

NOWS Self-Assessment Checklist

Powerboating Skills Instruction ANSs

Instruction for Safer Boating

- EDU-4 On-Water Instruction Standard
- EDU-1 On-Water Power Standard

For technical support associated with EDU-4 and EDU-1, visit www.usnows.org to download copies of their accompanying Technical Support Documents.

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NOWS Self-Assessment Checklist – Powerboat *Instruction for Safer Boating*

Version 1.0: January 2018

Use this Checklist to self-assess and improve the extent to which your instructional approach follows the American National Standards (ANSs) for on-water skills-based instruction in recreational powerboat operation. The standards in this Checklist have been specifically designed for entry-level, on-water instruction, in which instruction is delivered primarily on boats upon the water and focused on skills development.

Section 1—Assess your overall instructional approach against the Instructional Approach Standard (*EDU-4: On-Water Instruction Standard*).

Section 2—Assess your curriculum content against the Powerboating Skills ANS (*EDU-1: On-Water Power Standard*).

Instructions

After filling out the information about the instructional approach under review:

1. **Read** the elements in the Checklist one at a time.
2. **Review** the instructional approach and answer the question: *“Is it designed and delivered to do what is described in the element?”*
3. **Record** the results of your assessment in following manner:
 - a. If the answer is YES, place a checkmark in the **BLUE box** in the “Included?” column (to the left of the element description).
 - If you want track your answer, record where you found the answer and any potential actions you might take as a result of the assessment in the columns provided. *See the next to last page of this Checklist for examples of potential answer types and locations?*
 - b. If the answer is NO, leave the **Blue box** blank.
 - Identify any potential actions you might take in response to the NO in the column provided.

EXAMPLE

Included?	Element description	Where to find the answer	Potential action
IAS 1	<i>The instructional approach includes curriculums and course designs that encourage optimal learning by:</i>		
✓	a) Using current National On-Water Standards (NOWS) Note: Use section 2 to assess the curriculum content against the NOWS Powerboating Skills ANS.	<i>Course overview document and student handouts on file</i>	
✓	b) Using experiential education as the primary method of delivery	<i>Videos of instruction from course review last year.</i>	
	c) Combining and/or sequencing skills effectively	<i>Instruction design document on file for the course</i>	<i>Include hard copy of document in file</i>

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Instructional Program under Review	
Title:	
Description:	

Section 1: Instructional Approach

Use this section to assess the extent to which the overall instructional approach follows the Instructional Approach Standard (*EDU-4: On-Water Instruction Standard*). For more information about the Instructional Approach Standard, download a free copy of its accompanying Technical Support Document at www.usnows.org.

Included?	Element description	Where to find the answer	Potential action
IAS 1	<i>The instructional approach includes curriculums and course designs that encourage optimal learning by:</i>		
	a) Using current National On-Water Standards (NOWS) Note: Use section 2 to assess the curriculum content against the NOWS <i>Powerboating Skills ANS</i> .		
	b) Using experiential education as the primary method of delivery		
	c) Combining and/or sequencing skills effectively		

IAS 2	<i>The instructional approach manages student skills development by:</i>		
	a) Defining performance objectives.		
	b) Aligning student expectations with performance objectives.		
	c) Assessing student progress toward performance objectives (e.g., rubrics).		

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Included?	Element description	Where to find the answer	Potential action
IAS 3	<i>The instructional approach employs an effective student/instructor ratio by:</i>		
	a) Ensuring an adequate number of instructors are available to attend to the safety of all students involved.		
	b) Ensuring an adequate number of instructors to provide effective instruction with individualized attention (e.g., direction, coaching, feedback, etc.).		
	c) Considering available resources (e.g., time, boats, equipment, etc.)		

IAS 4	The instructional approach encourages different types of students to participate by:		
	a) Providing access to criteria for participation (e.g., age, weight, prerequisites, Essential Eligibility Criteria, etc.).		
	b) Informing students beforehand what they may achieve as a result of participation (e.g., skills, knowledge, enjoyment, certification, etc.).		
	c) Making reasonable modifications for students with disabilities.		

