



ASSESSMENT GUIDELINE

Demonstrate on-track tramping skills for multi-night tramping

Unit Standard: 428

**Level: 3 Credit: 14 Version: 7
Published by Sfrito Jan 2007**

Purpose:

People credited with this unit standard are able to: prepare for on-track multi-night tramping trips; demonstrate on track tramping skills; demonstrate camping skills at established campsites on multi-night tramps; demonstrate knowledge of the local environment; and evaluate on-track multi-night tramping trips.

Entry information:

Prerequisites: Unit 431, Navigate in good visibility on land, and Unit 20159, Access and compare weather information for outdoor recreation; or demonstrate equivalent knowledge and skills.

Recommended: Unit 425, Experience day tramps; Unit 426, Experience camping; and Unit 427, Cross rivers, or demonstrate equivalent knowledge and skills.

Special Notes:

1. For assessment purposes, three multi-night tramping trips of at least three days and two nights each are required.
2. Assessment against this unit standard must be in an area or season where or when snow and ice would not normally be encountered.
3. Assessment against this unit standard can be carried out on tramps predominantly on tracks.
4. All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the *New Zealand Environmental Care Code*, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, and their subsequent amendments. The *New Zealand Environmental Care Code* is available from the Department of Conservation, Head Office, PO Box 10420, Wellington.
5. There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Sfrito website <http://www.sfrito.org.nz/>.

Overview of assessment

This assessment has 6 tasks:

Task 1: Prepare for a tramping trip (written or oral questions)

Task 2: Organise and pack gear ready for a tramping trip

Task 3: Tramp safely and effectively

Task 4: Show knowledge of emergency procedures and the local environment (mid-trip discussion)

Task 5: Set up camp and stay the night

Task 6: Post-trip evaluation (written or oral questions)

Note to Assessors:

With regard to Special Note 1, the candidate is required to show evidence that they have the evidence of having met the three trip requirement through either logbooks, company records, attestation or practical demonstration. At least one trip of three days and two nights is required for the assessment - it is the assessor's role to decide whether further assessment is required to fulfil the criteria.

Resources for all tasks:

NZMC Bushcraft: Outdoor Skills for the NZ Bush.

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

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

Each candidate will need to have available the gear required for a tramping trip (e.g. tent, cooker, food, pack, personal clothes, footwear, sleeping bag and insulation pad...)

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

Task 1: Prepare for a tramping trip (written or oral questions)

Overview of Task 1: the focus of the assessment is to make a plan for a trip based on the needs of the participants.

Resources:

428 Pre-trip Assessment Questions (attached at the end of this document)

Notes to the assessor

1. Ideally it is intended that the trip selected and planned for is the same as the trip that is actually carried out. In some circumstances they will not be the same.
2. Similarly it is intended that the group of participants described is the group with which the candidate eventually does the tramping trip. In some circumstances they will not be the same.
3. If assessed orally, the assessor should document answers on the 'Written / Oral Questions' Worksheet

Instruction to candidate:

For each of the 3 tramps you will need to:

- Describe the group to undertake a tramping trip
- Select a tramping trip
- Write a plan for the tramping trip

Element 1: Prepare for on-track multi-night tramping trips.

Performance criteria	Evidence/Judgement
1.1 Tramping trips are selected based on the needs and abilities of the participants. Range: must include but is not limited to – skill, fitness, experience, mental preparedness.	Completes written or oral questions from 'Pre-trip Assessment Questions' Answers are at a level appropriate to Level 3 of the NZQA level descriptors.
1.2 Trip plans are established for each tramp. Range: plans must include but are not limited to – area, route, conditions, weather, pace, access issues, hazards, contingencies, intentions.	

Task 2: Organise and pack gear ready for a tramping trip

Overview of task: The focus of this assessment is to show that all of your and the group's equipment and food is adequate for the planned tramp, and to then pack all of the required gear into packs ready to begin the tramp.

