

Conditions - coastal features

1	Small enclosed bays or harbours with a minimum of marine traffic where there is minimal possibility of being blown offshore. Defined launch and recovery area (a short section of beach/pier/slipway with easy landing, no tide races or overfalls)
2	Coastal areas with a minimum of marine traffic and where there is minimal possibility of being blown or drifting offshore. Launching and landing from/at a public access location such as a short section of beach/slipway/pier with easy landing - no tide races, overfalls, surf or swell. Journeys should, at any time, be no greater than 1 nautical mile to an exit point in case of emergency.
3	Coastal areas within 1 nautical mile of shore. Launching and landing from beaches with no greater than 0.5m broken waves.
4	Coastal areas within 2 nautical miles of shore. Launching and landing from beaches with no greater than 1m broken waves. Navigating through and landing upon rocky shorelines in dynamic water.

Conditions – weather and sea state

1	Wind (Beaufort): F0-2 Sea state (Met Eireann): Calm (0 - 0.1m significant wave height) Surf: N/A Flow: N/A Open crossings: N/A
2	Wind (Beaufort): F0-3 Sea state (Met Eireann): Calm (0.1-0.5m significant wave height) Surf: N/A Flow: No tide races, overfalls, surf or swell Open crossings: N/A
3	Wind (Beaufort): F0-4 Sea state: Slight (0.5 - 1.25m significant wave height) Surf: ≤ 0.5m broken waves Flow: Tidal streams and overfalls of less than 2kn Open crossings: N/A
4	Wind: F0-5 Sea State: Moderate (1.25 - 2.5m significant wave height) Surf: ≤ 1.0m broken waves Flow: Overfalls, tidal streams and tide races ≥ 3knots Open Crossings: ≤ 4 nautical miles (shore to shore)

## Shore based trip planning

1	<ul style="list-style-type: none"><li>• Obtain marine-based weather forecasts using a variety of media.</li><li>• Obtain High Water and Low Water times and heights</li><li>• Describe positive and negative effects of on-shore, off-shore and cross- shore breezes.</li><li>• List 3 differences between O.S. maps and charts for use in sea kayaking</li><li>• Interpret the meaning of the different colours on a marine chart.</li><li>• Interpret the depths on a chart</li></ul>
2	<ul style="list-style-type: none"><li>• Interpret a basic marine weather forecast and apply this information to an O.S. map or marine chart. Indicate wind direction and strength, identify a lee and windward shore, identify areas of exposed shoreline where dynamic water may be challenging.</li><li>• Explain the Beaufort scale up to Force 6 (inclusive).</li><li>• Use a tide table to obtain the times and heights of High and Low water and relate this information to their launching and landing area.</li><li>• Obtain information of tidal currents in their local area.</li><li>• Describe the effects of wind against tide and wind with tide on sea conditions.</li><li>• Interpret a basic swell forecast and explain the ramifications that the swell will have on their intended trip or session.</li><li>• Plan a half day trip using an O.S. map or marine chart (electronic or hard copy) including start and finish positions, obvious waypoints along the way, escape/exit points and potential challenges which may be encountered on a trip.</li></ul>
3	<ul style="list-style-type: none"><li>• Use the Met Eireann sea area forecast and other complementary weather forecast sources to ascertain wind direction, wind strength, likelihood of precipitation, estimate temperature and apply these aspects of the weather forecast to a marine chart or OS map of the area they intend to paddle.</li><li>• Obtain the time and height of high water and low water in their area and then transfer this to a marine chart or OS map detailing the effect the tide will have on their intended trip.</li><li>• Explain and apply the 50/90 rule and the Rule of Twelfths</li><li>• Recognise areas on a chart where wind and tide oppose each other and discuss the challenges to sea kayakers which this effect may pose.</li><li>• Obtain a swell forecast and estimate the effect of the swell on an intended trip at sea.</li><li>• Combine the forecasted effects of weather, tides and swell to plan a basic trip at sea including waypoints, distances between waypoints, direction of wind relative to each leg between waypoints, and effect of the tide on each leg between waypoints.</li><li>• Plot a compass course between two waypoints.</li><li>• Calculate the distance between two waypoints.</li><li>• Estimate a time to paddle between two waypoints.</li></ul>
4	<ul style="list-style-type: none"><li>• Obtain and interpret a combination of marine based weather forecasts and synoptic charts. Apply this information to a nautical chart detailing how the weather forecast will affect various locations on the chart.</li><li>• Obtain and interpret tidal flow information. Apply this information to a chart detailing the effect these will have on the conditions on that day.</li><li>• Apply the 50/90 rule.</li><li>• Apply the Rule of Twelfths to identify the depth of water at a particular location and time.</li><li>• Use a cruising guide, guidebook, almanac or other reliable resources to ascertain the movement of tides at headlands/peninsulas. Apply this information to a chart to assist in the planning of a trip.</li><li>• Identify the likelihood of overfalls and tidal races from a chart.</li><li>• Plot a trip on a chart to include:<ul style="list-style-type: none"><li>○ Start, finish points</li><li>○ Waypoints (identifiable from the water)</li><li>○ Escape/emergency egress points</li><li>○ Areas of respite</li><li>○ Areas where the potential for dynamic water is high</li><li>○ Areas of danger</li></ul></li></ul>

