



ASSESSMENT GUIDELINE

Instruct kayaking on sheltered or slow moving water

Unit Standard: 14223

**Level: 5 Credit: 26 Version: 3
Published by Sfrito 2006**

Purpose:

People credited with this unit standard are able to: demonstrate personal kayak rescues and technical kayak skills in preparation for instructing; demonstrate understanding of kayaking equipment and its maintenance requirements in preparation for instructing; prepare for instructing kayaking on sheltered or slow-moving water; instruct in skills for kayaking on sheltered or slow-moving water; use instruction techniques; provide leadership for kayaking sessions on sheltered or slow-moving water; and evaluate the effectiveness of the instruction and leadership provided.

Prerequisites:

Unit 476, Roll a kayak; Unit 424, Administer first aid in the outdoors; Unit 451, Manage risk for an outdoor activity; Unit 6401, Provide first aid; Unit 20126, Demonstrate independent kayaking skills on Grade II whitewater; Unit 20145, Demonstrate knowledge of theories and processes associated with instructing in the outdoors; Unit 20147, Demonstrate communication skills required for the outdoors; and Unit 20159, Access and compare weather information for outdoor recreation; or demonstrate equivalent knowledge and skills.

Special Notes:

1. Definitions

Kayak is a water craft that has a small cockpit with a fitted spraydeck and is propelled by a double ended paddle.

Sheltered water or slow-moving water is water protected from the effects of significant wind and wave action. This includes estuaries, river deltas, sheltered beaches, lakes and coastal inlets with minimal tidal speed. This type of water excludes Grade I whitewater rivers, open seas and large lakes.

Grade I whitewater is fast moving water with riffles and small waves. There are few obstructions, all obvious and easily missed with little training. Risk to swimmers is slight; self-rescue is easy.

X rescue is a deep water rescue whereby the kayaker has fully capsized and empties and re-enters the kayak while remaining in the water.

T rescue is a rescue whereby a capsized kayaker rights their kayak using support from another kayak.

Barrel roll is a kayak rescue where the rescuer rights a capsized kayak containing a client.

Reliable roll (at this level) – is five out of five first time rolls, capsizing left and right in a non set-up position, head down.

2. Before a candidate can be assessed against this unit standard, they need to have logged a minimum of 20 days of personal kayaking and 20 sessions instructing groups at a variety of venues. A session is a minimum of two hours duration and a day is more than four hours on the water. While gaining instructional experience, the candidate is engaged in the role of instructor, but has no responsibility for clients although is responsible for self.
3. Assessment against this unit standard must take place in a kayak.
4. All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in *New Zealand Environmental Care Code*, *New Zealand Water 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* and *New Zealand Water Care Code* are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.
5. There are minimum assessor requirements for the assessment of 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 8 tasks:

- Task 1: Submit log and evidence of prerequisites
- Task 2: Rescue people and equipment
- Task 3: Demonstrate personal kayaking skills
- Task 4: Explain kayaking equipment
- Task 5: Plan for instructing a pool session and flat water session
- Task 6: Instruction and Leadership - Throughout all interaction with clients
- Task 7: Instruct a pool session and flat water session
- Task 8: Evaluate the instruction and leadership of the kayaking sessions

Notes to Assessor:

1. For Tasks 2, 3 and 4 the details of evidence required are covered sufficiently by the performance criteria. No evidence or judgement statements are supplied.
2. For Tasks 6 and 7 there are two types of evidence statements: one group relates to the instruction and leadership of the session (detailed under Task 6) and the other to the topic of instruction, details of which are adequately covered in the performance criteria (Task 7). The assessor is required to make a judgement about appropriateness given the possible variation in context, participant needs and NZQA unit level.
3. The candidate must be assessed instructing a group of real participants kayaking, not their peers.

Task 1: Submit log and evidence of prerequisites

Overview of task: The focus of this assessment is to ensure the prerequisites for units achieved and instructional time have been met

Resources:

NZOIA, NZMSC, or EONZ Outdoor Leader Logbook or similar
Candidate's NZQA Record of Learning.

