Mismatch.

With modern progressions novice kayaker's move quickly into self managing units on moving water. Get out of your rescue tub into what they are paddling as soon as you are confident to do so and the environment is suitable. So much of learning about kayaking is seeing the image of the instructor, the role-modeling. There is a consistent picture of how it should look if you are kayaking in a similar boat. If you have the privilege of good resources you are in the fortunate position of being able to choose boats for your clients based on lesson outcomes. Very cool!

How much and what type of rescuing am I likely to be doing?

Not all kayaks are suited to all forms of boat based rescue. In fact you pretty much lower your rescuing options as you decrease volume and speed. For example playboats favor barrel roll-ups (can be hard with very wide square boats), H-assists, and wobbly T-rescues. River runners/creekers are better at all the above as well as swimmer carries and towing boats or assisted ferrys/rapid running. The choice of how hard you want to work is yours. Look at the nature of the site, risks 'n run-outs. A smaller kayak may be fine, especially with students who are rolling/confident and in similar boats. An instructor's personal paddling ability is a key influence on rescue capability on whitewater.





What is the nature of the river trip/site?

Much of our boat selection and trip philosophy is based on the environment. Warm, deep pool-drop(ish) class one or two is an ideal teaching environment for beginners where an instructor may well enjoy a smaller boat and cover safety bases well. Continuous class 1 and beyond, cold river, cold day, remoteness, gear etc, may see you requiring a more proactive management style and often a bigger boat... Use judgment to select a boat, not habit or so called 'rules' (there aren't any!).

Inspiration

Carving it up and having a blast whatever our skill level is an important part of our role-modeling as teachers. Students pick up on the competence and passion as inspiration and a motivation to try more. The boat you select can assist you in performing these outcomes. Remember to keep most of your role modeling relevant to what the students are learning. It's hard to pick up eddy turns if all you see is flat-water loops!

At the end of the day...

There is no official boat type, length or volume to work in, it's your choice. Modern kayaking has many facets. I have discussed some elements which influence my choice of kayak when at work. As kayaking professionals we shouldn't limit ourselves to instructing in long boats or short boats as a habit. The sport has evolved - lets move along too. Next time you are off to work think about creating the "office space" which offers clients the best balance of education, role modeling, inspiration and safety.

Enjoy those rivers.

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Top Rope Rescue

Now here is a wee thinking article, there are no complete solutions offered here, but I do ask you to ask yourself ~

“how often do I question what I do as an instructor”

I have meant to get around to doing a Rock Assessment for way too long and having nearly booked on one many times I thought it is time to do it. So I started in the sensible way and booked a spare spot and got the syllabus out and read through it (not for the first time either) and well there were no great surprises. Not that I expected any either. I had commented at many a meeting on the syllabus and discussed it a lot over the years with students. I did however get a bit bogged down on the rescue side of things, as it is an area dear to my heart.

Now top rope rescue is not that complicated and being able to do it is very simple, I have been able to do it for years and so have most rock instructors (no other meaning intended). Well this is where I got thinking, maybe a bit too much; but why would you bother doing a rescue in the first place?

Well I guess the answer would be because either a student is injured or is refusing to go on. In the later case it is unlikely that a student who wont go on can hold on that long before they fall off and can be lowered down (if they are sitting on a ledge? now that is a completely different story) and if the earlier scenario is true then lets say that the student is 45 kg and is climbing a crack; they slip and possibly breaks their ankle (you wont know that until you rescue the student as their foot is still stuck in the crack).

Now lets go back to the syllabus and pull out the standard top rope rescue procedure NZOIA endorses and get on with the job. You set up the prussics and head off, all 86kgs of you, on a counterbalance system, i.e. you are one side of the rope and the student is on the other. Now, lets first lets look at the physics of things here, there is no counter complete “counter balance” but actually a strong negative loading on your side of the rope exists and if you cast your mind up the cliff at this point your anchor is a potentially broken ankle wedged in a crack or a very upset and anxious student sitting on a ledge.