IAS 5	The instructional approach prepares students for learning experience(s) by:		
	a) Determining student’s desires, expectations, etc.		
	b) Ensuring that students understand performance objectives.		
	c) Determining in advance students’ unique needs (e.g., scheduling, diet, swimming ability, propensity to motion sickness, health/medical considerations, etc.).		

IAS 6	The instructional approach supports student learning during instruction by:		
	a) Staying focused on performance objectives.		
	b) Adjusting pace to optimize learning.		
	c) Allowing time for personal reflection, individual practice, etc.		

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Included?	Element description	Where to find the answer	Potential action
IAS 7	The instructional approach provides students with effective feedback by:		
	a) Delivering feedback during and after the course.		
	b) Ensuring feedback is specific and actionable.		
	c) Using a variety of appropriate feedback tools (e.g., videos, diagrams, textbook reviews, visual aids, checklists, etc.).		

IAS 8	The instructional approach ensures instructor effectiveness by:		
	a) Selecting (e.g., identifying, recruiting, evaluating, hiring, etc.) qualified instructors.		
	b) Developing (e.g., preparing, assessing, supporting, mentoring, etc.) successful instructors.		
	c) Retaining (e.g., supporting, providing continuing education, compensation and opportunities for growth, etc.) quality instructors.		

IAS 9	The instructional approach ensures instructors deliver quality program content by:		
	a) Knowing the content being delivered.		
	b) Verbalizing and demonstrating skills effectively and with a positive attitude.		
	c) Modeling behaviors (e.g., wearing life jackets, using three points of contact, using proper skills even when not being demonstrated, etc.) that emphasize safety.		

IAS 10	The instructional approach promotes student learning by:		
	a) Providing support information (e.g., safety briefings, textbooks, handouts, pre-departure checklists, etc.) to enhance experiential activities.		
	b) Using a variety of instructional techniques (e.g., hands-on practice, guided self-discovery, teachable moments, repetitive practice drills, positive behavior reinforcement, etc.).		
	c) Encouraging students to seek additional practice opportunities.		

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Included?	Element description	Where to find the answer	Potential action
IAS 11	The instructional approach enables a safe learning environment by:		
	a) Providing a comfortable physical environment (e.g., access to food and drinking water, bathroom facilities, shelter, life jackets, etc.) for students and instructors.		
	b) Providing an emotionally supportive environment (e.g., managing perceived and real emotional risks, allowing mistakes to be made safely, proactively identifying and addressing concerns, etc.).		
	c) Using appropriate strategies for coping with changing environmental/weather conditions (e.g., sun protection, access to foul weather gear, layered clothing, etc.)		

IAS 12	The instructional approach uses boats, equipment and facilities appropriate for the instructional activity by:		
	a) Ensuring boats and equipment needed to deliver an effective program are available and functional.		
	b) Ensuring availability and functionality of safety equipment (e.g., communication devices, rescue equipment, first-aid supplies, anchor, etc.).		
	c) Complying with applicable federal, state and local laws, regulations, manufacturer recommendations, etc.		

IAS 13	The instructional approach manages risk by:		
	a) Creating and following risk management procedures (e.g., Emergency Action Plan [EAP]).		
	b) Reviewing procedures periodically and updating as needed.		
	c) Ensuring instructors are able to effectively implement emergency procedures.		

IAS 14	The instructional approach incorporates a program improvement process by:		
	a) Reviewing course delivery, instructor effectiveness, and student outcomes against performance objectives.		
	b) Collecting student feedback on course effectiveness and customer satisfaction.		
	c) Looking externally to seek improvement ideas.		

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Section 2: Powerboat Skills

Use this section to assess the **curriculum content** against the Powerboating Skills ANS (*EDU-1: Skills-based On-Water Power Standard*). For more information about *EDU-1: On-Water Power Standard*, download a free copy of its accompanying Technical Support Document at: www.usnows.org.