Instruction to candidate:

During this task you are required to provide confirmation that you have:

- the pre-requisite unit standards for this assessment (contact Sfrito or NZQA for assistance)
- the pre-requisite logged instructional sessions for this assessment

Evidence/Judgement

- Assessor sights NZQA Record of Learning which confirms that the candidate holds:
 - 476 Roll a kayak (Note: these skills are part of this assessment anyway)
 - 424 Administer first aid in the outdoors
 - 451 Manage risk for an outdoor activity
 - 6401 Provide first aid
 - 20126 Demonstrate independent kayaking skills on Grade II whitewater
 - 20145 Demonstrate knowledge of theories and processes associated with instructing in the outdoors
 - 20147 Demonstrate communication skills required for the outdoors
 - 20159 Access and compare weather information for outdoor recreation
(or demonstrates equivalent knowledge and skills – in this case the assessor must record how this has been demonstrated)
- Assessor sights candidate's logbook which confirms that the candidate has logged:
 - 20 days of personal kayaking and 20 sessions instructing groups at a variety of venues
(Evidence can be confirmed with a senior person from candidate's organisation or from the industry)

Task 2: Rescue people and equipment

Overview of task: The focus of this assessment is to demonstrate some of the rescue skills that may be required while instructing kayaking.

Notes to assessor:

1. In all of the following rescues the candidate is the rescuer. Any suitable person can be used as a victim.
2. These rescues can be assessed during the course of the instruction, or in a simulated scenario.

Resources:

- Kayak with air bags, paddle, helmet, buoyancy vest, spraydeck and waterproof insulating clothing for rescuer and rescuees
- Releasable towline for rescuer

Instruction to candidate:

During the task you are required to demonstrate:

- 5 out of 5 first-time rolls, capsizing left and right
- T-rescuing a capsized kayaker
- Barrel rolling a capsized kayaker (from both sides)
- X rescuing 3 swimming kayakers
- Towing a capsized kayak, a swimmer, a swimmer with a kayak and paddle, an upright kayaker
- Releasing a towline while towing
- Rescuing an unconscious patient
- Stern deck and front straddle carry

And show the assessor your safety equipment and explain why you have it.

Element 1: Demonstrate personal kayak rescues in preparation for instructing.

Range: choppy conditions or Grade I whitewater.

1.2 A T rescue is demonstrated where the rescue is completed within 10 seconds of the capsize.

Range: bow is presented at right angles and in the vicinity of the cockpit, bow maintained in close proximity.

1.3 A barrel roll from both sides is demonstrated.

1.4 An X rescue of three kayakers is performed in a controlled and efficient manner, utilising available resources, with kayakers returned to their kayaks within a timeframe of one-and-a-half minutes per kayaker.

Range: **must include** but is not limited to –

- gear and people are contained
- kayaks are emptied of water and righted
- instructions and strategies are communicated to and understood by all individuals involved in rescue
- all clients and equipment are managed throughout the rescue

1.5 Equipment and people are towed to an object using a safe and direct line, and using a technique that allows rescuer to retain control over their kayak.

Range: **must include** -

- kayak
- a swimmer with a kayak and paddle
- upright kayaker (assisted ferry glide)
- a swimmer without a kayak and paddle

1.6 Paddler releases towline and is immediately detached from kayak, paddle, and person.

1.7 In a simulated rescue situation, an unconscious patient is assisted, with and without the use of a kayak, to a location where first aid can be administered.

1.8 Stern deck and front straddle carrying of people is performed which allows the rescuer to maintain control of their kayak and reach the objective using a direct and safe line.