Now I am not too sure if you believe if this is all possible and what the likely occurrence is when you try it out, so I did. At the wall at work one day we got my young fella, Thomas @ 49kg, to climb the wall and squeal for rescue. So up went a recently NZOIA qualified rock instructor, Reuben Jones (76 kg) and rescued him. In our first set up we had the rope over an edge and through a single steel carabiner much like a most rock set-ups.

As he progressed up the wall Thomas slowly headed skyward and Reuben, had he stayed still would of gone down. Whilst we were expecting more impressive results from the weight difference the team was rather concerned at the potential here (i.e. we failed to send Thomas through the roof).

So we set up the top rope again and this time in near free hanging state, more like Wharepapa. This time the results where more impressive but still not horrifying, so we needed more shock and awe (it works the USA). So try this, take your newest staff member weighing in at 54kg and pop a girth hitched prussic around their ankle and tell them to climb up and clip it into a bolt and await rescue. Now its my turn to rescue and here comes 85kg on a trapped ankle..... well after a very short period she was clearly not having a good time and we abandoned the experiment in the interest of keeping a perfectly good limb (at last some shock and awe).

Now before you try this on your newest staff member or young child, it all took place in a controlled manner with additional belays and safety systems in place; but do feel free to try it at home. Now are you feeling confident about heading up to rescue that trapped ankle in the normal manner having passed an assessment saying that it is an okay practice.

Also what else concerned us, is that in another NZOIA syllabus (Cave), I would not accept this rescue technique on an assessment. I find it unacceptable to perform a counterbalance rescue with out additional belays for either the patient or rescuers, nor do I find it acceptable as a rope rescue instructor to see an organisation endorsing this type of rescue. Whilst it may have its place between 2 friends in a recreational situation, it is probably not an appropriate technique in a commercial enterprise and all paid instructors are.

So where does that leave things, well there are about 30 different techniques you could use and the most appropriate would depend on the situation. My preferred approach would be a top down rescue on a separate rope and perform a pick off. Now in the rock world this has a number of implications as you may need to leave your group temporarily to access the top of the crag and you will still have a belayer on station with the casualty to later deal with, though handled well it could be very useful for you. Also you may not have an appropriate device (an ATC etc) for a 2-person abseil because your client may be as big as you (this is different to the normal rescue needs).

The biggest problem to deal with is your student belayer at the bottom after you perform the rescue as the best belay you could have for the job is already attached to the casualty.

Ultimately after you abseil down to the casualty you put a prussic on the belay side of their rope and get the belayer to untie and release the belay device. Clip the casualty into you, perform the pick off rescue and descend you now have 2 points of contact, a belay and a mainline (the basic requirements of commercial rope work). Whilst this is all easy to say and doesn't go deep into the technique and only covers the important points.

So there is a fly in the ointment. Are we operating to current best practice and are we reviewing the processes we use on a regular basis, or are we operating to a syllabus without much intellectual thought of what the syllabus is asking us to do?

Remember our assessment guidelines are only the product of bunch of individuals who had a fairly good idea of the right answer at the time.

For the syllabus to be relevant we must all question ~ what we are doing in our areas of expertise regularly, *and* ~ does my qualification reflect the increasing professionalism of the outdoor industry?

Oh and I still haven't got to rock assessment yet !

Kip Mandeno

NZOIA Cave Assessor

SARINZ Rope Rescue Instructor

Concerned Citizen

A VERY INTERESTING SUBJECT !!!

Have your say ~ YOUR thoughts and comments are most welcome. Ed.

send to: PO Box 11-090 Manners Street Wellington OR email: ao@nzoia.org.nz

NZOIA MODEL FOR CONTRACT ASSESSMENTS

Purpose statement:

In 2004, NZOIA trailed a contract assessment model with CPIT. The intent was to work in a co-operative way, with mutually agreed benefits to both organizations. This involved NZOIA running a number of extra assessments with one NZOIA assessor from CPIT and one NZOIA assessor from outside with some agreed break even numbers.