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|  | <ul style="list-style-type: none"><li>○ Tidal flow</li><li>○ Magnetic bearings between waypoints</li><li>○ Distance between waypoints</li><li>○ Estimated time to paddle between waypoints</li></ul> |
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## Equipment knowledge

1	<ul style="list-style-type: none"><li>• Perform a basic boat check ensuring adequate buoyancy and sea worthiness.</li><li>• Explain the need to carry a means of communication, e.g. a mobile phone in a waterproof pouch.</li></ul>
2	<ul style="list-style-type: none"><li>• Perform a basic boat check ensuring adequate buoyancy and sea worthiness.</li><li>• Explain the clothing a sea kayaker should wear to be safe at sea when kayaking in Ireland.</li><li>• Explain the importance of bringing food and fluid on a sea kayaking trip.</li><li>• Explain the use of the equipment a sea kayaker should carry to keep themselves safe on the sea when paddling in L2 conditions dealing with the following situations:<ol style="list-style-type: none"><li>1. Fix a broken boat,</li><li>2. Provide alternate means of propulsion,</li><li>3. Deal with hypothermia,</li><li>4. Deal with an injury,</li><li>5. Provide spare food and drink,</li><li>6. Contact emergency services.</li></ol></li><li>• Stow safety equipment in a manner such that it can be deployed effectively when/if necessary</li></ul>
3	<ul style="list-style-type: none"><li>• Demonstrate a check on their own equipment to ensure sea worthiness.</li><li>• Demonstrate the equipment a sea kayaker at this standard should wear to be safe at sea when kayaking in Ireland.</li><li>• Differentiate and explain the difference between different types of personal protective equipment for sea kayaking. e.g. wetsuit/drysuit, neoprene spraydeck/fabric spray-deck, buoyancy aid, adequate footwear/booties, different types of paddles, different types of sea kayaks, and the application and use of helmets.</li><li>• Explain the use of the equipment a sea kayaker should carry to keep themselves safe on the sea when paddling in Ireland dealing with the following situations:<ol style="list-style-type: none"><li>1. Fix a broken boat,</li><li>2. Provide alternate means of propulsion,</li><li>3. Deal with hypothermia,</li><li>4. Deal with an injury,</li><li>5. Provide spare food and drink,</li><li>6. Contact emergency services.</li></ol></li><li>• Stow safety equipment in a manner such that it can be deployed effectively when/if necessary.</li><li>• Be conversant with the uses and limitations of electronic navigation and communication aids.</li></ul>
4	<ul style="list-style-type: none"><li>• Perform an equipment check as part of a peer group to ensure that all are safe to go to sea.</li><li>• Stow safety equipment in a manner such that it can be deployed effectively when/if necessary.</li><li>• Explain the use of the equipment a sea kayaker should carry to keep themselves safe on the sea when paddling in L4 conditions dealing with the following situations:<ol style="list-style-type: none"><li>1. Fix a broken boat,</li><li>2. Provide alternate means of propulsion,</li><li>3. Deal with hypothermia,</li><li>4. Deal with an injury,</li><li>5. Provide spare food and drink,</li><li>6. Contact emergency services.</li></ol></li></ul>

