

# **British Canoeing**

## **Level 2 Certificate in Coaching Paddlesport**

### **Unit Specification and Course Content**

## Introduction

This document provides the detail of each unit of the Level 2 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 2 documentation:

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

The Level 2 Certificate in Coaching Paddlesport develops the foundation coaching skills taught at Level 1 to underpin future coaching behaviours and practice. The award is relevant to potential coaches from all paddlesport disciplines including coaches who might work with competitive and non-competitive paddlers. The training aims to ensure coaches develop skills that will benefit any paddler (predominantly those in their first 3 years of paddling activity) irrespective of what type of boat they are paddling.

Whilst the all candidates will complete generic training, there are three options for assessment:

- Level 2 Certificate in Coaching Paddlesport (Kayak)
- Level 2 Certificate in Coaching Paddlesport (Canoe)
- Level 2 Certificate in Coaching Paddlesport (Canoe and Kayak)

There are also bank-based and boat-based options depending on the coach's normal working environment.

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## British Canoeing Level 2 Technical Syllabus

British Canoeing Level 2 Coaches are 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. The Level 2 Coach is assessed to coach these technical skills through the planning, delivery and review of progressive coaching sessions without direct supervision (at assessment candidates choose canoe and/or kayak endorsements):

- Fundamental Movement Skills (Balance, Coordination, Agility)
- 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

## Unit 201: Understanding the fundamentals of coaching sport

Assessment Criteria <i>The learner can:</i>		Content	Where is this assessed?
<b>Learning Outcome 1.1 - Understand the role of a coach</b>			
1.1.1	Describe how to ensure that the participant is at the centre of the coaching process	<ul style="list-style-type: none"> <li>• identify and recognise participants individual needs</li> <li>• plan to address participant needs in coaching sessions</li> <li>• ensure delivery is student centred</li> </ul>	Practical Coaching
1.1.2	Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace	<ul style="list-style-type: none"> <li>• support participants to make their own choices</li> <li>• empower participants to discover their own solutions</li> <li>• support participants to develop at their own pace and in their own way, within the confines of the environment</li> <li>• set agreed goals</li> </ul>	Practical Coaching
1.1.3	Describe how to develop and maintain positive relationships with and between participant(s)	<ul style="list-style-type: none"> <li>• agree goals</li> <li>• identify, respond to, and respect participants individual needs</li> <li>• be flexible to adapt and make back up plans</li> <li>• provide discipline and set boundaries</li> </ul>	Practical Coaching
1.1.4	Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement	<ul style="list-style-type: none"> <li>• remain student centred</li> <li>• support participants to make their own choices</li> <li>• empower participants to discover their own solutions</li> <li>• support participants to develop at their own pace and in their own way, within the confines of the environment</li> <li>• identify and respond to individual needs</li> <li>• focus on providing a safe, enjoyable learning environment</li> </ul>	Practical Coaching
1.1.5	Identify methods to develop participant(s)' confidence and self esteem	<ul style="list-style-type: none"> <li>• give praise when credit is due</li> <li>• give positive enforcement and feedback</li> <li>• agree appropriate SMART(ER) goals</li> <li>• ensure appropriate levels of success are achieved</li> <li>• manage participants anxiety levels, fear and arousal</li> </ul>	Practical Coaching
1.1.6	Describe how to identify opportunities for the coach to reflect and develop their coaching practice	<ul style="list-style-type: none"> <li>• take feedback from other coaches when offered</li> <li>• look for time slots with other coaches</li> <li>• identify relevant CPD opportunities</li> <li>• make time for self-reflection</li> </ul>	Case Study

1.1.7	List the different support personnel that can contribute to coaching sessions	<p>this will differ depending on the coaches normal working environment, but may include for example:</p> <ul style="list-style-type: none"> <li>• other coaches</li> <li>• mentors</li> <li>• group leaders</li> <li>• officials</li> <li>• sport scientists</li> <li>• parents/guardians</li> </ul>	Case Study
1.1.8	Describe how support personnel can be used to contribute to coaching sessions	<p>this will differ depending on the coaches normal working environment, but may include for example:</p> <ul style="list-style-type: none"> <li>• other coaches - sharing the coaching role</li> <li>• mentors - providing advice and support</li> <li>• group leaders - helping the group get ready, behaviour management</li> <li>• officials - timing, recording penalties, refereeing</li> <li>• sport scientists - supporting fitness development</li> <li>• parents/guardians - help children get ready, carry boats, safety cover</li> </ul>	Case Study
1.1.9	Explain the importance of positively promoting the role of officials in competition	it is part of their responsibility; covered by the British Canoeing Coaches Code of Ethics guidance on 'integrity'	Workbook
1.1.10	Define what is acceptable in terms of a coach:participant relationship	<p>the following areas are defined by the British Canoeing Code of Ethics:</p> <ul style="list-style-type: none"> <li>• prioritise health, well-being, and future over performance</li> <li>• develop independent learners</li> <li>• set and monitor boundaries between working relationship and friendships (consider appropriate behaviour with children, youth, adults, and disabled participants)</li> <li>• work to develop mutual trust and respect</li> <li>• participants are given the opportunity to consent or decline coaching</li> </ul>	Practical Coaching
1.1.11	Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship	<ul style="list-style-type: none"> <li>• the coach is at risk of allegations of unprofessional conduct and may face disciplinary action</li> <li>• the participants' health, well-being, enjoyment, and future is at risk</li> <li>• the reputation of the club, centre, coach, sport and British Canoeing is at risk</li> </ul>	Workbook
1.1.12	Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected	<p>the British Canoeing Code of Ethics includes guidelines for coaches on:</p> <ul style="list-style-type: none"> <li>• personal responsibilities; i.e. humanity, relationships, commitment, cooperation, advertising, integrity, confidentiality, abuse of privilege, personal standards</li> <li>• safety</li> <li>• competence</li> </ul>	Workbook

1.1.13	Outline the types of information that the coach should provide to participant(s) after a coaching session	<ul style="list-style-type: none"> <li>• feedback</li> <li>• action points and/or areas to work on to improve performance</li> <li>• avenues for further development</li> <li>• information about next session/s</li> </ul>	Practical Coaching (Case Study)
<b>Learning Outcome 1.2 - Understand the coaching process</b>			
1.2.1	Outline how to identify participant(s)' needs	through information gathering: <ul style="list-style-type: none"> <li>• observation of performance and behaviour</li> <li>• question and answer/discussion</li> <li>• written and recorded information</li> </ul>	Case Study
1.2.2	List the sources of information that a coach can use when planning and preparing coaching sessions	information about the participant(s) from: <ul style="list-style-type: none"> <li>• the person who booked the session</li> <li>• the participants</li> <li>• booking, medical declaration and consent forms</li> <li>• previous coaching session reviews</li> </ul> information about the venue/facilities, from: <ul style="list-style-type: none"> <li>• deployer, facility or line-manager</li> <li>• weather reports</li> </ul>	Case Study
1.2.3	Identify the types of information about participants which should be treated confidentially	<ul style="list-style-type: none"> <li>• medical information</li> <li>• personal details (e.g. address, date of birth, phone number)</li> <li>• financial details (e.g. credit card number)</li> </ul>	Workbook
1.2.4	Describe the stages and components of the coaching process	through the elements of plan, do, review, the coaching process includes: <ul style="list-style-type: none"> <li>• observation - where are they now</li> <li>• analysis - where do they want to be</li> <li>• goal-setting</li> <li>• planning - how are they going to get there</li> <li>• monitoring - how will they know how they are doing</li> <li>• evaluating</li> <li>• action planning</li> </ul>	Practical Coaching