We believe that this model does work and are prepared to offer it to other organizations if they meet the criteria. This model works especially well if organizations have NZOIA assessors on their staff. Some detail on this follows, written with this in mind:

- The organization contracting the assessment course will pay a fixed price for the course depending on the discipline and breakeven numbers.
- The fixed price would reduce if outside participants attend over and above the breakeven number.
- The fixed price would not reduce if numbers drop below the breakeven number.
- Membership fees are additional to assessment fees.
- All \$ values are GST inclusive.
- Dates are to be advised in advance (ideally 6 months) and tagged as 'special', and advertised on NZOIA's assessment calendar.
- Two spaces for public must be held on each course.
- Other normal calendar assessments will be advertised as per normal.
- This model only applies to tagged courses. If students wish to come on normal courses, then the normal fee would apply.
- If, by the closing date, no additional public apply, then the organization can add up to the maximum number for that assessment.
- An up front fee will be paid by the organization, and this must be paid prior to the course happening. This will be invoiced to the organization by NZOIA.
- Within 30 days following the course a refund will be made if the two public places are filled by public.
- If the two places are filled by students from the organisation, then no additional charge will be made over the breakeven course cost.
- NZOIA will provide the first assessor to maintain the integrity of the process.
- If the organisation provides a second NZOIA qualified assessor, then the assessor fee will be paid to the organisation.
- If applications and log information are not supplied by the due date, NZOIA reserves the right to cancel the course.

If organisations are interested in finding out more about this model, please contact either our administrator: ao@nzoia.org.nz, or the assessment co-ordinator: assessment@nzoia.org.nz.

Jim Hepburn

NZOIA Executive

Summary report of NZOIA investigation into rock climbing fatality at Mt. Somers on 12 October 2004

It is NZOIA policy to release to members those parts of an accident investigation that are seen as appropriate to:

- inform members of what has occurred
- provide information that will reduce or eliminate the likelihood of recurrence
- provide more generic conclusions or lessons from which members can learn

The following are extracts from our recent report into the tragic death of teacher John Crawford at Mt. Somers:

This report documents the findings of an investigation into the accident that occurred at Mt Somers on the 12th October 2004 and resulted in the death of John Crawford.

The accident occurred during the delivery of a rock climbing experience by Dave Brash, a professional rock climbing instructor and current member of the New Zealand Outdoor Instructor Association (NZOIA).

1 – Summary of the Incident

8 students and 1 teacher from Logan Park High School travelled to Mt Somers to complete a 4 day rock climbing programme with Dave Brash, a contract instructor based in Dunedin.

This field trip was part of the schools outdoor education programme. The students had received a number of days rock climbing instruction earlier in the year focused on the delivery of the following unit standards:

444 – Demonstrate bouldering skills

445 - Top rope climbing and abseiling on single pitch

This instruction was delivered by an experienced rock instructor working at the school as a student teacher.

On the day of the incident the 8 students were multi-pitch lead climbing, in 4 pairs, on an area of easy terrain (grade 6-10).

They were being instructed by Dave Brash with the teacher John Crawford assisting Dave in the supervision of the students.

Both Dave and John were scrambling unroped (soloing) on the crag to access and supervise the students climbing.

John supervised 2 pairs of students climbing on the left hand side of the crag.

Dave both supervised the 2 pairs to the right hand side of the crag, and repeatedly checked on the progress of John and the students to the left.

At the time of the incident, 3 pairs of students had completed the climbing up to a large ledge - Ledge 3.

Of Dave's remaining pair (student A & B), student A had climbed up gully X to reach Ledge 3, and was establishing an anchor. Once this was complete, student A would belay student B up to Ledge 3.

Student B was securely positioned at a lower ledge awaiting a signal that would indicate she could commence ascending gully X to gain Ledge 3.

