British Canoeing

Level 1 Certificate in Coaching Paddlesport

Unit Specification and Course Content

© BCUAB 2015

Introduction

This document provides the detail of each unit of the Level 1 Certificate in Coaching Paddlesport, including the learning outcomes, assessment criteria, and course content. The Technical Syllabus outlines the technical skills that the award holder can coach.

This Unit Specification and Course Content should be read in conjunction with the other British Canoeing Level 1 documentation:

- Course Guide
- Candidate Assessment Pack
- Assessment Guidance
- Workbook
- Tutor and Assessor Notes

The British Canoeing Level 1 Certificate in Coaching Paddlesport will be the entry point for most coaches coming into the British Canoeing coaching scheme; it aims to introduce safe, ethical, and effective paddlesport coaching. The award is relevant to potential coaches from all paddlesport disciplines including coaches who may work with competitive and non-competitive paddlers. The award starts to develop the foundation coaching skills that will underpin coaching practice in the future. The training aims to ensure coaches develop skills that will benefit any paddler (predominantly those in their first year of paddling activity) irrespective of what type of boat they are paddling.

There are certification routes available for bank-, and boat-based coaches.

Contents

British Canoeing Level 1 Technical Syllabus 3
Unit 101: Understanding the fundamentals of coaching sport 4
Unit 102: Understanding the principles of planning coaching activities in sport 6
Unit 103: Understanding the principles of conducting coaching activities in sport 12
Unit 104: Understanding the principles of evaluating coaching activities in sport 15
Unit 105: Planning to coach paddlesport 17
Unit 106: Conducting paddlesport coaching activities 21
Unit 107: Evaluating paddlesport coaching activities 27

© BCUAB 2015

British Canoeing Level 1 Technical Syllabus

British Canoeing Level 1 Coaches have been trained to coach introductory core skills, to paddlers in any type of paddlesport craft (canoe/kayak, straight running/flat hulled, crew/solo) in a sheltered water environment, in a way that promotes quality skill development, lifelong learning, and fun:

- Fundamental Paddlesport Skills (Posture, Connectivity, Power Transfer, and Feel)
- lifting and carrying
- launching and landing
- forward paddling
- reverse paddling
- stopping (forward and backwards)
- steering, turning and manoeuvring
- moving sideways
- preventing a capsize

© BCUAB 2015

Unit 101: Understanding the fundamentals of coaching sport

Assessment criteria The learner can:		Content	Where is this assessed?
Learning Outcome 1.1 - Know how to establish and maintain an effective, fair and equitable coaching environment			
1.1.1	Outline why it is important to communicate clearly with participant(s) and colleagues	• to manage safety • to maximise enjoyment (a positive environment is maintained) • to maximise learning (participants understand instructions and coaching points)	Coaching Delivery
1.1.2	Outline what might happen if communication is not clear	• safety, enjoyment or learning may be compromised	Coaching Delivery
1.1.3	Outline why equality and diversity are important in working with participant(s) and colleagues	• to ensure everyone is treated fairly and appropriately at all times	Workbook (Q4)
1.1.4	State how to treat people equally and respect their individuality	• embrace student-centred delivery (as opposed to coach-centred) • respects participants own values, needs or cultural differences • allow participants to develop at their own pace	Workbook (Q4)
1.1.5	Identify how to dress and present self at work	• as per health and safety requirements, guidelines or policies • as a positive role model	Coaching Delivery
1.1.6	Identify examples of positive behaviour when coaching participant(s)	• polite, helpful, supportive, attentive, calm, clean and tidy, dressed appropriately, punctual, good time-keeping, equitable, student-centred, following appropriate codes of practice	Coaching Delivery
1.1.7	Outline why dress, appearance and behaviour are important at work	• for safety • to be a positive role model for participants	Coaching Delivery
Learning Outcome 1.2 - Understand the principles of coaching			
1.2.1	Outline why teamwork is important in providing good levels of service	• to maximise safety, enjoyment and learning	Coaching Delivery
1.2.2	Outline why it is important to always try to improve own work	• for personal development and improved job satisfaction • to deliver the best session you can for participants	Session Review
1.2.3	Outline why feedback from colleagues and participant(s) is important	• colleagues - to check you are working to best practice and to develop your practice • participants - to monitor enjoyment and learning	Session Review