## Boat handling skills

1	<ul style="list-style-type: none"> <li>• Kayak entry and exit, launching and landing: Enter and exit a sea kayak appropriately.</li> <li>• Forward paddling: Paddle a sea kayak in a straight line for 20 metres and be aware of using the whole body to efficiently move the sea kayak.</li> <li>• Reverse paddling: Reverse a sea kayak for 20m.</li> <li>• Stopping: Stop a sea kayak in a straight line (both paddling forward and reversing).</li> <li>• Staying upright: Demonstrate a slight edge or lean while stationary. Explain the relationship between body position (forwards and backwards) and boat balance.</li> <li>• Turning on the spot: Forward sweep stroke to initiate a turn. Reverse sweep stroke to initiate a turn,</li> <li>• Turning on the move: Use sweep stroke/s to turn the sea kayak at least 45 degrees around an obstacle while still maintaining some forward momentum.</li> <li>• Moving sideways: Paddle a sea kayak sideways for 1 metre.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Kayak entry and exit, launching and landing: Enter and exit a kayak appropriately maintaining control of the paddle. Launch a sea kayak minimising keel scrape. Land a sea kayak minimising keel scrape.</li> <li>• Forward paddling: Demonstrate an effective and efficient method of paddling forward. Demonstrate two methods of forward paddling – one for acceleration and power and one for long-distance traveling.</li> <li>• Reverse paddling: Steer a kayak while reversing.</li> <li>• Stopping: Stop the sea kayak in a straight line within 4 strokes.</li> <li>• Staying upright: Hold a low edge or lean. Demonstrate a low brace support.</li> <li>• Turning on the spot: Stationary forward sweep stroke using a low edge/lean. Stationary reverse sweep stroke using a low edge/lean. Pivot turn using a combination of reverse and forward sweep strokes while stationary.</li> <li>• Turning on the move: Paddle an edging turn on flat sheltered water. Demonstrate a back-face stern rudder to subtly change direction.</li> <li>• Moving sideways: Paddle a sea kayak sideways for 5 metres.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Kayak entry and exit, launching and landing: Launch a sea kayak using the ‘float boat’ technique (forwards and backwards). Land a sea kayak using the ‘float boat’ technique (forwards and backwards)</li> <li>• Forward paddling: Demonstrate methods of forward paddling using all-body involvement for acceleration, manoeuvrability, paddling long-distance and stability.</li> <li>• Reverse paddling: Steer a kayak while reversing around an obstacle.</li> <li>• Stopping: Stop the sea kayak in a straight line within 4 strokes and turn the kayak to face the conditions .</li> <li>• Staying upright: Apply a low brace for support in a practical context.</li> <li>• Turning on the spot: Combined sweep strokes showing full torso rotation. Pivot turn using a combination of reverse and forward sweep strokes while holding an edge to facilitate an efficient turn.</li> <li>• Turning on the move: Apply a medium to high edge and/or lean to enable efficient steering while paddling forward. Apply a turn on the move in its correct context. Turn is initiated by a forward sweep stroke, edge/lean the kayak, and maintain speed or low brace. Apply a back-face stern rudder while running downwind. Demonstrate and effective bow rudder</li> <li>• Moving sideways: Use a sculling draw stroke to move the sea kayak sideways. Demonstrate a hanging draw.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Kayak entry and exit, launching and landing: Launch a sea kayak from a rocky shore using a towline and swim method. Land a sea kayak on a rocky shore using a towline and swim method.</li> <li>• Forward paddling: Demonstrate and apply all-body paddling techniques for acceleration, long-distance paddling and stability.</li> <li>• Reverse paddling: Steer a sea kayak while reversing between objects.</li> <li>• Stopping: Can stop the kayak within 4 strokes and turn the sea kayak head to conditions or tail-to conditions depending on what is appropriate in that moment.</li> <li>• Staying upright: Demonstrate and maintain stability in sea kayak in a variety of different dynamic environments. Apply a high brace and sculling for support in a practical context.</li> <li>• Turning on the spot: Pivot turn using the paddle on one side only.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Turning on the move: Demonstrate and apply in a practical situation, a tight edging turn using combinations of forward momentum, edging/leaning, bow rudder, crossbow rudder and stern rudder. Use a back-face and power-face stern rudder to facilitate steering.</li><li>• Moving sideways: Demonstrate and apply a safe and effective method of making a sea kayak move sideways while stationary and while moving forward.</li></ul> |
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## Paddling in wind

