



ASSESSMENT GUIDELINE

Instruct kayaking on Grade II whitewater

Unit Standard: 14224

Level: 5 Credit: 10 Version: 3

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Purpose:

People credited with this unit standard are able to: prepare for instructing kayaking on Grade II whitewater; instruct skills for kayaking on Grade II whitewater and for independent kayaking on Grade II whitewater; provide leadership for Grade II whitewater kayaking trips; and evaluate the effectiveness of the instruction and leadership provided.

Prerequisites:

Unit 14223, Instruct kayaking on sheltered or slow-moving water; Unit 20124, Instruct kayak rolling; and Unit 20127, Demonstrate independent kayaking skills on Grade III whitewater; 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.

Grade II whitewater contains straightforward rapids with wide, clear channels, which are evident without scouting. Occasional manoeuvring may be required, but rocks and medium sized waves are easily missed by trained paddlers. Swimmers are seldom injured and group assistance, while helpful, is seldom needed.

Reliable roll (at this level) is at least two out of two first time rolls each side, consistently righting first time in a head down position, ready to paddle forwards in grade II whitewater.

Carved turn is where a kayak maintains a constant speed throughout a wide arc, turning in to or out of an eddy.

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.

H assist is a rescue whereby a rescuer manoeuvres parallel to the capsized kayaker, places a paddle across two kayakers and gets the capsized kayaker's hand onto the paddle. The capsized kayaker rolls holding on to the supported paddle.

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

- #### 2. All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the *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* is available from the Department of Conservation, Head Office, PO Box 10420, Wellington.

3. Assessment against this unit standard must take place in a kayak.
4. Before a candidate can be assessed against this unit standard they need to have logged a minimum of teaching 20 rolling sessions, 30 flatwater sessions and 20 moving water sessions at a variety of sites and rivers. 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.
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: Submit log and evidence of prerequisites

Task 2: Plan for instructing Grade II kayaking sessions

Task 3: Instruction and Leadership

Task 4: Instruct Grade II kayaking

Task 5: Instruct independent Grade II kayaking

Task 6: Evaluate the instruction and leadership of one of the kayaking sessions

Notes to Assessor:

1. For Tasks 3, 4 and 5 there are two types of evidence statements: one group relates to the instruction and leadership of the session (detailed under Task 3) and the other to the topic of instruction, details of which are adequately covered in the performance criteria (Tasks 4 and 5). The assessor is required to make a judgement about appropriateness given the possible variation in context, participant needs and NZQA unit level.
2. The candidate must be assessed instructing a group of real participants on a kayaking trip. However, some aspects of instruction could be assessed during an instruction session with 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:
 - 14223 Instruct kayaking on sheltered or slow-moving water
 - 20124 Instruct kayak rolling
 - 20127 Demonstrate independent kayaking skills on Grade III whitewater
(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:
 - teaching 20 rolling sessions, 30 flatwater sessions and 20 moving water sessions at a variety of sites and rivers

(Evidence can be confirmed with a senior person from candidate's organisation or from the industry)

Task 2: Plan for instructing Grade II kayaking sessions

Overview of task: The focus of this assessment is to demonstrate the ability to plan for instructing Grade II kayaking sessions.

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 Tasks 4 and 5. The participants described in the plans will be those participants expected for the instruction sessions in Tasks 4 and 5.
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 two Grade II kayaking sessions:

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

Element 1: Prepare for instructing kayaking on Grade II whitewater.

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

Performance criteria	Evidence/Judgement
<p>1.1 The instructional objectives and requirements are identified.</p>	<p>The candidate writes an activity plan(s) and a risk management plan(s) for instructing two 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"> • A description of the participant group, including needs, skills and experience. • Specific learning objectives that relate to: <ul style="list-style-type: none"> - Group and individual needs - The environment to be used - Equipment that will be available
<p>1.2 Trips 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>1.3 Trips are selected and their selection justified based on environmental conditions.</p> <p>Range: weather conditions, river flows, likelihood of changes to the environmental conditions</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 weather conditions, river flows, possible changes to weather or flow.
<p>1.4 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"> • A risk management plan such as a RAMS form or similar, covering people, equipment and environment factors • 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 sessions)
<p>1.5 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"> • How intentions will be lodged with a responsible person • Permission requirements from land owners, managers, iwi, DOC (as appropriate)
<p>1.6 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"> • 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. • A plan for post-session evaluation by the participants, covering at least:
<p>1.7 Evaluation methods and requirements are identified.</p>	<ul style="list-style-type: none"> - Achievement of learning objectives - Achievement of personal objectives - The candidate's instructional/leadership style