© BCUAB 2015

1.2.4	Identify how to use feedback from colleagues and participant(s) to improve own work	• identify areas to develop and action plan • in self-reflection (recorded on self review form) • to improve safety, enjoyment and learning	Session Review
Learning Outcome 1.3 - Know how to establish and maintain a safe coaching environment			
1.3.1	Outline why safeguarding children and vulnerable people is important	• protect participants and others from potential abuse • protect the coach from potential false allegation of abuse • protect the reputation of British Canoeing and the sport	Workbook (Q13)
1.3.2	Identify the procedures to follow for safeguarding children and vulnerable people	Use appropriate behaviour, and language with children and vulnerable people; • avoid situations where you are alone with a child/vulnerable adult, work in pairs • if physical support/touching is required – ask for permission and explain why it is necessary • do not allow physically rough or sexually provocative games, inappropriate touching or talking • report any claims of abuse by a child • place the well-being and safety of the participant above the development of performance • develop appropriate relationships based on mutual trust and respect • encourage participants to accept responsibility for their own behaviour • ensure the activities are appropriate for the individuals age, maturity, experience and ability • avoid any intimacy • follow club/centre/British Canoeing Child Protection Policy • undertake further child protection training if working regularly with children or vulnerable adults	Workbook (Q12)
1.3.3	Describe the values or codes of practice relevant to own work	Principles of responsibility; • ensure everyone is treated fairly and appropriately at all times • prioritise participants safety, health and well-being • be aware of individual needs • support learners to become independence (rather than coach-dependant) • promote fair play • display high personal standards • embrace student-centred delivery (as opposed to coach-centred) • work within boundaries of qualifications and experience • keep up-to-date with current best practice	Workbook (Q4/Q12/Q13)

© BCUAB 2015

		Sign-post following policies and procedures; • British Canoeing Coaches Code of Ethics • British Canoeing Duty of Care • British Canoeing Child and Vulnerable groups Protection Policy • British Canoeing Equality Policy • British Canoeing Declaration of Physical Competence	
1.3.4	Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly	• to ensure you are safe • to ensure others are safe, and feel safe • to limit injury to the participant	Rescue Skills
1.3.5	Identify the types of injuries and illnesses that may occur in own area of work	Give examples of relevant and common injuries and illness; • minor injuries/illnesses that can be dealt with on site • major injuries/illnesses that need to be referred e.g.; bumps, bruises, cuts, hypothermia, sprains and strains, overuse injuries to shoulder, wrist, or lower back, water born infections (e.g. sickness/diarrhoea, weils disease)	Workbook (Q9)

Unit 102: Understanding the principles of planning coaching activities in sport

Assessment criteria The learner can:		Content	Where is this assessed?
Learning Outcome 2.1 - Understand how to plan coaching activities			
2.1.1	Outline why it is important to plan and prepare for coaching sessions	• to deliver a safe, enjoyable sessions where learning takes place	Session Planning
2.1.2	Describe how to identify who has responsibility for different aspects of sessions	• discuss with supervising coach and/or other coaches if team teaching	Session Planning
2.1.3	Outline why it is important to work closely with the person with overall responsibility for sessions	• to check you have maximised the safety, enjoyment and learning within the session	Session Planning

© BCUAB 2015

2.1.4	Identify the types of information needed to plan an activity within sessions	Information about; • the group (e.g. number of participants, age range, gender, ability level, session aims) • the individuals; (e.g. specific medical or learning needs, individuals motivations for taking part, what they have done before) • the facility/equipment (e.g. equipment and facility available, expected weather conditions) • any health and safety guidelines • safe/suitable activities to meet the session aims • technical learning points • previous session evaluations	Session Planning
2.1.5	Outline the types of information that may be confidential	• medical information • personal details (e.g. address, date of birth, phone number, religious beliefs, criminal convictions) • financial details (e.g. credit card number) • photographs or video footage	Workbook (Q14)
2.1.6	Outline how to deal with confidential information	Confidential information must be; • stored securely (password protected on computer) • not put on public display without consent • shared (only) with those who have a right to know	Workbook (Q15/ Q16)
2.1.7	Outline why it is important to use evaluations of other activities when planning new activities	• to implement any action points from previous sessions • to ensure suitable progression and continuity	Session Planning
2.1.8	Outline why it is important to make sure the planned activities meet the overall aims of the sessions	• to maximise learning, enjoyment and motivation for participants	Session Planning
Learning Outcome 2.2 - Understand how to plan for a safe coaching environment			
2.2.1	State why health, safety, cleanliness and tidiness are important in a coaching facility	• to minimise risk of accident, injury or illness • to elongate the life of the facility and equipment • to maximise use of coaching time	Session Safety
2.2.2	Identify the procedures which must be followed for checking coaching facility areas and dealing with any problems found	• follow relevant safety procedures and policies • identify and assess potential hazards • put in place appropriate control measures • take the correct action to deal with any problems that arise • report problems	Session Safety

© BCUAB 2015

2.2.3	Outline the types of problems which may be found in a coaching facility area	• problems with bank-side working area (e.g. slippery, steep, overgrown, animal excrement, litter, or disturbance from members of the public) • problems with the water venue (e.g. poor weather conditions, pollution, unseen hazards, lack of space for activity, or conflict with other water users) • problems with the buildings (e.g. poorly maintained facilities, slip or trip hazards, hazardous materials, unsecured equipment that could be used inappropriately)	Workbook (Q8)
2.2.4	Outline the types of problems allowed to be dealt with by self	• those where trained or competent to deal with	Session Safety
2.2.5	Describe the types of problems which should not be dealt with by self	• those where not trained or competent to deal with • those where specifically stated by club/centre/supervising coach	Session Safety
2.2.6	Indicate who problems should be reported to	• the person responsible for the session	Session Safety
2.2.7	Outline health and safety requirements that cover own area of responsibility	• fitting and checking participants equipment • carrying appropriate safety equipment • checking the facility/venue • managing safety within the delivery of activities • any others identified by supervising coach	Session Planning Session Safety
Learning Outcome 2.3 - Understand how to prepare facilities and equipment for coaching activities			
2.3.1	Identify the types of equipment which might be used in coaching sessions	• boats and paddles, buoyancy aids and helmets, personal clothing and footwear, safety equipment and coaching props • safety equipment	Session Planning Workbook (Q10)
2.3.2	Outline the main health and safety requirements for different items of coaching equipment	Straight-running, flat-hulled, solo, crew, canoes and kayaks; • adequate buoyancy, end grabs, sound construction • seat firmly attached • backrest and footrest in good working order • appropriate size, speed, stability, manoeuvrability for size, ability and activity Paddles; • sound construction • appropriate size, shape and weight for individual and activity	Session Safety