Instruction to candidate:

At the start of each of the 3 tramps you will need to:

- Show the assessor all of your own equipment and talk through why you have brought it
- Show the assessor all group equipment and food, and talk through why you have brought it
- Distribute the gear among the group and pack up ready to begin the tramp

Element 1: Prepare for on-track multi-night tramping trips.

Performance criteria	Evidence/Judgement
<p>1.3 Items of personal and group equipment are selected and their selection justified based on the plan.</p> <p>Range: may include but is not limited to – equipment for sleeping and cooking, shelter, first aid, survival, communication, navigation, clothing and footwear, lighting, carrying gear, sun protection.</p>	<p>At the beginning of the tramp everything that the candidate is taking (including group gear that will be carried by other people) is viewed by the assessor.</p> <p>The candidate talks the assessor through their equipment and why they have brought it in relation to the location and expected conditions.</p> <p>Has items as appropriate from the following list: (either individually or sharing)</p>
<p>1.4 Food and drink are selected and the selection justified based on the plan.</p> <p>Range: may include but is not limited to – trip duration, portability, ease of preparation, nutrition, rubbish, weight, emergency rations.</p>	<ul style="list-style-type: none"> • Shelter (e.g. a tent) • Insulation (e.g. a sleeping bag and foam pad, clothes that insulate when wet) • Clothing etc that provides shelter from the elements (e.g. raincoat and overtrou, hat and suncream) • Footwear (e.g. sturdy boots) • A pack big enough to carry everything • Cooking equipment (e.g. burner, fuel and billy) • First aid kit • Navigation equipment (e.g. compass and map) • Communication equipment e.g. cellphone, radio • Light source for at night • Survival gear
<p>1.5 Food and equipment are distributed among the group members.</p> <p>Range: size and weight of items, fitness, experience.</p>	<p>The food and drink for the trip:</p> <ul style="list-style-type: none"> • Is able to safely last for the duration of the trip • Provides adequate nutritional value for the candidate while tramping, including an unplanned night out • Is easily prepared, with minimum waste or rubbish

	Everything is an appropriate weight and volume for the group to carry e.g. less than 1/4 body weight
<p>1.6 Personal loads are packed effectively.</p> <p>Range: may include but is not limited to – weight, weather protection, distribution, access, contamination, comfort, balance, waterproof.</p>	<p>Loads are distributed among the group and packs are packed so that:</p> <ul style="list-style-type: none"> • Nobody is over-burdened or too lightly loaded relative to their fitness and experience • Food and contaminants such as fuel are separated from each other (this could be in the same pack) • Each individual pack is reasonably comfortable with a balanced load, appropriately supported by a waistband • Items likely to be required during the day are easily accessible. • If the weather is bad then important items such as sleeping bags remain dry

Task 3: Tramp safely and effectively	
Overview of task: The focus of this assessment is on walking skills, navigation, safety and teamwork.	
Instruction to candidate:	
During each of the 3 tramps you will need to show the following:	
<ul style="list-style-type: none"> • Safe and efficient movement skills • Navigation skills, including taking individual responsibility for 2 navigation legs • Ability to identify and manage hazards • Teamwork, communication and a positive attitude • Care for the environment 	
Element 2: Demonstrate on-track tramping skills	
Element 4: Demonstrate knowledge of the local environment	
Performance criteria	Evidence/Judgement
<p>2.1 Moving skills are safe and efficient.</p> <p>Range: may include but is not limited to – pace, rhythm, balance, rest stops, pack adjustment.</p>	<ul style="list-style-type: none"> • Walks in balance (doesn't trip or stumble regularly) • Walks with an even rhythm • Time is not wasted e.g. coordinated rest stops; taking advantage of rest stops to adjust clothing or pack • Walks at a pace that suits the group fitness level, taking rest stops according to the group's agreed plan • Keeps pack well-balanced with most of the weight on the waist strap.