John descended gully X with the aim of checking on student B.

John fell while descending gully X, landing 20 metres on the ground below.

Student B stated that John 'fell past with rocks'.

John sustained major head injuries in the fall and died some days later in Christchurch Hospital.

6 – Conclusion

In all outdoor pursuits, an instructor's knowledge of and on going judgement of a person's ability plays a significant part in the following:

- The selection of an appropriate activity
- Any limitations or boundaries placed on an area or activity
- The level of supervision and leadership provided
- The extent of information provided

Dave is a highly experienced rock climbing instructor. As such, he has used his judgement of students and staff's abilities to assist him in the safe management and instruction of groups for the last 8 years.

To date, his accident record has been faultless.

In this particular case, Dave's judgement of John's abilities had occurred over a period of 12 days in the last 2 years. The accuracy of Dave's assessment of John's competence is supported by the additional background information provided by Geoff Wayatt.

The area chosen to operate in, and the activity provided, is within industry practice for an instructor of Dave's qualifications, ability and experience. Dave recognized the risks associated with this area, briefing and managing the students and John in a detailed manner during their ascent to ledge 3.

Immediately prior to the incident, Dave made an assumption on the route to be used by John to descend to student B.

This was based on the following information:

1. The direction in which John was moving when he passed Dave
2. John's ability to identify an appropriate descent route
3. Dave's perception that the descent route was obvious

Given John's display of skills to date, and the direction in which John was travelling; the assumption Dave made on the descent route to be taken by John is reasonable. A minor difference in John's knowledge of, or view of the descent route; and potentially John's ability to identify the most suitable descent route, resulted in major consequences.

The addition of a verbal or visual check from Dave, of the descent route to be taken by John would have revealed a discrepancy in the assumed knowledge or information, and ensured John's safe descent.

7 – Recommendation

A panel of NZOIA Rock Instructors met on 23rd November to review and discuss the report, including the conclusions reached. In addition this panel discussed and agreed upon the course of action to be recommended to the NZOIA Executive.

As the investigation concluded that Dave had provided John with a reasonable level of care, the recommendations focus on highlighting any learning to be gained from the incident, and ensuring this learning is accessible to outdoor instructors.

In determining the recommendations to be made to the NZOIA executive, the panel recognizes Dave as a highly professional, conscientious instructor who is respected as an 'elder statesman' of the industry. In addition, during the investigative process Dave has been transparent in his description of the events that led to the incident, and insightful as to the likely causes of the incident and the remedial actions required.

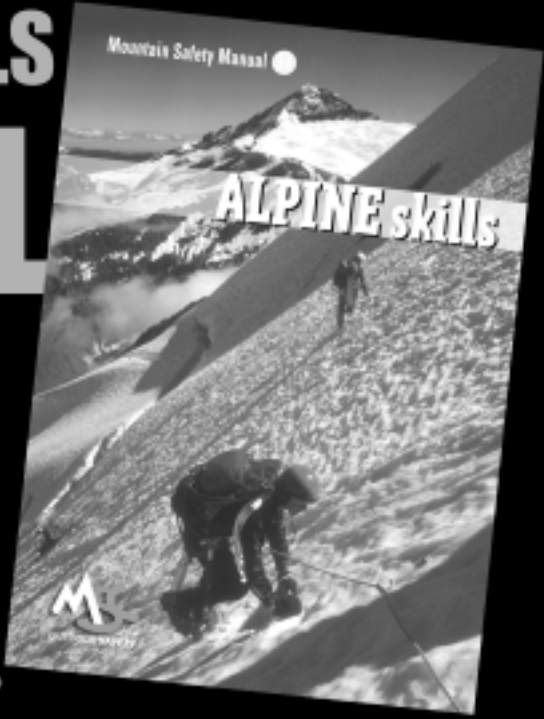
Given Dave's considerable integrity and insight we believe requesting Dave to complete a review of his instructional practices, with the support of a technical sub committee member, is the most effective and constructive course of action. This action is aimed at assisting Dave to both identify any aspects of his instructional practice that may create a potential blind spot in his supervision, and reach closure with the incident.