© BCUAB 2015

		Buoyancy aids; • correctly fitted and sized for individual • in good condition (buckles, straps, buoyancy, and fabric) • required approved safety standard markings (i.e. CE or ISO) • able to assess if one is needed Helmets; • correctly fitted and sized for individual • in good condition (shell, straps, buckles, cradle or padding) • required approved safety standard markings (i.e. CE or ISO) • able to assess if one is needed Personal clothing and footwear; • appropriate for weather conditions, activity and individual Spraydeck; • able to keep water out • release tag in good working order • correctly sized and fitted for individual and craft • able to assess when/when not to use Safety equipment; • in good working order • matched to activity and risk assessment	
2.3.3	Outline safe manual lifting and handling procedures	Understand safe manual lifting and handling procedures for different challenges and for various different craft (e.g. off roof racks, from boat storage, different bank conditions, and when undertaking rescues); • principles of slide, share and spine in line • importance of assessing the situation (weight & route) • importance of teamwork	Session Safety
2.3.4	Describe why safe manual lifting and handling procedures are important	• to minimise the risk of accident and injury to coach and others	Session Safety
2.3.5	Identify the types of faults and/or hazards which may occur with coaching equipment	Boats, paddles, buoyancy aids, helmets; • damage or breakage • weaknesses • incorrect use • general wear and tear	Workbook (Q8)

© BCUAB 2015

2.3.6	Outline how to identify and report problems with coaching equipment	• able to visually recognise problems with boats, paddles, buoyancy aids, and helmets • report problems following guidelines from club/centre/deployer	Session Safety
2.3.7	Identify correct ways of setting up a range of coaching equipment	• fitting boats, paddles, buoyancy aids and helmets to individuals as per health and safety guidelines, training received, or manufacturer's instructions • manage equipment to effectively get a group on the water	Session Safety
2.3.8	Outline why it is important to check with a more senior colleague that coaching equipment has been set up correctly	• maximise safety, enjoyment and learning	Workbook (Q3)
Learning Outcome 2.4 - Understand how to prepare participants for coaching activities			
2.4.1	State the procedures to follow when arranging coaching facilities and equipment and giving information to participants	Coaches should make sure relevant information is provided to participants when they first meet them. E.g.; • where to get changed • what kit/clothing to put on • timings • food/drink arrangements • toilets • what they will be doing	Workbook (Q11)
2.4.2	Identify the requirements for dress and equipment for the activities being coached	Dress and equipment needs to; • be suitable for the activities in the session • be suitable for the weather conditions • be suitable for the individuals being coached (e.g. size, fit and comfort) • be used appropriately • be checked prior to activity Speed, stability, and manoeuvrability of craft needs to match planned activity; • straight running craft or flat-hulled • solo or crew • canoe or kayak	Session Safety

© BCUAB 2015

2.4.3	Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements	Demonstrations; • should be silent • should be technically correct • ensure participants can see the important part of the demo • frame the demo so that paddlers know what to watch Explanations; • ensure your position in the group enables all participants to see and hear (participants back to the sun, facing the wind) • ensure you are heard • engage with group, use appropriate language • refrain from using jargon without explanation • should be concise, kept simple, and technically correct Check for understanding prior to participants practice	Coaching Delivery
2.4.4	Outline why it is important to answer participant(s') questions	• to aid understanding • to maintain student-centred learning	Coaching Delivery
2.4.5	Outline why warm ups are important	• to reduce risk of injury • to prepare body and mind for the activity (e.g. to raise heart rate, increase blood flow, prepares the body for activity, loosen muscle groups, joint mobilisation, and mental focus)	Session Planning
2.4.6	Outline the types of warm up that are appropriate to activities being coached	• activities to raise the heart rate • activities to mobilise joints • paddling specific activities • psychological warm-up	Session Planning Coaching Delivery

© BCUAB 2015

Unit 103: Understanding the principles of conducting coaching activities in sport

