

# He Pīkau Mātauranga

A Knowledge Backpack



for outdoor leaders, instructors and guides  
wanting to gain recognition of current competency



**NZOIA**  
*Excellence in Outdoor Leadership*

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## Welcome

He aha te mea nui o te ao?

Māku e kī ake

He tangata, he tangata, he tangata.

Tihei mauri ora.

Nau mai, hāere mai.

E te hoa, tēnā koe

Hāere mai ki Aotearoa

Hāere mai ki NZOIA

Kia manāwanui, kia kaha

Ka nui ngā mihi mōu

Tēnā koe.

*What is the most important thing in the world?*

*I will say*

*'tis people, 'tis people, 'tis people.*

*Behold the sneeze of life.*

*Welcome, welcome*

*Friend, greetings*

*Welcome to New Zealand*

*Welcome to NZOIA*

*Be stout hearted, be strong*

*I wish you all the best*

*Greetings.*

Welcome to outdoor recreation leading, instructing and guiding in Aotearoa-New Zealand.

NZOIA qualifications represent the benchmark standard for people working as leaders, instructors and guides in New Zealand. Therefore, transferring your qualification to a NZOIA one makes professional sense and ensures your competence is well regarded and credible in the New Zealand outdoor community.

If you have lived in New Zealand for less than three years, you will need to complete a this *He Pīkau Mātauranga* workbook. In English this means 'A Knowledge Backpack' and inside this backpack are a number of topics that will help you to understand, and be part of, the New Zealand outdoor leadership scene.

Once again, welcome, and we trust that this recognition of current competency process will assist you in achieving a positive New Zealand experience.

# Recognition of Current Competency Preparation

## 1. Complete He Pīkau Mātauranga

This is a prerequisite to gaining a NZOIA qualification. Complete this electronically and send in to NZOIA with the marking fee. This assignment will be marked by a NZOIA Assessor. Re-submissions require an extra marking fee.

## 2. Train in New Zealand

Ensure you have gained personal and instructional (this can include being a co-instructor or assistant instructor) experience in New Zealand before coming to your Assessment. Our environment can be a lot different than the one in which you gained your qualifications in.

## 3. Attend a NZOIA RCC Assessment

If your application is accepted you will need to successfully attend a one day NZOIA RCC assessment within the next 12 months. You may need to complete specific tasks that are identified on the NZOIA RCC Matrix (found on the NZOIA website). It is possible that parts of the NZOIA syllabus may be different from your non-NZOIA qualification. The result of this assessment could be successful in which case you will receive a NZOIA qualification and be registered on the NZOIA Database or unsuccessful in which case you will need to sit a full NZOIA assessment to gain the qualification.

## 4. Full NZOIA Registration

Once the Assessor has confirmed your pass to NZOIA, your full qualification will be granted and registered with the NZ Outdoor Instructors Association subject to all relevant fees being paid. The NZOIA website has a database for registered outdoor leaders, instructors and guides in New Zealand.

# The NZ Outdoor Scene

## What is unique about New Zealand?

Outdoor instruction in New Zealand is fundamentally similar to outdoor instruction in other parts of the world. However, you may encounter some differences when you instruct in New Zealand due to our physical environment and our culture.

One of the main aims of this resource is to give you an insight into New Zealand's outdoors. The next section is divided into ten topics and each topic contains a number of key competencies. Attaining these key competencies takes you further along the path towards easily meeting the minimum standards as expressed in the syllabi of the NZOIA qualifications and will assist you in feeling more comfortable, effective and connected to this country in your personal and working life.

Safety is, of course, a major consideration for an outdoor instructor and some parts of this resource will contribute to you working safely with your participants.

The ten topics are:

1. History and Culture
2. Flora and Fauna
3. Weather
4. Geology and Geomorphology
5. Environmental Care
6. Land Access
7. Health and Safety Legislation
8. Safety Management
9. Emergencies
10. Outdoor Organisations

Each topic covers:

### **Explanatory Notes**

A brief description of the main themes and concepts.

### **Key Competencies**

The key areas of skills and knowledge needed to work safely and effectively within the New Zealand working environment, and to deliver a quality outdoor activity experience to your participants.

### **References and Further Reading**

Website references should provide all the information you need to complete the assignment.

'Further reading' is intended to enhance your understanding of the New Zealand scene and encourage you to delve deeper and explore wider.

### **Tasks**

The written assignment tasks are found at the back of this resource. They act as a guide to developing and enhancing the key competencies. Your assessor is looking for evidence of sound research and careful reading. You are not expected to write essays but rather capture the salient points which would be relevant to your work as an outdoor leader, instructor or guide.

Once you have finished all of the tasks for all of the topics, make a copy, then send to NZOIA for assessment. Only the sheets containing your written answers need to be sent.

# 1. History & Culture

New Zealand is a modern, multi-cultural country. Many ethnicities, religions and cultures are recognised and celebrated here. However, a special (and official) place is occupied by the 'first nation', or indigenous, people of this land – the Māori.