1.9 A reliable roll is demonstrated. (note: 5 out of 5, first time, capsizing left and right)

1.10 Personal and group safety equipment is selected and justified.

Range: **must include** -

- throw bag
- spare clothes
- knife
- split paddle
- river saw
- whistle
- air bags
- food
- first aid kit
- drink
- thermos

Task 3: Demonstrate personal kayaking skills

Overview of task: The focus of this assessment is to demonstrate the kayaking skills required of an instructor.

Notes to assessor:

It is unlikely that this task can be assessed during the instruction session, as choppy conditions or Grade I whitewater are required.

Resources:

Candidate's normal kayaking equipment, suitable for the conditions

Instruction to candidate:

During the task you are required to demonstrate:

- Entering and exiting the kayak from a bank and on the water
- Power strokes, sweep strokes, draw strokes and low braces, all on both sides
- A wet exit, then swimming a kayak and paddle to shore
- Being rescued by another kayaker: T-rescue after capsizing, and X-rescue after wet exit

Element 1: Demonstrate personal kayak rescues in preparation for instructing.

Element 2: Demonstrate personal technical kayak skills in preparation for instructing.

Range: choppy conditions or Grade I whitewater.

2.1 Kayak is launched maintaining stability and control over equipment, and without damage to environment or equipment.

Range: **must include** -

- paddler enters kayak from water
- paddler enters kayak from bank

2.2 Paddle strokes achieve the required outcome and their technical elements are clearly defined.

Range: strokes **must include** -

- forward and reverse power
- left and right side draw
- forward and reverse sweep
- left and right side low-brace

technical elements **may include** but are not limited to –

- position of paddle shaft and blade
- position of railing
- position of paddler's arms, body and head

2.3 Paddler disembarks without damaging environment or equipment, while stability and control are maintained over equipment.

Range: **must include** -

- paddler exit of kayak to water
- paddler exit of kayak to bank

2.4 Wet exits are performed with calm assurance while maintaining control over equipment.

1.1 A paddle and kayak are swum to shore using a safe, direct route, while maintaining control of equipment at all times.

2.5 Self-rescues are performed efficiently and completed within one minute (paddler back in kayak able to paddle) with control being maintained over equipment throughout the process.

Range: T rescue, X rescue

Task 4: Explain kayaking equipment

Overview of task: The focus of this assessment is to show an understanding of kayaking equipment, why you have it and how to look after it.

Resources:

Rescue PFDs, towlines, buoyancy bags, spray-decks, paddles, helmets, kayaks, survival bag.

Instruction to candidate:

During the task you are required to:

- Explain advantages and limitations of three items of normal kayaking gear
- Explain how to repair and when to retire kayaking equipment
- Explain how to check, clean and maintain kayaking gear
- Explain the advantages and limitations of buoyancy bags, survival bags and towlines

Element 3: Demonstrate understanding of kayaking equipment and its maintenance requirements in preparation for instructing.

Range: flotation devices, spray-decks, paddles, helmets, kayaks.

3.1 Advantages and limitations of three items of kayak equipment currently available from the above range are identified.

3.2 Worn or damaged equipment and retirement or repair procedure are identified.

3.3 Methods for checking, cleaning and maintaining kayak equipment according to manufacturer's recommendations are demonstrated.

3.4 Advantages and limitations of safety equipment are identified.

Range: **must include** -

- buoyancy bags
- survival bags
- towlines

Task 5: Plan for instructing a pool session and flat water session

Overview of task: The focus of this assessment is to demonstrate the ability to plan for instructing a kayaking session.

Resources:

- Allan, S. (2005). *Outdoor Activities – guidelines for leaders*. (Section A: General guidelines, pp. 2–22). Wellington: SPARC www.sparc.org.nz/education/outdoor-activities-guidelines-for-leaders
- Haddock, C. (2004). *Outdoor safety – risk management for outdoor leaders*. (Chapter 4, Tools, pp. 50–65; Chapter 8 & Appendix V, pp. 130–139). Wellington: NZ Mountain Safety Council. www.safeoutside.org/a1_link/frame_pursuits.html
- Priest, S. & Gass, M. (1997). *Effective leadership in adventure programming*. Champagne, Illinois: Human Kinetics.