Included?	Element description	Where to find the answer	Potential action
Operation #1: Prepare to depart			
	<i>The operator will be able to:</i>		
	1.1 A: Put on a life jacket... B: ensuring it is serviceable, fits properly, and is appropriate for the boat/activity. <i>(Note: This element is repeated as element 7.4)</i>		
	1.2 A: Confirm that all others on the boat put on their life jacket... B: ensuring the life jackets are serviceable, fit properly, and are appropriate for the boat/activity. <i>(Note: This element is repeated as element 7.5)</i>		
	1.3 A: Inspect boat systems and safety equipment... B: by completing a pre-departure checklist noting legally required (state, federal) equipment, and manufacturer recommendations appropriate for the intended voyage and forecasted weather; identify mooring/towing/anchoring point.		
	1.4 A: Obtain (recite), weather conditions, forecasts and evaluate hazards to navigation and other environmental factors... B: by assessing whether conditions are favorable for the voyage for length/time of trip.		
	1.5 A: Board the boat... B: by using three points of contact and distributing persons/gear while maintaining stability.		
	1.6 A: Prepare the boat for departure... B: by readying lines, equipment and crew for intended departure maneuver.		
	1.7 A: Start the engine... B: safely and ensure it is running properly. <i>(Note: This element is repeated as element 7.7)</i>		

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Included?	Element description	Where to find the answer	Potential action
Operation #2: Leave a dock/slip/mooring/ramp/shoreline			
	<i>The operator will be able to:</i>		
	2.1 A: Get underway... B: by using shift, throttle and steering, giving consideration to wind and current, while properly managing lines and maintaining a proper lookout throughout all activities.		
	2.2 A: Check for a clear departure... B: by confirming there are no conflicts with boat's intended actions in relation to other boats or activities in the vicinity.		
	2.3 A: Depart a mooring... B: by avoiding contact with the mooring line and buoy.		
	2.4 A: Leave from the shoreline... B: without damaging the propulsion unit and avoiding people in the water.		

Operation #3: Maneuver in close quarters			
	<i>The operator will be able to:</i>		
	3.1 A: Turn the boat... B: by safely executing a pivot turn of at least 180-degrees within a space of 1 to 2 boat lengths.		
	3.2 A: Hold position of the boat... B: near an object in the water for at least a minute within two boat lengths.		
	3.3 A: Maintain directional control at minimum control speed... B: keeping boat on a predetermined course for a distance of at least five boat lengths.		
	3.4 A: Maintain proper lookout... B: by demonstrating frequent 360-degree visual checks and identifying potential hazards. <i>(Note: This element is repeated as Standard element 7.3)</i>		
	3.5 A: Bring the boat from idle speed* to a complete stop... B: within one boat length. <i>(*Note: Standard element 3.5 is intended to be carried out when the boat is operating with the drive continuously in forward gear and with the boat having forward motion prior to demonstrating the skill. Under some conditions associated with demonstrating level of proficiency on the standard element, it may be necessary for a Boat Operator to add a slight amount of throttle to achieve sufficient headway and steering control before initiating the stop.)</i>		
	3.6 A: Back the boat... B: in a predetermined direction for five boat lengths.		

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Included?	Element description	Where to find the answer	Potential action
Operation #4: Operate in open water			
	<i>The operator will be able to:</i>		
	4.1 A: Trim the boat... B: while underway by adjusting position of persons/gear and engine/drive trim or trim tabs.		
	4.2 A: Turn the boat at high speed... B: by assuming a new heading 45 degrees to port and starboard using appropriate throttle control.		
	4.3 A: Steer a straight course... B: at high speed in a predetermined direction for 50 boat lengths.		
	4.4 A: Throttle up to and down from slow speed to high speed to slow speed... B: smoothly and with consideration of passengers/crew and gear.		
	4.5 A: Stop the boat... B: from planing or normal operating speed to within five boat lengths ensuring the wake does not over take the stern and with consideration of passengers/crew and gear.		
	4.6 A: Make course alterations... B: by smoothly changing direction 45 degrees.		
	4.7 A: Cross waves or wakes... B: by using appropriate angle of approach and controlling boat speed for the given wake/wave size and frequency.		
	4.8 A: Maintain proper lookout... B: by demonstrating frequent 360-degree visual checks and identifying potential hazards.		
	4.9 A: Avoid collisions... B: by maintaining a proper lookout, assessing potential hazardous situations and taking early and decisive action.		

