



ABYC EDU-4 July 2022

**Product Interface Division Standard
On-Water Education Project Technical
Committee**

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ABYC EDU-4

ON-WATER RECREATIONAL BOATING SKILLS – INSTRUCTION



Origin and Development

EDU-4, *On-Water Recreational Boating Skills – Instruction* was first published in 2018 as *On-Water Instruction Standard*. The 2022 revision is the work of the On-Water Education Project Technical Committee.

On-Water Education Project Technical Committee

This list represents the membership at the time the committee was balloted.

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Membership on a committee shall not in and of itself constitute an endorsement of ABYC or any document developed by the committee on which the member serves.

This standard, which is the result of extended and careful consideration of available knowledge and experience on the subject, was developed under procedures accredited as meeting the criteria for American National Standards and is intended to provide minimum performance requirements. The Project Technical Committee that approved the standard was balanced to ensure that individuals from competent and concerned interests have had an opportunity to participate.

ABYC's Project Technical Committee (PTC) meetings are open to the public. All inquiries regarding standards activity, interpretations, or meeting attendance should be directed to the ABYC Technical Department at comments@abycinc.org.

ABYC and its committees do not "approve" or "endorse" any item, construction, or proprietary device.

Request for Interpretations

Upon written request the On-Water Education PTC will render an interpretation of any requirement of the standard. The request for interpretation should be clear and unambiguous. Requests should be presented to the PTC in a manner in which they may be answered in a "Yes" or "No" fashion.

The committee reserves the right to reconsider any interpretation when or if additional information that might affect it becomes available to the PTC. Persons aggrieved by an interpretation may appeal to the committee for reinterpretation.

Summary of Revisions

This list indicates revisions to the standard when compared with the previously published version. It is not intended to be used independently of the standard. It should be used for informational purposes and as a guide to the official requirements contained in this standard. It is the responsibility of the user to read and understand the complete standard.

The main changes in this revision of EDU-4, *On-Water Recreational Boating Skills – Instruction* as compared with the previous edition dated 7/18, are:

- Title was changed
- Foreword was added
- Scope and Purpose were combined
- Units of Measure section was added

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EDU-4 ON-WATER RECREATIONAL BOATING SKILLS – INSTRUCTION

Based on ABYC's assessment of the existing technology, and the problems associated with achieving the goals of this standard, ABYC recommends compliance with this standard no later than July 31, 2023.

FOREWORD

This consensus-based standard accompanies the ABYC standards for recreational boating skills (EDU-1, *On-Water Recreational Boating Skills – Power*; EDU-2, *On-Water Recreational Boating Skills – Human-Propelled*; and EDU-3, *On-Water Recreational Boating Skills – Sail*) and assists education providers with developing and implementing programs that produce recreational sail, power, and human-propelled boat operators who:

- can perform the skills identified by the ABYC recreational boating standards;
- have the knowledge needed to perform the ABYC recreational boating standards skills; and
- possess a positive attitude and good judgment toward safe recreational boating.

This standard is intended to assist course developers with course design and delivery in order to raise the overall level of quality, availability, and consistency of entry-level instruction in recreational boat operation.

SCOPE

This standard applies to entry-level power, sail, and human-propelled on-water skills-based courses designed to function within a national system of standards for recreational boats operation.

UNITS OF MEASURE

Values stated without parentheses are the requirement. Values in parentheses are explanatory or approximate.

REFERENCES

ABYC - American Boat & Yacht Council, Inc., 613 Third Street, Suite 10, Annapolis, MD 21403. Phone: (410) 990-4460. Fax: (410) 990-4466. Website: www.abycinc.org

[ABYC EDU-1, On-Water Recreational Boating Skills – Power](#)
[ABYC EDU-2, On-Water Recreational Boating Skills – Human-Propelled](#)
[ABYC EDU-3, On-Water Recreational Boating Skills – Sail](#)

DEFINITIONS

This standard contains no definitions.

