

Section D: (Theory and Practical Descriptors)

Feedback Criteria (did the candidate....)		Desired (by...)	Undesired
1.1	demonstrate positive body language?	<ul style="list-style-type: none"> • Making use of the space, without being distracting • Maintaining an open posture • Smiling • Making eye contact • Appearing relaxed 	<ul style="list-style-type: none"> • Stays behind desk always • Arms crossed • No eye contact
1.2	demonstrate confidence in their delivery	<ul style="list-style-type: none"> • Good knowledge of their subject • Showing signs of rehearsing • Clear, audible voice (see below) • Some nerves are expected and the instructor may take time to relax into the presentation 	<ul style="list-style-type: none"> • Quiet delivery • Seems unsure on topic content • Appears unorganised
1.3	present with a clear voice	<ul style="list-style-type: none"> • Speaking at a suitable pace • and without jargon • Varying the pitch • Limiting filler words • Pausing and breathing 	<ul style="list-style-type: none"> • Talks too quickly and quietly • Monotone voice • Lots of Ums, OK's, etc.
1.4	gain attention, engage and involve the group	<ul style="list-style-type: none"> • Showing enthusiasm • Praising the subject • Asking questions of the group or using activities (where time allows) • Using variety 	<ul style="list-style-type: none"> • Struggles to take gain and retain the attention of group • Presents at the group the entire time
2.1	deliver the key messages of the topic in a structured format	<ul style="list-style-type: none"> • Using a logical sequence • Including key messages • Focussing on the essentials 	<ul style="list-style-type: none"> • Includes too many messages for the time allocated, and key messages lost/missed • Goes off topic easily • Mixes up content
2.2	show they were organised for the session	<ul style="list-style-type: none"> • Having a session plan • Organising teaching materials into a logical order • Knowing how to operate any presentation aids • Keeping within the allocated time 	<ul style="list-style-type: none"> • No material pre prepared • Goes significantly over or under time
2.3	use activities that assisted the group to learn	<ul style="list-style-type: none"> • Making/keeping them relevant • Introducing activities at an appropriate time 	<ul style="list-style-type: none"> • No activities used or un related activities used for the topic
2.4	use instructional aids effectively to support to their presentation	<ul style="list-style-type: none"> • Using aids that enhance the teaching and learning • Showing evidence of practicing (e.g. drawing pictures on white board) • Introducing aids at the relevant time • Removing aids when no longer needed 	<ul style="list-style-type: none"> • No instructional aids used
2.5	use questioning effectively	<ul style="list-style-type: none"> • Confirming understanding • Using open questions • Directing questions to groups (or individuals) as appropriate • Using techniques such as pose, pause, pounce correctly (if used) 	<ul style="list-style-type: none"> • No questioning used during session • Uses closed questions • Over use of questioning • Correct answers not provided
2.6	include an introduction and summary	<ul style="list-style-type: none"> • Providing a realistic reason for learning the topic • Putting the topic into context • Summarising the session 	<ul style="list-style-type: none"> • No introduction or summary provided
3.1	demonstrated a thorough understanding of their allocated topic	<ul style="list-style-type: none"> • Using standard terminology • Using technically correct information • Answering questions from class accurately 	<ul style="list-style-type: none"> • Presented incorrect information on the topic