The collective noun 'Māori' is used to denote persons descended from the original Polynesian settlers and came into common usage in the nineteenth century. It simply means 'normal', or 'ordinary', person. The date of the first, substantial Polynesian migrations to these shores is uncertain but is often given as around 1350AD. Today, the most widely accepted and used Māori name for this country is Aotearoa, sometimes translated as *The Land of the Long White Cloud*. Prior to colonial times there was no Māori name for the entire country.

The first Europeans to visit New Zealand were Dutch explorers. From that contact in 1642 arose the name New Zealand (Zeeland is a province of Holland). It wasn't until about 150 years later that other European explorers visited, most notably James Cook. More white people quickly followed and began to decimate the vast populations of seals and whales, and to irrevocably change the nature of pre-European Māori society. The term for white person is *pakeha*, and is still widely used today. Organised Pakeha settlement began in the 1830s and by the 1860s the white population exceeded the Māori population, which was by then experiencing the deadly effects of European diseases and economic and political disenfranchisement.

A treaty was signed in 1840 between the British Crown and several Māori chiefs. It established a British governor in New Zealand, recognised Māori ownership of their lands and other natural resources and possessions, and gave Māori the rights of British subjects. This document, the Treaty of Waitangi, is now generally considered to be the founding document of New Zealand as a nation, even though it has been misinterpreted and re-interpreted over the years. Māori grievances over land confiscation and unequal treatment by the state have been, and continue to be, addressed by the Waitangi Tribunal. Recommendations from the Tribunal have resulted in financial and land settlements and you may encounter some Māori outdoor recreation, education and adventure tourism providers that have benefitted from some of these resolutions.

Being Māori in our present times is a matter of cultural self-identification. For most Māori this involves an understanding of their *whakapapa*, or ancestry. Urbanisation has increasingly dislocated tribal affiliations and connections for many Māori and is a factor in the loss of cultural identity and language. However, the last twenty years or so has seen a renaissance in *Māoritanga* (Māori culture) and it is inarguably a major aspect in making New Zealand unique in the world.

It is an essential, and required, part of our culture to acknowledge *tikanga Māori*, or Māori customs and traditions. As an outdoor leader, instructor or guide, you are expected to impart knowledge of *tikanga Māori*, especially concerning the natural environment in which you work, any particular cultural history, and the protocol concerning specific sites or activities.

## Key Competencies

Have a basic understanding of NZ history, particularly human settlement.

Know some elements of *tikanga Māori* and Māori mythology.

Understand the importance of *whenua*, and the concepts of *whakapapa*, *mana*, *tapu* and *mauri*.

## References

[www.justice.govt.nz/publications](http://www.justice.govt.nz/publications)

*He hinatore kī te ao Māori – A Glimpse into the Māori World*

[www.teara.govt.nz](http://www.teara.govt.nz)

*Te Ara, the Encyclopaedia of New Zealand*

### Further Reading

Belich, J. (2001). *Making peoples: A history of the New Zealanders from Polynesian settlement to the end of the nineteenth century*. Auckland, New Zealand: Penguin.

Belich, J. (2001). *Paradise reforged: A history of the New Zealanders from the 1880s to the year 2000*. Auckland, New Zealand: Penguin.

King, M. (2003). *The Penguin history of New Zealand*. Auckland, New Zealand: Penguin.

Melbourne, H. (1999). *Te wao nui a Tane*. Wellington, New Zealand: Huia.

## 2. Flora & Fauna

For much of its early history New Zealand lay under the sea, off the coast of the super continent Gondwanaland, largely denied the spectacular evolution of life on land that occurred elsewhere during that period. About 140 million years ago a huge new land mass was pushed up in the New Zealand region and from Gondwanaland waves of plant and animal species migrated, colonising the new environment. The moa, kiwi and tuatara were amongst the first inhabitants. During the Cretaceous period, some 80 million years ago, the new land mass became cut off from the rest of Gondwanaland by new oceans and New Zealand's long isolation began. Subsequent periods of erosion, mountain building, sea level fluctuations and glaciations have all played their part in determining the New Zealand landscape and its flora and fauna.

In modern times, humans have had a major effect on the flora and fauna through habitat destruction, exploitation and the introduction of predators. Before the arrival of humans on these islands, the only native land mammal was a single species of bat.

### Key Competencies

Understand how New Zealand's geological and human history have shaped its unique flora and fauna and led to a high level of environmental fragility.

Be able to identify some New Zealand birds, trees and plants.

### 3. Weather

New Zealand is a group of islands in the path of the winds of the Roaring Forties that sweep the Southern Ocean. It is the battleground of warm moist air from the tropical north and cold polar air from the south.

The predominant westerly winds bring an irregular succession of high and low pressure systems, most of which move on to New Zealand from the west and pass away to the east. In the Southern Hemisphere, wind directions are clockwise around depressions (lows) and anticlockwise around anticyclones (highs).