Title:			
Assessment criteria ***The learner can:***		**Content**	**Where is this assessed?**
Learning Outcome 3.1 - Understand how to conduct planned coaching activities			
3.1.1	Describe own responsibilities during sessions	• safety - minimise risk and promote safe practice, follow procedures • enjoyment - conduct student-centred, motivating and enjoyable sessions, build appropriate relationships • learning - improve the performance of participants	Session Planning
3.1.2	State the health and safety requirements relevant to the activities being coached	Use dynamic risk assessment and management to minimise risk and identify hazards (in relation to the environment, the activity, or participants needs/behaviour), including; • fitting and checking participants equipment • providing an appropriate safety brief for participants • carrying appropriate safety equipment • following any specific safety guidelines for the session/activity	Session Planning Session Safety
3.1.3	Identify sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached	• Understand and be able to identify the components of the skills in the technical syllabus (see page 3), and be able to relate it to participants in sheltered and very sheltered water environments, in; - straight running and flat hulled - crew and solo/canoe and kayak	Coaching Delivery Session Planning
		• be able to identify the different disciplines within paddlesport	Workbook (Q5)
		• the coach understands the principles of the British Canoeing Long Term Paddler Development (LTPD) Pathway	Workbook (Q6/Q7)
		• the coach understands the specifics of the British Canoeing Long Term Paddler Development Paddlesport Start Phase	Workbook (Q6/Q7)
		• the coach understands appropriate British Canoeing Awards that they may use with participants (Paddlesport Start, 1 Star, British Canoeing Racing Time Trial Awards, Paddlepower)	Workbook (Q17)
		• the coach understands the remit of the Level 1 Paddlesport Coach	Workbook (Q1) Session Planning

© BCUAB 2015

3.1.4	Outline how to select appropriate equipment for different participants	• craft – suitably matched to an individual and the activity based on stability, speed, manoeuvrability and size • other equipment – suitably matched to an individual based on size, fit, comfort, activity, safety considerations and technical requirements	Coaching Delivery
3.1.5	Describe the procedures for reporting accidents, injuries and illnesses	• follow organisational reporting procedures	Session Safety
3.1.6	Describe own responsibilities for reporting accidents, injuries and illnesses	• follow organisational reporting procedures	Session Safety
Learning Outcome 3.2 - Understand how to support participant(s)' behaviour and performance			
3.2.1	Outline the importance of good communication with participant(s) during sessions	• to manage safety • to maximise enjoyment (a positive environment is maintained) • to maximise learning (participants understand instructions and coaching points)	Coaching Delivery
3.2.2	Outline how to motivate and encourage participant(s) without putting them under stress	• choose appropriate activities relevant to the sport, and the individual (being aware of learning styles, and individuals skill level) • ensure participants are fully engaged in and enjoying the activity • provide positive, constructive and informative feedback, relevant to the activity (coach given feedback) • make sure you are equitable and student-centred	Coaching Delivery
3.2.3	Describe ways in which participant(s') behaviour can be managed during sessions	• through the setting of ground rules • providing reward for good behaviour and positive reinforcement • by using time outs and/or sanctions or individual discussions away from group	Coaching Delivery
3.2.4	Outline the coaching process as it applies to the improvement of participant performance	• **Plan** – plan activities to meet individual needs, using appropriate goal setting and practice sessions • **Do** - deliver activities taking into account individual needs • **Do** - use demonstrations • **Do** - use coaching styles to promote learning • **Do** - use correct practice of British Canoeing recommended technique • **Review** - observe and analyse technique • **Review** - use feedback to improve performance	Coaching Delivery
3.2.5	Outline the importance of giving feedback to participant(s) on what they are doing	• safety - to promote safe practice • enjoyment - to motivate and encourage participant(s) • learning - to develop understanding and improvement of technique	Coaching Delivery

© BCUAB 2015

3.2.6	Outline how to give feedback in a way that will help participant(s) to improve their performance	Use a variety of different methods of giving feedback; • non-verbal methods e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance • verbal feedback throughout, or at the end of the session Feedback should be; • given in the right amount (normally simple and concise) • positive, informative and constructive • given at appropriate times • relevant to the task and the individual	Coaching Delivery
3.2.7	Identify appropriate times during an activity to provide feedback	• at appropriate breaks during practice • at both the beginning and end of sessions • when activity is being carried out incorrectly and intervention is required • when the participants asks for feedback • when the participant(s) require motivation or encouragement	Coaching Delivery
Learning Outcome 3.3 - Understand how to conclude coaching activities			
3.3.1	Outline why it is important to allow enough time to finish an activity as planned	• safety - not rushing activities or missing key elements • enjoyment - a sense of achievement in meeting session aims • learning - to allow time for development and learning	Coaching Delivery
3.3.2	Outline why it is important to cool down	• to encourage recovery • to return to psychological and physical rest state	Session Planning
3.3.3	Outline types of appropriate cool down exercises for the activities being coached	• safe and effective activities to conclude sessions and enable participants return to a physical and psychological rest state	Session Planning
3.3.4	Outline why it is important to get feedback from participant(s) at the end of sessions	• enjoyment – check participants enjoyment of the session • learning – check participants learning and development • plan – use to inform future session plans • review - learn from what worked well, and what could be improved	Session Review
3.3.5	Identify procedures for putting away equipment and tidying the coaching facility	• safe lifting and carrying techniques are used • effective group management to get a group off the water • equipment is put away, stored correctly and the area left appropriately	Coaching Delivery
3.3.6	Outline how to identify faulty equipment and what to do with it	• using visual check to identify faulty (or hazardous) buoyancy aids, helmets, boats and paddles • report problems following guidelines from club/centre/deployer	Session Safety
3.3.7	Outline why it is important to store equipment in the right place	• maintain function of equipment and avoid damage • ensure easy location by other users	Session Safety

