



**sfrito**  
SPORT, FITNESS AND RECREATION  
INDUSTRY TRAINING ORGANISATION

# ASSESSMENT GUIDELINE

## Plan for and participate in a multi-day kayaking trip on Grade II whitewater

**Unit Standard: 20125**

**Level: 3 Credit: 3 Version: 2**  
**Published by Sfrito Jan 2007**

### **Purpose:**

People credited with this unit standard are able to plan for, prepare, participate in, and evaluate a self-contained multi-day trip on Grade II whitewater.

### **Recommended entry criteria:**

Unit 20126, *Demonstrate independent kayaking skills on Grade II whitewater*; and Unit 20160, *Demonstrate knowledge of weather processes and their effects on outdoor recreation in New Zealand*; or demonstrate equivalent knowledge and skills.

### **Special Notes:**

1. Definitions

*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.

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

*Self-contained* means all equipment used in the trip is carried by the paddlers in their kayaks.

2. In the context of this unit standard a *multi-day kayaking trip* refers to a trip of at least two days and one night. There must be a minimum of three hours kayaking on each day.
3. 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 four tasks -

Task 1: Make a plan for a multi-day whitewater trip

Task 2: Pack up ready to start the trip

Task 3: Go on a multi-day kayaking trip

Task 4: Evaluate the trip

### **Notes to Assessor:**

The kayaking trip may be assessed on a trip harder than Grade II, but not easier.

## Task 1: Make a plan for a multi-day whitewater trip

### Resources:

- River guide books e.g. Charles, G. (2002). *New Zealand Whitewater – 125 great kayaking runs*. Craig Potton Publishing, Nelson. (available through NZRCA - <http://www.rivers.org.nz>)
- Weather reports
- Map such as a 1:50 000 topographical map

### Notes to the assessor

1. PCs 1.2 and 1.3 are assessed in this task and in Task 2.
2. The plan must be for the trip that is undertaken in the following tasks.

### Instruction to candidate:

During the task you are required to demonstrate the ability to plan for and organise a multi-day kayaking trip, including.

- The ability to research a chosen river trip.
- Appropriate selection of equipment, and explaining why you have selected it
- The preparation and packaging of equipment and food.

## Element 1: Plan for, and prepare equipment for, a self-contained multi-day trip on Grade II whitewater.

Performance criteria	Evidence/Judgement
<p><b>1.1</b> Information for the trip is researched.</p> <p>Range: may include but is not limited to – river guides, maps, weather forecast, campsites.</p>	<p>Candidate presents a written trip plan. The plan contains:</p> <ul style="list-style-type: none"> <li>• The selected river trip, its name, length, difficulty at varying flows and notable rapids or hazards.</li> <li>• A map of the river, with get in, get out, camping spots, at least 3 escape routes.</li> <li>• A group gear list</li> <li>• A personal gear list</li> <li>• A food list</li> </ul> <p>Either as part of the trip plan or in a verbal discussion with the assessor, the candidate justifies selection of at least:</p> <ul style="list-style-type: none"> <li>• Overnight shelter - chosen based on weight, size, warmth, shelter, ability to keep dry in boat.</li> <li>• Kayak - able to carry equipment and be navigated downriver in a controlled manner</li> <li>• Personal kayaking gear and clothing – warmth, protection (helmet, footwear etc), rescue capability</li> <li>• Food - quickly and easily prepared, appropriate weight, packed to stay dry for duration of trip</li> </ul>
<p><b>1.2</b> Items of personal and group equipment are selected and packaged appropriately, and their selection justified.</p> <p>Range: may include but is not limited to – Overnight equipment – sleeping bags, sleeping mats, clothing;</p> <p>Paddling equipment – kayak, helmet, buoyancy aid, spraydeck, paddle, footwear;</p> <p>Group equipment – shelter, cookers and billy's, first aid kit, rescue and safety equipment.</p>	
<p><b>1.3</b> Food is selected, prepared, and packaged appropriately.</p>	

**Task 2: Pack up ready to start the trip**

**Resources:**

- Personal kayaking equipment such as kayaks, paddles, helmets, spray-decks etc
- Group kayaking equipment including shelter, cookers, billies.
- Safety equipment including First aid kits, throw-bags, slings, prussic, karabiners and split paddles.

**Notes to the assessor**

1. Each candidate must be observed packing a kayak ready for travel at least once during the trip.

**Instruction to candidate:**

During the task you are required to:

- Get your gear on and pack your selected equipment into your kayak to ensure it stays dry and the kayak is balanced on the water.
- Consider your paddling team and what group equipment is carried by each member.