Weather in New Zealand is very changeable and difficult to predict. Changes in the weather can be fast and severe at any time of the year. Rivers and streams can rise very quickly and are often very cold. They can be extremely hazardous.

New Zealand has a high rate of skin cancer, especially melanoma. Most of these cancers are preventable. You have a responsibility as an outdoor leader to minimise the risk of your participants getting sunburn, which could lead to skin cancer later in life.

#### Key Competencies

Understand the characteristics of New Zealand weather.

Be able to describe the main signs of deteriorating weather in New Zealand.

Know how and where to access current and relevant weather information for any area in which you may be operating.

#### References

[www.metservice.com](http://www.metservice.com)

New Zealand Meteorological Service

[www.metvuw.com](http://www.metvuw.com)

Victoria University of Wellington Meteorological Department

[www.mountainsafety.org.nz](http://www.mountainsafety.org.nz)

New Zealand Mountain Safety Council

[www.avalanche.net.nz](http://www.avalanche.net.nz)

Brenstrum, E. (1998). *The New Zealand weather book*. Nelson, New Zealand: Craig Potton.

NZ Mountain Safety Council. (2010). *Bushcraft – outdoor skills for the New Zealand bush*. Wellington, New Zealand: Author.

NZ Mountain Safety Council. (2005). *Alpine skills manual*. Wellington, New Zealand: Author.

## 4. Geology & Geomorphology

The shape of the New Zealand landmass, as we know it today, only came into existence some 10,000 years ago. It has undergone many changes and has had a great variety of shapes and sizes in the past. This is because New Zealand has never been very far away from the activity associated with a convergent tectonic plate margin.

For much of geological history New Zealand was a slab of sea floor off the eastern coast of Gondwanaland, flanked by eastern Australia, Tasmania and Antarctica. At times the seas covering New Zealand were dotted with volcanic islands similar to Whakaari/White Island (situated off Whakatane in the Bay of Plenty and currently the most active volcano in New Zealand).

The ancestral Pacific was being thrust under the eastern edge of Gondwanaland along a zone of subduction. Eventually a mass of sediment, originally deposited off the coast of West Antarctica and Australia (and too buoyant to subduct) was thrust into contact with the sediments accumulated in the submarine trench and volcanic arc. Immense shearing and buckling broke pieces of sea floor into the milieu and the resulting twisted and deformed mass was pushed up to form land.

The Tasman Sea, and then the Southern Ocean, formed to separate New Zealand from Australia, then Antarctica. The landmass weathered and eroded.

Today, New Zealand straddles the boundary between the Pacific and Indian-Australian plates. To the north, the Pacific Plate is being forced under the Indian-Australian Plate, whilst to the south the Pacific Plate is being pushed over the Indian-Australian Plate. The geology of New Zealand reflects the complexities of this dynamic position. The axial ranges, which form the backbone of modern New Zealand, are a visible link between the subduction zones.

### Key Competencies

Be able to describe the position of New Zealand on the boundary of tectonic plates and explain how this forms the New Zealand we see today.

Know the names of some volcanic, sedimentary and metamorphic rocks found in New Zealand.

### References

[www.teara.govt.nz](http://www.teara.govt.nz)

Te Ara, the Encyclopaedia of New Zealand

### Further Reading

Thornton, J. (1997). The Reed field guide to New Zealand geology. Auckland, New Zealand: Reed Books.

## 5. Environmental Care

'It's sometimes said that if we don't develop participants' environmental appreciation, we don't do anything useful at all' (Outdoor Activities: Guidelines for Leaders, 2009, p.6).

NZOIA encourages all of its members (and others) to adopt the points expressed in the seven principles of Leave No Trace NZ. It is referenced in the assessment syllabi for NZOIA qualifications and forms the basis for standard practice in the outdoor industry. Individuals and organisations may develop their own environmental care codes for specific situations and it may be necessary for you to be familiar with these.

NZOIA believes that as an outdoor leader you should take a guardianship role for the environment with a responsibility to educate others on sound environmental practice and to instill values of care and sustainability.

### Leave No Trace (NZ)

**Toitū te whenua** (Leave the land undisturbed)

Minimum impact travel and outdoor recreation practices *must be flexible and tempered by judgement and experience*.

Techniques are continually evolving and improving and are [based upon scientific research](#), though influenced by environmental ethics. The general rule is to consider the variables of each area in terms of culture, wildlife, vegetation, soil, climate, and use that it receives. Then, use this information to determine the best ways, or appropriateness of going about your recreation or visitation.

### Plan Ahead and Prepare

Plan ahead by considering your goals and those of your group. Prepare by gathering local information, communicating expectations, and acquiring the technical skills, first aid knowledge, and equipment to make the trip a success. Build Leave No Trace into your plans by picking an appropriate journey for your group and allowing plenty of time to travel and camp.