© BCUAB 2015

3.3.8	Outline why it is important that storage areas should be clean, tidy and secure	• avoid trips and falls • avoid equipment being used by unsupervised or untrained people • maintain functionality of equipment	Session Safety

Unit 104: Understanding the principles of evaluating coaching activities in sport

Assessment criteria ***The learner can:***		**Content**	**Where is this assessed?**
Learning Outcome 4.1 - Understand how to evaluate coaching activities			
4.1.1	Outline why evaluating activity sessions is important	• check the session maximised safety, enjoyment and learning • to aid the planning of future sessions • improve personal coaching practice	Session Review
4.1.2	Describe why it is important to compare what happened during a session with what was planned	• to learn from experience • to develop session planning skills • to identify adaptations for future sessions	Session Review
4.1.3	Outline the importance of making positive use of the feedback from others, including participants and the person responsible for sessions	To improve; • personal coaching • participants safety, enjoyment and learning • to check current performance	Session Review
4.1.4	Outline why it is important to record the results of the evaluation	• use for future reflective practice • have a record of achievement • compare and review session • to support personal development, action planning and goal setting	Session Review
4.1.5	Outline how to complete evaluation forms	• review each section of the session • include feedback from participants, others and own thoughts	Session Review
4.1.6	State how to make use of past evaluations when planning and conducting future activities	• identify areas for improvement (inc. Safety, enjoyment and learning) • recognise recurrent themes	Session Review Session Planning

© BCUAB 2015

Learning Outcome 4.2 - Understand how to develop own coaching practice			
4.2.1	Outline why it is important to always try to improve own coaching	• safety - to stay current and up-to-date • enjoyment - for self-motivation • learning - to be provide high quality learning experiences for participants	Session Review
4.2.2	Identify how to ask colleagues for feedback on own work	• ask them to come and watch • informal chats at the end of sessions where they have worked together • chatting through the way different things have been tackled	Session Review
4.2.3	Outline why feedback from colleagues is important	• to improve personal coaching	Session Review
4.2.4	Identify how to use feedback from colleagues to improve own coaching	• identify areas for improvement, new things to try, or different approaches	Session Review
4.2.5	Outline why it is important to take part in training and education	• safety - to stay current and up-to-date • enjoyment - for self-motivation • learning – learn new skills, improve existing skills, receive feedback on own practice/thinking	Session Review
4.2.6	Outline the sources of training and education available to improve coaching practice	• British Canoeing qualifications and training courses • Sports Coach UK workshops • training opportunities provided at county or regional level • other appropriate (non-sport) training and education	Workbook (Q18)

© BCUAB 2015

Unit 105: Planning to coach paddlesport

Assessment criteria ***The learner can:***		**Content**	**Where is this assessed?**
Learning Outcome 5.1 - Plan paddlesport coaching activities			
5.1.1	Collect information needed to plan paddlesport activities	Gather information about; • the group (e.g. number of participants, age range, gender, ability level, session aims) • the individuals; (e.g. specific medical or learning needs, individuals motivations for taking part, what they have done before) • the facility/equipment (e.g. equipment and facility available, expected weather conditions) • any health and safety guidelines • suitable activities to meet the session aims • technical learning points • information from previous session evaluations/reviews • information or advice received from supervising coach	Session Planning
5.1.2	Deal with confidential information correctly	Confidential information must be; • stored securely (password protected on computer) • not put on public display without consent • shared (only) with those who have a right to know	Workbook (Q16)
5.1.3	Establish session aims/s based on the information collected	• further information not required	Session Planning

© BCUAB 2015

5.1.4	Develop structured plans for paddlesport activities that meet the session's aims	Safe, enjoyable, learning sessions appropriate to participants needs that; • include appropriate level of activity (difficulty and amount) • include safe and effective activities relevant to the session aims • have realistic/appropriate timing, pace and sequencing of activities • delivery style promotes learning, motivation and enjoyment • are within the remit of the Level 1 Coach • use the IDEAS coaching model (introduction, demonstration, explanation, activity, summary) IDEAS • show deliberate session structure including; - introduction - warm-up/preparation - progressive activities/games/challenges - cool down, conclusion and clear-up	Session Planning
5.1.5	Identify key learning points for the session content	• as per current best practice	Session Planning
5.1.6	Use evaluations of previous activities to help develop the plan	Use previous session reviews to; • ensure learning outcomes and activities provide progression and continuity • implement any relevant action points from previous sessions	Session Planning
5.1.7	Make sure the planned paddlesport activities fit into the time available	• break down session plan into appropriate blocks of time • appropriate amount of time is allowed for each element of the session	Session Planning
5.1.8	Check the details of plans with the person responsible for the session	• check session plan is appropriate for group, aims, venue, and own skills with deployer or develop plans together • check technical content is correct	Workbook (Q2)
5.1.9	Identify own responsibilities of the session	• the session plan includes details of the different elements that the coach is responsible for • the coach didn't miss anything they were supposed to cover • agree verbally with the supervising coach	Session Planning