**Element 1: Plan for, and prepare equipment for, a self-contained multi-day trip on Grade II whitewater.**

Performance criteria	Evidence/Judgement
<p><b>1.2</b> Items of personal and group equipment are selected and packaged appropriately, and their selection justified.</p> <p>Range: may include but is not limited to –</p> <p>Overnight equipment – sleeping bags, sleeping mats, clothing;</p> <p>Paddling equipment – kayak, helmet, buoyancy aid, spraydeck, paddle, footwear;</p> <p>Group equipment – shelter, cookers and billy’s, first aid kit, rescue and safety equipment.</p>	<ul style="list-style-type: none"> <li>• Kayaks are packed with the gear and food specified in Task 1.</li> <li>• Critical supplies (e.g. food, sleeping bag, spare clothes) are packed so that they will stay dry</li> <li>• Candidate gears up with all the gear specified in Task 1</li> <li>• Group equipment is distributed according to the skills, fitness and load carrying capacity of group members</li> <li>• Rescue gear is easily accessible when kayak is packed.</li> <li>• Candidate carries their share of group equipment.</li> </ul> <p>Candidate considers the following when packing a kayak:</p> <ul style="list-style-type: none"> <li>• Weight distribution, where heavy items are positioned.</li> <li>• A safe exit from the kayak is not compromised through gear being stowed in between paddler’s legs.</li> <li>• Dry bags or something equally effective are used to keep gear dry. Air is removed, the top of dry bags are correctly folded down and clipped into the kayak to avoid the equipment from coming free in the event of a wet exit.</li> </ul>
<p><b>1.3</b> Food is selected, prepared, and packaged appropriately.</p>	
<p><b>1.4</b> Equipment is distributed amongst the group members.</p> <p>Range:distribution based on – skill, size, weight, fitness, experience.</p>	
<p><b>1.5</b> Kayak is packed to maintain balance, buoyancy, and paddler’s safety and keep equipment dry.</p>	

### Task 3: Go on a multi-day kayaking trip

#### Resources:

- All the equipment specified in Tasks 1 and 2
- Map and compass

#### Notes to the assessor

1. The trip must be of at least two days and one night. There must be a minimum of three hours kayaking per day on not less than Grade II whitewater.
2. As specified in the recommended prerequisites (Unit 20126), the candidate will have some Grade II rescue skills. However the assessor in addition to their own personal kayaking gear and equipment for an overnight kayak trip will also need to carry safety and rescue equipment. The equipment carried would depend on the weather conditions, the intended river trips length and water temperature. This could include throw bag, split paddle, first aid kit, cell phone, spare warm clothing, extra snack food.

#### Instruction to candidate:

During the task you are required to:

- Complete a multi-day kayaking trip whilst ensuring your equipment is kept dry.
- Find a suitable location to secure your equipment overnight
- Pack a kayak with overnight equipment effectively each day.
- Demonstrate a commitment to safety.
- Follow the principles of the Environmental Care Code and the NZ Water Code
- Interact with others in a positive way
- Be able to identify your location on the river at any time.

### Element 2: Participate in a self-contained multi-day kayaking trip on Grade II whitewater.

Performance criteria	Evidence/Judgement
<b>2.1</b> Equipment is kept dry while kayaking.	<ul style="list-style-type: none"> <li>• Wears all the appropriate gear as specified in the plan:               <ul style="list-style-type: none"> <li>- Always wears footwear, helmet, buoyancy vest etc.</li> </ul> </li> <li>• Gear is kept dry during downriver travel.</li> <li>• Selects an appropriate site to secure equipment overnight, considering a rise in river level or strong winds.</li> <li>• Demonstrates the ability to re-pack a kayak efficiently e.g. in 20 minutes or less on Day 2</li> <li>• Demonstrates a commitment to their own and other's safety:               <ul style="list-style-type: none"> <li>- Communicates hazards, lines etc using appropriate river signals</li> <li>- Kayaks within their skill level taking into account a loaded boat and fatigue (e.g. choosing lines, portaging)</li> <li>- Keeps good positioning within the group on the river</li> <li>- Demonstrates sound campcraft skills in terms of site selection, cooking practices, hygiene etc.</li> </ul> </li> </ul>
<b>2.2</b> Paddling equipment is secured overnight.	
<b>2.3</b> Kayak is repacked efficiently each day.	
<b>2.4</b> Commitment to personal and group safety is demonstrated.	
<b>2.5</b> The New Zealand Environmental Care Code and the New Zealand Water Care Code are applied.	