1.2.5	Describe how to plan coaching sessions that meet participant(s)' needs	<ul style="list-style-type: none"> <li>• collect and review relevant information about the participant(s), venue, facilities and previous coaching sessions</li> <li>• set appropriate session and series goals</li> <li>• decide what you need to focus on to achieve sessions goals (technical, tactical, physical, psychological)</li> <li>• construct the session/s (progressive structure); using structures such as:             <ul style="list-style-type: none"> <li>- whole-part-whole</li> <li>- IDEAS</li> <li>- WASP (Watch, Analyse, Set Goals, Practice)</li> <li>- sequencing</li> <li>- chaining</li> </ul> </li> <li>• record the plan</li> </ul>	Practical Coaching (Case Study)
1.2.6	Explain how individual coaching sessions support the aims of the wider coaching programme	<ul style="list-style-type: none"> <li>• goals/content of each individual session, are progressively contributing to the overall goal/s</li> </ul>	Case Study
1.2.7	Explain the process of setting SMART goals/objectives	<p>agree SMART(ER) goals with the participant, that are:</p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Agreed</li> <li>• Realistic</li> <li>• Time phased</li> <li>• Evaluated</li> <li>• Recorded</li> </ul>	Case Study
1.2.8	Describe how to start and end a coaching session	<p>starting coaching sessions:</p> <ul style="list-style-type: none"> <li>• meet the participants punctually</li> <li>• make everyone feel welcome and at ease</li> <li>• record attendance as required</li> <li>• check everyone is able/ready to participate</li> <li>• check everyone has the right equipment</li> <li>• let everyone know what they will be doing, and the session aims</li> <li>• deliver an appropriate warm-up (technical, tactical, physical, psychological as required)</li> <li>• set any rules/boundaries</li> <li>• deliver a safety brief as required</li> </ul>	Practical Coaching (Case Study)

		<p>concluding coaching sessions:</p> <ul style="list-style-type: none"> <li>• ensure there is enough time to conclude the session</li> <li>• encourage feedback from participants</li> <li>• provide appropriate feedback to participants</li> <li>• deliver an appropriate cool-down (physical and psychological)</li> <li>• provide information about future session/s</li> <li>• make sure everyone leaves safely</li> <li>• follow procedures for checking and dealing with equipment used</li> <li>• ensure the environment is left appropriately</li> </ul>	
1.2.9	Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session	<p>participant(s') physical and psychological capabilities will influence:</p> <ul style="list-style-type: none"> <li>• technical/tactical content</li> <li>• intensity and duration of activities</li> <li>• how the activity is structured and delivered</li> <li>• style of delivery (student to coach led)</li> <li>• the content and the structure of the feedback</li> </ul>	Practical Coaching
1.2.10	Describe different types of demonstrations that encourage learning	<ul style="list-style-type: none"> <li>• demonstrations by the coach</li> <li>• coping models by someone at a similar standard to the observer</li> <li>• expert models, a well-refined and accurate picture of the end result</li> <li>• whole-part-whole – breaking the demonstration down into parts</li> <li>• simulated demonstration - e.g. standing on a river bank showing how to hold the paddle to move a boat sideways or drawing pictures</li> </ul>	Practical Coaching
1.2.11	Explain how to balance instruction, facilitation, and demonstration within sessions	<ul style="list-style-type: none"> <li>• give concise simple instructions and explanations</li> <li>• know how and when to use demonstrations to provide visual information</li> <li>• ensure participants are actively involved in activity for the majority of the session, have extra activities planned as a back-up</li> <li>• keep feedback to the point, positive and constructive</li> </ul>	Practical Coaching
1.2.12	Describe how to use listening skills	<ul style="list-style-type: none"> <li>• pay attention</li> <li>• use body language to show that you are listening</li> <li>• check you have understood and ask questions if necessary</li> <li>• allow the speaker to finish, don't interrupt</li> <li>• respond appropriately</li> </ul>	Practical Coaching



1.2.13	Describe how to select language that is appropriate to participant(s)	where possible: <ul style="list-style-type: none"> <li>• select language from the participants normal vocabulary</li> <li>• introduce new terminology clearly</li> <li>• be consistent with use of terminology</li> </ul>	Practical Coaching
1.2.14	List how the coach can establish the views of participant(s) about the coaching sessions	<ul style="list-style-type: none"> <li>• verbally (question and answer, or discussions)</li> <li>• written (feedback forms, flipchart exercises)</li> <li>• physical activity (show me with your hands how much fun you had today)</li> </ul>	Practical Coaching
1.2.15	Identify situations when a coach may need to change or adapt a session	when the session plan does not suit: <ul style="list-style-type: none"> <li>• safety - environmental conditions (e.g. weather, space)</li> <li>• enjoyment – how much participants are enjoying the activities</li> <li>• learning - the ability of participants, or the speed at which participants are learning skills or achieving goals</li> <li>• the physical or psychological state of the participants</li> </ul>	Practical Coaching
1.2.16	Describe how to give constructive feedback to participant(s)	coach given feedback should be: <ul style="list-style-type: none"> <li>• given in the right amount (normally simple and concise)</li> <li>• positive, informative and constructive</li> <li>• appropriately timed and relevant</li> <li>• given in a way that suits different sensory preferences (VAK): <ul style="list-style-type: none"> <li><b>visual</b> – e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance</li> <li><b>audio</b> – verbal feedback throughout, or at the end of the session</li> <li><b>kinaesthetic</b> – related to kinaesthetic experiences</li> </ul> </li> <li>• support participants in using self-gained feedback</li> </ul>	Practical Coaching
1.2.17	Identify how to cater for an individual's needs within group coaching	<ul style="list-style-type: none"> <li>• identify and try to respond to individual needs</li> <li>• plan varied methods of delivery to accommodate different needs</li> <li>• know and understand various methods to deliver the same information</li> <li>• develop strategies for some common individual needs</li> </ul>	Practical Coaching
1.2.18	Describe how to organise group coaching sessions	plan and clearly communicate information about logistics, equipment, facilities, and activities	Practical Coaching

<b>Learning Outcome 1.3 - Understand participant(s') learning styles</b>			
1.3.1	Outline different learning styles and needs	<p>Learning Styles (TARP):</p> <ul style="list-style-type: none"> <li>• Theorist (likes to understand the theories behind the actions)</li> <li>• Activist (learns by doing)</li> <li>• Reflector (likes to sit back, observe, and think about what happened)</li> <li>• Pragmatist (likes to see how things work in the real world)</li> </ul> <p>Sensory Preferences (VAK):</p> <ul style="list-style-type: none"> <li>• Visual (like to gain information by watching)</li> <li>• Audio (like to gain information by listening)</li> <li>• Kinaesthetic (like to gain information by feeling)</li> </ul>	Practical Coaching
1.3.2	Explain how to consider participant(s') learning styles and needs when planning coaching sessions	<ul style="list-style-type: none"> <li>• use a range of VAK tools within the session delivery</li> <li>• create activities and structure that will accommodate all different learning styles</li> <li>• start with a scattergun approach if you are working with an unknown group</li> <li>• use previously successful approaches if you are working with a known group</li> </ul>	Practical Coaching
1.3.3	Describe the difference between the ways that adults and children learn	<p>children (tend to):</p> <ul style="list-style-type: none"> <li>• have a short attention span and are action orientated</li> <li>• like to be led</li> <li>• enjoy repetition</li> <li>• have vivid imaginations</li> <li>• do not have a large bank of past experiences to draw on</li> </ul> <p>adults (tend to):</p> <ul style="list-style-type: none"> <li>• have good reasoning and decision making ability</li> <li>• want to be independent</li> <li>• be able to visualise verbal instructions</li> <li>• use past experiences to learn new skills</li> </ul>	Workbook
1.3.4	Define the principles of monitoring and evaluating learning	<ul style="list-style-type: none"> <li>• to establish if learning is proceeding according to the plan</li> <li>• to ensure coaching is meeting the needs of participants</li> <li>• to check the effectiveness of coaching</li> <li>• empower and motivate participants</li> </ul>	Case Study

