



QUARTERLY

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Articles should be submitted in Word format. All photos must be supplied individually in jpg format and cannot be used if embedded in a Word document. Submissions may be edited.

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If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or your membership details need updating.

PLEASE check the email address in your membership account on our website, or contact the NZOIA office if you do not have a username and password.

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Cover photo credit: Jo Stillwell



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- Registration closes 20 July 2024

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APPLICATIONS CLOSE 20 JULY 2024 – DON'T MISS OUT!



NZOIA Board Strategic Update

Kia ora koutou,

it has been a busy few months for the NZOIA board since the last Quarterly. In March we were pleased to receive confirmation of continued funding support from Sport NZ. This funding is an integral part of NZOIA's operations and at a time when government department budgets are being tightened, we thank Sport NZ for this ongoing commitment to NZOIA.

Thank you also to the many members who participated in the May Special General Meeting to elect a new board member, we believe this meeting was NZOIA's biggest voting turn out ever. Congratulations to Mark Johnston who was elected. Mark has many years of industry experience at all levels and the opportunity to connect with the NZOIA membership via his role as an Assessor.

As you hopefully spotted, we advertised recently for a fixed term Chief Executive with the aim of adding additional strategic leadership capacity and skills to the NZOIA staff team. We received a good number of high calibre applications for the role,

with NZOIA's reputation well known throughout the Recreation and Sport sector. As I write this update, we're getting ready to interview candidates, perhaps there will be someone in place by the time this goes to print.

In between, we've continued to be at Workforce Development Council meetings, advocating for recognition of the industry benchmark and safety assurance NZOIA qualifications provide. It's been heartwarming to hear strong support from both employers and many in the tertiary sector, with general agreement that NZOIA qualifications should sit one level higher when benchmarking to the NZQA framework.

As always if you have any questions, comments or insights for the NZOIA board please reach out, otherwise we look forward to seeing many of you at the Symposium.

Mā te wā
Gemma

Gemma Parkin | NZOIA Board Chair

QUALIFICATION REVIEW UPDATE

Cave Qualifications

The Cave qualifications have been reviewed and are sitting with the NZOIA Technical Sub Committee (TSC) for approval.

Kayak Leader, Multi Sport Kayak and River Rescue

The NZOIA TSC are prioritising a review of the Kayak Leader, Multi-sport Kayak and River Rescue scope and syllabus based on feedback received from various members and stakeholders. This review is now underway.

If you have any feedback you want to provide on these qualifications and courses please contact Ben White at whiteykayak@gmail.com to have your say.

Format and consistency review

We are currently reviewing the formatting and consistency of the Scope and Syllabus across the disciplines and levels. If you have any feedback on this please email Penny Holland admin@nzoia.org.nz.

Rock Review

Coming up next is a review of the Rock and Wall qualifications. There's a stack of them!! Look out for calls of interest to be part of the Rock and Wall review in the second half of 2024 and first half of 2025.

Penny Holland – NZOIA Operations Manager

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KŌRERO O TE TAU

KARLLIE CLIFTON (NGĀPUHI, TE ATIWA KI WAIPOUNAMU)

Kia ora koutou katoa...

This year, as a nation, we celebrate the Māori New Year with a public holiday on Friday 28th of June. Traditionally, many Māori will first observe the setting of the Matariki star cluster (also known as Pleiades) in the Tangāroa phase of the Maramataka (Māori lunar calendar). This is during the month of Haratua, the last moon cycle of the Māori year and is around the month of May. This observation indicates the end of the harvest and that Matariki will not be visible in the night sky for the following moon cycle. Matariki is next seen when the star cluster rises at dawn during the next Tangāroa phase. This signifies the start of the Māori new year.

During this time we remember those who have passed, we give thanks for the year that has passed and we spend with whānau and friends. There are other ways to also celebrate this time of the year and it is a good idea to see what events and activities are happening near you. This year the Tangāroa phase of the Maramataka starts on the 28th of June and goes through to the 2nd of July. This is the time to look out for the Matariki star cluster on the eastern horizon at dawn. It is important to know that not all iwi use Matariki to acknowledge the new year and instead will use the star Puanga (Rigel). This is due to Matariki

being more difficult to see for iwi on the west coast and far north were as Puanga is brighter and higher in the sky.

In the last Quarterly we looked at the months of the year so it feels appropriate to acknowledge the moon phases of the Maramataka which play such an important role in not only transition from one year to the next but in every day practices for Māori. The phase of the Maramataka can be used to acknowledge the energy of the moon and determine what activities might be best suited for that day. The moon phase was traditionally used to guide the gathering, planting and harvesting of kai and still is today.

Marama is the Māori word for moon, hence Maramataka which translates to ‘everything under the influence of the moon’. However, you may also hear the moon called Hina which is the name given to the Māori moon goddess. A well known pūrākau (story) is Rona and the moon which is a great one to learn and to share with others. There are many great resources out there to learn about the Maramataka and Matariki so find some time to explore these further.

Ngā mihi o Matariki, te tau hou Māori ki a koe me tō whānau.
Karllie Clifton (Ngāpuhi, Te Atiawa)

Ngā marama o Maramataka – The moons of the Māori Calendar (From the Hina App by Dave Lasike)			
Marama (Moon)	Energy	Marama (Moon)	Energy
Whiro (new moon)	Low	Rakau-nui (full moon)	High
Tirea	Low	Rakau-matohi	High
Hoata	Medium	Takirāu	Medium
Ouekuku	Medium	Oike	Medium
Okoro	Medium	Korekore te whīwhīa	Low
Tamatea-kai-ariki	Low	Korekore te rāwea	Low
Tamatea-a-ngāna	Low	Korekore te piri ki Tangāroa	Low
Tamatea-a-aio	Low	Tangāroa-a-mua	Medium
Tamatea-whakapau	Low	Tangāroa-a-roto	High
Airo	Low	Tangāroa-whakapau	High
Huna	Low	Tangāroa-a-kiokio	High
Māwharu	High	Otane	High
Ohua	Low	Orongonui	High
Atua whakahaehae	Medium	Māuri	High
Oturu	High	Mutuwhenua	Medium

Whakatauki – Māori Proverb

Nā Hina te pō, nā Hina te ao

Both darkness and light belong to Hina

This whakatauki is from Te Rarawa in the Far North and reminds us of Hina’s power. (Dr Hinemoa Elder, in her book Wawata)

Karakia

For Māori, karakia is a powerful method of communication with the atua (gods/guardians) of te ao Māori (the Māori world). The human and atua relationship is of great importance, as is the relationship with te taiao (the natural world) and tāngata (people).

He Karakia mo Matariki – A karakia for Matariki

(matariki.com)

Mānawa maiea te putanga o Matariki
Mānawa maiea te ariki o te rangi
Mānawa maiea te Mātahi o te Tau.
Whano, whano
Haramai te toki ata huakirangi
Haumi e Hui e Tāiki e!

Celebrate the rising of Matariki
Celebrate the lord of the skies
Celebrate the new year
Unite, unite
And bring forth the dawn
Together in union we are one!

Useful Resources

maramataka.co.nz

matariki.com

matariki.co.nz

[The difference between Matariki and Puanga](#)

[Rona and the moon](#)

Our Kaupapa

Te Reo Māori

is a taonga that allows us to understand and interact with te ao Māori.