Task 3: Instruction and Leadership

Throughout all interaction with participants - Tasks 3, 4 and 5

Overview of tasks: The focus of this assessment is to instruct participants in all aspects of kayaking on Grade II whitewater

Notes to the Assessor

The following performance criteria and Evidence/Judgement applies to Tasks 3, 4 and 5

Instruction to candidate:

During the following 3 tasks you are required to role model and instruct kayaking skills according to current professional practice, covering:

- Kayaking technique
- Technique for being rescued
- Reading rivers and selecting lines
- Care of self, others and the environment
- Trip planning
- The use and handling of kayak equipment
- River rescue techniques for a rescuer

Element 3: Instruct in skills for independent kayaking on Grade II whitewater.

Element 4: Provide leadership for Grade II whitewater kayaking trips.

Performance criteria	Evidence/Judgement
3.1 The instructor is able to effectively establish rapport and/or a learning partnership with the kayakers.	<ul style="list-style-type: none">• The candidate uses activity plan(s) and risk management plan(s) from Task 2 appropriately, making adjustments as required based on needs of individual and group.• Implements and monitors risk management strategies developed in Task 2• 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-
4.1 Leadership is demonstrated that ensures the needs of the group are met in a safe and positive environment throughout the kayaking trip. 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.	
4.2 Risk management is demonstrated. Range: may include but is not limited to – maintaining personal safety, 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>4.3 Emergency equipment is accessible at all times.</p> <p>Range: first aid kit, knife, releasable towline, throw bag.</p>	<p>on-1), verbal (explanation) and visual (demonstration).</p> <ul style="list-style-type: none"> • Checks for understanding • Demonstrates leadership skills to maintain a safe and positive environment. This could include technical skills such as navigation, weather, first aid, or tying kayaks on to a trailer; and group facilitation skills such as communication, enthusiasm, role modelling. • Maintains control of group and activity during normal and emergency situations (if they occur) • Carries first aid kit, knife, releasable towline and throw bag at all times
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<p>Task 4: Instruct Grade II kayaking</p>									
<p>Note to assessor:</p> <p>The candidate must be assessed with two different groups, at two different sites</p> <p>Resources:</p> <p>Normal kayaking gear for instructor and participants.</p>									
<p>Element 2: Instruct in skills for kayaking on Grade II whitewater.</p> <p>Range: a minimum of two different groups each at a different site.</p>									
<p>2.1 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%;">- forward ferry gliding</td> </tr> <tr> <td>- paddling strokes</td> <td>- support strokes</td> </tr> <tr> <td>- controlled turns</td> <td>- breaking in to and out of eddies</td> </tr> </table>		- entry and exit of kayak	- forward ferry gliding	- paddling strokes	- support strokes	- controlled turns	- breaking in to and out of eddies		
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- paddling strokes	- support strokes								
- controlled turns	- breaking in to and out of eddies								
<p>2.2 Rescue technique instruction is given.</p> <p>Range: must include -</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">- T rescue</td> <td style="width: 50%;">- stern deck carry</td> </tr> <tr> <td>- X rescue</td> <td>- throw bag rescue</td> </tr> <tr> <td>- barrel roll</td> <td>- swimming a rapid</td> </tr> <tr> <td>- wet exit in a rapid</td> <td></td> </tr> </table>		- T rescue	- stern deck carry	- X rescue	- throw bag rescue	- barrel roll	- swimming a rapid	- wet exit in a rapid	
- T rescue	- stern deck carry								
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<p>2.3 River reading instruction is given.</p> <p>Range: must include -</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">- river dynamics</td> <td style="width: 50%;">- following a line through a rapid</td> </tr> <tr> <td>- river hazards</td> <td></td> </tr> </table>		- river dynamics	- following a line through a rapid	- river hazards					
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<p>2.4 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%;">- identification of 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>		- identification of potential health problems	- application of the New Zealand Environmental Care Code and New Zealand Water Care Code	- methods of avoiding health problems	- communication systems				
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2.5 Kayaking technique for paddle strokes and moving water techniques is role modelled.