Notes to the assessor:

1. The activity and risk management plans must be for the instruction sessions in Task 7. The participants described in the plans will be those participants expected for the instruction sessions in Tasks 7.
2. The candidate may write one plan that incorporates activity plans and risk management plans for all of the instruction they will do, or they may write a number of separate plans. In either case they must do activity / risk management plans for all of the instruction for which they will be assessed.

Instruction to candidate:

During this task you are required to write and present to the assessor plans for a pool session and flat water session:

- An activity or session plan (or plans)
- A risk management plan
- A plan for evaluation of the sessions

Element 4: Prepare for instructing kayaking on sheltered or slow-moving water.

Range: a minimum of two different groups each at a different site;

must include but is not limited to – swimming pool, sheltered or slow-moving water.

Performance criteria	Evidence/Judgement
<p>4.1 Instructional objectives and requirements are identified.</p>	<p>The candidate writes an activity plan(s) and a risk management plan(s) for instructing 2 kayaking sessions. The plans meet organisation requirements and industry standards. The plans must meet current accepted instructional practice and must contain:</p> <ul style="list-style-type: none"> • Plans for instructing a pool session and a flat water session • A description of the participant group, including needs, skills, experience and water confidence. • Specific learning objectives that relate to: <ul style="list-style-type: none"> - Group and individual needs
<p>4.2 Sites are selected and their selection justified based on the objectives to be achieved and the needs of the group.</p> <p>Range: group needs may be determined by – age, culture, gender, health, ability, water confidence, experience, emotional and intellectual needs, group size, skills to be taught.</p>	

<p>4.3 Sites are selected and their selection justified based on environmental conditions.</p> <p>Range: tide, current, wind, weather conditions, likelihood of changes to the environmental conditions.</p>	<ul style="list-style-type: none"> - The environment to be used - Equipment that will be available
<p>4.4 The trip plan is prepared.</p> <p>Range: plan may include but is not limited to – accommodation, cost, access, weather, risk management, transport, equipment, food, contingencies, communication, personal details, intentions, resources.</p>	<ul style="list-style-type: none"> • Any other instructional objectives or requirements • The activity plan is justified on the basis of the participants, their needs and objectives. • A description of the sites that are intended to be used, and justification of why they are suitable in terms of tide, current, wind, possible weather changes. • A risk management plan such as a RAMS form or similar, covering people, equipment and environment factors
<p>4.5 A pre-trip brief for participants, staff and other interested parties is prepared.</p> <p>Range: brief may include but is not limited to – responsibilities, expectations, personal requirements, logistics.</p>	<ul style="list-style-type: none"> • An equipment list, including emergency equipment. • Emergency communication arrangements and roles to be taken in an emergency (these must fit into the procedural requirements of any organisation that is associated with the kayaking session)
<p>4.6 Instruction plans are prepared to meet the learning objectives, taking into consideration the needs of the group, and people, equipment, and environment issues.</p> <p>Range: plans may include but are not limited to – content, progressions, resources, environmental factors, contingencies, current professional technical information, balance of theory and practical components, retaining a positive learning experience.</p>	<ul style="list-style-type: none"> • Permission requirements from land owners, managers, iwi, DOC (as appropriate) • Contingency plans and alternative routes in case of bad weather, flooded rivers or other possible events. • A brief for participants, staff and other interested parties outlining, for example, gear requirements, meeting times, responsibilities • Other administrative arrangements necessary for the sessions to take place. For example cost, food, fuel, personal details.
<p>4.7 Evaluation methods and requirements are identified.</p>	<ul style="list-style-type: none"> • A plan for post-session evaluation by the participants, covering at least: <ul style="list-style-type: none"> - Achievement of learning objectives - Achievement of personal objectives - The candidate's instructional/leadership style

Task 6: Instruction and Leadership

Throughout all interaction with participants - Tasks 6 and 7

Overview of tasks: The focus of this assessment is to instruct participants in sheltered water kayaking

Notes to the Assessor

The following performance criteria and Evidence/Judgement applies to Tasks 6 and 7

Instruction to candidate:

For the following 2 tasks you are required to role model and instruct kayaking according to current professional practice, covering:

- Equipment
- Kayaking technique, including getting in and out, forwards and reverse strokes, turning, railing
- Being rescued and self-rescue
- Care of self, others and the environment

Element 6: Use instruction techniques.