<p><b>2.6</b> Commitment to positive group morale is demonstrated.</p>	<ul style="list-style-type: none"> <li>• Follows the principles of the Environmental Care Code and the NZ Water Code, i.e.: <ul style="list-style-type: none"> <li>- Camps with minimum impact</li> <li>- Disposes of toilet waste appropriately</li> <li>- Disposes of dishwater or food scraps away from the river</li> <li>- Rubbish is packed up and stored appropriately e.g. in a plastic bag.</li> <li>- A water collection site is used that is upstream of anything that could contaminate water quality (or an established water source is used)</li> <li>- Does not disturb or damage flora and fauna</li> </ul> </li> </ul>
<p><b>2.7</b> Navigation is maintained during the trip.</p> <p>Range: map, compass, topography.</p>	<ul style="list-style-type: none"> <li>- Respects the decisions of others</li> <li>- Listens to and follows instructions</li> <li>- Contributes to group decision making</li> <li>- Shows encouragement and support</li> </ul> <ul style="list-style-type: none"> <li>• Interacts with others in a positive way: <ul style="list-style-type: none"> <li>- Respects the decisions of others</li> <li>- Listens to and follows instructions</li> <li>- Contributes to group decision making</li> <li>- Shows encouragement and support</li> </ul> </li> <li>• Communicates clearly on and off the river, and is understood by others in the group</li> <li>• When asked by the assessor to identify their location on the river, pinpoints location on map to within 400m on a 1:50,000 map</li> </ul>

**Task 4: Evaluate the trip**

**Resources:**

- '20125 Post-trip Assessment Questions' attached to this document

**Notes to the assessor**

1. This task could be assessed using the written assessment questions, or through an oral debrief at the end of the trip

**Instruction to candidate:**

After the trip you will need to evaluate the trip 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 trips

**Element 3: Evaluate a self-contained multi-day kayak trip on Grade II whitewater.**

Performance criteria	Evidence/Judgement
<p><b>3.1</b> The success of the kayak trip is evaluated.</p> <p>Range:evaluation must include but is not limited to – preparation and participation.</p>	<ul style="list-style-type: none"> <li>• Completes written or oral questions from 'Post-trip Assessment Questions' in full</li> <li>• Answers are at a level appropriate to Level 3 of the NZQA level descriptors.</li> <li>• At least 2 recommendations for future trips are given</li> </ul>
<p><b>3.2</b> Personal and group performance is evaluated.</p> <p>Range:performance may include but is not limited to – skill, fitness, leadership, teamwork.</p>	
<p><b>3.3</b> Recommendations for future kayak trips are provided.</p> <p>Range:may include but is not limited to – planning, preparation, personal, group.</p>	

Candidate Name \_\_\_\_\_ NSN \_\_\_\_\_

**Unit 20125 (v2) Checklist  
Plan for and participate in a multi-day kayaking trip on Grade II whitewater**

Assessor name: \_\_\_\_\_

Organisation name: \_\_\_\_\_

**C/NYC**

**Comments**

**Task 1: Make a plan for a multi-day whitewater trip**

- Candidate presents a written trip plan containing:
  - The selected river trip, its name, length, difficulty at varying flows and notable rapids or hazards.
  - A map of the river, with get in, get out, camping spots, at least 3 escape routes.
  - A group gear list
  - A personal gear list
  - A food list
- Justifies selection of at least:
  - Overnight shelter
  - Kayak
  - Personal kayaking gear and clothing
  - Food

**Task 2: Pack up ready to start the trip**

- Kayaks are packed with the gear and food specified in Task 1.
- Critical supplies are packed so that they will stay dry
- Candidate gears up with all the gear specified in Task 1
- Group equipment is distributed appropriately
- Rescue gear is easily accessible when kayak is packed.
- Candidate carries their share of group equipment.
- Considers the following when packing a kayak:
  - Weight distribution
  - A safe exit from the kayak
  - Keeping gear dry and secure in boat

**Task 3: Go on a multi-day kayaking trip**

- Wears all the appropriate gear as specified in the plan
  - Gear is kept dry during downriver travel.
  - Selects an appropriate site to secure equipment overnight
  - Demonstrates the ability to re-pack a kayak efficiently
  - Demonstrates a commitment to their own and other's safety
- 
- Follows the principles of the Environmental Care Code and the NZ Water Code
- 
- Interacts with others in a positive way
  - Communicates clearly on and off the river, and is understood by others in the group

<ul style="list-style-type: none"> <li>When asked by the assessor, pinpoints location on map to within 400m</li> </ul>		
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**Task 4: Evaluate the trip**

<ul style="list-style-type: none"> <li>Completes written or oral questions from 'Post-trip Assessment Questions' in full</li> <li>Answers are at Level 3, at least 2 recommendations for future trips are given</li> </ul>		
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DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC

**Comments:**



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# Post-trip Assessment Questions

**Plan for and participate in a multi-day kayaking trip on Grade II whitewater**

**Unit Standard: 20125**

**Level: 3 Credit: 3 Version: 2**

**Published by Sfrito Jan 2007**

**Candidate Name** .....

The purpose of these questions is to evaluate your kayaking trip in terms of your own and the group's performance, and to give recommendations for future kayaking trips.