<p>2.2 The tramping route is clearly established and followed using navigation skills and necessary deviations from the planned route are justified.</p>	<ul style="list-style-type: none"> • Identifies on a map at any time during the tramp the entire planned route of the tramp • Takes individual responsibility for at least 2 navigation legs. During these legs: <ul style="list-style-type: none"> – Estimates speed of travel to nearest 1km per hour – Identifies current location of group – Recognises when the group is off the planned route, and takes steps to regain route or justifies why off route
<p>2.3 Hazards are identified and managed throughout the tramp.</p>	<ul style="list-style-type: none"> • Actively identifies and manages hazards. For example: <ul style="list-style-type: none"> – tapes up blister points early – dresses appropriately for the weather – helps others over obstacles – is aware of and acts upon how tired others are • does not compromise the emotional or physical safety of self and others and demonstrates respect at all times. For example: <ul style="list-style-type: none"> – respects the decisions of others – listens to and follows instructions • Communicates in a positive way that is clear and understood by others. For example: <ul style="list-style-type: none"> – shows encouragement and support – contributes to group decision making
<p>2.5 Commitment to personal and group safety is demonstrated.</p>	
<p>2.4 Communication with the group is effective.</p> <p>Range: clear, intentions understood.</p>	
<p>2.7 Commitment to positive personal and group morale is demonstrated.</p>	
<p>4.3 Care for the environment is demonstrated based on the New Zealand Environmental Care Code.</p>	<p>Follows the principles of the Environmental Care Code</p>

<p>Task 4: Show knowledge of emergency procedures and the local environment (mid-trip discussion)</p>
<p>Overview of task: The focus of this assessment is to show knowledge of emergency procedures, geology, plants and animals</p> <p>Resources: http://www.mountainsafety.org.nz/assets/images/Survival%20leaflet.pdf</p> <p>Notes to the Assessor</p> <ol style="list-style-type: none"> 1. This task only needs to be assessed on one of the tramps 2. This discussion could be held with a group, where each individual has to come up with something different, or on an individual basis

<p>Instruction to candidate:</p> <p>At some stage during one of the 3 tramps you will need to:</p> <ul style="list-style-type: none"> • Explain what to do if someone gets lost • Explain what to do if someone is injured • Describe local geology, plants and animals 	
<p>Element 2: Demonstrate on-track tramping skills</p> <p>Element 4: Demonstrate knowledge of the local environment</p>	
Performance criteria	Evidence/Judgement
<p>2.6 Procedures in the event of a group member being lost or injured are explained.</p> <p>Range: procedures may include but are not limited to – last sighting, signal, retrace steps, seeking help, roles.</p>	<p>During a discussion, the candidate describes the procedures for:</p> <ul style="list-style-type: none"> • a lost person • and an injured person <p>giving a sequenced action plan and roles for members of the group that are appropriate for the:</p> <ul style="list-style-type: none"> • terrain and environment • weather and time of day • distance from help
<p>4.1 Predominant flora and fauna of the area are identified.</p> <p>Range: may include but is not limited to – rare species, endangered species, pest species.</p>	<p>From each of the following categories, identifies or describes the features of 2:</p> <ul style="list-style-type: none"> • plants • native animals • pest animals • rare or endangered species <p>(must be found in the local area)</p>
<p>4.2 The geology of the area is described.</p> <p>Range: may include but is not limited to – rock types, formation of land features.</p>	<ul style="list-style-type: none"> • Describes how the land forms in the area came into being • Names at least one process that has influenced land forms in the area • Names at least one type of rock that is common to the area

Task 5: Set up camp and stay the night

Overview of task: The focus of this assessment is to assess a campsite for suitability, set up a campsite and prepare food using a stove while looking after safety, hygiene and the environment

Notes to the assessor:

1. At each campsite the candidate will need to set the campsite up according to the evidence statements outlined below, however only on 1 occasion per tramp do they need to talk through the suitability of the campsite.
2. Established campsites may be used (e.g. DOC campsite)

Resources:

<http://www.mountainsafety.org.nz/assets/images/Let%20it%20Breathe%20web.pdf>

<http://www.ccc.govt.nz/Health/giardia.asp>

Instruction to candidate:

At each of the campsites on all of the 3 tramps you will need to:

- Set up camp
- Take care of rubbish, toilets and other waste
- Prepare food using a stove
- Look after your own and the group's equipment
- Look after safety
- Behave in an environmentally friendly way

At one of the campsites on each tramp you will need to discuss why the campsite is suitable.

Element 3: Demonstrate camping skills at established campsites on multi-night tramps

Element 4: Demonstrate knowledge of the local environment

Performance criteria	Evidence/Judgement
<p>3.1 The campsite is selected and assessed for its suitability.</p> <p>Range: assessment factors may include but are not limited to – weather, environmental hazards, safe group movement, proximity to water, land managers, local hapu, communal living (toilets, cooking, waste, water, food, personal washing).</p>	<ul style="list-style-type: none"> • The candidate describes why this campsite is appropriate. Example discussion questions include: <ul style="list-style-type: none"> – Is this site going to be safe? – Is this site going to be comfortable? – What if the weather changes? – How windy could it get? – Do we have a right to be here? – Who do we consult before coming here? – How will we keep things hygienic? – What will we do with our rubbish / dishwater / food scraps / fire pit? – How can we make sure we leave the campsite in good condition?

<p>3.2 The campsite is established effectively and efficiently.</p>	<ul style="list-style-type: none"> • The campsite is set up for the site and forecasted weather conditions • Consideration is given to flooding; overhead hazards; wind • Time taken to set up camp is appropriate for weather, time of day, other tasks to be done.
<p>3.3 Hygienic practices are demonstrated.</p> <p>Range: may include but is not limited to – toilets, waste, water, food.</p>	<ul style="list-style-type: none"> • A toilet area is agreed upon and used at least 50m away from the campsite and any track or waterway (or established toilets are used) • Rubbish is packed up and stored appropriately e.g. in a plastic bag.
<p>3.4 Food is prepared efficiently.</p>	<ul style="list-style-type: none"> • A water collection site is used that is upstream of anything that could contaminate water quality (or an established water source is used)
<p>3.6 Stoves and other appliances are used safely.</p> <p>Range: type, ventilation, refuelling, lighting, storage, operation.</p>	<ul style="list-style-type: none"> • Lighting and operation of the cooker is demonstrated according to manufacturer’s recommendations. • Refuelling or canister changes done outside away from flames • The cooker and its fuel is stored and carried according to manufacturer’s recommendations e.g. during operation fuel containers are closed and kept separate from the cooker • Cookers and other appliances are used in a well-ventilated space; not used in tents • Washes hands before preparing food • Food/drink is prepared and eaten in a way that is not likely to introduce germs. • Time taken to prepare food is appropriate for weather, time of day, other tasks to be done.
<p>3.5 Care and storage of group and personal equipment is demonstrated.</p> <p>Range: may include but is not limited to – clean, dry, maintained.</p>	<ul style="list-style-type: none"> • The candidate keeps their own clothing, footwear, equipment and the group’s equipment in a usable state. This could mean for example: <ul style="list-style-type: none"> – Ensuring cookers are kept clean and well-functioning – Spare clothing and sleeping bags are kept dry
<p>3.7 Commitment to personal and group safety is demonstrated.</p>	<ul style="list-style-type: none"> • Actively identifies and manages hazards. For example: <ul style="list-style-type: none"> – tapes up blister points early – dresses appropriately for the weather – helps others over obstacles – is aware of and acts upon how tired others are • does not compromise the emotional or physical safety of self and others and demonstrates respect at all times. For example: <ul style="list-style-type: none"> – respects the decisions of others – listens to and follows instructions
<p>4.3 Care for the environment is demonstrated based on the New Zealand Environmental Care Code.</p>	<p>Follows the principles of the Environmental Care Code</p>