Range: **must include** -

- correct position of paddle shaft and blade
- position of railing
- position of paddler's arm, body and head
- angle, speed, timing

Task 5: Instruct independent Grade II kayaking

Resources:

Normal kayaking gear for instructor and participants

Rescue gear for participants – throw bags, releasable towlines.

Element 3: Instruct in skills for independent kayaking on Grade II whitewater.

3.2 Instruction is given in trip planning.

Range: **must include** -

- research of information
- preparing a trip plan.
- clothing and equipment

3.3 Instruction is given in use and handling of kayak equipment.

Range: **must include** -

- fitting personal gear
- transport of equipment.

3.4 Instruction is given in kayaking techniques for independent kayaking.

Range: **must include** -

- paddling strokes and techniques
- reliable rolling
- surfing
- selecting a line and paddling a line through a rapid.
- advantages and disadvantages of rolling techniques

3.5 Instruction is given in river rescue techniques for a rescuer.

Range: **must include** -

- throw bag rescue
- retrieving a trapped kayak without using mechanical advantage
- kayak-based rescue of people and equipment
- swimming over a strainer
- effects of current
- towing a capsized kayak
- force of water flow
- towline release
- safety features of a kayak
- personal and group safety equipment.
- river crossing

Task 6: Evaluate the instruction and leadership of one 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 one of the kayaking sessions.

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 2)
- 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 3: Instruct in skills for independent kayaking on Grade II whitewater.

Element 5: Evaluate the effectiveness of the instruction and leadership provided.

Performance criteria	Evidence/Judgement
<p>3.1 The instructor is able to effectively establish rapport and/or a learning partnership with the kayakers.</p>	<ul style="list-style-type: none"> • The candidate obtains feedback and acts on it during the course of the session. • Obtains feedback from participants as planned in Task 2 (Post-instruction evaluation) • 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 the session and 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 • Writes a summary of the feedback received and a personal development plan
<p>5.1 The plans and objectives are evaluated against actual outcomes and reasons for changes are provided and justified.</p>	
<p>5.2 The instructional and leadership components of the kayaking trip are evaluated for strengths and areas for improvement.</p>	

Candidate Name _____ NSN _____

**Unit 14224 (v3) Checklist
Instruct kayaking on Grade II whitewater**

Assessor name: _____

Organisation name: _____

C/NYC	Comments
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Task 1: Submit log and evidence of prerequisites

- Assessor sights ROL and logbook confirming candidate holds:
 - 14223, 20124, 20127 (or equivalent)
 - teaching 20 rolling sessions, 30 flatwater sessions and 20 moving water sessions at a variety of sites and rivers

Task 2: Plan for instructing Grade II kayaking sessions

- 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
- How intentions will be lodged with a responsible person
- Permission from land owners, managers, iwi, DOC
- Contingency plans and alternative routes
- A brief for participants, staff and other interested parties
- Other administrative arrangements necessary for the sessions
- A plan for post-session evaluation by the participants

Task 3: Instruction and Leadership - Throughout all interaction with clients

- Uses activity and risk management 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 throw bag

Session 1	Session 2
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Task 4: Instruct Grade II kayaking			
<ul style="list-style-type: none"> • Kayaking technique • Technique for being rescued • Reading rivers and selecting lines • Care of self, others and the environment 			
Task 5: Instruct independent Grade II kayaking			
<ul style="list-style-type: none"> • Trip planning • The use and handling of kayak equipment • Independent kayaking technique • River rescue techniques for a rescuer 			
Task 6: Evaluate the instruction and leadership of one of the kayaking sessions			
<ul style="list-style-type: none"> • Obtains feedback and acts on it during the course of the instruction. • 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:			