Answer all questions in full

Questions meet the requirements for PCs 3.1, 3.2 and 3.3

**Date of Kayaking trip:**

**Name and section of river:**

**Number in the group:**

## **1. Preparation**

**a. What preparation was done for this kayaking trip?**

**b. What worked well?**

**c. What would you do differently next time? Why?**

**2. Skill and Fitness**

**a. Think about your own performance in terms of kayaking skill and fitness. Comment on what went well.**

**b. What areas could you improve in? Why?**

**c. 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.**

**b. What areas could you improve in? Why?**

- c. How did the rest of the group perform in terms of teamwork and leadership? Give two specific examples.**

**4. Overall, how suitable was this kayaking trip for your group? Why?**

# Appendix 1: Environmental Care Code and Water Care Code

Plan for and participate in a multi-day kayaking trip on Grade II whitewater

**Unit Standard: 20125**

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## **New Zealand Environmental Care Code:**

- Allan, S. (2005). *Outdoor activities – guidelines for leaders*. Sport and Recreation New Zealand [www.sparc.org.nz](http://www.sparc.org.nz)

(adapted from the DOC Environmental Care Code)

### **Protect plants and animals**

Treat New Zealand's forests and birds with care and respect. They are unique and often rare.

### **Remove rubbish**

Litter is unattractive, harmful to wildlife and can increase vermin and disease. Plan your visits to reduce rubbish, and carry out what you carry in.

### **Bury toilet waste**

In areas without toilet facilities, you must do one of the following:

- Carry out your toilet waste, particularly from snow country and caves
- Agree on a single toilet place for a large group, and dig a hole deep enough for the length of your stay.
- Bury your toilet waste in a shallow hole well away from waterways, tracks, campsites, and huts if the above situations do not apply

### **Keep streams and lakes clean**

When cleaning and washing, take the water and wash well away from the water source. Soaps and detergents are harmful to water-life, so drain used water into the soil to filter it.

### **Avoid fires**

Dead wood is an important part of the a forest's health, so cooking on portable stoves is preferable. In high-use areas, use a fire only in an emergency. Keep it small, use only dead wood, and pour water on it to ensure it's out.

### **Camp carefully**

When camping, leave no trace of your visit. Will the next visitor know that you have been there?

### **Keep to the track**

By keeping to the track, you lessen the chance of damaging fragile plants.

### **Consider others**

People visit the back country and rural areas for many reasons. Be considerate of other visitors who also have a right to enjoy the natural environment.

### **Respect our cultural heritage**

Many places in New Zealand have a spiritual and historical significance. Treat these places with consideration and respect.

### **Enjoy your visit**

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

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

## **New Zealand Water Care Code:**

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

New Zealand's lakes, rivers, wetlands, and coast are places of enjoyment for most of us. However, growing use of these areas has led to an increase in unsightly and dangerous rubbish, erosion, and the spread of plant and animal pests and disease. As our use of these places has increased, the life within them has often diminished. These problems severely threaten water quality and with it our health and safety, the survival of plants and animals, and our enjoyment of this heritage.

Please help us protect lakes, rivers, wetlands, beaches and the ocean by following these guidelines on your visit.

### **Find Out First**

Find out about, and follow the regulations governing recreational use of waterways. They are designed to minimise conflicts between users and protect everyone's health and safety.

Find out from the local authority or Department of Conservation office if vehicle access across beaches is permitted.

If you have to cross private land, ask the landowner's permission and respect their rights.

If you're going to take fish, shellfish or bait, observe size, season and number restrictions. If you are unsure about fishing restrictions, contact the [Ministry of Fisheries](#) or Department of Conservation office.

### **Stay on Established Access Tracks**

Vehicles, horses and even careless walking on sand dunes, estuary boundaries and riverbanks disturb wildlife and can cause permanent damage.