1	<ul style="list-style-type: none"><li>• Identify which way the observed wind is pushing the kayak.</li></ul>
2	<ul style="list-style-type: none"><li>• Hold position into the wind.</li><li>• Show boat control while paddling across, down and upwind.</li><li>• Explain the appropriate use of a skeg.</li></ul>
3	<ul style="list-style-type: none"><li>• Paddle effectively in headwind, tailwind and beam wind, and counteract weathercocking or leecocking.</li></ul>
4	<ul style="list-style-type: none"><li>• Paddle a kayak into the wind demonstrating correct trim and paddle technique.</li><li>• Paddle a kayak across the wind applying a range of strategies to counteract weathercocking.</li><li>• Paddle a kayak downwind, catching waves and demonstrating effective steering to prevent broaching.</li></ul>

## Paddling in surf

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3	<ul style="list-style-type: none"><li>• Paddle a kayak across small surf and perform an appropriate support stroke to stay upright.</li><li>• Perform a beach landing in small surf by following the back of a wave to control speed and direction.</li><li>• Catch a wave before letting the boat bongo slide in the broken wave and holding stability with a low brace for support.</li><li>• Hold position inside the impact zone and identify the best time to paddle out past the breaking waves.</li><li>• Paddle through the broken waves and take a position outside the impact zone.</li><li>• Perform a pivot turn to line up a sea kayak to catch a wave.</li><li>• Observe other water users in the area and maintain a safe distance from others when surfing.</li><li>• Identify rip and cross shore currents</li></ul>
4	<ul style="list-style-type: none"><li>• Paddle a kayak across surf and perform a relevant support stroke to hold position sideways on a wave coming into shore</li><li>• Catch a breaking wave and hold a diagonal run.</li><li>• Bottom turn on a wave.</li><li>• Top turn on a broken wave</li><li>• Maintain stability exiting a wave.</li><li>• Paddle out back demonstrating timing and effective acceleration to punch through waves.</li><li>• Identify a rip and a cross-shore current.</li></ul>

## Paddling rocky shores

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3	<ul style="list-style-type: none"> <li>• Demonstrate an ability to make sound judgement based on their skill level and the dynamic nature of the white water found at the shoreline.</li> <li>• Apply an edging/leaning turn, and a pivot turn in the correct context.</li> <li>• Apply sound timing to navigate through, between and over obstacles found on the shoreline.</li> <li>• Work as part of a team of sea kayakers to navigate shorelines safely applying the CLAP principle at all times:             <ol style="list-style-type: none"> <li>1. Communication: Ability to share information without speaking.</li> <li>2. Line of sight: Always being in visual contact with members of the group to enable communication.</li> <li>3. Avoidance: Recognition of and avoidance of common hazards.</li> <li>4. Positioning: For best effect to enhance self and group safety, communication, and line of sight.</li> </ol> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrate an ability to identify and read tidal water and to anticipate what is happening in terms of flow and eddies.</li> <li>• Apply carving turns and pivot turns in the correct context while maneuvering around and between features in a moderate shoreline environment.</li> <li>• Use moderate hydraulics such as waves/surges/flows to assist movement between, through and over dynamic features on the shoreline.</li> <li>• Maintain the CLAP principle with team-mates in a peer group throughout a shoreline experience:             <ol style="list-style-type: none"> <li>1. Communication: Ability to share information without speaking.</li> <li>2. Line of sight: Always being in visual contact with members of the group to enable communication.</li> <li>3. Avoidance: Recognition and avoidance of common hazards at this level.</li> <li>4. Positioning: For best effect to enhance self and group safety, communication, and line of sight.</li> </ol> </li> <li>• Employ a range of group management tactics to maintain the CLAP principle while engaging in activities in the shoreline environment.</li> <li>• Demonstrate sound decision making in relation to the conditions, abilities of the team, likelihood, consequences and risks while participating in activities in the shoreline environment</li> </ul>

