

# Advanced Water Endorsement

## Course Criteria and Unit Specification

### Introduction

This document provides an outline of the British Canoeing Advanced Water Endorsement (AWE) syllabus. The aim of the British Canoeing AWE programme is to develop coaches so they can plan, deliver, and review, progressive coaching sessions in their discipline specific advanced water environment. Coaches who have complete the Advanced Water Endorsement have been trained specifically to coach skills from the 'Technical Syllabus' below, using 'Coaching Skills' identified on Page 3 - 8.

### Technical Syllabus

British Canoeing Coaches with the AWE have been trained to coach the skills outlined in the British Canoeing 4 and 5 Star Awards for the discipline concerned, taking into account the technical, tactical, physiological, and psychological requirements. This includes, for example:

#### Personal Paddling Skills:

Appropriate personal paddling skills to effectively paddle in moderate and advanced water environments

Reinforce the core principles of posture, connectivity, power transfer and feel

#### Rescue Skills:

Appropriate boat and shore-based safety and rescue skills

Being an effective team leader in rescue / incident scenarios

#### Safety, Leadership & Group Skills:

Skilful application of leadership principles

Appropriate leadership strategies, judgement, and decision-making

Safety awareness and risk management

Group control and management

Incident Management

#### Theory:

Equipment and design

Safety (inc. Coastguard/rescue services)

Weather

Hypothermia/first aid

Access

Environment

Planning

Group awareness/management

Navigation and tidal planning

Consideration of other water users

General (including history)

Leadership responsibilities

Water features / hazards

## Coaching Skills Syllabus

The AWE Coach is expected to use the coaching skills covered through the British Canoeing Level 2 Certificate in Coaching Paddlesport, See pages 4 – 8.

The assessment will normally take place over 1 day. Personal paddling, safety management and leadership skills will be assessed alongside coaching performance. The assessment criteria identified on the following pages are assessed through the following methods:

- **Observation of coaching** – Candidates will deliver two coaching sessions (normally 40-60 minutes each) working with a 'real' group (maximum of 4) of paddlers who are comfortable paddling advanced water as part of a led group
- **Observation of personal paddling** – Candidates personal paddling skills will be observed throughout the duration of the assessment
- **Review of written session plans/reviews** – Candidates are required to bring written session plans and reviews for 6 linked progressive coaching sessions delivered prior to assessment, these will provide evidence towards assessment criteria 1.2, and 8.1 – 8.4
- **Assessor questioning** – Assessors may ask candidate specific questions throughout the course of the assessment to clarify understanding of the various assessment criteria
- **Specific tasks** – Assessors may ask candidates to perform specific tasks to give them the opportunity to demonstrate their skills if they have not otherwise being evident. This is most likely to be used for safety, rescue, leadership, or personal paddling skills

| 1. The Coach must be able to plan sessions: |  |   |
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|   | Assessment criteria  | Content   |
| 1.1   | Use analysed information on participants' to establish session goals that are consistent with personal level of competence and accepted good practice for the sport (that meet the needs of the paddler, environment and activity) | <p>Understand different physical, psychological, technical, tactical needs of a range of participants'. For example;</p> <ul style="list-style-type: none"> <li>• male, female, youth, adult &amp; veteran</li> <li>• novice, experienced &amp; elite</li> </ul> <p>Use effective methods of gathering information regarding participants' needs. For example;</p> <ul style="list-style-type: none"> <li>• questioning/discussion</li> <li>• written tasks</li> <li>• information from others</li> <li>• observation</li> </ul> <p>Review and analyse against LTPD (Long-Term Paddler Development) TTPP (Tactical, Technical, Physical, Psychological), British Canoeing performance awards, and personal objectives.</p> <p>Set appropriate session goals based on participants' needs, your capacity, and the environment</p>  |
| 1.2   | Produce detailed session plans   | <p>That;</p> <ul style="list-style-type: none"> <li>• Are appropriate to the remit and environmental boundaries the AWE</li> <li>• Demonstrates realistic timings, duration and sequencing of activities, linking activities and continuity, volume and intensity of the session</li> <li>• Include appropriate choice of delivery mode, coaching style, content and structures practice to match participants' needs and enable participant development and long-term learning</li> <li>• Identifies resource requirements for sessions including paddlesport craft, equipment personal protective equipment, transport and additional equipment for activities, land and water based</li> <li>• Are recorded in a format that can be shared with others</li> <li>• Demonstrate appropriate structure to meet session goals, the needs of the paddler, environment and activity. For example warm-up, preparatory exercises, introduction of new skill, varied practice and development opportunities, test of application, revision of key learning points/achievements, action planning, summary and review</li> </ul> |