### Travel and Camp on Durable Ground

Avoid non-durable surfaces such as soft plants, riparian zones, muddy sites, and fragile soil layers. When travelling along a shoreline, walk on durable surfaces and spread out while when travelling on the tops watch out for smaller plants and boggy areas. Above all avoid travelling, particularly by bike or in large groups when the tracks are wet. One group travelling on a wet day can do years of damage to a track.

### Dispose of Waste Properly

"Pack it in, pack it out". Any user of our outdoors has a responsibility to clean up before he or she leaves. Inspect your campsite and rest areas for rubbish or spilled foods. Pack out all rubbish and kitchen waste, including leftover food.

Lead by example. Pick up any rubbish you see not just your own.

### Leave What You Find

When we leave rocks, shells, plants, feathers, fossils, artefacts and other objects of interest as we find them, we pass the gift of discovery on to those who follow. Leaving what you find should be your first thought when you find something interesting or attractive.

There may be times and places when it is OK to collect something (for example for a child to collect some seashells or pretty rocks on a beach). But remember, we humans are very good at taking without thinking and there should be places where we show self-control. Mostly it is better to hold back and leave what we find, rather than have a shelf full of lifeless and dusty unvalued souvenirs.

Particularly, never disturb culturally sensitive sites.

## Minimise the Effects of Fire

Setting controlled fires is a practice and science of experienced land managers and is based on weather, sources of ignition, and fuel. The intent is to encourage pasture in appropriate areas. In contrast, large uncontrolled wildfires set unintentionally can spread rapidly and result in the critical loss of natural habitat, property and human life.

Along with the destructive nature of fire, the natural appearance of many areas has been compromised by the careless use of campfires and the demand for firewood. Campfires are beautiful by night. But the enormous rings of soot-scarred rocks – overflowing with ashes, partly burned logs, food and rubbish – are unsightly. Surrounding areas have been stripped of their natural beauty as every scrap of dry wood has been torched.

Leave No Trace educates people on whether a fire is appropriate, and techniques that can be used to minimise the harm they cause.

## Respect Wildlife and Farm Animals

Encounters with wildlife inspire tall tales and long moments of wonder. Unfortunately, wildlife in New Zealand faces threats from loss and fragmentation of habitat, invasive species, pollution, over-exploitation, poaching and disease.

Our parks and reserves offer a last refuge from some, but not all, of these problems. Consequently, wild animals and marine life need people who will promote their survival rather than add to the difficulties they already face. To do this we need to be aware of and "in tune" with wildlife. We need to know when and where wildlife is particularly vulnerable, such as at breeding times, so we can avoid causing extra stresses. We need to share the outdoors not invade it.

## Be Considerate Of Others

Today, we must consider the rights of traditional land owners as well as share the wilderness with people of all recreational persuasions. There is simply not enough country for every category of enthusiast to have exclusive use of land, wilderness, trails, bush, lakes, rivers, and campgrounds. Consider others, and what they might be trying to get out of their outdoor experience. It is as easy as that.

## Remember

Protect the environment for your own sake, for the sake of those who come after you, and for the environment itself.

*"The land is the property of a great family, some of whom are living, a few of whom are dead, most of whom are yet to come".*

# 6. Land Access

## Key Competencies

Understand the different land tenures that exist in New Zealand and how they affect access for outdoor activities.

Be familiar with current land tenure issues in New Zealand.

## References

[www.fmc.org.nz](http://www.fmc.org.nz) - Federated Mountain Clubs – advocates for land access for outdoor recreation

[www.rivers.org.nz](http://www.rivers.org.nz) - Whitewater NZ – working to protect New Zealand's whitewater resources and enhance opportunities to enjoy them safely

[www.doc.govt.nz](http://www.doc.govt.nz) - Department of Conservation

## 7. Health & Safety Legislation

Health and safety in New Zealand workplaces is regulated by the Health and Safety at Work Act 2015 (HSW Act) and is supported by various codes of practice and guidelines. <https://worksafe.govt.nz/dmsdocument/824-introduction-to-the-health-and-safety-at-work-act-2015-special-guide>

### Health and Safety at Work Act 2015

A guiding principle of HSWA is that workers and other persons should be given the highest level of protection against harm to their health, safety, and welfare from work risks as is reasonably practicable.

The main purpose of HSWA is to provide for a balanced framework to secure the health and safety of workers and workplaces by:

- protecting workers and other persons against harm to their health, safety and welfare by eliminating or minimising risks arising from work
- providing for fair and effective workplace representation, consultation, co-operation, and resolution of issues
- encouraging unions and employer organisations to take a constructive role in promoting improvements in work health and safety practices and assisting PCBUs and workers to achieve a healthier and safer working environment
- promoting the provision of advice, information, education, and training in relation to work health and safety
- securing compliance with the Act through effective and appropriate compliance and enforcement measures
- ensuring appropriate scrutiny and review of actions taken by persons performing functions or exercising powers under the Act
- providing a framework for continuous improvement and progressively higher standards of work health and safety.

**Worksafe** administers the HSE Act on land, including conducting investigations and prosecutions of serious harm incidents when warranted.