1.3.5	Describe how the coach can support participant(s) in taking responsibility for their own learning	<ul style="list-style-type: none"> <li>• use participant led goal setting and action planning</li> <li>• involve participants in session planning</li> <li>• allow participants time for self-reflection</li> <li>• gain and respond to feedback from participants</li> </ul>	Practical Coaching
1.3.6	Describe how to manage different learning styles and learning needs, in group coaching	<ul style="list-style-type: none"> <li>• use a range of VAK tools within the session delivery</li> <li>• create activities and structure that will accommodate all different learning styles</li> <li>• start with a scattergun approach if you are working with an unknown group</li> <li>• use previously successful approaches if you are working with a known group</li> <li>• develop strategies for some common individual needs</li> </ul>	Practical Coaching
<b>Learning Outcome 1.4 - Understand behaviour management</b>			
1.4.1	Identify the principles of positive behaviour management	<ul style="list-style-type: none"> <li>• agree ground rules</li> <li>• communicate and implement sanctions</li> <li>• be consistent</li> <li>• reward positive behaviour</li> </ul>	Practical Coaching
1.4.2	Describe how to develop a behaviour management strategy for coaching sessions	<ul style="list-style-type: none"> <li>• agree, set and implement a participant code of conduct</li> <li>• agree, set and implement ground rules</li> <li>• communicate and implement sanctions</li> <li>• reward positive behaviour</li> </ul>	Practical Coaching
1.4.3	Outline ground rules for positive behaviour during coaching sessions	<p>agree, identify and communicate appropriate ground rules, e.g.:</p> <ul style="list-style-type: none"> <li>• respect each other, equipment and the environment</li> <li>• try your best</li> <li>• ask questions if you are unsure or unhappy</li> <li>• be on time</li> <li>• follow instructions</li> <li>• be polite and help others</li> </ul>	Practical Coaching
1.4.4	Outline the methods of communicating and implementing ground rules	for example, set/agree specific ground rules at the start of a session	Practical Coaching
1.4.5	Explain the importance of fair and consistent behaviour management	<ul style="list-style-type: none"> <li>• so participants know what is expected of them</li> <li>• so participants feel that they are been treated fairly</li> </ul>	Workbook


1.4.6	Explain how to encourage and reward positive behaviour	<ul style="list-style-type: none"> <li>• identify and verbally reward positive behaviour</li> <li>• use a rewards scheme (badges/certificates etc.)</li> <li>• have reward ceremonies at the end of a series of sessions</li> <li>• be fair and equitable when rewarding positive behaviour</li> </ul>	Practical Coaching
1.4.7	Identify the types of behaviour by participant(s) and others that may cause emotional distress	<ul style="list-style-type: none"> <li>• unreasonable expectations or pressure</li> <li>• bullying (cyber bullying)</li> <li>• exclusion</li> <li>• criticism</li> <li>• ridicule</li> <li>• putting someone at risk (or perceived risk) of physical harm</li> <li>• discrimination</li> </ul>	Workbook
1.4.8	Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress	<ul style="list-style-type: none"> <li>• challenge or divert the person causing the distress</li> <li>• support the person suffering distress</li> </ul>	Workbook
1.4.9	Describe how to respond to discriminatory behaviour	<ul style="list-style-type: none"> <li>• discussion with all relevant parties</li> <li>• apply sanctions</li> <li>• follow organisational procedures</li> </ul>	Workbook
1.4.10	Describe the procedures to be followed if a participant wants to complain about discrimination	<ul style="list-style-type: none"> <li>• follow organisation procedure</li> </ul>	Workbook
<b>Learning Outcome 1.5 - Understand how to reflect on a coaching session</b>			
1.5.1	Identify valid sources of feedback from participant(s) and support staff	<p>valid feedback from participant(s) or others would:</p> <ul style="list-style-type: none"> <li>• help you identify strengths and weaknesses</li> <li>• help you action plan</li> <li>• reinforce good practice</li> <li>• be constructive and relevant for now or future</li> </ul> <p>sources may be:</p> <ul style="list-style-type: none"> <li>• verbal feedback (question and answer, or discussions)</li> <li>• written (feedback forms, flipchart exercises)</li> <li>• non-verbal (e.g. facial expressions, attitude, enthusiasm)</li> </ul>	Case Study

1.5.2	<p>Explain how to do each of the following as part of self-reflection:</p> <ul style="list-style-type: none"> <li>• make self-assessment of skill level</li> <li>• identify action to be taken</li> <li>• use different methods of self-reflection</li> </ul>	<p>how to make a self-assessment of skill level:</p> <ul style="list-style-type: none"> <li>• gather information about your performance in specific areas</li> <li>• evaluate positives and negatives</li> <li>• benchmark</li> </ul> <p>identify action to be taken:</p> <ul style="list-style-type: none"> <li>• analyse reasons why</li> <li>• consider alternative approaches and what you may do differently</li> <li>• identify and prioritise areas for improvement</li> <li>• develop personal action plan and goals</li> </ul> <p>methods of self-reflection:</p> <ul style="list-style-type: none"> <li>• keep a journal</li> <li>• reflective conversations with others</li> <li>• create personal time for structured thought</li> </ul>	Case Study
1.5.3	Outline how to use evidence of own performance	<p>evidence could be used to:</p> <ul style="list-style-type: none"> <li>• modify future coaching sessions/delivery/content</li> <li>• repeat successful performance</li> </ul>	Case Study
1.5.4	List factors that impact on the ability to identify own development needs	<ul style="list-style-type: none"> <li>• how receptive you are to feedback</li> <li>• the quality of the feedback received from others</li> <li>• who you have around you to provide quality feedback</li> <li>• your ability to identify strengths and weaknesses</li> <li>• your knowledge of good practice</li> </ul>	Covered through a range of review and feedback tasks
1.5.5	Identify methods for personal action planning and the prioritisation of such planning	<p>an action plan should:</p> <ul style="list-style-type: none"> <li>• be recorded (in a format that can be shared with others)</li> <li>• identify and prioritise areas for improvement</li> <li>• identify personal SMART(ER) goals</li> <li>• identify how goals are going to be achieved, and by when</li> <li>• provide information that allows success to be measured</li> <li>• evaluated and reviewed at appropriate times</li> </ul>	Case Study

1.5.6	<p>Describe how to measure each of the following:</p> <ul style="list-style-type: none"> <li>• the quality of the coaching experience</li> <li>• participant development</li> <li>• the quality assurance mechanisms used</li> </ul>	<ul style="list-style-type: none"> <li>• measure outcomes and results</li> <li>• review and record feedback</li> <li>• review and record self-reflection</li> </ul>	Case Study
1.5.7	<p>Describe how to use information taken from evaluations to improve the programme/session</p>	<ul style="list-style-type: none"> <li>• identify and prioritise areas for improvement</li> <li>• identify personal goals</li> <li>• identify how goals are going to be achieved, and by when</li> </ul>	Case Study