Section E: Theory and Practical Descriptors

Feedback Criteria (did the candidate....)		Desired (by...)	Undesired
5.1	have a sufficiently detailed and suitable session plan available for their topic	<ul style="list-style-type: none"> A detailed session plan cited before the beginning of the session, including session goals, activities and timings. A session plan should have enough detail on so that someone else can read it and easily deliver the session. 	<ul style="list-style-type: none"> No session plan completed Minimal detail included in the plan.
5.2	deliver an introduction to the session	<ul style="list-style-type: none"> Outline what the goals of the session are and how the session will be delivered Putting the topic into context 	<ul style="list-style-type: none"> No introduction delivered or explanation of what the session will include Unclear information provided to participants so they are unsure of outcomes of the session.
5.3*	Incorporate any relevant safety points during introduction of the session	<ul style="list-style-type: none"> Outlines all safety points and highlight how the participants can overcome them or what has already been put in place to overcome them 	<ul style="list-style-type: none"> No safety briefing completed. This may be questioned following the session as if they are not the first assessment they may not repeat the safety points.
5.4*	identify a suitable location to conduct the session	<ul style="list-style-type: none"> Participant has considered the session they are delivering and the current weather conditions 	<ul style="list-style-type: none"> Due to time constraints on the assessments an optimal location may not be able to be utilised, and so questioning the candidate on this would be sufficient
6.1	effectively organise the group; and where appropriate move efficiently from activity to activity	<ul style="list-style-type: none"> Using a logical sequence for activities Group students suitably Give clear instructions to students when introducing and moving to a new activity Focusing on the essentials Ensure students know what is coming up before they go out on the water so you do not have to keep getting them ashore or stopping the session 	<ul style="list-style-type: none"> Candidates do not understand what is expected of them within each activity Candidates are mismatched
6.2	maintain control of the session at all times	<ul style="list-style-type: none"> Keeping within the allocated time Ensure the group is completing the allocated activities and that the instructor is positioning themselves so they can take control if necessary. Ensure all candidates are appropriately supervised 	<ul style="list-style-type: none"> Leaves the students to complete the activities without supervision Session runs considerably overtime
6.3*	ensure safety was maintained at all times	<ul style="list-style-type: none"> all equipment used was safe if a student demonstrated unsafe practice, the candidate corrected them and stepped in if appropriate. Grouped students suitably 	<ul style="list-style-type: none"> If at any point the senior instructor (assessor) has to step in and take control of the session an action plan must be provided.
6.4*	provide a suitable explanation of the skill	<ul style="list-style-type: none"> Providing a realistic reason for learning the topic (context of topic) Using aids that enhance the teaching and learning Using learning aids, as and when appropriate, to assist with explanation 	<ul style="list-style-type: none"> Provides an incorrect explanation of a skill Use technical jargon Provides too much information all at once
6.5	provide an accurate demonstration of the skill	<ul style="list-style-type: none"> The candidate themselves demonstrates the correct execution 	<ul style="list-style-type: none"> No demonstration provided An incorrect demonstration is

		of the skill in line with the coaching points, or they get a student who can complete the skill correctly to perform the demonstration while the candidates talk through the key coaching points	provided
6.6	include all key teaching points for the skill	<ul style="list-style-type: none"> • Provide teaching points in the correct order • Introduce teaching points slowly and check for student understanding 	<ul style="list-style-type: none"> • Provide too much information at once for the students to take on • Present incorrect points for the skills
6.7	demonstrate sufficient technical knowledge of the skill	<ul style="list-style-type: none"> • Using standard terminology • Using technically correct information as outlined in the program syllabus and teaching notes. • Answering questions from class accurately 	<ul style="list-style-type: none"> • Provide insufficient knowledge of the skill, by using incorrect terminology, equipment or activities to develop the skill.
6.8	communicate in a clear and effective manner	<ul style="list-style-type: none"> • Use simple terminology • Ensure everyone can see and hear them (positioning is key), especially while out on the boat • 	<ul style="list-style-type: none"> • Uses technical jargon • Talk with your back to the group or with the sun in their eyes, or the wind taking your voice away.
6.9	provide accurate and constructive feedback to the group	<ul style="list-style-type: none"> • Use the sandwich technique when providing feedback (positive, improvement, positive). • Provides feedback in the correct manner 	<ul style="list-style-type: none"> • Provides only negative comments/ or no feedback at all to the group • Does not provide constructive information on how they can improve
6.10	identify any errors made by the participants	<ul style="list-style-type: none"> • Identify when a skill is performed incorrectly, and highlight the ideal performance again • Do not put a student down in front of the group 	<ul style="list-style-type: none"> • Does not correct errors made by students • Using inappropriate methods for highlighting errors (i.e singling out students and ridiculing them)
6.11	allow sufficient practice time where required	<ul style="list-style-type: none"> • Allows time for the students to have a go at the skills 	<ul style="list-style-type: none"> • Due to time constraints on the assessments there may not be a lot of time for practice, and so questioning may be used here
7.1	summarise the session with the key teaching points	<ul style="list-style-type: none"> • A summary is provided highlighting the key learning outcomes • Allows feedback and questions from the students on the session. 	<ul style="list-style-type: none"> • No summary provided • No chance for questioning or feedback provided • Due to time constraints of the assessment a summary may be provided during the debrief.