We will endeavour to include te reo Māori in all aspects of our communication.

Ako

is the reciprocity of the teaching and learning relationship.

We are committed to providing a safe and inclusive learning space for all.

Manaakitanga

is to uplift one’s mana by showing respect, generosity and kindness.

We are committed to providing positive experiences for all, no matter the outcome.

Whakawhanaungatanga

is about relationships and connections which are created through shared experiences and working together.

We will make every effort to ensure there is a sense of belonging for all.

Kaitiakitanga

is the guardianship and protection of place.

This requires us all to nurture, preserve and enrich the environment in which we engage.

Pūkengatanga

is providing and growing expertise through the pursuit of excellence.

We will enhance skills by providing opportunities for everyone to progress.



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NZ MOUNTAIN SAFETY COUNCIL

NATHAN WATSON

Kia ora NZOIA members! While I relinquished my NZOIA quals a few years ago, I still enjoy remaining connected to your fantastic work through the Quarterly and 4YA weekly updates. MSC and NZOIA have enjoyed a strong partnership over many years, and we have certainly appreciated NZOIA's support in helping to share public safety resources like Plan My Walk.

Over the next few Quarterly editions, I'm looking forward to sharing some updates with you all. If you have any feedback, or requests for particular topics, please make contact.

Adventure Voice Research Community

The foundation of our prevention work is evidence-based insights. In essence, this means removing the emotion and bias from our decision-making to focus on the real safety issues, not the ones we think are the most important, or hear the most about through sources like media articles or social media. Using evidence to inform how we invest in prevention resources ensures we're focusing on the issues that need attention and critically, it ensures we're implementing initiatives that are suitably designed and targeted to the relevant audiences.

A lot of our work is really about behaviour change and to do this successfully we utilise a broad range of data. With this data we develop insights, and those insights drive our work. I'm sure you have all heard the saying 'data (knowledge) is knowing a tomato is a fruit, insights (wisdom) is knowing not to put it in a fruit salad!'

Over the last eight years, we have built a robust insights framework, drawing on unprecedented access to data from ACC injury claims, search and rescue events, and fatalities. We've used this alongside participation data from various sources and developed a pretty good picture to operate in an evidence-based mindset.

However, there's always more to learn. We identified that these more traditional data sources can't answer many of our questions about human factors: what motivates us, how we make decisions, our attitudes, what influences us, and how we behave. Additionally, we know that 99% of outdoor recreation experiences end positively (by that I mean without a safety incident). Therefore injury, SAR, and fatality data only provides insights into 1% of the experiences that people are having in the outdoors.

So how do we expand our knowledge and develop insights about these social science-related topics? By introducing Adventure Voice!

Adventure Voice is a dedicated outdoor research community that we've established in collaboration with Rangahau Aotearoa Research New Zealand. Everyone with an interest in outdoor

recreation is encouraged to sign up, no matter what their level of experience or ability.

Community members will take part in regular short online surveys, sharing their experiences, insights, and opinions on various outdoor recreation topics. Last month's survey was only three questions long!

As NZOIA members we encourage you to join (it's free), and we would greatly appreciate your help again in sharing this new initiative through your networks. To thank you for signing up, you'll automatically go in the prize draw to win gear vouchers, and every survey has additional spot prizes.

Working with a school group? We'd love you to let the teachers know about Adventure Voice. Maybe a corporate team-building day? Give Adventure Voice a plug and I'll shout you a coffee!

You can learn more about it at www.adventurevoice.nz



Photo credit: Rob Frost

Coroners Reports

In the outdoor recreation space, MSC plays a key role in the coronial process. While thankfully outdoor recreation fatalities are not as common as they used to be, on average MSC is involved in approximately 3-5 coroner reports each year. This isn't the number of fatalities per year as the time delay between fatality and coroner's inquiry can be up to a couple of years.

The role of the coroner (of which there are about 38) is to investigate unexpected, violent or suspicious deaths to find out what happened. Coroners are a bit like judges, they are qualified lawyers appointed as judicial officers. They are experts in the legal process, but not experts in every field or subject matter they investigate. When an outdoor recreation fatality occurs, typically MSC provides the coroner with an independent expert report.

Our reports are confidential and for the coroner's eyes only. They use them as part of the evidence they have available to determine, among other things, the cause of death.

To write our reports for the coroner, a MSC staff member is appointed lead author, and they work with another subject matter expert (SME) or technical expert to author the report. On some occasions, if the activity involves multiple disciplines like alpine hunting, multiple MSC staff or SMEs may be involved. We use a range of SMEs, some of which are NZOIA members. The draft report is then reviewed and authorised by me, as Operations Manager.

When investigating the fatality, we use the same evidence that's available to the coroner, which usually includes a police report, witness statements, photographs, autopsy reports and depending on the land manager and circumstances, a report from them. If we feel there's insufficient evidence or a gap in the chain of events etc, we ask the coroner to source this on our behalf.

Coroners can choose how they investigate a fatality; either holding an inquest (in person) or a 'hearing on papers' which means a desk-based process using written evidence. Having been interviewed as part of a formal inquest, I can confidently say they are not something I enjoy as part of my role. Nowadays, almost all outdoor recreation fatalities are conducted as a 'hearing on papers'.

Being involved in the coronial process is an important part of MSC's insights work because it allows us to deeply understand the contributing factors and root causes. With this knowledge we're able to develop evidence-based insights, and in turn prevention initiatives (like public safety campaigns, resources, or products) that directly address these causal factors. Additionally, and equally as important, we can significantly influence the coroner's recommendations.

Coroners' findings are public documents (not the evidence used to determine them, including our reports), and you can find them many of them online here: <https://coronialservices.justice.govt.nz/findings-and-recommendations>

For NZOIA members interested in learning more to support your leadership role through reading coroner's reports, I recommend searching for 'Langley' (Whangaehu Glacier, Mt Ruapehu, Tongariro National Park), 'Corridon' (Rapaki Rock, Christchurch) and 'Tsygankov' (Mt Lancelot, Arthur's Pass National Park) as a starter.

Finally, it's important to acknowledge that discussing fatalities can be a challenging subject. Let's be honest, no one wants this topic to be part of their world. Tragically, these events do occur. If you're affected by loss or grief, talk to someone. Bottling it up is not the best way forward for your mental health. If you don't know where/who to turn, try www.eapservices.co.nz/eap-for-me or www.vitae.co.nz.

Until the next edition, stay safe out there and keep up the incredible work.

nathan.watson@mountainsafety.org.nz



Nathan Watson, Operations Manager, NZ Mountain Safety Council

JOIN THE ADVENTURE VOICE RESEARCH COMMUNITY

Adventure Voice is a powerful way to connect with you, our community. We want to understand your thoughts and actions when planning, preparing, and adventuring in the great outdoors. Your input will shape our work, ensuring it's relevant and responsive to your safety needs in the outdoors.



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LIVING LOOSE ON THE FAULT LINE: THE UNDISCLOSED HAZARD

KEITH RILEY

There I was, Arthurs Pass, Edwards-Hawdon route. Day two of a three day tramp. Bomber weather, eight engaged students, Silver Duke of Edinburgh qualifying tramp. All going great guns. Nek minute – the Alpine Fault ruptures – “unpredictable but entirely foreseeable”.