## Unit 202: Understanding how to develop participant(s) through coaching sport

Assessment Criteria <i>The learner can:</i>		Content	Where is this assessed?
<b>Learning Outcome 2.1 - Understand the principles of planning coaching sessions</b>			
2.1.1	Identify the information required to plan coaching sessions	information about the participants: <ul style="list-style-type: none"> <li>• technical, tactical, physical, psychological profile (Including previous experience and stage of development)</li> <li>• lifestyle/medical</li> </ul> information from previous sessions: <ul style="list-style-type: none"> <li>• aspirations</li> </ul> information about the environment: <ul style="list-style-type: none"> <li>• venues available, access, changing/toilets</li> <li>• other water users</li> <li>• weather considerations</li> <li>• transport options/arrangements</li> <li>• equipment available</li> <li>• risk assessment/operating procedures in place</li> </ul>	Practical Coaching
2.1.2	Identify health and safety requirements that may impact on coaching sessions	<ul style="list-style-type: none"> <li>• check environment and weather forecast</li> <li>• fitting and checking participants equipment</li> <li>• providing an appropriate safety brief for participants</li> <li>• carrying appropriate safety equipment</li> <li>• suitable choice of activities, matched to participants technical, tactical, physical, psychological profile</li> <li>• follow any specific safety guidelines for the session/activity</li> </ul>	Practical Coaching
2.1.3	Describe how to establish goals for coaching sessions based on participant(s)' needs	analysed collected information to establish participants needs and session aims	Practical Coaching

2.1.4	Identify sport-specific technical content to be included in coaching session plans	<ul style="list-style-type: none"> <li>the coach is able to identify suitable progressive activities for coaching sessions to develop participants working towards the skills identified in the British Canoeing Level 2 Technical Syllabus</li> <li>the coach chooses activities that are matched to participants needs (technical, tactical, physical, psychological, stage of learning, ability, learning style), and the environment</li> </ul>	Practical Coaching
2.1.5	List a range of coaching styles	<ul style="list-style-type: none"> <li>command (coach led)</li> <li>practice</li> <li>reciprocal</li> <li>self-check</li> <li>inclusion</li> <li>guided discovery (participant led)</li> </ul> 	Practical Coaching
2.1.6	Explain the use of different coaching styles	<p>different coaching styles can be used to:</p> <ul style="list-style-type: none"> <li>manage safely</li> <li>maximise enjoyment</li> <li>maximise learning</li> </ul>	Practical Coaching
2.1.7	Describe how fun and enjoyment in coaching sessions can impact on learning	<ul style="list-style-type: none"> <li>when a participant is having fun and enjoying a session, they are more likely to feel motivated, relaxed, and alert</li> </ul>	Practical Coaching
2.1.8	Describe the components of planning a progressive coaching sessions	<ul style="list-style-type: none"> <li>assess participants technical, tactical, physical, psychological needs and aspirations</li> <li>assess your capacity (e.g. health and safety, venues, time, knowledge)</li> <li>set appropriate end goal(s) for the series of sessions</li> <li>develop broad plan (what do you need to cover to achieve the end goal/s)</li> <li>develop individual session plans</li> </ul>	Case Study
2.1.9	Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions	<p>this will differ depending on the coaches normal working environment but may include for example:</p> <ul style="list-style-type: none"> <li>other coaches - sharing the coaching role</li> <li>mentors - providing advice and support</li> <li>group leaders - helping the group get ready, behaviour management</li> <li>officials - timing, recording penalties, refereeing</li> <li>sport scientists - supporting fitness development</li> <li>participants – supporting each other</li> <li>parents/guardians - help children get ready, carry boats, safety cover</li> </ul>	Case Study



2.1.10	Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s') needs	<ul style="list-style-type: none"> <li>• changes may be required to improve participants safety, enjoyment, or learning</li> <li>• immediate changes or changes to sessions in the future</li> <li>• e.g. change venue, activity or coaching style/delivery</li> </ul>	Practical Coaching
<b>Learning Outcome 2.2 - Understand the principles of skill development through coaching sessions</b>			
2.2.1	Define: <ul style="list-style-type: none"> <li>• skill coordination</li> <li>• motor skill learning</li> <li>• skill acquisition</li> <li>• skill retention</li> <li>• skill transfer</li> </ul>	<ul style="list-style-type: none"> <li>• skill coordination – the ability to sequence movements</li> <li>• motor skill – a learned sequence of movements to master a task</li> <li>• skill acquisition – the ability to learn and develop skills</li> <li>• skill retention – being able to repeat the skill long-term</li> <li>• skill transfer (or transferable skills) – existing skills that can influence the learning of a new skill</li> </ul>	Workbook
2.2.2	Describe the basic methods of analysing participant(s') performance	<ul style="list-style-type: none"> <li>• gather information about performance (observation, discussion, video, notation, field testing)</li> <li>• compare with intended performance</li> <li>• identify strengths and weaknesses</li> <li>• prioritise</li> <li>• action plan</li> </ul>	Practical Coaching
2.2.3	Identify factors that affect the development of participant(s') skills in sport	<ul style="list-style-type: none"> <li>• participants motivation</li> <li>• participants attentional focus</li> <li>• participants understanding/knowledge of the skill</li> <li>• participants stage of learning: <ul style="list-style-type: none"> <li>- novice/awareness (cognitive)</li> <li>- practising/improver (associative)</li> <li>- skilled/expert/acquired (autonomous)</li> </ul> </li> <li>• participants transferable skills</li> <li>• participants ability to learn a sequence of movements (coordination)</li> <li>• participants ability to learn and develop skills</li> <li>• practice structures used</li> <li>• feedback mechanisms used</li> <li>• the complexity of the skill</li> </ul>	Practical Coaching Workbook

2.2.4	Describe the organisational requirements for the delivery of coaching sessions	<ul style="list-style-type: none"> <li>• the resources that might be required</li> <li>• the facilities</li> <li>• the equipment</li> <li>• other coaches, officials, helpers, parents/guardians</li> <li>• transport/shuttles/parking</li> <li>• changing/shower/toilet arrangements</li> <li>• provision of food/drink</li> </ul>	Case Study
2.2.5	Describe the different techniques available for developing participant(s) skill through coaching	<ul style="list-style-type: none"> <li>• use a range of VAK techniques to meet participants sensory preferences (scattergun or individualised approach)</li> <li>• allow individuals to learn in their preferred style (TARP)</li> <li>• use different practice structures depending on the type of skill, and the performers ability (blocked, massed, random, variable, bi-lateral, distributed, whole/part/whole)</li> <li>• choose appropriate level of challenge for the participants skill level</li> </ul>	Practical Coaching
2.2.6	Identify methods to support participant development	<p>appropriate use of:</p> <ul style="list-style-type: none"> <li>• observation and analysis</li> <li>• demonstration and verbal instruction</li> <li>• coaching style</li> <li>• practice structures</li> <li>• feedback</li> <li>• goal setting</li> </ul>	Practical Coaching
2.2.7	Identify sources of feedback which will support participant(s) development	<ul style="list-style-type: none"> <li>• visual/audio/kinaesthetic</li> <li>• knowledge of results</li> <li>• knowledge of performance</li> <li>• internal/intrinsic</li> <li>• external/extrinsic</li> <li>• coach-given feedback</li> <li>• self-gained feedback</li> </ul>	Practical Coaching