Element 7: Provide leadership for kayaking sessions on sheltered or slow-moving water.

Performance criteria	Evidence/Judgement
<p>6.1 Instruction skills and techniques are demonstrated that are relevant to the needs of the group and enable them to achieve the skills.</p> <p>Range: skills and techniques may include but are not limited to – teaching styles, teaching progressions, checking for understanding, adapting plans to suit needs, responsiveness to group dynamics, maintaining a positive environment;</p> <p>needs may include but are not limited to – individuals initial skill and understanding, different learning speeds, different learning styles, different communication styles.</p>	<ul style="list-style-type: none">• The candidate uses activity plan(s) and risk management plan(s) from Task 5 appropriately, making adjustments as required based on needs of individual and group.• Implements and monitors risk management strategies developed in Task 5• Identifies and manages risks as they arise• Discloses risks to the group and checks group members' readiness for the activity• Communicates emergency procedures to the group• Instruction meets industry and organisation accepted practice• Instruction style is flexible to meet the needs of participants (e.g. each participant's initial skill and understanding, different learning speeds, different learning styles, different communication styles)• Varies instruction style (e.g. lecture, questioning, discovery)• Creates positive learning environment and rapport with participants• Evaluates progress of each participant through observation and questioning, and gives appropriate feedback e.g. constructive, timely (immediately, or later 1-on-1), verbal (explanation) and visual (demonstration).• Checks for understanding
<p>6.2 Rapport and/or a learning partnership is effectively established with the participants.</p>	
<p>6.3 Progress of each kayaker is evaluated and accurate feedback is delivered in a manner that matches the needs and learning styles of each kayaker.</p> <p>Range: may include but is not limited to – constructive, timely, oral, visual.</p>	
<p>7.1 Leadership is demonstrated that ensures the needs of the group are met in a safe and positive environment throughout the kayaking session.</p> <p>Range: may include but is not limited to – navigation, weather interpretation, first aid, environmental care, group processes, communication, motivation, enthusiasm, role modelling, leadership style, care and storage of equipment, transport of kayaks.</p>	

<p>7.2 Risk management is demonstrated.</p> <p>Range: may include but is not limited to – risk disclosure, boundaries, sunburn, cold, fatigue, dehydration, water quality, group and leader positioning, instructor awareness, safety check prior to leaving the shore, first aid treatment, communication.</p>	<ul style="list-style-type: none"> • Demonstrates leadership skills to maintain a safe and positive environment. This could include technical skills such as navigation, weather or first aid; and group facilitation skills such as communication, enthusiasm, role modelling.
<p>7.3 Emergency equipment is accessible at all times.</p> <p>Range: first aid kit, knife, releasable towline, throw bag.</p>	<ul style="list-style-type: none"> • Maintains control of group and activity during normal and emergency situations (if they occur) • Carries first aid kit, knife, releasable towline and throwbag at all times.