**Maritime NZ** administers the HSE Act on commercial vessels, including conducting investigations and prosecutions of serious harm incidents when warranted. Sea kayaks, rafts, river boards/sledges and other craft used in commercial operations fall under the jurisdiction of this department. The Maritime Transport Act 1994 may also be of relevance in terms of health and safety issues in commercial outdoor instruction.

### Key Competencies

Know the basic workplace requirements of the HSW Act.

Understand the role of Worksafe and Maritime NZ in the workplace.

Know the legally required procedures when a health and safety incident occurs in the workplace.

### References

[www.worksafe.govt.nz](http://www.worksafe.govt.nz) - Worksafe

[www.maritimenz.govt.nz](http://www.maritimenz.govt.nz) - Maritime NZ

## 8. Safety Management

All NZOIA instructors are expected to demonstrate sound safety management in their delivery of outdoor experiences.

Safety management takes into account the nature of the activity or programme and its goals. A safety management system should cover aspects such as operating procedures, legal obligations and industry standards, staffing, incident reporting and review, emergency plans, activity areas and equipment. There are currently two nationally recognised external reviews, or audits, available to outdoor activity providers – OutdoorsMark and Qualmark.

Risk assessment is a step in the safety management process. There are various ways of conducting and documenting risk assessments. A common and well-utilised tool is the Risk Analysis and Management System (RAMS) form. An exemplar is featured.

Outdoor activity providers in New Zealand are encouraged to report incidents on the National Incident Database. For more information see [www.incidentreport.org.nz](http://www.incidentreport.org.nz)

### Key Competency

Have a working knowledge of safety management in New Zealand, including RAMS forms.

### References

[www.skillsactive.org.nz](http://www.skillsactive.org.nz) – OutdoorsMark

[www.adventuremark.co.nz](http://www.adventuremark.co.nz) – AdventureMark

[www.worksafe.govt.nz](http://www.worksafe.govt.nz) – Worksafe

<http://eotc.tki.org.nz> - Education Outside the Classroom  
(Ministry of Education)

SECTION A

\*Significant refers to the potential for any harm that is not trivial and would warrant a response or intervention

Risk	Hazard or harm	Possible outcome (peril)	Significant?	Action	Does action eliminate, isolate or minimise risk?
Physical	Anchors not adequate Equipment failure Rope fails due to being cut on edge Improper belaying technique	Death by falling	Yes	Boundaries set and enforced Possible anchor set-ups (solid, equalised and no extension): - three natural pro placements in solid rock - two bolts - two well-rooted living trees of thigh thickness - one well-rooted living tree of waist thickness Instructor to check all equipment before use, including quick rope check Instructor to check each participant before they climb, or delegate checking to participants with appropriate skills plus a pre-climb 'sign-off' with instructor Always protect rope from sharp edges using rope protector and keep focal point in space away from rock Demonstrate correct belay technique and always use a backup belayer Instructor to clip in to solid anchor if exposed to a fall from top of crag	Minimise
	Falling rocks Improper participant behaviour Unrestrained long hair Loose clothing	Physical injury	Yes	Check and clear any loose rock during set up and ensure helmets are worn at all times in climbing area Well-explained briefing before climbing and instructor in position to intervene if necessary at any time Ensure all long hair is tied up Ensure any loose clothing is away from all equipment that a rope runs through	Minimise
	Not wearing appropriate footwear	Injury to feet while descending	No	All participants to wear lace up and supportive footwear	Minimise
	Instructor leaves bottom of crag to set up climbs	Unsupervised participants wandering off / lost / injured (esp. during set up of climbs)	Yes	Instructor briefs on boundaries Activity provided/ to fill in the unsupervised time Instructor maintains contact with group	Minimise

Name:

Date of review:

SECTION A

\*Significant refers to the potential for any harm that is not trivial and would warrant a response or intervention

Risk	Hazard or harm	Possible outcome (peril)	Significant?	Action	Does action eliminate, isolate or minimise risk?
Physical cont.	Participants not equipped for hot or cold weather	Heat / cold problems with participants	Yes	Have appropriate aids available for the weather conditions expected - water, sunscreen, hot drink flasks, emergency shelter, spare clothes	Minimise
Emotional	Instructor (or other supervisor) forces participation Inadequate supervision	Emotional damage through being forced to participate or fear of heights	No	Ensure there is variety in level of challenge, i.e. route selection is appropriate for each participant Use suitable progressions 'Challenge by Choice' policy used; talk to participants about goals Activity pitched at participants' level Instructor coaches participants as required	Minimise
Social Cultural	Climbing on sites that have cultural significance without knowledge and thus offending landowners or custodians	Damage to culturally significant sites	Yes	Climb only on approved crags	Eliminate
	High use areas / upsetting locals and landowners; no permission	Conflict with other users / locals and landowners	No	Brief on respect for other users/access; seek permission if required for good relations	Minimise

Name:

Date of review:

SECTION A

\*Significant refers to the potential for any harm that is not trivial and would warrant a response or intervention