2.2.8	Explain the importance of gaining feedback from participant(s)	<ul style="list-style-type: none"> <li>• knowledge of the feedback that they received adds to the coaches picture (e.g. internal feedback)</li> <li>• to identify any differences in perspective between the coach and participant</li> <li>• to promote confident and independent learners</li> <li>• to identify or direct attentional focus</li> <li>• to help create a positive learning environment where participants are free to express their thoughts</li> </ul>	Practical Coaching
<b>Learning Outcome 2.3 - Understand the how the stages of participant(s') development impact on their coaching</b>			
2.3.1	Describe the progressive stages of development through maturity	candidates can identify some general physical, mental and emotional characteristics of children, adolescents, and adults	Workbook
2.3.2	Identify how the participant(s') stage of development affects the content of coaching sessions	candidates take into account different technical, tactical, physical, and psychological capabilities when making decisions about session content, goals, and coaching delivery	Workbook
2.3.3	Identify how participant(s') stage of development impacts on the coaching environment	<ul style="list-style-type: none"> <li>• coaching activities are matched to participant needs</li> <li>• equipment is matched to participant needs</li> <li>• coaching groups need to be suitable for all participants</li> <li>• expectations are realistic</li> </ul>	Workbook
2.3.4	Identify what influence training and competition have throughout the different stages of development	candidates can select appropriate activity for participants at different stages of development	Workbook
<b>Learning Outcome 2.4 - Understand the principles of evaluation in coaching</b>			
2.4.1	Explain the principles of evaluating coaching sessions	<p>evaluation should be used to ensure:</p> <ul style="list-style-type: none"> <li>• the participant is at the centre of the coaching process</li> <li>• the participant is empowered, motivated and supported</li> <li>• coaches are providing safe, enjoyable sessions where learning is optimised</li> <li>• coaches develop their personal practice</li> <li>• the coach and the participant are involved in the process of evaluation</li> </ul>	Case Study
2.4.2	Identify a variety of evaluation methods that can be used to monitor participant(s') development and learning	<ul style="list-style-type: none"> <li>• methods to check participants understanding, e.g. question and answer</li> <li>• methods to check participants performance, e.g.; objective measurements of agreed outcomes</li> </ul>	Practical Coaching Case Study

2.4.3	Identify types of information that can be gathered to monitor participant(s') development and learning	<ul style="list-style-type: none"> <li>• technical, tactical, physical, psychological</li> </ul>	Case Study
2.4.4	Identify appropriate other people who can contribute to the evaluation of coaching sessions	<p>appropriate people could be:</p> <ul style="list-style-type: none"> <li>• other coaches</li> <li>• mentors</li> <li>• group leader</li> <li>• officials</li> <li>• sport science specialists</li> <li>• parents/guardians</li> <li>• participants</li> </ul>	Case Study
2.4.5	Describe how and when to gather information on current coaching practice from participant(s) and others	<p>how to gather information on current coaching practice:</p> <ul style="list-style-type: none"> <li>• question and answer, or group discussions with participants</li> <li>• analysis of session outcomes or results</li> <li>• observation (formal with a checklist or structure/or informal)</li> <li>• self-reflection (written or not)</li> <li>• reflection with other coaches</li> </ul> <p>when to gather information on current coaching practice:</p> <ul style="list-style-type: none"> <li>• during coaching sessions</li> <li>• at the end of coaching session</li> </ul>	Case Study Practical Coaching
2.4.6	Explain how the feedback from participant(s) and others should impact on future coaching practice	<ul style="list-style-type: none"> <li>• coaching performance is developed</li> </ul>	Case Study
2.4.7	Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development	<ul style="list-style-type: none"> <li>• record comments, results, outcomes etc. from observation that has been analysed and then evaluated</li> <li>• record in a possible template</li> <li>• identify strengths and weaknesses</li> <li>• action plan how and when to make improvements</li> </ul>	Case Study (Final Debrief)

## Unit 203: Supporting participant(s') lifestyle through coaching sport

Assessment Criteria <i>The learner can:</i>		Content	Where is this assessed?
<b>Learning Outcome 3.1 - Understand basic nutrition and hydration principles for sports performance</b>			
3.1.1	Identify the five different food/nutritional groups	the food groups are: <ul style="list-style-type: none"> <li>• fruit and vegetables</li> <li>• bread, potatoes, rice, pasta (and other starchy food)</li> <li>• milk and dairy products</li> <li>• meat, fish, eggs, beans</li> <li>• high fat and sugar</li> </ul>	Workbook
3.1.2	Describe the principles of good nutrition as it relates to sports performance	nutrition plays an important role in: <ul style="list-style-type: none"> <li>• keeping the body in good working condition</li> <li>• supplying energy for activity</li> <li>• helping repair tissues</li> <li>• maintaining appropriate body weight</li> </ul>	Workbook
3.1.3	Describe the principles of hydration	hydration plays an important role in: <ul style="list-style-type: none"> <li>• keeping the body in good working condition</li> <li>• the bodies efficiency and effectiveness to perform</li> </ul>	Workbook
3.1.4	Identify the signs and symptoms of dehydration	<ul style="list-style-type: none"> <li>• headache</li> <li>• thirst</li> <li>• reduction in mental alertness</li> <li>• decline in performance/increased fatigue</li> <li>• urine becomes darker in colour, less frequent and/or less volume</li> </ul>	Workbook
3.1.5	Describe the principles of weight management as appropriate to specific sports	it is important to ensure calorific intake/expenditure levels are right for any weight management goals (e.g. to increase, decrease or maintain weight)	Workbook

3.1.6	Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition	<ul style="list-style-type: none"> <li>• before activity eat snacks low in fat/protein, high in carbohydrate</li> <li>• during long duration activity eat snacks low in fat/protein, high in carbohydrate to provide energy</li> <li>• after activity eat food high in protein (repair) and carbohydrate (refuel)</li> <li>• make sure you are well hydrated in the lead up to the activity (e.g. drink plenty the night/morning before, and up to 2-hours before activity)</li> <li>• drink enough to match sweat loss during activity</li> <li>• drink enough to match sweat loss due to hot weather</li> <li>• avoid alcohol the night before a high activity day</li> <li>• what to drink: almost anything non-alcoholic; but, any drink high in sugar/caffeine needs to be drunk in moderation (e.g. Coke or Pepsi, fresh orange juice, coffee)</li> </ul>	Workbook
<b>Learning Outcome 3.2 - Understand physical conditioning for sport</b>			
3.2.1	Identify the components of physical and skill-related fitness	<p>physical fitness components:</p> <ul style="list-style-type: none"> <li>• aerobic capacity</li> <li>• muscular endurance</li> <li>• anaerobic power and capacity (including speed, strength and power)</li> <li>• mobility</li> </ul> <p>skill-related fitness:</p> <ul style="list-style-type: none"> <li>• speed and reaction times</li> <li>• agility, balance, coordination</li> <li>• power</li> </ul>	Workbook
3.2.2	Describe the physical capabilities required for a sport	the coach should be able to describe a paddlesport activity suggesting which of the above component/s of fitness is most important and justify why	Workbook
3.2.3	Describe the principles of injury prevention in training	<p>for all paddlesport activity:</p> <ul style="list-style-type: none"> <li>• use appropriately sized equipment</li> <li>• warm-up and cool-down properly</li> <li>• ensure activities are appropriate for participants fitness/skill level</li> <li>• avoid physically hard sessions when tired</li> <li>• ensure nutrition and hydration requirements are met</li> <li>• pay attention to all injuries and take measures to prevent them from getting worse</li> <li>• use on-going risk assessment and management throughout sessions</li> </ul>	Workbook