Task 6: Post-trip evaluation (written or oral questions)

Overview of task: The focus of this assessment is to evaluate the tramp in terms of individual and the group's performance, and to give recommendations for future tramps

Resources:

428 Post-trip Assessment Questions (attached at the end of this document)

Notes to the Assessor

Written assessment questions are provided, but a debrief at the end of the trip would provide a good opportunity to assess this element.

If assessed orally, the assessor should document answers on the 'Written / Oral Questions' Worksheet (or similar)

Instruction to candidate: After each tramp you will need to evaluate the tramp in terms of:

- Preparation
- Skill and fitness (yours and the group's)
- Teamwork and leadership (yours and the group's)

and make recommendations for future tramps

Element 5: Evaluate on-track multi-night tramping trips.

Performance criteria	Evidence/Judgement
<p>5.1 The tramps are evaluated.</p> <p>Range: evaluation must include but is not limited to – preparation, participation.</p>	<p>Completes written or oral questions from 'Post-trip Assessment Questions'</p> <p>Answers are at a level appropriate to Level 3 of the NZQA level descriptors (see below).</p> <p>All questions are answered in full</p> <p>At least 2 recommendations for future tramps are given</p>
<p>5.2 Personal and group performance is evaluated.</p> <p>Range: performance may include but is not limited to – skill, fitness, leadership, teamwork.</p>	
<p>5.3 Recommendations for future tramps are provided.</p> <p>Range: may include but is not limited to – planning, preparation, and personal, group.</p>	

LEVEL	PROCESS	LEARNING DEMAND	RESPONSIBILITY
3	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a range of well developed skills - offer a significant choice of procedures - are employed within a range of familiar contexts 	<p>Employing:</p> <ul style="list-style-type: none"> - some relevant theoretical knowledge - interpretation of available information - discretion and judgement - a range of known responses to familiar problems 	<p>Applied:</p> <ul style="list-style-type: none"> - in directed activity with some autonomy - under general supervision and quality checking - with significant responsibility for the quantity and quality of output - with possible responsibility for the output of others

Candidate Name _____ NSN _____

Unit 428 (v7) Checklist Demonstrate on-track tramping skills for multi-night tramping			
Assessor name: _____		C/NYC	
Organisation name: _____			
At all times throughout the preparation and trip			
<ul style="list-style-type: none"> • Actively identifies and manages hazards. • does not compromise the emotional or physical safety of self and others and demonstrates respect at all times. • Communicates in a positive way that is clear and understood by others. • Keeps their own clothing, footwear, equipment and the group's equipment in a usable state • Follows the principles of the Environmental Care Code 	Tramp 1	Tramp 2	Tramp 3
Task 1: Prepare for a tramping trip			
Completes 'Pre-trip Assessment Questions' Answers are appropriate to Level 3; all questions are answered in full			
Task 2: Organise and pack gear ready for a tramping trip			
<ul style="list-style-type: none"> • Talks the assessor through their equipment and why they have brought it in relation to the location and expected conditions. • The candidate has (or is sharing) appropriate: <ul style="list-style-type: none"> <li style="width: 50%;">– Shelter <li style="width: 50%;">– Footwear <li style="width: 50%;">– Insulation <li style="width: 50%;">– Cooking equipment <li style="width: 50%;">– Clothing etc that provides shelter <li style="width: 50%;">– A pack • The food and drink for the trip is able to safely last for the duration of the trip; provides adequate nutritional value; is easily prepared • Everything is appropriate for the environment, duration and forecasted conditions that will be encountered on the tramp; and of an appropriate weight and volume for the group to carry 			
Loads are distributed among the group and packs are packed so that: <ul style="list-style-type: none"> • Nobody is over-burdened or too lightly loaded relative to their fitness and experience • Food and contaminants such as fuel are separated from each other (this could be in the same pack) • Each individual pack is reasonably comfortable with a balanced load, appropriately supported by a waistband • Items likely to be required during the day are easily accessible. • If the weather is bad then items such as sleeping bags remain dry 			
Task 3: Tramp safely and effectively			
<ul style="list-style-type: none"> • Walks in balance; with an even rhythm; at a pace that suits the group fitness level; time is not wasted; taking rest stops according to plan • Keeps pack well-balanced with most of the weight on the waist strap. • Identifies the entire planned route of the tramp • Takes individual responsibility for at least 2 navigation legs. During these legs: estimates speed of travel to nearest 1km per hour; identifies current location of group; recognises when off route and compensates or justifies 			