© BCUAB 2015

Learning Outcome 5.2 - Plan for a safe environment in which to coach paddlesport				
5.2.1	Take account of health and safety requirements when planning paddlesport activities	When planning sessions consider; • what equipment is required for participants • what safety equipment is required • suitable activities - minimise risk of accident, injury or illness • the health and safety policies and guidelines • information or advice received from supervising coach • own coaching remit • what safety control measures need to be put in place during the session; e.g. an appropriate safety brief, equipment checks, safety equipment required, safety instructions, boundaries		Session Planning
5.2.2	Check the environment following the correct procedures	• follow health and safety policies and guidelines (including risk assessment and operating procedures) • undertake dynamic risk assessment		Session Safety
5.2.3	Assess possible problems with the environment	Identify potential hazards and assess the risk they present, e.g.; • hazards around the bank-side working area (e.g. slippery, steep, overgrown, animal excrement, litter, or disturbance from members of the public, poorly maintained pontoon) • hazards around the water venue (e.g. poor weather conditions, pollution, unseen hazards, lack of space for activity, or conflict with other water users) • hazards around the buildings (e.g. poorly maintained facilities) • hazards with equipment (e.g. ineffective safety equipment, incorrect clothing or equipment)		Session Safety
5.2.4	Take correct action to deal with any problems, according to instructions	• deal with problems as per site-specific training • seek further support when not able to deal with the problem • report problems	(Rescue skills) (Session Safety) (Session Safety)	Rescue Skills Session Safety
5.2.5	Report any problems clearly and accurately to a more senior colleague	• report relevant problems as appropriate		Session Safety

© BCUAB 2015

Learning Outcome 5.3 - Prepare facilities and equipment for paddlesport coaching activities			
5.3.1	Select equipment needed to deliver planned paddlesport activities	E.g.; boats and paddles, buoyancy aids and helmets, personal clothing and footwear, safety equipment and coaching props • ensure equipment is appropriate for the planned session and the group being coached • appropriate choice of craft (size, speed, stability, manoeuvrability) • ensure it is available and ready for the planned session	Session Safety Session Planning
5.3.2	Lift and handle equipment safely and without causing damage	Use safe manual lifting and handling procedures for different challenges and for various different craft (e.g. off roof racks, from boat storage, different bank conditions, and when undertaking rescues); • principles of slide, share and spine in line • importance of assessing the situation (weight & route) • importance of team work	Session Safety
5.3.3	Follow instructions for setting up and laying out the equipment	• fit boats, paddles, buoyancy aids and helmets to individuals as per health and safety guidelines, manufacturer's instructions, and training received • manage equipment to safely and efficiently get a group on the water • work cooperatively with others	Session Safety
5.3.4	Make sure equipment is ready when needed	• ensure set up and take down of equipment fits with the planned timing of the session	Session Safety
5.3.5	Check equipment is set up correctly	Protocols may include; • checking with a colleague • following an agreed checklist	Session Safety
5.3.6	Identify and report any problems to a more senior colleague	• able to recognise problems (e.g. damage or breakage, weaknesses, incorrect use or general wear and tear) with boats, paddles, buoyancy aids, and helmets • report problems following guidelines from club/centre/deployer	Session Safety

© BCUAB 2015

Unit 106: Conducting paddlesport coaching activities

Title:			
Assessment criteria ***The learner can:***		**Content**	**Where is this assessed?**
Learning Outcome 6.1 - Conduct planned paddlesport coaching activities			
6.1.1	Deliver the planned session making adaptations to manage participants safety, enjoyment and/or learning	The session is delivered following the session plan, unless modifications are required. The coach can identify changes in environmental conditions or the participants' response to activities that may require modifications to be made to any element of the session plan to ensure delivery is safe, enjoyable, and learning take place. The coach applies necessary modifications, checking with their supervising coach if required. Safe, enjoyable, learning planned or modified sessions are delivered appropriate to participants needs that; • include realistic goals • include appropriate level of activity (difficulty and amount) • include safe and effective activities relevant to the session aims • have realistic/appropriate timing, pace and sequencing of activities • delivery style promotes learning, motivation and enjoyment • are within the remit of the Level 1 Coach • use appropriate structure (e.g. the IDEAS coaching model) • show deliberate session structure including; - introduction - warm-up - progressive activities/games/challenges - cool down, conclusion and clear-up	Coaching Delivery Session Safety