What are the chances?... To be precise, the science says 80% percent chance the fault could produce an earthquake larger than magnitude 8, and a 75% chance it would happen in the next 50 years.

Right on cue; it started with someone thinking they heard a train coming. That became loud enough to be a plane...maybe a jet? For a nano second, I thought it might be a landslide, then all hell broke loose... We were all violently thrown to the dirt as the first of many seismic waves smashed through the landscape. For two and a half straight minutes, the mountains felt like a violent heaving ocean. The sound was deafening, the dust blinding, everything was moving. Entire mountain sides slid to the valley floor, rock fall tore through my group, the land beneath us fell away.

When the shaking subsided, two of my students had vanished in an un-survivable rock fall. Concussions, blood, broken bones – we all had significant but survivable injuries. There was less than a minute to comprehend our situation before the first of many aftershocks had us clinging uselessly to anything that might offer support.

The next two days were straight out of a survival horror movie, shock, hunger, field first aid on injuries that warranted heli-evacuation, more aftershocks and more close calls... When we finally got out to anticipated help, our helpers were in a worse state than us. Despite our ordeal, for the time being we were the rescue party.

From an outdoor education /adventure tourism business point of view, this sombre but realistic scene technically falls under the scope of ‘managing natural hazards in the workplace’ and legally needs to be tied into your SMS (Safety Management System). The injuries were a result of rock fall and landslides. Treating a landslide as a natural hazard in isolation makes it a

more digestible hazard to manage, but if you are serious about preparing yourself or your staff for natural hazards, there is value in considering landslides in the context of an Alpine Fault rupture (AF8)... the context being:

- The landslide you’re exposed to will be just one of thousands of rockfalls or landslides coming down steep slopes across the high country in the South Island
- Severe damage to numerous parts of the roading network
- Severe damage to parts of the power network
- Overloaded emergency response agencies – this disaster will be coordinated by the National Emergency Management Agency (NEMA) and regional Civil Defence groups – that is emergency management and their partners (fire/ambulance/police). It will take time to get help into all the communities across the Southern Alps region
- Fatalities and injuries will be widespread, and not isolated to your place of work
- Aftershocks will mean that landslides and rockfall will continue to present a risk
- Landslides may block river valleys and cause dam-break floods, mudslides or debris flows
- Tsunami may occur where landslides or rockfall enter lakes or fjords, generating potentially destructive waves
- The rest of the South Island is having similar or worse problems than you are due to direct impacts of ground shaking, and indirect consequences (such as loss of power, disrupted supply chains, road closures).

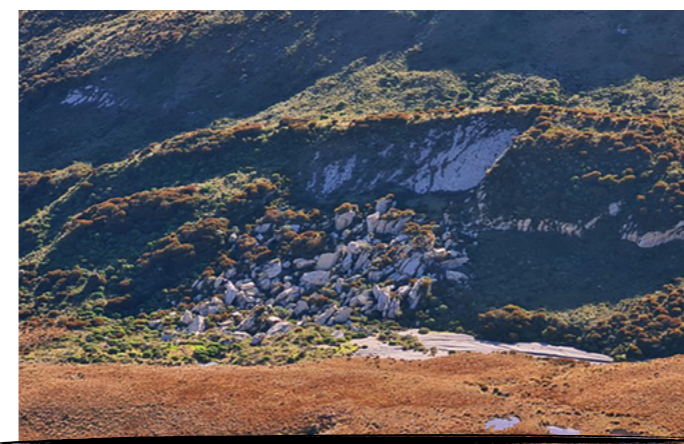
For those working in South Island outdoor education or adventure tourism, treating a landslide as a hazard in isolation paints an unrealistic scenario for a likely event. Large parts of the Southern Alps and other areas of high elevation will experience widespread landslides during an AF8 rupture.

Your minimising, eliminating and reducing strategies may seem impotent, the nod to landslides in your Safety Management System may appear tokenistic when applied to an AF8 rupture.

So what can you do?

NZOIA and the Outdoor Education sector in NZ is doing positive things towards developing attributes and skills in our communities that will be valuable in a post-AF8 response and recovery.

- Building Community. Plan to be isolated and help (or be helped) by those around you. The overwhelming situation you find yourself in may be less than your neighbour. You may find yourself unable to access your usual community, in which case your community is where you are... join it and try to be useful.
- Have an AF8 emergency plan that can function without outside help. Anticipate being on your own for up to two weeks and prepare as much as you can. This could involve sharing resources with neighbours, and the wider community. If you’re personally prepared at home, you’re more likely to be able to help others.
- Building resilience. Dealing with fatigue, hunger, pain and sorrow will be a normal part of post-AF8 life. Practise and celebrate a little hardship now and then.
- Resourcefulness. Fix things, find things, make things, butcher things, cook things, hunt things. Foster those skills and that mindset. Get good at living in the dirt.
- First aid training where hospitals are not accessible, and resources are limited. Triage and enforced long term patient care.
- Your local LandSAR group and Civil Defence is likely made up of community members who work with emergency services and train for emergencies. Look for opportunities to work with and understand how these organisations function. You may be on the giving or receiving end of a rescue response.
- Run through scenarios during staff training, it could just be talk and chalk. Given everything is broken, how would you try and communicate? Is this where an In-Reach could be more useful than a PLB? Will the standard plan A for field teams be stay put and just camp up, or try and get out to the nearest road or back to the vehicle (not that you could go anywhere)? It is situation dependant, but it may be good to have agreed plan A protocol.



A idyllic and relatively safe looking river flats camp site in Kahurangi National Park lies buried beneath a small land slide. The spatial distribution of the landslide hazard leaves little terrain risk free. Photo credit: Rauri McFarlane.

A principled approach and an attempt to arm staff and yourself with the above attributes may have more meaningful impact when attempting to manage the AF8 hazard. Keep this in mind when dividing time energy and resources into your safety management system. The plausible scenarios resulting from an Alpine Fault rupture are unprecedented and so varied that a systems approach may be too many pages long to add value.

The obvious nature of hazards when stepping onto an active volcano are wholly disguised when stepping onto an active fault line, even the title “South Island” gives nothing away as to the inherent, foreseeable risk. The Tourism NZ website (newzealand.com) offers no earthquake risk disclosure, leaving South Island tourists blissfully unaware of the main risk they face when first stepping onto the island. If as a nation, we are serious about legislating appropriate risk disclosure then surely disclosing the AF8 hazard should be happening at a national level for all NZ visitors. This hazard is not Adventure Activity specific.

Being blissfully unaware may in fact be a preferable way to enjoy the South Island. And having another home may also be preferable after an AF8 event. If Te Wai Pounamu is your home, and its inhabitants are your community, then you’ll be inclined to stick around and deal with the change, pick up the pieces, rebuild, heal. In being mentally prepared for the severe but realistic prospect of an Alpine Fault rupture, we can help ourselves comprehend and better deal with our new reality.

Keith Riley | NZOIA TSC

Insights from the experts

For those that were in Christchurch on 22nd February 2011, you know what a large earthquake feels like. You may have even seen some of the rock avalanches and landslides that were caused by it. For those that weren't there you will no doubt have seen images of the Red Cliffs or Sumner hills collapsing. Now try to picture an earthquake releasing 350 times more energy than the fatal Christchurch earthquake...