## Paddling in flow

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3	<ul style="list-style-type: none"> <li>• Break into a flow.</li> <li>• Break out of a flow.</li> <li>• Ferry-glide across a flow</li> </ul>
4	<ul style="list-style-type: none"> <li>• Break into a flow.</li> <li>• Break out of a flow.</li> <li>• Ferry-glide across a flow.</li> <li>• Demonstrate a method of paddling as a team in a tidal flow which maintains the CLAP principle.</li> <li>• Demonstrate effective swimming techniques to self-rescue in the flow.</li> </ul>



## Self-rescue after capsize

1	<ul style="list-style-type: none"><li>• Demonstrate a controlled capsize drill using a spraydeck (capsize, bang 3 times on the hull, wet-exit).</li><li>• Swim 5m towing your kayak</li><li>• Explain why it is important to maintain contact with the kayak after a capsize</li></ul>
2	<ul style="list-style-type: none"><li>• Execute a controlled capsize drill and demonstrate orientation upside down while using a spray deck.</li><li>• Perform a self-rescue in waist deep water</li></ul>
3	<ul style="list-style-type: none"><li>• Perform a kayak roll on any one side, demonstrating good technique (i.e. technique that involves the whole body and which protects the shoulders).</li><li>• Perform a self-rescue in deep water after exiting the kayak. This can be performed using a paddle float, cowboy rescue or roll.</li><li>• Defensively and offensively swim using the paddle in a benign dynamic environment such as a shoreline or small surf.</li><li>• Paddle a swamped kayak to a beach and empty it</li></ul>
4	<ul style="list-style-type: none"><li>• Demonstrate a roll on both sides; one side must be in a Level 4 environment.</li><li>• Demonstrate one of the following three self-rescue techniques in Level 4 conditions.<ul style="list-style-type: none"><li>○ A cowboy rescue</li><li>○ A re-entry and roll.</li><li>○ Heel hook re-entry with paddle float</li></ul></li><li>• Swim-tow a sea kayak 25 metres.</li><li>• Deploy the spare paddle from the deck of their own kayak while afloat.</li></ul>

## Team rescues

1	<ul style="list-style-type: none"> <li>• Assisted rescue after capsize:             <ul style="list-style-type: none"> <li>○ Demonstrate being rescued in deep water.</li> <li>○ Demonstrate assistance in a deep-water swimmer rescue.</li> <li>○ Recite the basic safety rules of kayaking - personal buoyancy, ability to swim and always paddle with others.</li> <li>○ Explain the importance of staying close to other paddlers in case of emergency.</li> </ul> </li> <li>• Towing:             <ul style="list-style-type: none"> <li>○ Make a raft with at least two other paddlers and demonstrate how to leave a raft.</li> <li>○ Perform a contact tow for a distance of 10 metres using no equipment.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Assisted rescue after capsize:             <ul style="list-style-type: none"> <li>○ Re-enter a kayak during an X-rescue using the heel hook or other method.</li> <li>○ Assist in an X-rescue in deep water.</li> <li>○ Demonstrate an assisted capsize recovery, e.g. T-rescue OR paddle presentation rescue OR “11” rescue. Rescuer will be within 2 metres.</li> </ul> </li> <li>• Towing:             <ul style="list-style-type: none"> <li>○ Perform a single point tow using a sea kayaking towline.</li> <li>○ Make a raft and leave a raft safely.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Assisted rescue after capsize:             <ul style="list-style-type: none"> <li>○ Execute an X-rescue in deep water as rescuer and swimmer.</li> <li>○ Perform a link/toggle tow with a swimmer and their sea kayak.</li> <li>○ Carry a swimmer using a bow and/or stern carry for 20m.</li> <li>○ Demonstrate an assisted capsize rescue – T-rescue or paddle-presentation rescue or “11” rescue in a dynamic environment.</li> <li>○ Perform an incapacitated paddler (‘unconscious paddler’, ‘hand of God’) rescue.</li> </ul> </li> <li>• Towing:             <ul style="list-style-type: none"> <li>○ Execute a contact tow with and without equipment over a short distance, approx. 20m</li> <li>○ Perform a single point tow using a sea kayaking towline for 100m.</li> <li>○ Perform a tandem tow of a two person raft.</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Assisted Rescue after capsize:             <ul style="list-style-type: none"> <li>○ Complete an X-rescue of another paddler in Level 4 conditions</li> <li>○ Carry a swimmer a short distance using a bow and/or stern carry.</li> <li>○ Demonstrate a paddle presentation rescue – as a rescuer and as someone being rescued.</li> <li>○ Perform an incapacitated paddler (‘unconscious paddler’, ‘hand of God’) rescue in L4 conditions</li> <li>○ Recover an incapacitated swimmer into their kayak (‘scoop rescue’).</li> </ul> </li> <li>• Towing:             <ul style="list-style-type: none"> <li>○ Perform a contact tow from a dynamic environment to a sheltered area.</li> <li>○ Perform a single point tow using a tow line for at least 200 metres.</li> <li>○ Perform a tandem tow for a single paddler and a small raft for 200m.</li> <li>○ Demonstrate accurate use of a throw rope to rescue a swimmer where/if applicable.</li> </ul> </li> </ul>