Risk	Hazard or harm	Possible outcome (peril)	Significant?	Action	Does action eliminate, isolate or minimise risk?
Financial	Participants losing or using gear incorrectly Equipment left behind at site or dropped over crag	Damage / loss to equipment	No	Brief on correct techniques and safety and correct use of gear Instructor to check site before leaving. Equipment to be used within manufacturer's and <organisation> recommendations	Minimise
Environmental	Trees used as anchors Retrieving the rope wrapped around a tree	Damage to trees and anchor points	No	Protect all trees from ropes Avoid pulling ropes down that have been wrapped around trees as anchors Use minimal environmental impact practices when choosing anchor points	Minimise
	Participants and wildlife together in close proximity	Damage to environment / wildlife	No	Remind all clients to remain clear of wildlife – respect their habitat and their space Minimum impact / environmental education / instructor checks areas for rubbish	Minimise
Should the loss occur, what will you need to have in place to minimise the loss?					
<p><b>EMERGENCY (for example only)</b>                      Instructor first aid trained                      Instructor to carry spare karabiners, prusiks, belay device                      First aid kit, radio, shelter, hot drink and food carried                      Intentions logged                      Instructor competent in top rope rescues</p>					
<p><b>IMPORTANT!</b> This RAMS form is not complete unless attached to Section B and signed off by Manager.</p>					

Name:

Date of review:

**SECTION B**

Industry Standards	Policies/Guidelines	Staff Skills	Official Approval
<p>Syllabus: NZOIA Rock Leader or higher</p> <p>Skills Active National Certificate in Outdoor Recreation (Instruction) - Climbing</p> <p>Alpine Guide</p> <p>Outdoor Activities: Guidelines for Leaders (2009)</p> <p>EOTC Guidelines (2009)</p>	<p>Helmets to be worn at all times unless in a designated safe area</p> <p>'Challenge by Choice' philosophy to operate</p> <p>Back up belayer to be used at all times</p> <p>Private land owners must be contacted to request access</p> <p>Instructor to supervise a maximum of ten participants and two accompanying adults with a maximum of 4 top ropes</p> <p>Participants must not boulder or solo higher than 1.6m off the ground</p>	<p>NZOIA Rock 1</p> <p>First Aid qualified</p> <p>In-house competency 'sign-off'</p>	<p><b>Section A checklist</b></p> <p>No. of sheets checked <b>3</b></p> <p>Risk <input checked="" type="checkbox"/></p> <p>Hazard/harm <input checked="" type="checkbox"/></p> <p>Outcome <input checked="" type="checkbox"/></p> <p>Severity <input checked="" type="checkbox"/></p> <p>Action <input checked="" type="checkbox"/></p> <p>Eliminate, Isolate or Min <input checked="" type="checkbox"/></p> <p>Emergency <input checked="" type="checkbox"/></p> <p><b>Section B checklist</b></p> <p>Industry standards <input checked="" type="checkbox"/></p> <p>Policies and guidelines <input checked="" type="checkbox"/></p> <p>Staff skills <input checked="" type="checkbox"/></p> <p>Approved <input type="checkbox"/> NOT approved <input checked="" type="checkbox"/></p> <p>Name: _____</p> <p>Position: _____</p> <p>Date: _____</p>
<p>This activity is not officially sanctioned until this box is completed by Manager and attached to Section A</p>			

Name: \_\_\_\_\_

Date of review: \_\_\_\_\_

## 9. Emergencies

New Zealand has its own Search and Rescue (SAR) protocol. All SAR incidents are managed and paid for by the NZ Police. There are locally trained SAR teams throughout the country, comprised mostly of volunteers.

Coastguard units are responsible for safety on their designated stretch of coastline, harbour or lake. They are a good source of local knowledge.

### Key Competencies

1. Know:

- what forms of field communication are current, accepted practice in New Zealand
- where to obtain them
- their strengths and weaknesses

2. Know how to call emergency services in New Zealand.

### References

[www.landsar.org.nz](http://www.landsar.org.nz)

NZ Land Search and Rescue

[www.sarinz.com](http://www.sarinz.com)

Search and Rescue Institute New Zealand

[www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

Maritime NZ

[www.police.govt.nz](http://www.police.govt.nz)

NZ Police

[www.coastguard.co.nz](http://www.coastguard.co.nz)

Coastguard New Zealand

[www.beacons.org.nz](http://www.beacons.org.nz)

Information on EPIRBs and PLBs

[www.wmrs.org.nz](http://www.wmrs.org.nz)

Wellington Mountain Radio Service

[www.cnimrs.org.nz](http://www.cnimrs.org.nz)

Central North Island Mountain Radio Service

[www.mountainradio.org.nz](http://www.mountainradio.org.nz)

Canterbury Mountain Radio Service

[www.linz.govt.nz](http://www.linz.govt.nz)

Land Information NZ – information on maps and topographic services

## 10. Outdoor Organisations

NZOIA is active in maintaining working relationships with other New Zealand outdoor sector organisations.