Remember, the rocks of the Southern Alps have been raised from below sea level by successive giant earthquakes. Without the associated landslides, the Southern Alps would be 20 km high. The landslides that happen during those events choke the river valleys with rock, which gets washed out onto the flood plains in a series of catastrophic flood and debris flow events for years after the ground has stopped shaking. This isn't going to be a big earthquake. It's going to be a great earthquake; brutally resetting many of the natural and built systems of Te Wai Pounamu.

For more information about Alpine Fault hazard and risk, and to find out how you get better prepared, check out <https://af8.org.nz>, Toka Tū Ale EQC or your regional Emergency Management Group websites.

Kev England, Masters in Science, Landslide expert

“CONSERVATION IN NEW ZEALAND IS ALL ABOUT KILLING THINGS”

ZAK SHAW



This was the line in Elizabeth Kolbert’s article titled, “The Big Kill” that caught my attention.

The article is over ten years old now however, Elizabeth, a journalist for The New Yorker shone a spotlight on New Zealand’s crusade to rid itself of invasive mammals.

At the time I was preparing to sit NZOIA’s Bush 2 assessment and was on the hunt for articles I could add to my bush library. The bush library, a series of printed PDF’s, served as enlightening gifts for students to read from the comfort of their tents during our trips in the hills.

The Big Kill, paradoxical in nature, had the effect of encouraging me to stop and think about Aotearoa’s evolutionary history, human settlement, the ecological effects of introduced species and our country’s efforts to protect native species by killing the invaders that threaten them.

The idea that making a kill was somehow good for Papatūānuku wasn’t something I had really put much thought into. This is despite being someone who had grown up in rural New Zealand chasing turkeys on foot, running after dogs in pursuit of pigs, shooting deer, trapping possums, trading fur, and tackling goats. My dad got me started as a hunter. He would load us boys on a two-wheel motorbike and off we would go in pursuit of any pest that moved. After the early years of shooting rabbits, hares and possums I learnt, to a certain extent, to hunt without adult guidance in the company of my teenage mates. One of them occasionally talked about working for DOC, but within those conversations, I don’t remember us having the understanding that our hunting efforts were contributing to the conservation of native flora and fauna. I think like many young men, hunting was about chasing and catching stuff in the wild. It was a physical challenge and a way to expend energy. Hunting as an activity came with high levels of freedom and a need to be self-reliant. The adventures were loosely planned, and the size of the hills didn’t really seem to matter that much. Wherever the animal was spotted was where you had to get to. My uncle owned the neighbouring farm and was supportive of our hunting efforts. Keeping populations of feral ungulates to low levels on farms has the effect of supporting increased productivity. Investing in growing high quality pastures, only to see them eaten by animals which provide no economic return is a problem. In one day alone, a friend and I put down 126 goats, an effort which pleased my uncle to no end.

My own interest in hunting wasn’t something that I talked about much in my role as a tertiary outdoor education tutor. Although the curriculum allowed for it through survival education programmes, I was hesitant. For a large portion of the student cohort, I sensed that the killing of animals was a step too far and as a result, I took the stance of buffering them from it. My hesitancy stemmed from the fact that an increasing number of people were opting for meat and animal product-free diets. Therefore, to me hunting seemed to be at odds with their values. Generally, people’s reasons for not eating meat are linked to environmental concerns, distaste for industrial farming practices, personal health, cultural reasons, animal welfare concerns and the cost of meat itself.



In the instances where I did link hunting into programme delivery, I was surprised by the students’ reactions. In one or two examples, the lessons didn’t hit the mark for certain individuals, but on the whole most people really got into it. Lessons integrating concepts such as field dressing and the butchery of animal carcasses were experiences most people had not had the opportunity to view or try before. In combination with developing basic skills in using a knife, the sessions were attended with high interest. The processing of animals wasn’t compulsory but the rain, hail or shine meat eaters, participated fully. More often than not, vegetarians seeing the 100% certified organic label, joined in.

From the sessions, I gained an understanding of how facilitating the gathering and processing of wild meat could act as a mechanism in which people more clearly understood the activity of hunting. In this way hunting opened the door to conversations with people about their food choices, why they eat what they



eat and where they get it from. The conversation was a chance to share the experience of hunting and the processes hunters go through to be safe and increase the likelihood of a humane kill. Discussions provided opportunities to increase people’s understanding of the detrimental effects which introduced species have on our native ecology and why the management of feral populations is vital.

NZ’s Acclimatisation Societies can be accredited with the establishment of the wild ungulate (hooved mammals) populations we now have in NZ today. When the first settlers came, they tried to create another England and to this day Aotearoa lives with the legacy of these past decisions.

Commencing in 1851, red deer were the first of fourteen species of feral ungulate to be liberated. In addition to seven species of deer, Himalayan thar, chamois, goats, pigs, horses, cattle and sheep were released and have all established wild populations.

Excluding the species that were liberated primarily for use in the primary sector, New Zealanders have few restrictions when it comes to hunting these species. Liberations have supported the development of an important facet of the NZ culture and their proliferation provides people and communities with the opportunity to regularly supplement their diet. Importantly, the hunting and gathering of kai serves as a method of encouraging cultural identity and enables people to connect to te taiao, the natural world.

The ecological impact of each feral ungulate species varies, but broadly speaking, ungulates can damage plant communities through their browsing habits. Similar to us humans, ungulates have food preferences and whenever their favourite is on special, they are likely to pick it. The consumption of palatable salad-like species, including Grisilinia and Neopanax for example, along with seedlings and fallen fruit rank highly. The result of repeat browsing of preferred species within a forest prevents the regeneration of the forest canopy and can change the species composition of the forest. In combination with the eating habits of possums, heavy ungulate browse can lead to the complete collapse of the ngahere.

Authors of the Forest and Bird report, ‘Protecting Our Natural Ecosystems Carbon Sinks’, highlights the role New Zealand forests have in providing resilience to climate change. The report suggests that damage caused by ungulates includes increased rates of soil erosion, soil compaction, consumption of leaf litter as well as bark, leaves, branches and buds. This reduces a forest’s ability to perform a range of ecosystem services including its ability to sequester and store carbon.

While in recent times large scale predator control projects have successfully delivered gains to some indigenous species, wild ungulate species in many areas have been left uncontrolled

despite population growth and evidence of the detrimental effects on a variety of ecosystems (NZ Journal of Ecology, 2023).

An observation I have made in recent times is a change in the mentality of hunters. While most are selective about whether to shoot an animal or not based on sex, age, stage of antler development or an animal’s genetics, some hunters are becoming far less selective. This is in response to high population density and the detrimental effects ungulates are having on the environment.

In combination with Predator Free 2050, our country’s most audacious conservation goal to date, the need for the control of ungulate populations has reached the point of being critical. In order to avoid further degradation of New Zealand’s native forests, a significant reduction in the number of introduced browsing species needs to occur. With this in mind New Zealand looks set continue with our ‘big kill’ approach to conservation.

A friend of mine, who enjoys hunting deer and appreciates his ability to harvest wild meat for his whanau, said to me recently “I’m a conservationist bro, for me, if it’s brown it’s going down.”

It’s my guess that this article will land in different camps depending on the reader’s interest in hunting and their level of exposure to it to date. The hunter who has been at it for a while, is likely to relate and will continue dreaming up creative ways in which they can integrate their love for hunting into their educational programmes or somehow find space for it within their unrelated day job.