Task 4: Show knowledge of emergency procedures and the local environment			
	C/NYC	Comments	
Describes the procedures for a lost person and an injured person, giving a sequence of events and roles for members of the group that are appropriate for the terrain and environment; weather and time of day; distance from help			
Identifies or describes the features of 2 from each item: (local) <ul style="list-style-type: none"> plants native animals pest animals rare or endangered species. 			
<ul style="list-style-type: none"> Describes how the land forms in the area came into being Names at least one process that has influenced land forms in the area Names at least one type of rock that is common to the area 			
Task 5: Set up camp and stay the night			
	Tramp 1	Tramp 2	Tramp 3
<ul style="list-style-type: none"> The candidate describes why this campsite is appropriate. See task 5 for example discussion questions. 			
<ul style="list-style-type: none"> The campsite is set up for the site and forecasted weather conditions Consideration is given to flooding; overhead hazards; wind Time taken to set up camp is appropriate. 			
<ul style="list-style-type: none"> A toilet area is agreed upon and used at least 50m away from the campsite and any track or waterway (or established toilets are used) Rubbish is packed up and stored appropriately e.g. in a plastic bag. A water collection site is used that is upstream of contaminants Cooker is used, refuelled and cooker/fuel stored according to manufacturer's recommendations; always used in well-ventilated space Food/drink is prepared and eaten in a way not likely to introduce germs. Time taken to prepare food is appropriate. 			
Task 6: Post-trip evaluation			
Completes 'Post-trip Assessment Questions' Answers are appropriate to Level 3; all questions are answered in full At least 2 recommendations for future tramps are given			
DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC
Comments:			



Pre-trip Assessment Written / Oral Questions

Demonstrate on-track tramping skills for multi-night tramping

Unit Standard: 428

**Level: 3 Credit: 14 Version: 7
Published by Sfrito Jan 2007**

Candidate Name

The purpose of these questions is to check that you are able to plan for a tramp based on the participants and the area.

Answer all questions in full.

Questions meet the requirements for PCs 1.1 and 1.2

- Fill in the following table with a description of the people you intend to go tramping with.
Your descriptions should be of real people, and based on real shared experiences that you have had with these people.**

Name	Describe their: <ul style="list-style-type: none"> • Tramping experience • Physical fitness • Tramping skill • How mentally prepared

2. **What is the tramping trip that you intend to do for this assessment?**

It should be suitable for the group you have described, and allow you to tramp for 3 days / 2 nights without covering the same ground twice.

Attach a copy of a 1:50,000 map of the whole tramp and surrounding area

3. **Use the following table to make a plan for your tramp**

Area	What is the terrain and vegetation like
Route	How many km? Where will you stop for the night? What altitude gains or losses? What are your alternative or escape routes? What would need to happen for you to take an alternative route?

Conditions	What will the track be like? How fast will you be able to travel?
Weather	What is the weather normally like here at this time of year? What is the worst weather you could normally expect?
Pace	How far do you plan to go each day? What is your expected location at key times (e.g. by lunchtime on Day 2)? What will you do if you have not reached a particular location by the right time?
Access	Who do you need to consult before going in to this area? How will you contact them? Do you need to pay any fees?