3.2.4	Describe how to support participant(s) in the management of injury	<ul style="list-style-type: none"> <li>• ensure they are receiving appropriate professional treatment/advice</li> <li>• support participant in completing rehabilitation exercises</li> <li>• regularly revisit short- medium- and long-term goals</li> <li>• closely monitor performance to ensure injury is not getting worse</li> </ul>	Workbook
3.2.5	Identify methods of training different physical components in participant(s)	<p>paddlers can improve the different elements of fitness by:</p> <ul style="list-style-type: none"> <li>• training in a kayak/canoe e.g. distance paddles</li> <li>• cross training e.g. participating in other sports</li> <li>• land-based training e.g. stretching, gym work, running</li> </ul>	Workbook
3.2.6	Identify the basic anatomy and biomechanical demands of a sport related activity	<p>the critical topics to cover here are:</p> <ul style="list-style-type: none"> <li>• agility, balance, co-ordination</li> <li>• posture</li> <li>• power transfer</li> <li>• connectivity</li> <li>• safe technical templates</li> </ul>	Practical Coaching
3.2.7	Identify specific physical testing protocols for a sport related activity	<p>this will differ depending on the candidates normal coaching environment, but may include for example:</p> <ul style="list-style-type: none"> <li>• sit and reach test (measure flexibility)</li> <li>• record time to complete a 5km paddle (measure aerobic capacity)</li> <li>• number of press-ups in 60sec (measure muscular endurance)</li> <li>• record time to complete 100m paddle (measure speed)</li> <li>• bench-press 1 rep max (measure strength)</li> <li>• medicine ball throw (measure power)</li> </ul>	Workbook
3.2.8	Identify methods to enhance participant recovery time from session to session	<p>for example:</p> <ul style="list-style-type: none"> <li>• appropriate cool-down</li> <li>• appropriate hydration and nutrition</li> <li>• active rest</li> </ul>	Workbook

<b>Learning Outcome 3.3 - Understand principles of mental preparation in sport</b>			
3.3.1	Identify the mental capabilities required for a sport related activity	these capabilities could include: <ul style="list-style-type: none"> <li>• confidence</li> <li>• concentration</li> <li>• motivation</li> <li>• arousal control</li> <li>• cohesion</li> </ul>	Workbook
3.3.2	Identify key methods for improving participant(s'): <ul style="list-style-type: none"> <li>• confidence</li> <li>• concentration</li> <li>• motivation</li> <li>• emotional control</li> <li>• cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• confidence – setting suitable goals, creating an environment where success is the norm, using self-talk or imagery to build/re-play positive experiences</li> <li>• concentration – focusing on the right things at the right time, controlling/changing what you are concentrating on</li> <li>• motivation – being in an environment where success is the norm and is celebrated, setting own goals and making own decisions, being in a stimulating environment</li> <li>• emotional (arousal) control – participants being able to recognise own arousal level, recognising 'ideal' arousal state, and being able to increase or decrease arousal levels</li> <li>• cohesion – spending time together as a group, being in a supportive/respectful environment, with open/honest communication</li> </ul>	Workbook
3.3.3	Describe the principles of participant(s') development at the different stages of cognitive, emotional and social development	candidates can identify some general cognitive, emotional and social characteristics of children, adolescents, and adults	Workbook
3.3.4	Outline how a coach can profile participant(s') mental skills	<ul style="list-style-type: none"> <li>• identify the important mental skills for the activity</li> <li>• identify the participants strengths and weaknesses</li> </ul>	Workbook
3.3.5	Describe the basic coach intervention techniques for developing mental skills for training and competition	these techniques could include: <ul style="list-style-type: none"> <li>• imagery</li> <li>• attention control training</li> <li>• positive self-talk</li> <li>• relaxation techniques</li> <li>• arousal control strategies</li> </ul>	Workbook



<b>Learning Outcome 3.4 - Understand how to support participant awareness of drugs in sport</b>			
3.4.1	Outline the ethical issues surrounding drug taking in sport	<ul style="list-style-type: none"> <li>• participants should compete fairly</li> <li>• using banned performance enhancing drugs is cheating</li> <li>• using banned performance enhancing drugs can lead to serious health problems</li> </ul>	Workbook
3.4.2	Identify sources of information on drugs in sport	<ul style="list-style-type: none"> <li>• <a href="http://www.britishcanoeing.org.uk">www.britishcanoeing.org.uk</a> (canoeing specific advice)</li> <li>• <a href="http://www.ukad.org.uk">www.ukad.org.uk</a> (UK anti-doping in Sport)</li> <li>• <a href="http://www.wada-ama.org">www.wada-ama.org</a> (World anti-doping agency)</li> </ul>	Workbook
3.4.3	Outline the consequences for participant(s) in taking supplementation or prescription medicines	participants may unknowingly be taking banned substances that could lead to disciplinary action	Workbook

## Unit 204: Understanding the principles of safe and equitable coaching practice

Assessment Criteria <i>The learner can:</i>		Content	Where is this assessed?
<b>Learning Outcome 4.1</b> - Understand how to ensure participant(s') safety during sport-specific coaching sessions			
4.1.1	Describe the health and safety requirements that are relevant to planned sport-specific activities and competition	<p>the coach needs to be able to apply the relevant health and safety policies and requirements related to the planned activities, for example:</p> <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• risk assessment</li> <li>• operating procedures</li> <li>• selection of appropriate venues, equipment, and activities</li> <li>• relevant competition rules and regulations</li> </ul>	Assessed under other criteria through a range of assessment tasks
4.1.2	Describe how to structure coaching sessions to minimise the risk of injury to participant(s)	<ul style="list-style-type: none"> <li>• check participants equipment before they get on the water</li> <li>• perform dynamic risk assessment before and during activity</li> <li>• start the session with an appropriate warm-up and safety brief</li> <li>• include appropriate activities for the given weather conditions</li> <li>• pitch the level of activity appropriately for the group's ability</li> <li>• allow adequate rest, food and hydration</li> <li>• ensure activities are appropriate for participants skill level</li> <li>• avoid physically hard sessions when tired</li> <li>• ensure nutrition and hydration requirements are met</li> </ul>	Practical Coaching
4.1.3	Explain how to plan for contingencies to coaching sessions as a result of external influences	<ul style="list-style-type: none"> <li>• plan alternatives for predictable external influences that may compromise participants safety, enjoyment, or learning</li> <li>• for example; alternative venues, activities or coaching style/delivery</li> </ul>	Practical Coaching
4.1.4	Explain how to implement contingencies to coaching sessions as a result of external influences	<ul style="list-style-type: none"> <li>• reviewing coaching plan</li> <li>• making the participant at the centre of the plan</li> <li>• agree the contingencies with the participant</li> </ul>	Practical Coaching
4.1.5	Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition	<ul style="list-style-type: none"> <li>• know how the equipment works</li> <li>• know what condition it should be in</li> <li>• know what to do if it is not</li> <li>• make regular checks</li> </ul>	Practical Coaching

4.1.6	Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)	<ul style="list-style-type: none"> <li>• provide clear instructions to participants about the rules of the activities they are going to participate in</li> <li>• some of these rules may come from operating procedures or competition rules</li> <li>• some of these rules may be made by the coach to manage safety, enjoyment, or learning (in the safety brief, or throughout the session)</li> </ul>	Practical Coaching
4.1.7	Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)	<ul style="list-style-type: none"> <li>• explain rules clearly</li> <li>• check rules are understood</li> </ul>	Practical Coaching
4.1.8	Describe the coach's duty of care responsibilities for participant(s), including children	<ul style="list-style-type: none"> <li>• a coach has a duty of care to ensure that all reasonable steps are taken to ensure the safety of others</li> <li>• Duty of Care is a legal commitment, and extends to everyone a coach comes into contact with or has an effect on</li> <li>• this responsibility increases when coaches are in responsible roles, in specialist environments', where someone has greater level of knowledge or ability than those around them, and when responsible for children or vulnerable adults</li> </ul>	Workbook
4.1.9	Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately	<p>coaches should take necessary steps to look after their coaching environment, and minimise any environmental impact their use may have, areas to consider include:</p> <ul style="list-style-type: none"> <li>• health and safety – check for damage/hazards</li> <li>• environmental factors – minimise/monitor damage to launch/landing spots, clear litter</li> </ul>	Practical Coaching
4.1.10	Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> <li>▪ legal requirements</li> <li>▪ sport-specific requirements</li> </ul>	<ul style="list-style-type: none"> <li>• follow the British Canoeing Child and Vulnerable Groups Protection Policy and guidance, these reflect current best practice and the legislative framework of each home nation</li> <li>• follow the British Canoeing Safeguarding and Protecting Children Guidelines – Coaches and Officials Code of Conduct</li> <li>• adhere to British Canoeing/Home Nation Child Protection Training requirements</li> <li>• adhere to British Canoeing/Home Nation/National Disclosure requirements</li> </ul>	Workbook