The non-hunter will likely need the pathway to hunting for conservation made clearer. This isn’t to say everyone needs to rush out and sit their firearms licenses. While a steady stream of new hunters are coming online and more hunting is being done it will likely lead to improved outcomes for conservation. I think the biggest impact people can have is to make changes, infrequent or frequent, subtle or large to where they source their meat.

Hunters don’t all own massive chest freezers, but hunters like bartering and they like to show manaaki. What the non-hunter brings to the table is a plethora of ways to incentivise the hunter to go out again. While the selling and purchasing of recreationally hunted meat is illegal, the non-hunter can support conservation efforts by trading and swapping other goods and services. Tramping parties comprised of hunters and non-hunters can share the load enabling more meat to be carried out.

When it comes to providing hunting related education, experiences and managing people’s safety, it’s worth noting that the use of firearms is not a requirement. Parents and schools would be rightfully concerned if they were. Spotting animal tracks, identifying what forest species are being chewed on and games to identify who owns which poop are simple ways for the non-hunter to engage people in learning about different animals and their behaviours. With guns locked away, walk-in chillers and chest freezers serve as cold places to store animal carcasses until such a time they are needed. When the class starts, although the chase is over, there is much to be learnt about hunting, conservation and how we nourish ourselves.

Zak Shaw enjoys the challenge of hunting and the terrain he explores in the process. Zak leads the Nature Economy Project on the West Coast, supporting businesses and community groups to invest in the health of nature. On a part time basis he offers a free service, delivering meat to his whanau, friends and neighbours.

NAMIBIA: CAVE DIVING

KIERAN MCKAY

I was lying on my back, immersed in warm water, breathing warm humid air surrounded by total blackness. In the dark, my mind felt at rest and my body totally relaxed. It was quite a contrast to the stress of the previous 36 hours which involved 24 hours of flying, five airports, four planes one car and 10,000 km of travel. Lying in that warm water it was easy to imagine I was still flying, flying through a space with no end. It was a pretty trippy experience and it felt good. The occasional echo of gurgling water, and drips falling with a kerplunk, brought my mind back to reality. Even though the space I was in was not infinite it was still huge. Alone, it was hard to appreciate how big. However, when the film crew arrived with lights and more people, the true size of where I was lying became apparent. I was floating on the surface of an underground lake. The roof lay 30 metres above me, the crystal-clear water below me was 200 metres deep and the surface area of this lake was larger than a rugby field.

I was in northern Namibia and exploring one of the world's underground wonders. It has been a long time since a cave has blown me away like this one did. This place is called Dragon's Breath Cave, and it took my breath away. For the next six days, I spent my time behind a camera filming divers exploring the sights. We swam through stalactites and stalagmites, over huge fields of boulders and under massive underwater roof structures. The most impressive sight was filming a diver swimming away from me, alone, getting smaller and smaller surrounded by just black. This was an unforgettable experience, and I am extremely grateful to have had the opportunity to visit and work in this cave.

Namibia is beautiful for those who like huge, wide and dry open spaces. The people have come through apartheid and they had fought a brutal war with South Africa for independence which they won with leaders promising something better. The population of three million is 97% black and 3% white. The indigenous people are made up of many tribes and subtribes who historically fought each other for resources. Now those battles

are fought behind doors in politics. According to the locals, since independence, the gap between rich and poor has grown by a huge amount, multimillion-dollar buildings for overseas corporations are being built next door to overflowing public hospitals. Unemployment is rife and wages are incredibly low.

On the flight home I tried really hard not to compare Aotearoa with Namibia. We have our flaws and there are many things we need to work on in our communities and te taiao. However there are also many things I couldn't help but feel grateful for. I am extremely thankful for having a political system where our politicians are still public servants doing their best to serve our country and people with all their complex needs. I often disagree with how they serve us, but I am grateful we are close to our leaders and can influence them through protest and lobby groups and that our press can still hold them to account. I appreciate we have an evolving partnership with Māori which is growing as our understanding of the internationally unique treaty, Te Tiriti o Waitangi, evolves. I am grateful that a dolphin can stop a bunch of boats from racing in a marine reserve. I am grateful we still have some clean fresh water and the freedom to wander through our national parks and I am grateful that when I have an accident I get looked after with no questions asked. I am also very grateful I have a wonderful wife, awesome son and daughter and fantastic friends.

After 20 hours of travelling, I landed in NZ. As I walked along the corridor to immigration, I could hear tūi calling and the sound of waiata. I was home and it felt good. Despite it being midnight, the Qantas staff were amazing dealing with my lost luggage, the guy at immigration had a smile on his face and the Uber driver was happy and fun to ride with. As I was driven through the quiet streets of Auckland the late John Clarke popped into my head and he said, "You know mate, we just don't know how lucky we are."

Kieran McKay | NZOIA Cave 2 Assessor

Congratulations to the following members who recently gained NZOIA Qualifications!

Abseil Leader	Cherish Alafotofia, Benjamin Orme, Shea Fowler, Kelly Vollebregt, Justine Cornford, David Taylor
Bush Leader	Benjamin Weber, Kirsten Evans, Briana Manguette, Chace Crowell, Olivia Gervais, Max Stevens, Grayson Redmond, Gabriel Foulkes, Carson Poczwiński, Daniel Bedoya, Holly Campbell, Peggy Goh, Bryanne Duggleby, Patrick Hamill, Marnie Cahill, Kayla Migalka, James Rielly-Leadbetter, Greg Hafoka, Kathryn Strachan, William Pepper, Oliver Thomas, Ryan Smith, Mary Hislop, Nanae Ito, Mitchell Mawhinney, Ben Jackson, Haisley Green, Sabrina Dubois, Sylvie Frater, Donna Baldy, Lucy Chatfield
Bush Leader Overnight Endorsement	<i>Scouts Aotearoa</i> – Katherine Sarich, Edmond Le Grelle, James Rielly-Leadbetter, Greg Hafoka, Kathryn Strachan, William Pepper, Oliver Thomas, Ryan Smith Ciara Hensey, Jack Turner
Bush 1	Kaleb Geary, Rebekah Clews, Rebecca Blakeman, Dillon Valentine, Jarrod Coutts, Sarah Binnie, Todd Houston
Bush 2	Paul Humphreys, Kevin Rowley, Natasha Mealing
Canoe 1	Tristan Rowe
Canyon 1	Brig Murdock
Climbing Wall Supervisor Monitor Lead Endorsement	Julian Pope
Kayak Leader	Kyle Frank, Mark Ashcroft, Leon Candy, Tineke Maunder
Kayak 1	Finn Anderson, Zack Stones, Kendal Shuker
Abseil Leader	Timothy Johnson, Joseph Lewis, Luke Crookbain, Oliver Burton, Roesemary Hinton, Caleb Prewer
Rock Leader	Cherish Alafotofia, Benjamin Orme, Shea Fowler, Kelly Vollebregt, Justine Cornford, Kelly Butler, Benjamin Weber, Kirsten Evjans, Briana Manguette, Chace Crowell, Olivia Gervais, Max Stevens, Grayson Redmond, Gabriel Foulkes, Carson Poczwiński, Timothy Johnson, Joseph Lewis, Luke Crookbain, Laura Smidt-Robinson, Holly Campbell, Kayla Migalka, Marnie Cahill, Daniel Bedoya, Peggy Goh, Bryanne Duggleby, Patrick Hamill
Rock 1	Hannah Duggan, Alice Payn, Patrick Seifert, Joseph Scott, Chelle Brouwer, Camryn Parkes, Chris Mackie, Cualann Richley, Dion MacIver, Georgia Thomas, Matias Rivera, Peter Smalley, Ashley Bauscher, Jonathan Lim
Rock 1 – Sport Climbing Endorsement	Oliver Bone
Sea Kayak Leader	Joseph Scott
Sea Kayak 1	Jeremy Molloy, Dirk Judson, Dion MacIver, Reynaldo Rojas Robles