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| 1.3   | Check access rights for the coaching venue to be used   | Check access and know where to acquire information about specific access agreements including local British Canoeing access officers through British Canoeing website, employers or land owners  |
| 1.4   | Manage a safe diagnostic assessment of the participants' skills and knowledge   | <ul style="list-style-type: none"> <li>• Pre- session information gathering techniques</li> <li>• Early on the water observations</li> <li>• Use of relevant questioning</li> </ul>  |
| <b>2. The coach must be able to establish a safe coaching environment</b> |   |  |
|   | Assessment criteria   | Content  |
| 2.1   | Use dynamic risk assessment to manage the coaching session, environment, and content                                  | Identification and management of relevant risks, including accurate interpretation of weather and implications for coaching session  |
| 2.2   | Set up and move equipment safely and effectively  | Share the load, spine in line  |
| 2.3   | Have available, and explain, the appropriate equipment to manage the safe working environment                         | <p>The coach has available the appropriate equipment to manage the session safety, in relation to the risk assessment process; this may include:</p> <ul style="list-style-type: none"> <li>• Things to manage paddlers basic comfort, e.g. clothes, drink, food, shelter</li> <li>• Things to manage accidents, e.g. first aid kit, repair kit, throwline, towline</li> </ul> <p>Recap appropriate leader's equipment as per 5 Star Leader syllabus</p> |
| 2.4   | Complete safety checks to ensure that the coaching environment meets relevant health and safety standards             | British Canoeing guidelines on H&S standards, guidelines for equipment, appropriate safety equipment for conditions and requirements of session  |
| 2.5   | Explain to participants' and others health and safety requirements and emergency procedures for the coaching sessions | Safety briefs, including; procedures for safe lifting and manual handling, emergency procedures, swim brief, equipment brief, ground rules   |
| 2.6   | Demonstrate the use of coaching strategies to minimise risk of injury to participants'                                | <ul style="list-style-type: none"> <li>• Appropriate warm-up and preparatory activities</li> <li>• Appropriate choice of activities and sites suitable to the participants' ability levels</li> <li>• Appropriate coaching progressions</li> <li>• Appropriate use of coaching styles/leadership strategies to minimise risk</li> </ul>  |

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| 2.7  | Explain the procedures for dealing with injury, illness and accidents  | Stabilise situation, prioritise, make decisions, formulate and execute plan, ensure safety of self, group & casualty throughout  |
| 2.8  | Demonstrate the appropriate actions required to deal with incidents  | Stabilise situation, prioritise, make decisions, formulate and execute plan, ensure safety of self, group & casualty throughout  |
| 2.9  | Demonstrate the personal paddling, knowledge and rescue skills required to manage a safe working environment                       | <ul style="list-style-type: none"> <li>• Sound 5 Star leadership, personal paddling skills, and group control</li> <li>• Accurate interpretation of weather and water conditions, appropriate decisions made regarding venue and choice of activities</li> </ul> |
| <b>3. The coach must be able to prepare the participants' for the coaching sessions</b>                        |  |  |
|  | Assessment Criteria  | Content  |
| 3.1  | Communicate with participants' details of the session goals and planned activities   | Communicate via session introduction, briefings, and pre-course information  |
| 3.2  | Check participants' ability and readiness to participate   | Ensure physical and mental preparation using warm ups and briefings, observation of body language, physical and mental ability for activity  |
| 3.3  | Check the participants' dress and equipment to ensure they are safe and appropriate for the coaching environment                   | Visual checks of PPE, use of buddy system for checks, boats checked for sufficient floatation and condition, equipment suits environmental conditions, faulty equipment is recorded and reported to appropriate person   |
| 3.4  | Use appropriate activities to prepare participants' for the sessions   | Warm ups, fun games, basic on water drills, muscle mobilisation, psychological warm-up   |
| <b>4. The coach must be able to establish and maintain working relationships with participants' and others</b> |  |  |
|  | Assessment criteria  | Content  |
| 4.1  | Select and use effective methods to create and maintain positive and equitable working relationships with participants' and others | Team work, making win-win opportunities, compromise, dealing with situations where the participant is out of there comfort zone  |