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Included?	Element description	Where to find the answer	Potential action
Operation #5: Arrive at a dock/slip/mooring/ramp/shoreline (make first contact)			
	<i>The operator will be able to:</i>		
	5.1 A: Prepare the boat for arrival... B: by readying lines, equipment and passengers/crew for intended arrival maneuver.		
	5.2 A: Check for clear approach... B: by confirming there are no conflicts between boat's intended actions and other boats and activities in the vicinity.		
	5.3 A: Bring the boat to a predetermined point... B: by using a stopping procedure; giving consideration to wind, current and boat traffic; and coming to a full, safe stop within 12 inches of the dock/slip/mooring/ramp/ shoreline (point of contact).		
	5.4 A: Arrive at the shoreline... B: without damaging the propulsion unit and avoiding people in the water.		

Operation #6: Secure the boat (preparing to leave boat unattended)			
	<i>The operator will be able to:</i>		
	6.1 A: Secure the boat to the dock/slip/mooring/shoreline... B: by using appropriate knots and lines, anticipating winds, currents and tides expected.		
	6.2 A: Prepare to depart... B: having checked and/or secured systems and equipment.		
	6.3 A: Depart the boat... B: by disembarking using three points of contact.		

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Included?	Element description	Where to find the answer	Potential action
Operation #7: Perform general safety/emergency procedures/maneuvers			
	<i>The operator will be able to:</i>		
	7.1 A: Return to man overboard... B: within 10 feet and less than 1 minute.		
	7.2 A: Retrieve man onboard... B: without further injury to the person.		
	7.3 A: Maintain proper lookout... B: by demonstrating frequent 360-degree visual checks and identifying potential hazards. <i>(Note: This element is repeated as element 3.4)</i>		
	7.4 A: Put on a life jacket... B: ensuring it is serviceable, fits properly, and is appropriate for the boat/activity. <i>(Note: This element is repeated as element 1.1)</i>		
	7.5 A: Confirm that all others on the boat put on their life jacket... B: ensuring the life jackets are serviceable, fit properly, and are appropriate for the boat/activity. <i>(Note: This element is repeated as element 1.2)</i>		
	7.6 A: Stop the boat in "emergency" mode... B: from planing or normal operating speed in less than 2 boat lengths, turning to ensure stern wave passes behind the boat with consideration of passengers and gear.		
	7.7 A: Start the engine... B: safely and ensure it is running properly. <i>(Note: This element is repeated as element 1.5)</i>		

Where to find the Answers: Types and Locations

One benefit of conducting a NOWS Self-Assessment is the opportunity to document how your course or program follows the American National Standards (ANSs). What follows is a non-exhaustive list of potential sources of documentation that can be used to demonstrate the extent to which your approach follows ANSs.

On-Water Instruction Design: Examples of support that demonstrate your approach is *designed* to follow the ANS might include:

- Curriculum design** overviews indicating *what* skills within the ANS are included within instructional program
- Website links** to materials showing information students have access to before participating
- Course designs** that detail goals, objectives, agendas and instructional activities associated with teaching and learning content that aligns with the ANS.
- Instructional Plans** for *how* skills contained within the ANS will be instructed
- Student assessment tools** used to identify targeted student outcomes for instruction
- Instructor certification program descriptions** that include ANS content
- Supplemental handouts**, course textbooks, website links, or related sources of information and materials included in the approach
- Jump drive** containing soft copies of instructor materials
- etc.

On-Water Instruction Delivery: Examples of support that demonstrate your approach is *actually delivered* to follow the ANS might include:

- Videos of teaching** and learning ANS content
- Instructor checklists** for what skills and behaviors are included during a session
- Records** of student performance (assessment) with video or written evaluations during, and as a result of, engaging in the instructional approach
- Instructor feedback** on instructional programming in relationship to ANS
- Student feedback** on the quality of instruction and instructors
- Maintenance checklists** for inspecting boats and equipment before going out on the water
- Peer reviews** results
- Administrative forms** that show all emergency equipment is available and in good working order
- Videos of the location** within which instruction takes place
- Post-instruction checklists** that inventory what ANS elements were followed
- Customer feedback** from sources outside your typical feedback loops.
- etc.