## Scenario management

1	<ul style="list-style-type: none"> <li>• Follow a route led by a leader or instructor. Explain why not to cut across a corner.</li> <li>• Explain the CLAP principle             <ul style="list-style-type: none"> <li>○ Communication: ability to share information without speaking.</li> <li>○ Line of sight: always being in visual contact with members of the group to enable communication.</li> <li>○ Avoidance: recognition and avoidance of common hazards.</li> <li>○ Positioning: for best effect to enhance self and group safety, communication, and line of sight.</li> </ul> </li> <li>• Describe 3 tactics of moving as a team of sea kayakers.</li> <li>• Identify three different ways of summoning outside assistance in the event of needing rescue. (waving arms, whistle, shouting)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Teamwork:             <ul style="list-style-type: none"> <li>○ Discuss the importance and application of the CLAP principle while kayaking with a group on the water:                 <ul style="list-style-type: none"> <li>▪ Communication: Ability to share information without speaking.</li> <li>▪ Line of sight: Always being in visual contact with members of the group to enable communication.</li> <li>▪ Avoidance: Recognition of and avoidance of common hazards.</li> <li>▪ Positioning: For best effect to enhance self and group safety, communication, and line of sight.</li> </ul> </li> <li>○ Participate in a trip briefing to a peer group using DICET:                 <ul style="list-style-type: none"> <li>▪ Define: The length, duration, nature of and waypoints of the trip.</li> <li>▪ Identify: Sections of the trip which may be challenging (hazards).</li> <li>▪ Communication: Have a system of communicating basic messages.</li> <li>▪ Emergency/Exit: Have a plan for an escape point if things go wrong. Agree how a capsize will be managed.</li> <li>▪ Tactic: How the group will move as a team while maintaining the CLAP principle.</li> </ul> </li> <li>○ Describe the causes, symptoms and prevention of hypothermia and sun exposure.</li> </ul> </li> <li>• External Rescue:             <ul style="list-style-type: none"> <li>○ Perform a mock scenario of how to summon outside assistance using three different methods of alerting others. One of these needs to include a method of contacting the emergency services.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Teamwork:             <ul style="list-style-type: none"> <li>○ Apply the CLAP principle while kayaking with a peer group on the water.</li> <li>○ Brief a part or the whole of DICET for a leg of a trip:                 <ul style="list-style-type: none"> <li>▪ Define: The length, duration, nature of and waypoints of the trip.</li> <li>▪ Identify: Sections of the trip which may be challenging (hazards).</li> <li>▪ Communication: Have a system of communicating basic messages.</li> <li>▪ Emergency/Exit: Have a plan for an escape point if things go wrong. Agree how a capsize will be managed.</li> <li>▪ Tactic: How the group will move as a team while maintaining the CLAP principle.</li> </ul> </li> <li>○ Demonstrate situation management to deal with a scenario which could happen while paddling with a peer group e.g. sea sickness, sunstroke, hypothermia.</li> </ul> </li> <li>• External Rescue:             <ul style="list-style-type: none"> <li>○ Perform a mock scenario of how to summon outside assistance using three different methods of alerting others. One of these needs to include a method of contacting the emergency services in while in dynamic water.</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Teamwork:             <ul style="list-style-type: none"> <li>○ Apply the CLAP principle while paddling with a group in a dynamic environment.</li> <li>○ Brief a group of peers on a trip using DICET or similar.                 <ul style="list-style-type: none"> <li>▪ Define: The length, duration, nature of and waypoints of the trip leg.</li> <li>▪ Identify: Sections of the trip which may be challenging (hazards).</li> <li>▪ Communication: Have a system of communicating basic messages.</li> </ul> </li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>▪ Emergency/Exit: Have a plan for an escape point if things go wrong. Agree how a capsize will be managed.</li><li>▪ Tactic: How the group will move as a team while maintaining the CLAP principle.</li><li>○ Apply DICET or similar during a trip to establish safe paddling between waypoints while on a trip.</li><li>○ Demonstrate situation management to deal with a mock scenario which could happen while paddling with a peer group in a dynamic environment such as: Shoulder dislocation, head injury, sea sickness, sunstroke, hypothermia, unconscious paddler. Extricate the stricken paddler to a safe area and demonstrate effective skills as part of a team, to engage in ongoing care of the casualty until outside assistance is established.</li><li>● External Rescue:<ul style="list-style-type: none"><li>○ Demonstrate, in a mock scenario, a minimum of five methods of summoning outside assistance for rescue.</li></ul></li></ul> |
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## Navigating on the water