<p>Task 7: Instruct a pool session and flat water session</p>							
<p>Notes to assessor:</p>							
<p>At least two sessions must be assessed – a pool session and a flat water session</p>							
<p>Resources:</p>							
<p>Normal kayaking gear for instructor and participants.</p>							
<p>Element 5: Instruct in skills for kayaking on sheltered or slow-moving water.</p>							
<p>Range: a minimum of two different groups each of a different site; must include swimming pool, sheltered or slow-moving water.</p>							
<p>5.1 Instruction is given on the selection and fitting of clothing and personal equipment.</p>							
<p>5.2 Kayaking technique instruction is given.</p>							
<p>Range: must include -</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">- entry and exit of kayak</td> <td style="width: 50%;">- turning</td> </tr> <tr> <td>- forward and reverse paddling</td> <td>- avoiding obstacles</td> </tr> </table>		- entry and exit of kayak	- turning	- forward and reverse paddling	- avoiding obstacles		
- entry and exit of kayak	- turning						
- forward and reverse paddling	- avoiding obstacles						
<p>5.3 Instruction is given in river rescue techniques for a rescuee.</p>							
<p>Range: must include -</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">- capsize and escape</td> <td style="width: 50%;">- barrel roll</td> </tr> <tr> <td>- T rescue</td> <td>- throw bag</td> </tr> <tr> <td>- X rescue</td> <td>- swimming to the side with kayak and paddle</td> </tr> </table>		- capsize and escape	- barrel roll	- T rescue	- throw bag	- X rescue	- swimming to the side with kayak and paddle
- capsize and escape	- barrel roll						
- T rescue	- throw bag						
- X rescue	- swimming to the side with kayak and paddle						
<p>5.4 Instruction is given in the care of self, others and the environment.</p>							
<p>Range: must include -</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">- potential health problems</td> <td style="width: 50%;">- application of the New Zealand Environmental Care Code and New Zealand Water Care Code</td> </tr> <tr> <td>- methods of avoiding health problems</td> <td>- communication systems.</td> </tr> </table>		- potential health problems	- application of the New Zealand Environmental Care Code and New Zealand Water Care Code	- methods of avoiding health problems	- communication systems.		
- potential health problems	- application of the New Zealand Environmental Care Code and New Zealand Water Care Code						
- methods of avoiding health problems	- communication systems.						
<p>5.5 Kayaking technique for paddle strokes is role modelled.</p>							
<p>Range: must include -</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">- correct position of paddle shaft and blade</td> <td style="width: 50%;">- position of railing.</td> </tr> <tr> <td>- position of paddler's arm, body and head</td> <td></td> </tr> </table>		- correct position of paddle shaft and blade	- position of railing.	- position of paddler's arm, body and head			
- correct position of paddle shaft and blade	- position of railing.						
- position of paddler's arm, body and head							

Task 8: Evaluate the instruction and leadership of the kayaking sessions

Overview of task: The focus of this assessment is to evaluate the achievement of objectives, and evaluate the leadership and instruction of the kayaking instruction.

Resources:

- www.reviewing.co.uk

Instruction to candidate:

During the task you are required to:

- Obtain feedback from participants (as per your evaluation plan in Task 5)
- Discuss with the assessor the achieved outcomes, and the strengths and weaknesses of your instruction and leadership
- Write up a summary of the feedback received, and what you will do to act on it.

Element 6: Use instruction techniques.

Element 8: Evaluate the effectiveness of the instruction and leadership provided.

Performance criteria	Evidence/Judgement
<p>6.2 Rapport and/or a learning partnership is effectively established with the participants.</p>	<ul style="list-style-type: none"> • The candidate obtains feedback and acts on it during the course of the instruction. • Obtains feedback from participants as planned in Task 5 (Post-session evaluation)
<p>8.2 The instructional and leadership components of the kayaking sessions are evaluated for strengths and areas for improvement.</p>	<ul style="list-style-type: none"> • Participants' feedback indicate that they considered the instructor to have <ul style="list-style-type: none"> - Established rapport - Been enthusiastic - Enjoyed the activities and the environment • In a discussion with the assessor, the candidate covers: <ul style="list-style-type: none"> - Their own evaluation of instruction, including strengths and weaknesses of their leadership and instruction - Participant feedback - Skills and knowledge that participants demonstrated - A comparison of planned objectives with achieved objectives - Justification for variance between planned objectives and achieved objectives - Areas for ongoing practice and improvement
<p>8.2 The instructional and leadership components of the kayaking sessions are evaluated for strengths and areas for improvement.</p>	<ul style="list-style-type: none"> - Areas for ongoing practice and improvement • Writes a summary of the feedback received and a personal development plan