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| 4.2   | Select and use effective communication methods with participants' and others that reflect the coaching environment | Verbal, para-verbal (use of tone, pitch, volume etc. in speech), non-verbal, kinaesthetic, signalling systems   |
| <b>5. The coach must be able to deliver coaching sessions</b> |  |   |
|   | Assessment criteria  | Content   |
| 5.1   | Manage the behaviour of participants' in the sessions  | For example; <ul style="list-style-type: none"> <li>• Provide clear ground rules - briefings, group management systems</li> <li>• Manage inappropriate behaviour in a fair and equitable manner to meet participants' needs</li> <li>• Techniques to deal with inappropriate behaviour</li> <li>• Encourage and reward positive behaviour in a fair and equitable manner</li> </ul> |
| 5.2   | Provide opportunities for the active involvement of all participants' throughout the series of sessions            | Talk:action ratio, practice schedules, matched to participants' physical and psychological needs  |
| 5.3   | Use suitable delivery modes and coaching styles to meet participants' needs and session goals                      | <ul style="list-style-type: none"> <li>• IDEAS</li> <li>• Matching coaching styles to learning needs</li> <li>• Coach vs student centred</li> <li>• Self-check, reciprocal, guided discovery and practice styles</li> </ul>   |
| 5.4   | Deliver realistic timings, sequences, volume and intensity during the sessions                                     | Overload and progression, variability, practice schedules and appropriateness of timings in session plans   |
| 5.5   | Use a range of communicate styles to motivate and encourage the participants'                                      | Positive reinforcement, maximise intrinsic as well as extrinsic feedback, using self-checks   |
| 5.6   | Adapt session plan to meet changing needs of participants' and the coaching environment                            | Adapt tasks to meet physiological and psychological needs of participants', provide differentiation of activities for differing ability levels, structure practice to maximise learning, use suitable coaching progressions and appropriate site selection  |
| 5.7   | Select and apply appropriate modifications to the coaching environment in order to minimise risks                  | Dynamic risk assessments to identify risks, modify or use different equipment in order to minimise risks, change venue/activity to reduce minimise risks  |

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| 5.8   | Demonstrate behaviours that minimise environmental impact, and promote positive behaviour for the future                         | <ul style="list-style-type: none"> <li>• Being considerate and respectful to other land and water users</li> <li>• Minimise the effects of your activity on erosion</li> <li>• Finding out about the area in which you are paddling, before you go (e.g. sensitive places, protected areas, species or breeding seasons)</li> <li>• Take home your litter</li> <li>• Leave the environment as you find it</li> <li>• Avoid spawning beds / nesting areas</li> <li>• Avoid disturbing wildlife</li> <li>• Reporting pollution, damage &amp; incidents</li> </ul> |
| 5.9   | Demonstrate the personal paddling skills required to manage a positive learning environment                                      | Demonstrate sound understanding, and application of all aspects of the 5 Star Leaders syllabus, and provide demonstration standard level of key skills in all environments  |
| <b>6. The coach must be able to develop participants' performance</b> |  |   |
|   | Assessment criteria  | Content   |
| 6.1   | Use appropriate intervention strategies and activities to develop participants' performance                                      | Understanding when or when not to intervene, individual vs group intervention, constructive language, identify a range of intervention strategies, feedback techniques<br><br>structure practice to maximise learning, use of suitable coaching progressions, effective session structure, accommodation of learning and sensory preferences, positioning and appropriate site selection  |
| 6.2   | Apply appropriate physiological principles within sessions to develop participants' performance                                  | Systems of the body, response and adaptation of systems to exercise, aerobic/anaerobic activity, nutrition, fitness; strength, speed, endurance, flexibility, power, agility, muscular endurance. Principles – overload, progression, specificity, adaptation, variability, reversibility, recovery and overtraining  |
| 6.3   | Accurately observe and analyse participants' performance identifying strengths and weaknesses                                    | Observation framework BBBB and TTPP, flags, markers, positioning for observation and performance profiling, accurate fault analysis   |
| 6.4   | Provide technically correct explanations and demonstrations at appropriate times during the activity to meet participants' needs | The accuracy of the candidate's personal paddling performance will need to be at a level where demonstrations in all environments are clear and precise for their learners  |