INSTRUCTIONAL APPROACH

NOTE: The number before each element within the standard is included for reference only and does not indicate any prescribed order, sequence, or priority.

The instructional approach will:

1. Include curricula and course designs that encourage optimal learning by:

- using current ABYC recreational boating standards (EDU-1, EDU-2, EDU-3);
- using experiential education as the primary method of delivery; and
- combining and/or sequencing skills effectively.

2. Manage student skills development by:

- defining performance objectives;
- aligning student expectations with performance objectives; and
- assessing student progress toward performance objectives (e.g., rubrics).

3. Employ an effective student/instructor ratio by:

- ensuring an adequate number of instructors are available to attend to the safety of all students involved;
- ensuring an adequate number of instructors to provide effective instruction with individualized attention (e.g., direction, coaching, feedback, etc.); and
- considering available resources (e.g., time, boats, equipment, etc.).

4. Encourage different types of students to participate by:

- providing access to criteria for participation (e.g., age, weight, prerequisites, essential eligibility criteria, etc.);
- informing students beforehand what they may achieve as a result of participation (e.g., skills, knowledge, enjoyment, certification, etc.); and
- making reasonable modifications for students with disabilities.

5. Prepare students for learning experience(s) by:

- determining student's desires, expectations, etc.;
- ensuring that students understand performance objectives; and
- determining in advance students' unique needs (e.g., scheduling, diet, swimming ability, a propensity for motion sickness, health/medical considerations, etc.).

6. Support student learning during instruction by:

- staying focused on performance objectives;
- adjusting the pace to optimize learning; and
- allowing time for personal reflection, individual practice, etc.

7. Provide students with effective feedback by:

- delivering feedback during and after the course;
- ensuring feedback is specific and actionable; and
- using a variety of appropriate feedback tools (e.g., videos, diagrams, textbook reviews, visual aids, checklists, etc.).

8. Ensure instructor effectiveness by:

- selecting (e.g., identifying, recruiting, evaluating, hiring, etc.) qualified instructors;
- developing (e.g., preparing, assessing, supporting, mentoring, etc.) successful instructors; and
- retaining (e.g., supporting, providing continuing education, compensation, opportunities for growth, etc.) quality instructors.

9. Ensure instructors deliver quality program content by:

- knowing the content being delivered;
- verbalizing and demonstrating skills effectively and with a positive attitude; and
- modeling behaviors (e.g., wearing life jackets, using three points of contact, using proper skills even when not being demonstrated, etc.) that emphasize safety.

10. Promote student learning by:

- providing support information (e.g., safety briefings, textbooks, handouts, predeparture checklists, etc.) to enhance experiential activities;
- using a variety of instructional techniques (e.g., hands-on practice, guided self-discovery, teachable moments, repetitive practice drills, positive behavior reinforcement, etc.); and
- encouraging students to seek additional practice opportunities.

11. **Enable a safe learning environment** by:

- providing a comfortable physical environment (e.g., access to food and drinking water, bathroom facilities, shelter, life jackets, etc.) for students and instructors;
- 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.); and
- using appropriate strategies for coping with changing environmental/weather conditions (e.g., sun protection, access to foul weather gear, layered clothing, etc.).

12. **Use boats, equipment, and facilities appropriate for the instructional activity** by:

- ensuring boats and equipment needed to deliver an effective program are available and functional;
- ensuring availability and functionality of safety equipment (e.g., communication devices, rescue equipment, first aid supplies, anchor, etc.); and
- complying with applicable federal, state, and local laws; regulations; manufacturer recommendations; etc.

13. **Manage risk** by:

- creating, communicating, and following risk management procedures (e.g., emergency action plan [EAP]);
- reviewing procedures periodically and updating as needed; and
- ensuring instructors can effectively implement emergency procedures.

14. **Incorporate a program improvement process** by:

- reviewing course delivery, instructor effectiveness, and student outcomes against performance objectives;
- collecting student feedback on course effectiveness and customer satisfaction; and
- seeking improvement strategies externally.