Some questions from which we can all learn?

1. What blind spots in supervision exist in our personal instructional practice?
2. How do we assess the ability level of participants, their teachers or supervisors or other accompanying adults?
3. How do we determine who is in charge or responsible for a particular activity or an aspect of an activity, when there is more than one leader / instructor of the group? How do we agree and communicate this?

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What Happens to Outdoor Instructors, or What comes next?

by Simon Graney

This is a question that any of us foolish enough to consider leaving the world of outdoor instruction will have asked ourselves. I've noticed that many instructors do leave the profession, but its hard to discern a pattern.

Why leave at all? Well, that's also a hard question. For me, the need for a change and something new was a big motivator, as was the desire to live somewhere that was... well, somewhere. A lifestyle more suited to bringing up kids... a challenge, just to see if I could...and yes, more dollars in the bank.

Not that I'm gone for good, mind. Once I've paid off the mortgage, or a decent chunk at least, I can see that the charms of Auckland may start to wane. But for the present, at least the sea and sailing provides a great substitute for adventuring in the mountains and rivers of the Central Plateau.

Two years as Training Officer of the Sir Edmund Hillary Outdoor Pursuits Centre put me in a situation where I was involved in developing staff, creating efficient systems and liaising between different interest groups in the organisation. As luck would have it, the corporate world needs that sort of thing too – so here I am, Learning and Development Team Leader for Tower, an insurance and finance company.

Seems like a big jump, and believe me it is. The biggest change is in the people that you work alongside, they certainly don't compare to the diverse bunch at OPC.

The view out the window may not be a snow-capped Ngauruhoe, but the Viaduct Basin has its own charms too.

There's also something about city life that stimulates the entrepreneur gene. Being laid up recovering from an appendectomy a while back I turned my brain to some database design.

I had successfully dragged some of OPC's information recording systems into the 21st century, and have just written a Learning Management System for 400 staff at Tower.

There are a lot of outdoor organisations that don't have the skills or the resources to do this sort of stuff in-house, but easy-to-use and productive information systems are pretty important to any size organisation.

The fruit of my labours were two databases – one that records all information pertaining to staff, such as qualifications, training needs and history, unit standards held, feedback received, competencies held and so on.

The other is an incident recording database. Both of course automatically generating all the reports and graphs you could ask for, and idiot-proof to boot. Not that outdoor professionals are idiots, of course.

So if there's anyone out there in need of an information solution, or some 'post-outdoors' career advice, drop me a line at:

si.brig@xtra.co.nz.

*Simon was
Training Manager for OPC
and has NZOIA awards in
Alpine, Kayak & Rock.*

SEA KAYAK Instructor Awards Recognition of Prior Learning (Grandparenting)

Applications for:
**Sea Kayak Instructor
Level 1 & 2 Awards**

via grandparenting, need to be received by 30 June 2005. For full details please read the item in the December issue of the NZOIA Quarterly, or contact the NZOIA Admin Officer - ao@nzoi.org.nz. Phone - 04 385 6048

SEA KAYAK Instructor Level 1 Assessment Dates for 2005

Auckland

30th April
12th November

Christchurch

7th May
12th November

Dunedin

30th April
12th November

Please note ~ these are 1 day assessments for people who already hold the **SKOANZ Sea Kayak Guide Award**.

Applications **CLOSE one month BEFORE** the date shown above.

NZOIA EMAIL to members

- have YOU been receiving the regular "NZOIA Info" emails ?
- **NO !** ~ we have **NOT** got your current email address !