© BCUAB 2015

6.1.2	Follow agreed health and safety procedures	Follow instructions from training provided e.g.; • practical application of relevant policies (e.g. risk assessment, operating procedures) • provide participants with necessary safety brief/instructions • ensure participants' equipment is appropriate and correctly sized/fitted • use dynamic risk assessment to identify potential hazards, assess risk and put in place appropriate control measures • use and promote safe lifting and handling techniques • deal with any problems trained or competent to deal with • choose and carry necessary safety equipment to deal with identified problems (linked to risk assessment)	Session Safety
6.1.3	Refer any problems which cannot be dealt with correctly to the person responsible for a session	• identify and follow organisational reporting procedures	Session Safety
6.1.4	Communicate with participants and colleagues clearly and effectively	Use appropriate and effective methods of communication; • appropriate/positive body language • non-verbal communication; hand signals, smiles, pictures, diagrams • verbal communication; question and answer, listen and respond, discussions, clear audible instructions • refrain from the use of jargon without explanation • clear and technically correct explanations and demonstrations • the coach positions themselves to participants can see and hear them • use observation and questioning to check for understanding • maintain control of the session/participants • create and maintain appropriate relationships • present a professional appearance and appropriate manner	Coaching Delivery
6.1.5	Use a range of effective group management strategies	• signals used and verbal communication is clear and understood by group • the coach is positioned to be of most use to the group, and to able to prevent/deal with the most likely scenarios • herding/sheparding techniques are used to keep the group together • activities are chosen deliberately to enable effective group management	Session Safety

© BCUAB 2015

		The boat-based coach demonstrates the necessary personal skills for coaching paddlesport sessions from their kayak and canoe in a sheltered water environment; • launching and landing • forward paddling • steering • turning and manoeuvring • moving sideways • preventing a capsize	Personal Skills
6.1.6	Provide participants with information they need throughout sessions	Use on-going communication with participants to provide relevant information throughout sessions, including; • safety - safety instructions/brief that links to the written and dynamic risk assessment; ground rules (e.g. where you can go, how to go about it, respect for others and environment, respect for equipment, safety rules, boundaries) • enjoyment - clear audible instructions • learning - technically correct demonstrations and explanations, relevant feedback	Coaching Delivery
6.1.7	Provide technically correct explanations and demonstrations at appropriate times during the activities	• as per current best practice	Coaching Delivery
6.1.8	Follow the correct procedures for safeguarding children and vulnerable people	Use appropriate behaviour, and language with children and vulnerable people; • avoid situations where you are alone with a child/vulnerable adult, work in pairs • if physical support/touching is required – ask for permission and explain why it is necessary • do not allow physically rough or sexually provocative games, inappropriate touching or talking • report any claims of abuse by a child • place the well-being and safety of the participant above the development of performance • develop appropriate relationships based on mutual trust and respect • encourage participants to accept responsibility for their own behaviour • ensure the activities are appropriate for the individuals age, maturity, experience and ability • avoid any intimacy • follow club/centre/British Canoeing Child Protection Policy • undertake further child protection training if working regularly with children or vulnerable adults	(Coaching Delivery) Workbook (Q12)

© BCUAB 2015

6.1.9	Deal with problems, accidents, injuries and illnesses following the correct procedures	• follow club/centre/deployer procedures • limit injury/risk of the participant • provide clear and correct instructions to everyone involved • assess – consider options – raise alarm – stabilise – execute plan • ensure non-injured members of the group are safe • offer comfort and reassurance to everyone involved • know when to take an individual out of a session • carry out your role calmly and correctly • follow the self-team-victim-equipment protocol • have knowledge of nearest phone, help, vehicle • call for qualified assistance where required (qualified first aider or the emergency services) • give accurate information when calling for qualified assistance	Session Safety Rescue Skills
		All candidates are required to; • recover a swimmer from the water using a bank-based rescue The boat-based coach can perform the following canoe and kayak rescues: • recover a capsized paddler from deep water • recover an upright incapacitated paddler to the shore • rescue an unconscious or entrapped paddler • capsize and perform an effective self-rescue in deep water The following qualities are required; • appropriate choice of rescue • follow the shout-reach-throw-row protocol • follow the self-team-victim-equipment protocol • clear and correct instructions • effective execution of rescue • effective recovery of casualty (and equipment) to a stable environment • appropriate personal safety precautions taken (inc. safe moving & handling) • appropriate manner (calm and in control) Bank-based candidates need to identify good practice and supervise the execution of the boat-based rescues listed above. They are also required to demonstrate a self-rescue to deal with the situation if they were to accidently fall in the water.	Rescue Skills

© BCUAB 2015

6.1.10	Report accidents, injuries and illnesses following the correct procedures	• follow club/centre/deployer procedures	Session Safety
Learning Outcome 6.2 - Support participants' behaviour and performance			
6.2.1	Demonstrate how to observe participants' performance throughout activities	Use observation: • to assess engagement/motivation of participants • to evaluate performance • tools to aid observation, e.g.; - BBB(BB); Body, Boat, Blade (Brain, Background) - TTPP; Tactical, Technical, Physical, Psychological - Setting specific tasks	Coaching Delivery
6.2.2	Pay attention to the needs of all the participants	• ensure that all participants are actively engaged in appropriate activity (e.g. effectively organise participants within activities, well timed interactions, ceasing activities and bringing the group together, 1:1 instructions, or shouting out to whole group whilst mid-activity; dispersing participants; spending an appropriate amount of time on activity; appropriate Talk:Action ratio) • implement session plan to meet individual needs of participants • allow time for understanding, questioning and summaries • use appropriate coaching styles to meet participants needs (including; command, practice reciprocal, self-check, inclusion and guided discovery) • use appropriate games and activities to develop participants performance • speed, stability, and manoeuvrability of craft needs to match individual needs Types of needs include; • technical (e.g. current ability level) • tactical (e.g. current ability level) • physical (e.g. medical, gender, age, • psychological (e.g. individual motivations for taking part, behavioural, • learning styles (TARP; Theorist, Activist, Reflector, Pragmatist) • sensory preference (VAK: Visual, Auditory, Kinaesthetic)	Coaching Delivery
6.2.3	Give feedback to participants at appropriate times during activities	• verbal and non-verbal feedback given at appropriate times throughout the session • feedback is given that is relevant to the individual and the activities • summary feedback given at the end of the session	Coaching Delivery