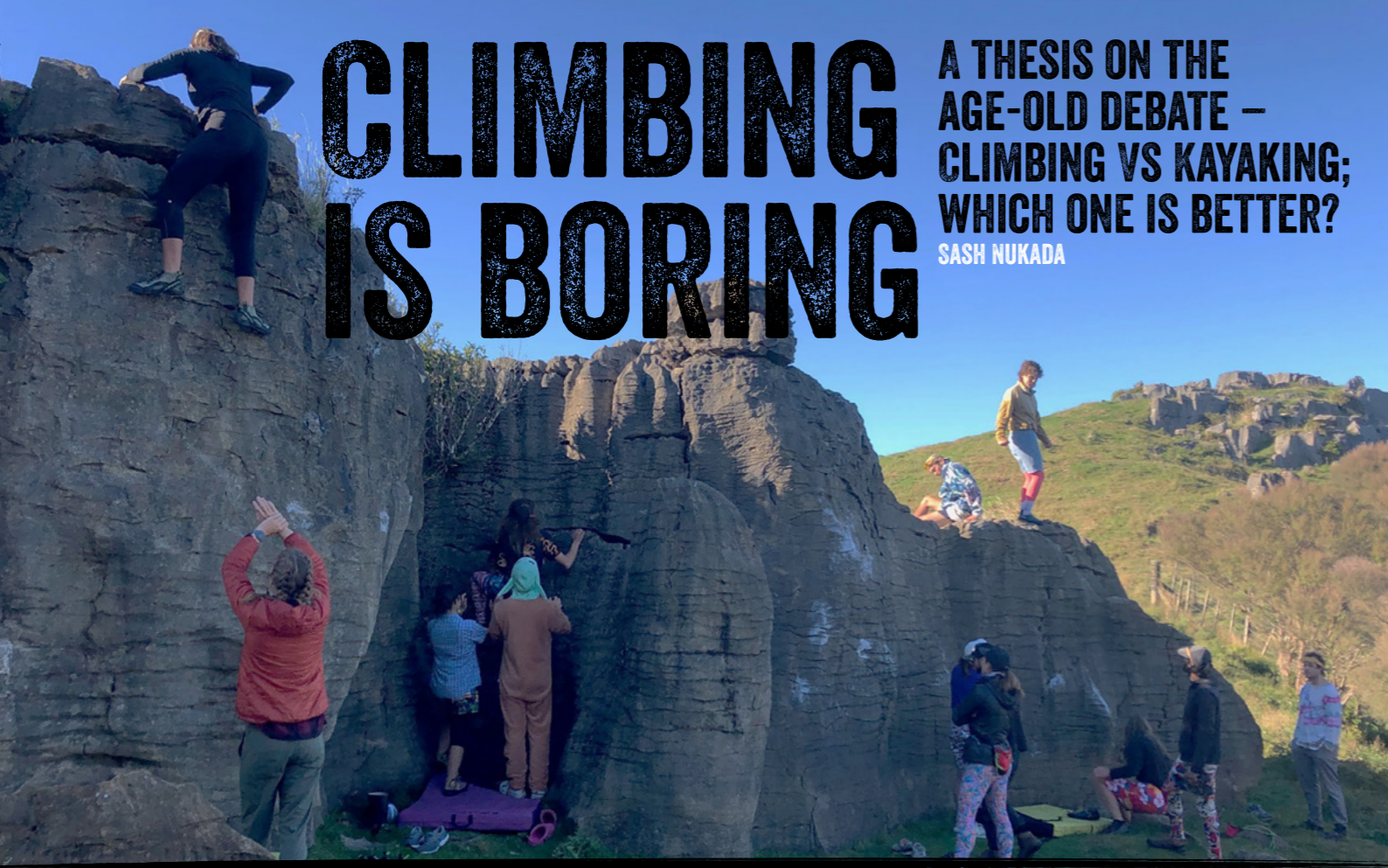


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CLIMBING IS BORING

A THESIS ON THE AGE-OLD DEBATE – CLIMBING VS KAYAKING; WHICH ONE IS BETTER?
SASH NUKADA

Now that I have your undivided attention, let me tell you a story (go and get yourself a drink and make yourself comfortable). So, it's the early 90s (for young folk, that's the dark ages, when the Grigri had just been invented, the Bandit was a radically small kayak, and when your sleeping bag and tent alone would fill up your 90 litre Macpac Torre pack). I was at Otago Uni studying Econ@#*cs (what the heck for? I'm not sure. So, I could meet girls?), and I had discovered rock climbing at Long Beach which quickly consumed my entire life. I primarily climbed, but I had plenty of friends who also kayaked. One thing I started noticing which persisted over the years was the general difference in the types of people that were attracted to climbing and kayaking. Obviously, many did both, so this is a generalisation, but the general pattern I noticed is;

- The vast majority of my climbing mates were quite introverted and intellectual, many went on to become builders or doctors, presumably so they wouldn't have to talk to anyone (just jokes). Almost none became outdoor instructors and guides.
- The vast majority of my kayaking buddies were quite extroverted and highly social. Several of them ended up working in the outdoor industry as guides, instructors and educators.
- Kayaking is a gravity sport, with a high 'stoke factor', like skiing and mountain biking. Climbing is anti-gravity, and one has to keep 'committing to the move' literally every step of the way.

Eventually I began to assess for NZOIA and work on tertiary outdoor education programmes. More observations;

- Most of the NZOIA Kayak 2 instructors and assessors were in the realm of some of the best kayakers in NZ; think Mick Hopkinson, Graeme Charles, Dave Ritchie, Zak Shaw,

Keith Riley, and Daan Jimmink, among others. No Rock 2 instructors nor assessors are anywhere near being in the top echelon of rock climbers in NZ. We are at least 10-12 grades below that standard.

- Over the 16 years I have taught tertiary outdoor education, kayaking would easily be the most popular pursuit among the student body, and the pursuit that most graduates have kept doing. Rock climbing would be second, with tramping third and alpine climbing a very distant fourth (I have a solution for alpine too but that's another article. Hint - it's called ski and board touring).
- I have had several chats to various people about why this might be.
- Kayak instructors need to be super competent and comfy on at least grade 3 white water for their own and their clients' safety. Rock climbing instructors do not; they just need to be able to jug or prussic or walk to the top of a cliff and abseil. We don't really need to climb grade 20 trad (as fun as it is) for our clients' safety. So, there's no need in terms of safety to be able to climb hard.
 - Kayak instructors are always on the water with their clients, so always clocking up time practicing their own paddling. Rock climbing instruction, let's be honest, is like watching paint dry but with super high consequence. The vast majority of the time I am standing on the ground or hanging off anchors watching. Makes instructing rock climbing about as much fun as supervising high ropes (no offence to any High Ropes instructors out there). Can you imagine kayak instructors not kayaking, but rather walking down the banks on the sides of the river, just watching and yelling instructions to their students on the water?
 - Another huge contrast in kayak and climbing instruction.