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3	<ul style="list-style-type: none"><li>• Paddle on a compass bearing.</li><li>• Paddle on a transit.</li></ul>
4	<ul style="list-style-type: none"><li>• Follow a compass bearing and time a leg of a journey (day and night).</li><li>• Explain 4 safety strategies for dealing with fog.</li><li>• Use transits to confirm a location on a chart.</li><li>• Generate an estimated position on a chart during a trip and give a latitude and longitude for that position.</li></ul>

## Environmental awareness

1	<ul style="list-style-type: none"><li>• List 3 ways that sea kayakers can ensure they Leave No Trace on the environment.</li><li>• Name and identify one type of each of the following: a seal, seabird and shoreline plant.</li></ul>
2	<ul style="list-style-type: none"><li>• Discuss how to limit your impact on the flora and fauna in your paddling area.</li></ul>
3	<ul style="list-style-type: none"><li>• Explain 3 ways plastic pollution can interfere with marine wildlife and how to reduce plastic pollution in the sea (Three-for-the-Sea)</li><li>• Explain how to differentiate between a porpoise and a dolphin.</li><li>• Identify and name two different sea birds in the local area</li><li>• Describe how to identify any two of the following jellyfish: Compass, Lions mane, Barrel and Common jellyfish</li></ul>
4	<ul style="list-style-type: none"><li>• Discuss the ethical issues associated with the choice and purchase of kayaking equipment regarding the environment.</li><li>• Demonstrate good practice as part of a team in limiting their effect on the environment while sea kayaking – e.g. distance from animals, choice of areas to launch and land, proximity to nesting birds, awareness of fledging/seal pupping seasons.</li><li>• Identify, describe and discuss the characteristics of three aspects of wildlife they encounter on a sea kayaking trip.</li><li>• Have an understanding of and describe a simple marine food chain.</li></ul>