© BCUAB 2015

6.2.4	Make sure that feedback highlights good performance and where participants need to improve	• provide specific positive reinforcement of good performance • appropriately identify and provide feedback in areas where participants need to improve • encourage participants to give their own feedback on activities	Coaching Delivery
6.2.5	Ensure that feedback is clear and encouraging	• appropriate tone of voice • clear, concise, positive, informative and constructive language • appropriate body language	Coaching Delivery
Learning Outcome 6.3 - Conclude paddlesport coaching activities			
6.3.1	Allow enough time to finish activities	• allow time for understanding, questioning and summaries	Coaching Delivery
6.3.2	Help participants to cool down safely	• use activities that help participants return to psychological and physical rest state	Coaching Delivery
6.3.3	Provide participants with feedback on what has been achieved	• ensure feedback is given to conclude session • include specific feedback on achievements and/or on any areas of weakness that they need to be aware of • use positive and constructive feedback to motivate and reward	Coaching Delivery
6.3.4	Encourage participants to give their own feedback on activities	• ask and respond to participants feedback on the session throughout the session at appropriate times • try to create an environment where participants feel comfortable giving feedback and asking questions	Coaching Delivery
6.3.5	Follow the correct procedures for putting away equipment and tidying the coaching environment	• safely return equipment to correct storage area, without causing damage • manage equipment to effectively get a group off the water • use safe lifting and carrying techniques • leave the storage area clean, tidy and secure • leave the area appropriately and ready for the next group if relevant • report any problems to the appropriate person	Coaching Delivery Session Safety
6.3.6	Refer any problems which cannot be dealt with correctly to the person responsible for the session	• report problems from the session following organisational reporting procedures	Session Safety

© BCUAB 2015

Unit 107: Evaluating paddlesport coaching activities

Assessment criteria ***The learner can:***		**Content**	**Where is this assessed?**
Learning Outcome 7.1 - Evaluate paddlesport coaching activities			
7.1.1	Carry out evaluations with the person responsible for sessions	Review with person responsible for the session as appropriate, e.g.; • safety (e.g. check risk assessment and management strategies used) • enjoyment (e.g. evaluate how much participants enjoyed the session) • learning (e.g. check effectiveness of delivery and communication, accuracy of technical content, choice of activities)	Session Review
7.1.2	Compare what happened during the activity with what was planned	• use observation and reflective practice to compare what was planned with what happened	Session Review
7.1.3	Identify what the participants achieved during activities	• identify what participants achieved and the progress made, e.g.; through observation of performance, comparisons with previous performance, question and answer, group discussion, or self-reflection	Session Review
7.1.4	Take account of participants' feedback about activities	• consider feedback to action plan for delivery of future sessions • use information to check for learning and enjoyment from questioning, discussion or feedback forms as appropriate	Session Review
7.1.5	Provide own ideas about what went well and what could be improved	• identify what you would do differently next time • identify any action points for coaching delivery • identify what you would do next with the participants	Session Review
7.1.6	Listen to and take account of the views of the person responsible for the session	• make the time for a debrief • consider feedback in future session plans	Session Review Session Planning
7.1.7	Record the results of evaluations to help improve future activities	• record individual session reviews • consider action points from session reviews in future session plans	Session Review

© BCUAB 2015

Learning Outcome 7.2 - Develop own coaching practice			
7.2.1	Seek feedback on own coaching from colleagues	Use informal and formal feedback opportunities from more qualified/experienced coaches, or peers in relevant topic areas, e.g.; • technical, tactical, physiological, psychological knowledge or application • coaching behaviours • planning, preparation, delivery, or evaluation • safety	Session Review
7.2.2	Work with a relevant colleague to; • Identify the things done well and areas which could be done better • Identify the new things needed to learn	Use relevant methods to identify the things done well, areas which could be done better, and new things needed to learn, e.g.; • technical, tactical, physiological, psychological knowledge or application • coaching behaviours • planning, preparation, delivery, or evaluation • safety	Session Review Workbook (Q18)
7.2.3	Identify training that would help to improve own coaching	• create an action plan identifying targets and objectives, appropriate timescales for personal development, using reflective practice to identify strengths and weaknesses • consider further coach education opportunities (qualifications, training, books, DVDs, support from other coaches, etc.) Consider further British Canoeing coach education opportunities; • Relevant British Canoeing Awards (e.g. Level 1 – 5 Coach Awards, Moderate/Advanced Water Endorsements, 4/5 Star Leadership Awards) • Relevant British Canoeing Training Course (e.g. Safety Training, Foundation/Intermediate Modules, Discipline Support Modules, Star Awards)	Workbook (Q18)

© BCUAB 2015