

ASSESSMENT GUIDELINE

Instruct in skills for cycle touring

Unit Standard: 20134

Level: 4 Credit: 6 Version: 2
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Purpose:

People credited with this unit standard are able to: prepare for instructing in, and teach skills for, cycle touring; demonstrate effective instruction techniques during, and provide leadership for, cycle touring; and evaluate the effectiveness of the instruction and leadership provided.

Prerequisites:

Unit 424, *Administer first aid in the outdoors*; Unit 451, *Manage risk for an outdoor activity*; Unit 20135 *Plan for, participate in and evaluate a self-sufficient cycle tour*; Unit 20145, *Demonstrate knowledge of theories and processes associated with instructing in the outdoors*; and Unit 20159, *Access and compare weather information for outdoor recreation*; or demonstrate equivalent knowledge and skills.

Special Notes:

1. The New Zealand Mountain Bike Association's *Off Road Code* can be used instead of the *New Zealand Environmental Care Code*. The *Off Road Code* is available from the NZMBA – NZ Mountain Bike Association, PO Box 13734, Christchurch, <http://www.nzmba.org.nz>.
2. Before a candidate can be assessed against this unit standard they need to have logged an additional 10 days of instructional experience beyond the hours logged when gaining the prerequisite unit standards. When gaining the instructional experience the candidate is engaged in role of instructor but has no responsibility for clients, although is responsible for self.
3. 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 5 tasks:

- Task 1: Submit log and evidence of prerequisites
- Task 2: Plan for instructing a cycle tour
- Task 3: Instruction and Leadership - throughout all interaction with clients
- Task 4: Instruct cycle touring
- Task 5: Evaluate the instruction and leadership on the cycle tour

Notes to Assessor:

1. For Tasks 3 and 4 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 (task 4). 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 cycle tour.

Task 1: Submit log and evidence of prerequisites
<p>Overview of task: The focus of this assessment is to ensure the prerequisites for <u>units achieved</u> and <u>instructional time</u> have been met</p> <p>Resources: NZOIA, NZMSC, or EONZ Outdoor Leader Logbook or similar Candidate's NZQA Record of Learning.</p> <p>Instruction to candidate: During this task you are required to provide confirmation that you have:</p> <ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Assessor sights NZQA Record of Learning which confirms that the candidate holds:<ul style="list-style-type: none">- 424, <i>Administer first aid in the outdoors;</i>- 451, <i>Manage risk for an outdoor activity;</i>- 20135 <i>Plan for, participate in and evaluate a self-sufficient cycle tour;</i>- 20145, <i>Demonstrate knowledge of theories and processes associated with instructing in the outdoors;</i>- 20159, <i>Access and compare weather information for outdoor recreation</i> (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:<ul style="list-style-type: none">- additional 10 days of instructional experience beyond the hours logged when gaining the prerequisite unit standard<p>(Evidence can be confirmed with a senior person from candidate's organisation or from the industry)</p>

Task 2: Plan for instructing a cycle tour

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

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 3 and 4. The participants described in the plans will be those participants expected for the instruction sessions in Tasks 3 and 4.
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 cycle tour trip:

- An activity or trip plan (or plans)
- A plan for evaluation of the trip

Element 1: Prepare for instructing in cycle touring.

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 a cycle tour. 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 • Any other instructional objectives or requirements
<p>1.2 Tours are selected and their selection justified based on the objectives to be achieved and the make up of the group.</p> <p>Range: group make up may include but is not limited to – age, culture, gender, health, ability, confidence, experience, emotional and intellectual needs, group size, skills to be taught.</p>	