## Craft

1	A seaworthy sit-in sea kayak of adequate buoyancy, fitted with deck lines (perimeter lines) fore and aft, with a minimum of one bulkhead, minimum of one hatch and a minimum length of 285cm/9'6". Skegs and rudders are acceptable when used as appropriate.
2	A seaworthy sit-in sea kayak of adequate buoyancy, fitted with deck lines (perimeter lines) fore and aft, a minimum of two bulkheads, minimum of two hatches and a minimum length of 375cm/12'6". Skegs and rudders are acceptable when used as appropriate.
3	A seaworthy sit-in sea kayak of adequate buoyancy, fitted with deck lines (perimeter lines) fore and aft, a minimum of two bulkheads, minimum of two hatches and a minimum length of 435cm/14'6". The hull shape must be conducive to edge-turning and pivot turns required at this level. Skegs and rudders are acceptable when used as appropriate.
4	A sit-in sea kayak of adequate buoyancy, fitted with deck lines (perimeter lines) fore and aft, a minimum of two bulkheads, minimum of two hatches and a minimum length of 435cm/14'6". The hull shape must be conducive to edge-turning and pivot turns required at this level. Skegs and rudders are acceptable when used as appropriate.

## Training

1	<ul style="list-style-type: none"> <li>No minimum entry requirements. Open to everyone. Duration of training course (indicative guidelines):</li> <li>Recommended 7-14 hours contact time with a qualified instructor.</li> </ul>
2	<ul style="list-style-type: none"> <li>Level 1 Sea Kayak Skills standard. No age restriction. Obtain Canoeing Ireland Sea Kayak Logbook L2-L3.</li> <li>Recommended 21 to 28 hours contact time with a qualified instructor.</li> </ul>
3	<ul style="list-style-type: none"> <li>Training course entry requirements: Level 2 Sea Kayak Skills standard. (A L2 Sea Kayak Skills certificate is not a mandatory requirement, but is advised.) At least 12 years of age.</li> <li>Recommended 14-21 hours contact time with a qualified instructor.</li> <li>The sea kayaker is expected to put in significant and sufficient self-directed time between the training course and the assessment to practice Level 3 skills and knowledge in order to achieve L3 standard. Likely minimum of 70 hours self-directed and/or directed training.</li> </ul>
4	<ul style="list-style-type: none"> <li>Level 3 Sea Kayak Skills certificate (mandatory requirement). Completion of L4 training is a mandatory requirement towards L4 certification. Paddler obtains a Canoeing Ireland L4/L5 Logbook before attending training.</li> <li>Recommended 14-21 hours contact time with a qualified instructor.</li> <li>The sea kayaker is expected to put in significant and sufficient self-directed time between the training course and achievement of the award. Guideline: Likely minimum of 70 hours self-directed and/or directed training.</li> </ul>

## Assessment

1	<ul style="list-style-type: none"><li>• Continuous assessment throughout the training course.</li><li>• NOTE: For SK L1 only there is a binary pass/fail outcome. The instructor assesses and signs off the paddler as having met the required standard.</li></ul>
2	<ul style="list-style-type: none"><li>• Paddlers can choose a single one day assessment, or a progressive sign off of modules in their log book over time.</li><li>• Assessments do not have binary pass/fail outcomes, the instructor/s sign off the paddler's module/s where they have met the required standard, and provides feedback to the paddler on module/s where they are 'not there yet.'</li><li>• The sea kayaker will prepare a trip plan and then discuss it to allow the Instructor to confirm that the sea kayaker's trip planning knowledge is at the required standard.</li><li>• The paddler is required to be able to demonstrate all knowledge and skills from lower levels and at a higher standard than that required for the preceding level.</li></ul>
3	<ul style="list-style-type: none"><li>• Paddlers can choose a single one day assessment, or progressive sign off of modules in their log book over time.</li><li>• Assessments do not have binary pass/fail outcomes, instructor/s sign off the paddler's module where they have met the required standard, and provide feedback to the paddler where they are 'not there yet'.</li><li>• The paddler is required to be able to demonstrate all knowledge and skills from lower levels, and at a higher standard than that required for the preceding level.</li></ul>
4	<ul style="list-style-type: none"><li>• Paddlers can choose a single one day assessment, or a progressive sign off of modules in their log book over time.</li><li>• Assessments do not have binary pass/fail outcomes, the instructor/s sign off the paddler's module/s where they have met the required standard, and provides feedback to the paddler on module/s where they are 'not there yet.'</li><li>• Assessment must include a trip of at least 10km, and navigation in poor visibility or darkness.</li><li>• The paddler is required to be able to demonstrate all knowledge and skills from lower levels, and at a higher standard than that required for the preceding level.</li></ul>