It is important to understand how NZOIA fits in the overall jigsaw of the NZ outdoor sector and how each organisation inter-relates.

### Key Competencies

Understand the role NZOIA plays in the New Zealand outdoor sector.

Understand the role other organisations play in the New Zealand outdoor sector and how that may influence your work and recreation in NZ.

### References

[www.eonz.org.nz](http://www.eonz.org.nz)

Education Outdoors NZ

[www.fmc.org.nz](http://www.fmc.org.nz)

Federated Mountain Clubs

[www.kask.co.nz](http://www.kask.co.nz)

Kiwi Association of Sea Kayakers

[www.nzmga.org.nz](http://www.nzmga.org.nz)

NZ Mountain Guides Association

[www.mountainsafety.org.nz](http://www.mountainsafety.org.nz)

New Zealand Mountain Safety Council

[www.nzoia.org.nz](http://www.nzoia.org.nz)

New Zealand Outdoor Instructors Association

[www.nz-rafting.co.nz](http://www.nz-rafting.co.nz)

New Zealand Rafting Association

[www.caves.org.nz](http://www.caves.org.nz)

New Zealand Speleological Society

[www.skoanz.org.nz](http://www.skoanz.org.nz)

Sea Kayak Operators Association of NZ

[www.skillsactive.org.nz](http://www.skillsactive.org.nz)

Skills Active Aotearoa

[www.sport.org.nz](http://www.sport.org.nz)

Sport New Zealand

[www.watersafety.org.nz](http://www.watersafety.org.nz)

Water Safety NZ

[www.rivers.org.nz](http://www.rivers.org.nz)

Whitewater NZ

# NZOIA

NZOIA is the professional body for New Zealand outdoor leaders, instructors and guides.

NZOIA was formed in 1987 by a group of professional outdoor instructors wanting to work in a profession with operational and ethical standards governed from within. One of the primary objectives of this new organisation was to establish a nationally recognised qualifications scheme for outdoor instructors.

Rock, kayak, bush and mountain instructor qualifications were developed and assessment courses were conducted. The qualifications scheme received feedback and changed to reflect industry needs. The aim of NZOIA qualifications is to reflect the minimum requirements for a person to lead or instruct others in a given environment and situation.

From 1987, NZOIA slowly grew and gained acceptance. Logbooks started to become commonplace among outdoor instructors and other disciplines were added to the scheme. NZOIA qualifications became the standard for competence in outdoor instruction and are held in high regard by employers. They effectively set the benchmark for the level of expertise necessary within many areas of the outdoors.

At present, NZOIA assesses multi-level qualifications in:

**Abseil : Alpine : Artificial Whitewater : Bush : Canoe : Canyon : Cave : Climbing Wall : Kayak : Mountain Bike : River Rescue : Sea Kayak**

NZOIA provides leadership and support to its members by promoting the highest standards of conduct, safety and instruction, providing quality information and services, and strengthening relationships within the wider outdoor community.

NZOIA believes it is essential that anyone working as a leader, instructor or guide is trained, qualified and up to date. Therefore, NZOIA has a revalidation programme and full details can be obtained from the NZOIA website by downloading the Revalidation Booklet.

NZOIA is actively involved in encouraging the enjoyment and conservation of the New Zealand environment and advocates for standards of professional practice in the environment. NZOIA constantly monitors the outdoor industry to ensure that qualifications remain relevant.

As an organisation, NZOIA continues to grow and refine and is committed to supporting the professional development of its membership.

**[www.nzoia.org.nz](http://www.nzoia.org.nz)**

**Ph: 03 539 0509**

**Email: [admin@nzoia.org.nz](mailto:admin@nzoia.org.nz)**

# Assignment Cover Sheet

## He Pīkau Mātauranga

Name:

Email:

Phone:

### Plagiarism Declaration

I, **(insert name)** declare that the attached workbook is all my own work.

Signed:

### Instructions

Ideally this workbook will be completed electronically. If this isn't possible please write clearly.  
Keep a copy of this completed assignment for your records.

Email to: [admin@nzoia.org.nz](mailto:admin@nzoia.org.nz)

# 1. History & Culture

## Tasks

1. Write 2-3 sentences on each of the following:

- a) Polynesian settlement
- b) European explorers
- c) Treaty of Waitangi
- d) European settlement

2. Who are:

*Ranginui*

*Papatuanuku*

*Tāne mahuta*

*Hine-ahu-one*

3. a) What does *tangata whenua* mean?

b) What does *tapu* mean?

c) What is an *urupā*?

d) As an outdoor instructor in New Zealand, how could the above influence your delivery of an outdoor programme?



2. Name six native birds, four of which you would commonly encounter and two which are rare and endangered. If possible, write the Māori and English names.