Take a tertiary example; when my crew have a kayak week, 95% of the time is spent learning how to kayak, and 5% on how not to drown (i.e. river rescue). When my crew have a rock week, it's the complete opposite; 95% of the time is spent on how not to fall off a cliff (belaying, anchor set up, cliff top safety, etc.) and often a token 5% of bouldering and/or technique (how to actually climb!). Contrast a Kayak 1 vs Rock 1 assessment and you see what I mean. For years, we have never really taught **how to climb** because we didn't know how to teach it, as nobody taught us! Imagine if we ran our kayak weeks like we ran out rock weeks? 95% of the time doing river rescue, standing on the bank and playing around with ropes and karabiners, and only 5% of the time actually on the river learning to kayak? No wonder my students are all flocking to kayaking, and not to what they maybe perceive as an activity based around anchor building.

- Students learning how to become better kayakers and learning how to manoeuvre their boats is a major safety issue! We need them to make certain moves to keep themselves safe. However, whether our students can climb grade 10 or 20 has very little to do with their safety. As long as they are clipped in, safety checks have been done, and they are on an appropriate graded climb for their ability, they are good to go.
- Perhaps there is a difference in training. To become a good paddler, most of the training is going to involve paddling on a river. For most people I would argue, to get past grade 24-ish climbing, unless you are genetically gifted with strong fingers and good strength/weight ratio, you are going to have to do some specific strength training. What's more appealing, just going paddling on a river with a bunch of mates, or specific finger strength training on a fingerboard by yourself?

So where am I going with this? Stick with me, go pour yourself another drink. Some broad summaries so far;

- Kayaking could be seen as a more social sport; done in larger groups, tends to attract more extroverts, gravity sport with high stoke factor. Climbing is less social, often done in pairs (though it's really a solo pursuit, as you are actually up there by yourself on lead), slow anti-gravity sport, with more of an intellectual, scary game of vertical chess challenge to it.
- Kayaking instruction focuses way more on actual kayaking technique, kayak instructors are some of the best in the country, and students feel themselves becoming better kayakers so feel motivated to do more. Rock instruction focuses way more on rope skills; playing around with slings and karabiners and trying to figure out how not to fall off a cliff. Important, but not exactly inspiring stuff for students. Also, we rock climbing instructors can't climb very well.

I'm not suggesting that climbing needs to be like kayaking. But I LOVE climbing, and I would like to share that love and passion with more people, more of my crew that I work, and inspire more people to take up climbing. So, what am I suggesting?

1. **We need to teach more climbing technique in rock instruction!** Make it way more inspiring for students, for them to feel progress, and raise the climbing standard among instructors. I've been banging on this drum for a few years now. I would love to see NZOIA or funders back development of a Climbing Coaching qualification. There's a good book available on the NZOIA website on this topic (in my humble opinion).

2. **We need to look at ways of making climbing more social and fun.** Yes, you can argue that climbing is ultimately a suffer-fest disguised as a solo game of vertical chess, but we can make it more social and fun, because we are all human, and we like social fun stuff.

The answer? **Bouldering!!!!** Both outdoors and indoors. Again, I'm banging on my own drum here as I've always loved bouldering (and trad, don't forget the adventure). Every time I have taken my students bouldering at places like Castle Hill, Waitomo Airstrips, Uprising in Christchurch or Boulder Co. in Auckland or Hamilton, they have LOVED it and come away super psyched. Bouldering is much more social than roped climbing and is super fun working a route with a group of mates. And you can learn so much more and get more feedback bouldering with a group of psyched climbers than you ever would high up on a wall by yourself. Bouldering is also great as its time efficient; you don't have to tee up a climbing partner, and if you have only an hour over lunch, you can be climbing for most of it, not spending most of the time, tying in, flaking ropes and belaying.



Speaking of learning and feedback from bouldering, it's 100% about technique! We aren't discussing what the exact pulley ratio is, or the best way to tie off an ATC. As mentioned above, I would love to see some initiatives to raise the standard of rock-climbing movement instruction among us. I think an NZOIA Climbing Coaching qualification(s) would be a step in the right direction. I would think a simple two-tier qualification, say Climbing Coach 1 for outdoor education teachers and instructors with large groups, and Climbing Coach 2 for more one-on-one coaching of climbers. Also, we need to keep up with standards. Bouldering gyms have exploded in NZ in the past six or so years, and in that very short period the standard has risen quickly. V4 used to be a solid intermediate grade but is now easy intermediate/advanced beginner.

So please have a go taking yourself and your students and clients bouldering! Here at Hillary Outdoors tertiary programme, we are going to start every first-year rock week with a full day of bouldering, inside or out. We have purchased a bunch of bouldering pads, and student feedback has been super positive. Have a go at coaching technique, there are so many resources out there now, in the form of books, YouTube channels, and online coaching programmes.

As for the age-old debate, kayaking better watch out, bouldering is coming for you...



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PROFILE: ADVENTUREWORKS

AdventureWorks is a leading organisation committed to addressing gaps and challenges within the outdoor sector. Based in Auckland, we serve the region as a provider of outdoor education and community-based development programs. Additionally, we provide nationwide outdoor instructor training and qualifications.

Our strength lies in our ability to adapt and respond to the changing landscape, finding innovative solutions. This led AdventureWorks to establish itself as a Private Training Establishment (PTE) in 2017. The move allowed us to re-introduce tertiary outdoor instructor training programmes in Auckland.

Being a PTE has allowed other opportunities, particularly in focusing on the development of the NZQA New Zealand Certificate in Outdoor Leadership Level 4 and 5 Strand Qualifications. We aimed to revolutionise the delivery model, while collaborating with NZOIA to align with their existing assessment standards. Following a period of testing and development of both training and assessment, AdventureWorks became an assessment centre for NZOIA.

What's the process here? As a NZOIA assessment centre, AdventureWorks offers the NZOIA qualification alongside the NZQA qualification without additional fees. It allows students to obtain both certifications – the professional industry qualification (NZOIA) and the NZQA qualification – simultaneously.

There are two distinct pathways to achieve your professional NZOIA qualifications. Directly through NZOIA for an assessment (with an optional pre-assessment training) or through a tertiary provider like AdventureWorks, which means you get training and support, then the assessment.

This year, AdventureWorks offers strands in Rock Climbing, Abseiling, Mountain Biking, Bushcraft, Flatwater Kayaking, Sea Kayaking, and High Ropes at Level 4 and 5 Certificate in Outdoor Leadership. We have run a pilot for the Level 6 Certificate in Senior Outdoor Leadership, which has not been previously available.

The New Zealand Certificate in Outdoor Leadership qualifications encompass an online learning component covering instructor fundamental topics including leadership, weather, risk management, hazard assessment, planning and emergency response.