Candidate Name _____ NSN _____

**Unit 14223 (v3) Checklist
Instruct kayaking on sheltered or slow moving water**

Assessor name: _____

Organisation name: _____

C/NYC

Comments

Task 1: Submit log and evidence of prerequisites		
<ul style="list-style-type: none"> Assessor sights ROL and logbook confirming candidate holds: <ul style="list-style-type: none"> 476, 424, 451, 6401, 20126, 20145, 20147, 20159 (or equiv.) 20 days personal, 20 sessions instructing at a variety of venues 		
Task 2: Rescue people and equipment		
<ul style="list-style-type: none"> 5 out of 5 first-time rolls, capsizing left and right T-rescues a capsized kayaker Barrel rolls a capsized kayaker (from both sides) X-rescues 3 swimming kayakers Tows a capsized kayak, a swimmer, a swimmer with a kayak and paddle, an upright kayaker Releases a towline while towing Rescues an unconscious patient Stern deck and front straddle carry Shows and explains safety equipment 		
Task 3: Demonstrate personal kayaking skills		
<ul style="list-style-type: none"> Enters and exits the kayak from a bank and on the water Power, sweep, draw strokes and low braces, all on both sides Wet exits, then swims a paddle and kayak to shore Is rescued by another kayaker: T-rescue after capsizing, and X-rescue after wet exit 		
Task 4: Explain kayaking equipment		
<ul style="list-style-type: none"> Explains advantages and limitations of three items of gear Explains how to repair and when to retire kayaking equipment Explains how to check, clean and maintain kayaking gear Explains the advantages and limitations of buoyancy bags, survival bags and towlines 		
Task 5: Plan for instructing a pool session and flat water session		
<ul style="list-style-type: none"> Plan(s) meet organisation requirements and industry standards. A description of the participant group Specific learning objectives Any other instructional objectives or requirements Plan(s) justified on basis of participants, their needs, objectives. A description of the sites and justification for selection A risk management plan such as a RAMS form or similar An equipment list, including emergency equipment. Emergency communication arrangements and roles Permission from land owners, managers, iwi, DOC Contingency plans and alternative routes 		

<ul style="list-style-type: none"> • A brief for participants, staff and other interested parties • Other administrative arrangements necessary for the sessions • A plan for post-instruction evaluation by the participants 			
Task 6: Instruction and Leadership - Throughout all interaction with clients			
<ul style="list-style-type: none"> • Uses activity and risk mgmt plans, adjusting as required • Implements and monitors risk management strategies • Identifies and manages risks as they arise • Discloses risks to the group • Communicates emergency procedures to the group • Instruction meets industry and organisation accepted practice • Instruction style is flexible to meet the needs of participants • Varies instruction style • Creates positive learning environment and rapport • Evaluates progress of each participant and gives feedback • Checks for understanding • Demonstrates leadership to maintain safe & positive environment. • Maintains control of group and activity during normal and emergency situations (if they occur) • Carries first aid kit, knife, releasable towline and throwbag 			
Task 7: Instruct a pool session and flat water session			
<ul style="list-style-type: none"> • Instruction covers: <ul style="list-style-type: none"> - Equipment - Kayaking technique, including getting in and out, forwards and reverse strokes, turning, railing - Being rescued and self-rescue - Care of self, others and the environment • Role models good kayaking technique 			
Task 8: Evaluate the instruction and leadership of the kayaking sessions			
<ul style="list-style-type: none"> • Obtains feedback and acts on it during the course of the sessions. • Obtains feedback from participants as planned in Task 2 • Participants' feedback indicates positive outcomes • Evaluates instruction and areas for improvement with assessor • Presents summary of feedback and personal development plan 			
DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC
Comments:			