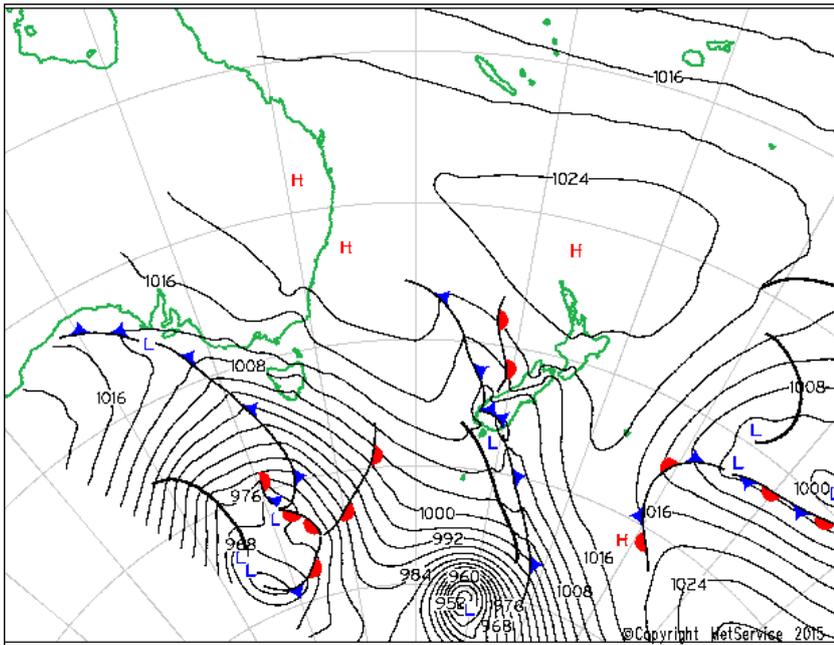
Name	Habitat	Identifying Features and Characteristics

3. Name six native trees. Include endemic species for both the North and South Islands.  
If possible, write the Māori and English names.

Name	Habitat	Identifying Features and Characteristics



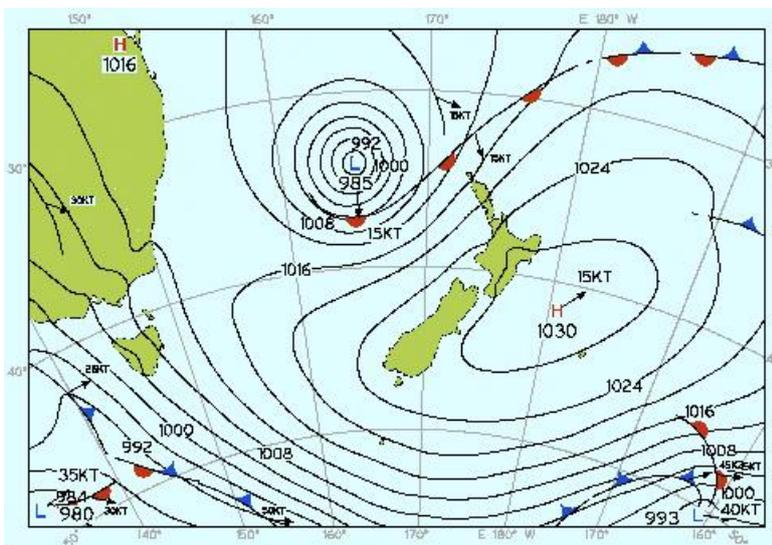
5. Describe the weather in Auckland and Queenstown.



Auckland:

Queenstown:

6. What is likely to occur soon in the North Island?



Answer:

7. If the UV index is at 11+, name three risk management strategies you would employ.



- 1.
- 2.
- 3.

## 4. Geology & Geomorphology

### Tasks

1. Draw on the diagram:
  - a) New Zealand's position on the boundary of the main tectonic plates
  - b) Subduction (use arrows to indicate direction)



2. a) The position of the main mountain ranges and volcanoes
- b) The location of the Alpine Fault



3. Name six common rocks found in New Zealand.

	Name	Areas (max 2)	Appearance and significant characteristic
Volcanic			
Volcanic			
Sedimentary			
Sedimentary			
Metamorphic			
Metamorphic			

4. How does knowing the significant characteristics of NZ rock help you when choosing routes out in the field?



## 6. Land Access

### Task

1. Locate the outdoor recreation area of Tongariro National Park in the central North Island and describe:
  - a) The current land tenure designation.
  - b) The specific issues, considerations and restrictions relating to outdoor recreation.



## 8. Safety Management

### Tasks

1. With reference to NZOIA syllabi and OutdoorsMark describe the current, accepted practice for determining ratios of leaders / instructors to participants.

2. Write a safety plan for an outdoor activity in New Zealand. Your group comprises a maximum of ten people.

(Use additional paper for your answer as needed.)

# 9. Emergencies

## Tasks

1. Communication devices

	<b>Comm. device</b>	<b>Where to obtain</b>	<b>Strengths</b>	<b>Weaknesses</b>
1.				
2.				
3.				
4.				
5.				

2. What is the number for emergency services in NZ and what information should you have to hand when you call?