- Stay on established roads and tracks and use designated carparks.
- Driving on wet sand damages shellfish beds. Don't drive on beaches unless it is permitted and only if you have to.
- Sand dunes keep beaches sandy and stable. Be careful not to disturb the plants growing on them.

### **Use Existing Boat Ramps, Launching Sites, and Mooring Sites**

Taking boats in and out of the water and anchoring them can disturb and damage the animals and plants which live and grow on the bottom and edges of waterways.

- Use existing boat ramps or established launching sites.
- Use established moorings where available, or sites where plants and animals will not be damaged.

### **Take Care of Your Gear**

Careless use of equipment puts wildlife and other users at risk.

- All static gear (e.g., crayfish pots) is required by law to be marked (e.g., with surface buoys, flags, or lights) to make their position clear and reduce the risk of accidents.
- Make sure your fishing gear is in good condition and used only in suitable conditions so that it is not accidentally lost. It is best not to use set nets as they are non-selective, killing all marine life that becomes trapped.
- For the safe passage of vessels, keep anchorages clear of all fishing gear.

### **Remove Rubbish**

Rubbish left on beaches or dropped in the sea, lakes or rivers, pollutes water and can kill animals if they swallow it or get entangled in it.

- Cut down on rubbish by repacking food into recyclable containers before you leave home.
- Use rubbish disposal facilities where they are provided or carry out what you carry in.
- Old worn fishing line is likely to break. Check it before leaving home, and dispose of waste line safely (e.g., broken paddles) and, if it is safe to do so, retrieve lost or broken gear.
- Clean fish and shellfish where the waste will not pollute the water.
- If you find other people's rubbish, think of the environment and remove it.
- Report any pollution to the local council as soon as possible.

### **Dispose of Toilet Waste Properly**

Disposal of toilet waste in the wrong place can contaminate water, damage the environment and is culturally offensive.

- Use land-based toilets where available. Otherwise, bury human waste in a shallow hole at least 50 metres away from waterways.
- Empty sewage holding tanks into approved shore facilities or, if there are none, in the open sea well beyond sheltered waters.
- Try and keep dogs from fouling beaches, lake shores and river banks. Take a plastic bag so you can dispose of your pet's waste in a toilet, or bury waste at least 50 metres away from waterways.

### **Be Careful With Chemicals**

Careless use of soaps, detergents, fuels, oils, paints and anti-foulants can harm plants and animals and affect the health, safety and enjoyment of other water users.

- Use public refuelling facilities where possible - they have many safety features to prevent fuel or oil entering waterways.
- Make sure your fuel tanks, lines and spare tanks are leak-proof.
- Soap and detergents are pollutants. Drain cooking and washing water in the soil well away from waterways.

### **Take Only the Food You Need**

Sustain life in our waterways. When taking food from the sea or freshwater don't overdo it!

Take only what you need and stay within the legal limits.

Release your catch unharmed if you don't need it for food.

If gathering your own bait, take only what you need and turn back all the rocks you have moved.

Report any instances of poaching, such as the taking of undersized crayfish or paua, to Ministry of Fisheries.

### **Consider Plants and Animals**

We are only visitors to water environments. Other animals and plants live there all the time.

- Avoid disturbing wildlife. Keep your distance from marine mammals and birds (especially if they are nesting). Use binoculars.
- Make sure your pets keep well clear of birds and other wildlife. Keep dogs on a leash if necessary, and don't take pets where they're not allowed.
- Teach children to care for nature. Don't take wildlife home. Observe sea creatures in buckets then release them back where you found them.
- Avoid operating power boats or jet skis too near riverbanks and estuary shorelines. Go slow; the wake of a speeding vessel causes erosion and disturbs wildlife.
- Exotic weeds and fish are a big problem in some waterways so clean your gear and boats before you leave to prevent their spread to new waterways.

### **Respect Our Cultural Heritage**

To Maori all waters have value. Many waterways and surrounding lands also have special cultural, spiritual or historical significance for the wider community.

- To appreciate the cultural values of the place you are going to visit, take some time to learn about its history and significance.
- If you find Maori treasures or artefacts, report them to local iwi and the Department of Conservation.

### **Consider Other People**

People visit lakes, rivers, wetlands, beaches and the ocean for different reasons. Respect the rights of other visitors.

- Excessive noise will disturb other visitors as well as the wildlife. Keep noise levels to a minimum.
- Keep to a speed that is safe and doesn't disturb other users. In many places a speed limit of 5 knots within 200 metres of the shore applies to all water craft.

For more detailed information on environmental management, see:

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

For information on environmental education, see [www.tki.org.nz](http://www.tki.org.nz)