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| 6.5   | Provide and encourage constructive feedback that helps participants' to reflect on progress and achievement  | Feedback types, positive, constructive and timing of feedback, amount of feedback, questioning techniques, intrinsic and extrinsic feedback   |
| 6.6   | Use sites/venues as appropriate to provide suitable progressions and coaching to meet the needs of the learners  | Suitable for progressive activities<br>Suitable for the needs of the learner  |
| <b>7. The coach must be able to conclude sessions</b> |  |   |
|   | Assessment criteria  | Content   |
| 7.1   | Provide activities to effectively conclude the session summarising participant's progress, achievements and development in a fair and equitable manner | <p>Activities to conclude sessions:</p> <ul style="list-style-type: none"> <li>• Cool down: it is important to gradually return the body to a pre-exercise state at the end of the session, using activities of different pace</li> <li>• Questioning &amp; discussion (coach or participant led)</li> <li>• Communicate relevant information regarding future sessions; (what, why, where, when and how)</li> <li>• Provide feedback, record and action plan with the participant; identify action points, reinforce key learning points from the session, reward positive outcomes</li> </ul> |
| 7.2   | Provide opportunities for participants' and others to reflect on progress and achievement  | <p>Different types of evaluation methods for the coach to use with their participants':</p> <ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Group discussions</li> <li>• Post session analysis</li> <li>• Using completion of a specific task/challenge or using a test of performance (i.e. star awards for evaluation)</li> <li>• Encouraging participants' to self reflect</li> <li>• Including participant, peers, others</li> </ul>  |
| 7.3   | Clear and ensure the coaching environment is suitable for future use   | <p>Taking down and storing equipment:</p> <ul style="list-style-type: none"> <li>• Putting equipment away, manual handling and safety issues</li> </ul> <p>Leaving the coaching environment suitable for future use:</p> <ul style="list-style-type: none"> <li>• Checking the area is safe and reporting any problems</li> </ul>   |



| 8. The coach must be able to evaluate participants' performance and the effectiveness of sessions |   |   |
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|   | Assessment criteria   | Content   |
| 8.1   | Evaluate and assess the effectiveness of the coaching session and participants' performance | <p>Different types of evaluation methods for the coach to use with their participants':</p> <ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Group discussions</li> <li>• Participant feedback forms</li> <li>• Post session analysis</li> <li>• Using completion of a specific task/challenge or using a test of performance (i.e. star awards) for evaluation</li> </ul>   |
| 8.2   | Analyse current coaching practice using feedback from participants' and others              | <p>Variety of feedback methods, including formal and informal:</p> <ul style="list-style-type: none"> <li>• Discussion with participants' in session</li> <li>• Discussion with observing coaches</li> <li>• Discussion with remote coach</li> <li>• Being observed by a peer or mentor</li> <li>• Supported practice</li> <li>• Observing other coaches</li> <li>• Self reflection</li> <li>• Introduced to a variety of reflective practice and evaluation tools</li> </ul> |
| 8.3   | Reflect on current coaching practice to identify and evaluate strengths and weaknesses      | Performance profiling, feedback from candidates, peers and mentors, self reflection and observing other coaches and comparing against own practice  |
| 8.4   | Record, implement and review progress of personal action plan to develop coaching practice  | Devising SMART short, medium and long-term goals; recording information   |