4.1.11	Describe the insurance requirements on a coach operating in a coaching environment	<ul style="list-style-type: none"> <li>• if a coach fails to meet their duty of care and someone becomes injured or suffers loss or damage, they can make a claim against the coach</li> <li>• it is therefore vital that coaches have public liability insurance to provide cover against claims of negligence</li> <li>• Public liability insurance for canoeing activities' is included within British Canoeing membership; coaches need to report any known incidents or injuries that occur to students while undergoing coaching or taking part in canoeing or kayaking activities so the information can be passed to British Canoeing's insurance brokers</li> <li>• centres and clubs providing paddlesport activity are also required to have public liability and employers liability insurance</li> </ul>	Workbook
<b>Learning Outcome 4.2 - Understand how to ensure equitable coaching of sport-specific activities</b>			
4.2.1	Describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> <li>▪ legal requirements</li> <li>▪ sport-specific requirements</li> </ul>	<ul style="list-style-type: none"> <li>• the equality act 2010 makes it unlawful to treat people unfairly based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation</li> <li>• the British Canoeing Equality Policy states that any member found guilty of unlawful discrimination will be liable to appropriate disciplinary action</li> <li>• the British Canoeing Equality Policy also highlights Coaches responsibility to ensure all sectors of the community have genuinely equal opportunities to participate in canoeing at all levels</li> <li>• coaches will also need to comply with their club or centre equality/equity policy</li> </ul>	Workbook
4.2.2	Explain the purpose of sport-specific Codes of Practice for coaching	<p>the purpose of the British Canoeing Code of Ethics is to:</p> <ul style="list-style-type: none"> <li>• maintain standards for coaches</li> <li>• inform and protect participants</li> </ul>	Workbook
4.2.3	Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour	<p>the British Canoeing Code of Ethics provides a framework for coaches to work within, including guidelines for coaches on:</p> <ul style="list-style-type: none"> <li>• personal responsibilities; i.e. humanity, relationships, commitment, cooperation, advertising, integrity, confidentiality, abuse of privilege, personal standards</li> <li>• safety</li> <li>• competence</li> </ul>	Workbook

4.2.4	Describe methods to minimise barriers to participant development	<p>typical barriers maybe:</p> <ul style="list-style-type: none"> <li>• personal ability (e.g. skills, fitness, experience)</li> <li>• time</li> <li>• money</li> <li>• individual factors (e.g. age, gender, body shape, culture)</li> <li>• health</li> <li>• social support (e.g. ability of friends, encouragement from friends/family)</li> </ul> <p>methods to minimise barriers maybe:</p> <ul style="list-style-type: none"> <li>• good communication between participant and coach</li> <li>• good understanding of sport and participant</li> <li>• use of variety of delivery methods</li> <li>• session provision matched to individual needs (time/cost/aspirations)</li> <li>• appropriate grouping of individuals</li> </ul>	Workbook
4.2.5	Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations	<ul style="list-style-type: none"> <li>• details of their individual needs</li> <li>• ideas on how to adapt the environment/equipment/activities to accommodate individual needs</li> <li>• additional support needs for the coach and/or participants</li> </ul>	Workbook
4.2.6	Describe the nature of impairments and how their implications may affect aspects of the coaching process	<ul style="list-style-type: none"> <li>• hearing, speech and sight impairments are likely to affect the coaches communication methods</li> <li>• learning disabilities are likely to affect the coaching behaviours to ensure understanding</li> <li>• physical impairments may require coaches to use modified equipment or modified skills/activities</li> </ul>	Workbook
4.2.7	Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment	the coach should be able to use different coaching/delivery styles to manage participants safety, enjoyment and learning	Practical Coaching
4.2.8	Describe how and when to involve support staff to ensure participant(s') needs are provided for within the coaching activity	<ul style="list-style-type: none"> <li>• ask appropriate support staff for support when participants needs are not being met within the coaching environment</li> <li>• ensure the support is integrated into other activity appropriately</li> </ul>	Case Study
4.2.9	Describe how to adapt and progress activities and sessions	the coach should include progressions or regressions depending on the participants understanding/performance of the activities	Practical Coaching

4.2.10	Describe how to prepare athletes for competition/performance	<ul style="list-style-type: none"> <li>• know the technical, tactical, physical, psychological requirements of the activity</li> <li>• know the technical, tactical, physical, psychological profile of the participant</li> <li>• establish goals to address discrepancies</li> <li>• develop a plan to work towards achieving the goals</li> <li>• fulfil the plan</li> <li>• review progress and change plan accordingly</li> <li>• continually observe, analyse and evaluate</li> </ul>	Case Study
4.2.11	Identify types of performance enhancing drugs and illegal substances	<ul style="list-style-type: none"> <li>• banned substances taken deliberately (e.g. anabolic steroids)</li> <li>• banned substances taken accidentally (e.g. cough/cold medicine)</li> <li>• legal drugs taken to enhance performance (e.g. anti-inflammatory)</li> <li>• drugs that are illegal in the wider sense (e.g. cannabis)</li> <li>• other legal drugs (e.g. high caffeine drinks or alcohol)</li> </ul>	Workbook
4.2.12	Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances	<ul style="list-style-type: none"> <li>• educate and discuss issues with participants</li> <li>• clearly communicate to participants that you do not support the use of banned substances</li> <li>• provide advice to participants regarding over-the-counter or prescription medicines that they may require on health grounds</li> <li>• discuss the use of legal drugs or supplements if appropriate</li> <li>• monitor for signs of drug abuse</li> </ul>	Workbook

## Unit 205: Plan a series of paddlesport coaching sessions

Assessment Criteria <i>The learner can:</i>	Content	Where is this assessed?
<b>Learning Outcome 5.1 - Be able to review participant(s') needs for a series of paddlesport coaching sessions</b>		
5.1.1	Collect accurate and up-to-date information relevant to the participant(s) and the series of paddlesport sessions  information about the participants: <ul style="list-style-type: none"> <li>• technical, tactical, physical, psychological profile (including previous experience and stage of development)</li> <li>• lifestyle/medical</li> <li>• information from previous sessions</li> <li>• aspirations</li> <li>• age/gender</li> </ul> information about the environment: <ul style="list-style-type: none"> <li>• venues available, access, changing/toilets</li> <li>• other potential water users</li> <li>• weather considerations</li> <li>• transport options and arrangements</li> <li>• equipment available</li> <li>• risk assessment and operating procedures in place</li> </ul>	Practical Coaching Case Study
5.1.2	Maintain confidential information appropriately	the coach takes appropriate measures to keep medical information, personal details, and financial details confidential
5.1.3	Analyse the collected information to Identify participant(s') needs	once the coach has collected the information they can analyse it to identify the participants needs
5.1.4	Identify how participant(s') needs may impact on the paddlesport sessions	different participants needs may impact on: <ul style="list-style-type: none"> <li>• session content/goals</li> <li>• delivery/coaching styles used</li> </ul>
5.1.5	Analyse participant(s') needs to establish the overall aims for the series of paddlesport coaching sessions	identify appropriate session aims that help participants achieve the overall aim of the series
5.1.6	Refer participant(s) whose needs cannot be met to a competent person or agency	<ul style="list-style-type: none"> <li>• refer participants to other sources of expertise when their needs are not being met within the coaching environment</li> <li>• covered by the British Canoeing Coaches Code of Ethics guidance</li> </ul>