<p>1.3 Tour plan is completed.</p> <p>Range: plan may include but is not limited to – accommodation, cost, access, weather, risk management, transport, equipment, food, contingencies, fuel, communication, personal details, intentions, resources.</p>	
<p>1.4 A pre-trip brief for participants, and other interested parties is prepared.</p> <p>Range: brief may include but is not limited to – responsibilities, expectations, personal requirements, logistics, procedures for lost or injured group member.</p>	
<p>1.5 Instruction plans are prepared to meet the learning objectives, taking into consideration the needs of the group and individuals, and 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>	
<p>1.6 Evaluation methods and requirements are identified.</p>	<ul style="list-style-type: none"> • A risk management plan such as a RAMS form or similar, covering people, equipment and environment factors • The activity plan is justified on the basis of the participants, their needs and objectives. • A description of the route that is intended to be used, including a map or detailed route description. • 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 tour) • How intentions will be lodged with a responsible person • Contingency plans and alternative routes in case of bad weather 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 tour to take place. For example accommodation, cost, food, fuel, transport logistics, personal details. • A plan for post-trip 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 3: Instruction and Leadership	
Throughout all interaction with participants - Tasks 3 and 4	
<p>Overview of tasks: The focus of this assessment is to instruct participants in cycle touring</p>	
<p>Notes to the Assessor</p> <p>The following performance criteria and Evidence/Judgement applies to Tasks 3 and 4</p>	
<p>Instruction to candidate:</p> <p>During the following two tasks you are required to instruct cycle touring skills according to current professional practice, covering:</p> <ul style="list-style-type: none"> • planning and preparing for cycle touring • cycling skills and participation in cycle touring • debriefing • emergency management 	
Element 3: Demonstrate effective instruction techniques during cycle touring.	
Element 4: Provide leadership for cycle touring.	
Performance criteria	Evidence/Judgement
<p>3.1 Instruction skills and techniques are demonstrated that are relevant to the needs of the group and enable them to achieve cycle touring skills.</p> <p>Range: skills and techniques may include but are not limited to – different teaching styles, teaching progressions, checking for individual understanding after presenting skill progressions, adapting plans to suit needs, responsive to group dynamics, maintaining a positive environment;</p> <p>needs may include but are not limited to individual’s 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) from Task 2 appropriately, making adjustments as required based on needs of individual and group. • Implements and monitors risk management strategies • 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 (see PC 2.4) • Instruction meets industry and organisation accepted practice • Instruction style is flexible to meet the needs of participants (e.g. each rider’s initial skill and understanding, different learning speeds, different learning styles, different communication styles) • Creates positive learning environment and rapport with riders • Evaluates progress of each rider 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>3.2 Rapport and/or a learning partnership is effectively established with the riders.</p>	
<p>3.3 Progress of each rider is evaluated and accurate feedback is delivered in a manner that matches the needs and learning styles of each rider.</p> <p>Range: may include but is not limited to – constructive, timely, oral, visual.</p>	
<p>4.1 Leadership is demonstrated that ensures the needs of the group are met and a safe and positive environment is maintained throughout the tours.</p> <p>Range: may include but is not limited to – navigation, weather interpretation, first aid, environmental care, group processes, communication, motivation, enthusiasm, role modelling.</p>	

<p>4.2 Risks are identified.</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, environmental care or first aid; and group facilitation skills such as communication, enthusiasm, role modelling. • Maintains control of group and activity during normal and emergency situations (if they occur)
<p>4.3 Effective risk management is demonstrated.</p> <p>Range: factors must include people, equipment, environment.</p>	

<p>Task 4: Instruct cycle touring</p>	
<p>Element 2: Teach skills for cycle touring.</p>	
<p>2.1 Clients are instructed in planning and preparing for cycle touring.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - justifying route selection - identifying route requirements - intention sheets - identifying individual needs - fitness requirements - clothing and footwear - personal and group equipment - food requirements and storage - safe drinking-water options - gear distribution - packing cycles - risks identification and management 	
<p>2.2 Clients are instructed in cycling skills and participation in cycle touring.</p> <p>Range: instruction must include but is not limited to –</p> <ul style="list-style-type: none"> - gear management - interpreting maps - use of gears - ascents - descents - cornering - braking - self and group safety - communication - rider etiquette - environmental care - equipment care and maintenance 	
<p>2.3 Clients are instructed on debriefing.</p> <p>Range: may include but is not limited to –</p> <ul style="list-style-type: none"> - personal and group performance - preparation - participation - recommendations for future cycle tours - problem solving 	
<p>2.4 Emergency management is explained.</p> <p>Range: must include but is not limited to –</p> <ul style="list-style-type: none"> - emergency communication - alternative routes identified - organisation’s procedural requirements - search and rescue 	

Task 5: Evaluate the instruction and leadership on the cycle tour

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

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: Demonstrate effective instruction techniques during cycle touring.

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

Performance criteria	Evidence/Judgement
3.2 Rapport and/or a learning partnership is effectively established with the riders.	<ul style="list-style-type: none"> • The candidate obtains feedback and acts on it during the course of the trip (this could be as part of the debriefing instruction, PC 2.3). • Obtains feedback from participants as planned in Task 2 (Post-trip 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 trip 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
5.1 The plans and objectives are evaluated against actual outcomes and reasons for changes are provided and justified.	
5.2 The instructional and leadership components of the tour are evaluated for strengths and areas for improvement.	

Candidate Name _____ NSN _____

**Unit 20134 (v2) Checklist
Instruct in skills for cycle touring**

Assessor name: _____

Organisation name: _____

C/NYC

Comments

Task 1: Submit log and evidence of prerequisites

- Assessor sights ROL and logbook confirming candidate holds:
 - 424, 451, 20135, 20145, 20159 (or equivalent)
 - additional 10 days of instructional experience

Task 2: Plan for instructing a cycle tour

- 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 route
- 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 tour
- A plan for post-tour evaluation by the participants

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

- Uses activity 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
- 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)

Task 4: Instruct cycle touring			
<ul style="list-style-type: none"> • Planning and preparing for cycle touring • Cycling skills and participation in cycle touring • Debriefing • Emergency management 			
Task 5: Evaluate the instruction and leadership on the cycle tour			
<ul style="list-style-type: none"> • Obtains feedback and acts on it during the course of the tour • Obtains feedback from participants as planned in Task 2 • Participants' feedback indicates positive outcomes • Evaluates instruction and areas for improvement with assessor 			
DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC
Comments:			