Recognising the importance of the instructor fundamental component of the qualifications and the challenges associated with self-directed learning, AdventureWorks has developed an online video-based learning platform with over 160 instructional videos taught by a range of industry professionals to create up-to-date and relevant content that supports not only our students but any instructor wanting professional development learning at their own pace and time www.outdoorleadertraining.com

AdventureWorks has invested in a dedicated team to support its students and deliver high-quality training. With a program manager responsible for developing relationships with organisations and creating new programs, a delivery manager organising training and assessments, a tutor providing assessment and feedback on the written assessments, and a selection of NZOIA Assessors providing the training and capstone assessment.

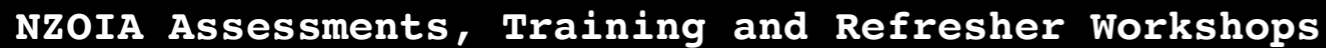
In partnerships with several New Zealand adventure tourism and outdoor education centres, AdventureWorks has delivered customised qualification and training solutions. This has enabled the organisations to incorporate national qualifications into their internal induction, training, and verification processes, resulting in quality professional development for staff that is budget friendly.

By offering this qualification pathway, AdventureWorks supports organisations in meeting compliance obligations related to verifying staff competence and enhancing safety throughout the industry. The Safety Audit Standard 2.0 states that 'Nationally recognised qualifications should be used where relevant.' As a regulated Adventure Activities Operator, having staff with qualifications makes audits a simpler and smoother process.

As an organisation that is always looking for opportunities that enhance the work people do, we developed a unique version of the Level 4 Certificate in Youthwork. It focuses on nature, experiential learning, and outdoor activity. This has proven to be immensely popular amongst the youth work sector. Additionally, AdventureWorks is currently developing a micro-credential in Inclusion Practices for Outdoor Instructors.

AdventureWorks along with being a PTE was first an outdoor education provider, which includes programmes catering to various demographics and needs. Notable initiatives include the Duke of Edinburgh programmes, which saw approximately 1000 participants in 2023, the Graham Dingle Foundation Project K Wilderness Adventure, a wide range of Outdoor Education Unit Standard programs for secondary schools and bespoke adventure-based youth development programs for community groups.

We strive to be a leader in outdoor education, providing comprehensive training and qualifications to individuals and organisations alike. Committed to excellence, innovation, and industry collaboration, AdventureWorks will continue to shape the future of outdoor education and leadership in New Zealand.



Course	Course fee (NZOIA Members) *
Refresher Workshops	\$225 (\$115 1/2 day)
Training Courses	\$470 (\$245 1 day)
Assessments	
Leader Assessments: Abseil Leader Bush Leader Canoe Leader Canyon Leader Cave Leader Kayak Leader Mountain Bike Leader Rock Leader Sea Kayak Leader Other Assessments: Artificial Whitewater Climbing Wall Supervisor (CWS) CWS: Monitor Lead Endorsement	<p>These assessments are run under the Free Range Assessment Model</p> <p>\$150 plus any Assessor fees and expenses.</p> <p>Please contact an Assessor directly via our website to arrange an assessment and their fee.</p> <p>You are required to be a Registered Member to attend a Free Range Assessment (or be listed under a NZOIA Affiliated or NZOIA Climbing Wall Membership).</p>
1 Day Assessments (land based 1:4 ratio) Sport Climbing Endorsement	\$330
1 Day Assessments (water based 1:3 ratio) Canoe 1 Upgrade Sea Kayak – Instructor Endorsement Multisport Kayak Endorsement	\$340
Overnight Assessment (Midday to Midday) Overnight Endorsement	\$365
2 Day Assessments (land based 1:4 ratio plus evening session) Cave 1 Mountain Bike 1 Rock 1 Sport Climbing	\$645
2 Day Assessments (water based 1:3 ratio) Kayak 2 Upgrade Sea Kayak Guide	\$645
2 Day Assessments (water based 1:3 ratio plus evening session) Canoe Guide	\$685
3 Day Assessments (land based 1:4 ratio plus evening session) Bush 1 Canyon 1	\$855
3 Day Assessments (water based and NZOIA 2 1:3 ratio) Kayak 1 & 2 Multisport Kayak Sea Kayak 1 & 2 Mountain Bike 2	\$875
3 Day Assessments (water based and NZOIA 2 1:3 ratio plus evening session) Canoe 1 Bush 2 Cave 2 Canyon 2 Rock 2	\$895
4 Day Assessments (1:4 ratio plus evening session) Alpine 1	\$1075
6 Day Assessments (NZOIA 2 1:3 ratio plus evening session) Alpine 2	\$1720

Booking for a NZOIA Assessment, Pre-assessment Training or Refresher Workshop

1. Go to www.nzioa.org.nz.
2. It is highly recommended you attend a pre-assessment training course prior to applying for an assessment
3. Check out the Scope and Syllabus, if you are applying for an assessment then make sure you meet all the pre-requisites.
4. On the course calendar, find the event you want to apply for (you will need to be logged into your member profile) and select 'Apply'. Upload any prerequisites (i.e. your logbook, summary sheet, first aid certificate and any other required documentation to your application).
5. Applications close 6 weeks before the course date.
6. After the closing date we will confirm that the course will run.
7. If NZOIA cancels a course, you will receive a full refund/transfer of your fee.
8. If you withdraw before the closing date, you will receive a full refund of your fee. If you withdraw after the closing date of a course, the fee is non-refundable. It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact admin@nzioa.org.nz for more details.

Details of courses run by NZOIA, pre-requisites and online payment are all available at:
www.nzoia.org.nz

It is possible to run assessments on other dates. You will need to give us a minimum of 3 months' notice, a minimum of 3 motivated candidates and the date of when you would like the course to be run.

Go to the Custom Courses page on the website www.nzoia.org.nz/qualifications/courses/custom-courses for details on how to arrange a course.

All courses run by NZOIA are discounted for members and heavily subsidised by external funding.

***Course fees are for NZOIA Members only unless stated otherwise.**

www.nzoia.org.nz

NZOIA
Excellence in Outdoor Leadership

We want your story!

We are looking for contributions from you, the NZOIA members, for the NZOIA Quarterly. Do you have a story to tell? Do you know someone who has thoughts to share?

Articles could be:

A personal adventure and how your experiences have impacted your instruction/guiding of others.
/ An incident, near miss or accident that others could learn from. / A personal profile – an interesting tale about how you got to be where you are now in the world of outdoor instructing.
/ An organisation that is doing innovative and interesting things – with its programme, philosophy, direction and instruction or guiding. / A reflection on any aspect of outdoor instruction/guiding that you think would be educational and beneficial for others to hear.

Contact the editor with your ideas and for guidelines: editor@nzoia.org.nz

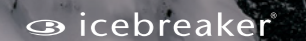


Photo: Johnny Johnson

The logo for bivouac/outdoor, featuring the word "bivouac" in white and "/outdoor" in yellow, set against a dark blue background with a faint world map.

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about to ski off
Mt Rolleston, Arthur's
Pass National Park,
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Photo by Tom Hoyle.

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* Discount is off RRP, not to be used in conjunction with any other discount, special or offer. Some exclusions apply.

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PLANTING THE SEEDS OF ADVENTURE



Photos supplied by AdventureWorks

Profiles of organisations are welcomed for the back page series "Planting the Seeds of Adventure". Contact editor@nzoiia.org.nz



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