Hazards	What are the normal hazards of on-track tramping that you will need to manage? Are there any hazards particular to this area?
Contingencies	What will you do if you can't make the end of the tramp by the time you planned? What will you do if the worst weather you could expect happens?
Intentions	Fill out the attached Mountain Safety Council Intentions Form and leave it with a responsible contact person before you leave

Significant medical or health information about group members:

4. WHO IS YOUR EMERGENCY CONTACT FOR INFORMATION?

A person who can provide detailed personal information about your group (ie next of kin).
This person may not necessarily be the Contact person this form is left with.

Name:

Address:

Phone no's & email:

5. WHAT TYPE OF EQUIPMENT ARE YOU CARRYING?

✓

	Satellite/mobile phone	Ph:		
	Mountain radio	Call sign:		
	Personal locator beacon		121.5 MHz	406MHz
	Firearms			
	First Aid Kit	Specific medications:		
	Wet weather gear & thermal clothing			
	Extra food		Emergency shelter	

6. HOW ARE YOU TRAVELING TO AND FROM THE AREA?

Eg. rental car, bus. Include name of bus/rental car company.

If you have left a vehicle at the area for your return, provide details:

Registration No. Colour

Make & Model

Parked at

7. WHERE WILL YOU BE GOING AFTER LEAVING THE AREA?

Eg. address/name of accommodation.

REMEMBER TO INFORM THE CONTACT PERSON WHO HOLDS THIS FORM OF YOUR RETURN



Post-trip Assessment Written / Oral Questions

Demonstrate on-track tramping skills for multi-night tramping

Unit Standard: 428

**Level: 3 Credit: 14 Version: 7
Published by Sfrito 2005**

Candidate Name

The purpose of these questions is to evaluate your tramp in terms of your own and the group's performance, and to give recommendations for future tramps

Answer all questions in full

Questions meet the requirements for PCs 5.1, 5.2 and 5.3

Date of Tramp: _____

Name of Tramp: _____

Number in the group: _____

1. Preparation

a. What preparation was done for this tramp?

b. What worked well?

c. What didn't work so well?

2. Skill and Fitness

a. Think about your own performance in terms of tramping skill and fitness. Comment on what went well, and not so well.

b. How did the rest of the group perform in terms of skill and fitness?

3. Teamwork and Leadership

a. Think about your own performance in working with the rest of the group. Comment on what went well, and not so well.

- b. How did the rest of the group perform in terms of teamwork and leadership?
(Use the 4 Ps model at the end of this Worksheet if you want to)**

4. Overall, was this tramp suitable for your group? Why?

5. Make two suggestions that would improve your tramping experience in the future.

(Areas to consider could include pre trip preparation, level of participation, level of fitness, route choice and suitability of the tramp for you and/or the group)

a.

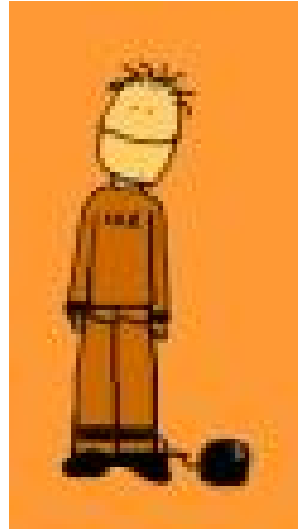
b.

The 4 'P's Model of Participation



protester

There against your own will and you let everyone know about it, pessimistic, non-cooperative, undermining, often to the point of becoming a saboteur



prisoner

There because you have to be, not by choice i.e. as part of a compulsory course.



passenger

Co-operates but doesn't really "buy in". No constructive effort. Just along for the ride.



participant

Enthusiastic, wants to "buy in" and get the most from the activity. Asks questions, explores, actively involved in decision making, positive and supportive of others.