NZOIA Assessment Calendar for 2005

Course & Location	Course Date	Closing Date	Course & Location	Course Date	Closing Date
Kayak FW			Rock 1		
Auckland	October 29-30	Sept 29	Christchurch	March 26-27	February 26
Christchurch	November 5-6	October 5	Auckland	May 26-27	April 26
Kayak 1			Christchurch	June 16-17	May 16
Murchison	February 26-28	January 26	Christchurch	October 26-27	September 26
Central NI	March 18-20	February 18	Dunedin	November 12-13	September 12
Murchison	April 8-10	March 8	Central NI	November 26-27	September 26
Christchurch	November 7-9	October 7	Auckland	December 1-2	November 1
Central NI	November 23-25	October 23	Rock 2		
Kayak 2			Whanganui Bay	April 1-3	March 1
Murchison	March 11-13	February 11	Christchurch	October - TBA	to be advised
Central North Is.	March 18-20	February 18	Bush 1		
Sea Kayak 1			South Island	May 9-11	April 9
Auckland ~ Christchurch ~ Dunedin			Central North Is.	May 13-15	April 13
~ see page 12 for assessment dates.			South Island	Oct 29-31	September 29
Canoe			South Island	Nov 2-4	October 2
South Island	December 10-11	Nov. 10	North Island	Nov 19-21	October 19
Abseil 1			Bush 2		
Auckland	December 3-4	November 3	South Island	March 26-28	February 26
Cave 1	On request		Alpine 1		
Cave 2	On request		South Island	September 3-5	August 3
			North Island	Sept 16-18	August 16
			South Island	October 15-17	September 15
			Alpine 2		
			North Island	Sept 10-13	August 10
			Climbing Wall	On request	

NOTE: PLEASE check the NZOIA website for additional assessments that may have been scheduled since the publication of this Quarterly.

The current Assessment Calendar is on the NZOIA website at:
http://www.nzoia.org.nz/qualifications/assessment_calendar.asp

Booking for a NZOIA Assessment

Booking Routine - You must have completed the prerequisites before applying for assessment; check the syllabus - they are all available on the NZOIA website at: www.nzoia.org.nz. You must also be a current member of NZOIA as at the date of the assessment. To apply for a place on an assessment, obtain an assessment application form from the website (or the administration officer) and forward it to NZOIA by the closing date with:

- a \$100 deposit;
- a **copy** of your log;
- a **copy** of your current first-aid certificate, (and the application form).

APPLICATIONS normally close one month before the assessment date.

We allocate places on assessment courses on a first-in, with deposit, first-accepted basis. After the closing date, we will send you confirmation of your booking. You must pay the balance of the course fee before the assessment. If we cancel the course, we will refund all fees.

The deposit will be refunded in full if you withdraw from a course four weeks or more before the course start. (or you can transfer this to another course). Deposits will not be refunded where the withdrawal is within four weeks of the course, but may be transferred to another course. Where a withdrawal occurs within two weeks of the course 50% of the course fee will be charged.

Course fees:	Two day	- \$370
	Three day	- \$495
	Four day	- \$640

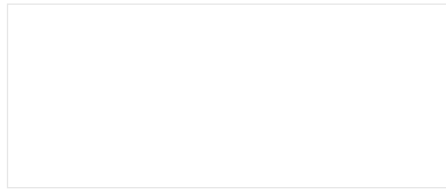
Assessment by special arrangement - It is possible to arrange assessments on dates other than those scheduled (generally subject to the availability of assessors). Contact the Assessment Co-ordinator (email - assessment@nzoia.org.nz) or Steve Scott, telephone 04-385 6048.

**If you are wishing to participate in an assessment on a particular date, don't be disappointed
 ~ please secure your place early ~ don't delay in forwarding your deposit.**

NZOIA Cave 1 & 2 and Climbing Wall Assessments

These assessments are conducted "on request". If you are interested in participating in one of these assessments, please contact the NZOIA Administration Officer at: ao@nzoia.org.nz. When we have sufficient interested persons, we will organise an assessment.

BIVOUAC ADVERT



The NZOIA Quarterly is the newsletter of the New Zealand Outdoor Instructors' Association Inc,
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