<b>Learning Outcome 5.2 - Be able to produce a series of paddlesport coaching session plans</b>			
5.2.1	Identify the goals for each paddlesport session in the series, that meet the needs of the participant(s), the group, and the environment	<p>these goals should:</p> <ul style="list-style-type: none"> <li>• relate to improving technical, tactical, physical or psychological performance</li> <li>• provide enjoyable, motivating activity</li> <li>• should be working towards the end goal(s) for the series of sessions</li> <li>• be appropriate for the coaching environment</li> </ul>	Practical Coaching Case Study
5.2.2	Develop paddlesport coaching session plans which are consistent with own level of technical knowledge and competence	<p>produce session plans that are:</p> <ul style="list-style-type: none"> <li>• within remit of a Level 2 Coach</li> <li>• within bounds of own knowledge and competence</li> </ul>	Practical Coaching Case Study
5.2.3	Identify paddlesport coaching activities and styles that will motivate the participant(s) and achieve planned goals, for each session in the series	<ul style="list-style-type: none"> <li>• identify appropriate coaching activities that safe, enjoyable and promote learning to achieve session goals</li> <li>• identify appropriate coaching styles to manage safety, enjoyment and promote learning</li> </ul>	Practical Coaching Case Study
5.2.4	Ensure plans include realistic timings, sequences, intensity and duration of paddlesport activities	<ul style="list-style-type: none"> <li>• enough time has been allowed for each element of the session</li> <li>• sequences should provide logical learning steps, at an appropriate level for participants</li> <li>• intensity/duration should match session aims, and be appropriate for the weather conditions/environment</li> <li>• activities should be sequenced to provide flow and variety to the session</li> </ul>	Practical Coaching Case Study
5.2.5	Ensure plans allow for a balance of instruction, activity and discussion	session structure shows appropriate balance of verbal instruction, visual demonstration and time to practice	Practical Coaching
5.2.6	Identify resources required for each paddlesport session	<p>identify resources that are appropriate for the session:</p> <ul style="list-style-type: none"> <li>• venue</li> <li>• participants equipment</li> <li>• coaches personal equipment</li> <li>• safety equipment</li> <li>• coaching props</li> <li>• support from other staff</li> </ul>	Practical Coaching Case Study
5.2.7	Ensure plans are consistent with accepted good practice for paddlesport	<ul style="list-style-type: none"> <li>• use self-reflection to check session plans are consistent with best practice</li> <li>• check with a more qualified or experienced coach if unsure</li> <li>• check with current resources if unsure</li> </ul>	Case Study



5.2.8	Identify key learning points for the skill/s covered	session plans should identify the key learning points for the skill/s covered	Practical Coaching
<b>Learning Outcome 5.3 - Be able to plan the evaluation of a series of paddlesport coaching sessions</b>			
5.3.1	Identify the information required to evaluate the series of paddlesport coaching sessions	<ul style="list-style-type: none"> <li>information about participants performance (e.g. technical, tactical, physical, and/or psychological) in relation to the session goals</li> <li>information about own coaching skills and knowledge</li> </ul>	Case Study
5.3.2	Identify how and when the information will be collected	<p>how to gather information on participants performance/knowledge:</p> <ul style="list-style-type: none"> <li>question and answer</li> <li>objective measurements of agreed outcomes</li> </ul> <p>how to gather information on own coaching:</p> <ul style="list-style-type: none"> <li>self-reflection (written or not)</li> <li>reflection with peers/coaches</li> </ul> <p>when to gather information:</p> <ul style="list-style-type: none"> <li>during coaching sessions</li> <li>after/between coaching sessions</li> </ul>	Case Study
5.3.3	Identify others who may be able to contribute to the evaluation	<p>those who may contribute could be:</p> <ul style="list-style-type: none"> <li>other coaches</li> <li>mentors</li> <li>group leaders</li> <li>sport science specialists</li> <li>parents/guardians</li> <li>participants</li> </ul>	Case Study

## Unit 206: Prepare the paddlesport coaching environment

Assessment Criteria <i>The learner can:</i>		Content	Where is this assessed?
<b>Learning Outcome 6.1</b> - Be able to prepare resources for paddlesport coaching sessions			
6.1.1	Ensure that the identified resources meet the requirements of paddlesport	<ul style="list-style-type: none"> <li>participants equipment is appropriate for their size, ability, and the activity</li> <li>necessary safety equipment must be available to match the risk assessment and risk management strategies</li> <li>coaches personal equipment is suitable for their safety and comfort</li> <li>the venue is appropriate for the planned session</li> <li>coaching props used to promote learning as required</li> <li>additional support is identified if required</li> </ul>	Practical Coaching
6.1.2	Handle equipment safely	<ul style="list-style-type: none"> <li>safe manual lifting and handling techniques are used and promoted throughout all aspects of the session</li> </ul>	Practical Coaching
6.1.3	Set up equipment according to the session plan	<ul style="list-style-type: none"> <li>boats, paddles, buoyancy aids and helmets are fitted to individuals as per health and safety guidelines or manufacturer's instructions</li> <li>equipment is managed effectively to get a group on the water in a timely fashion</li> </ul>	Practical Coaching
6.1.4	Ensure the paddlesport coaching environment is safe, appropriate and conducive to learning for all participant(s)	<ul style="list-style-type: none"> <li>check the environment on immediate arrival for hazards and local conditions</li> <li>check the planned session maximises safety, enjoyment and learning given the hazards/conditions, and amend if necessary</li> </ul>	Practical Coaching
6.1.5	Ensure everyone involved in the session has the information they need to participate	<p>prior to the session participants have information regarding:</p> <ul style="list-style-type: none"> <li>session logistics (cost, booking, transport, timing, food/drink etc.)</li> <li>equipment required</li> <li>what they will be doing</li> <li>who the session is open to</li> </ul>	Practical Coaching
<b>Learning Outcome 6.2</b> - Be able to assess and minimise risks before the paddlesport session			
6.2.1	Identify existing risk assessments for: <ul style="list-style-type: none"> <li>the activities</li> <li>the resources</li> <li>the participant(s)</li> </ul>	<ul style="list-style-type: none"> <li>access existing risk assessments as appropriate</li> </ul>	Case Study

6.2.2	Identify possible hazards	<ul style="list-style-type: none"> <li>The coach identifies possible hazards recorded in the existing written risk assessment/s if available</li> <li>The coach identifies possible hazards through dynamic risk assessment</li> </ul>	Case Study
6.2.3	Assess the risk that identified hazards present, including likelihood of occurrence and severity	the coach assesses the risk that identified hazards present, including likelihood of occurrence and severity through the dynamic risk assessment process	Case Study
6.2.4	Assess how to minimise the identified risks	the coach assesses how to minimise identified risks through the dynamic risk assessment process	Practical Coaching
6.2.5	Identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess	a competent person might be someone who has, for example: <ul style="list-style-type: none"> <li>a higher level of technical knowledge</li> <li>a management responsibility (i.e. facility/venue/line manager)</li> </ul>	Case Study
6.2.6	Comply with information in the normal operating procedures for the environment where the session will take place	<ul style="list-style-type: none"> <li>follow requirements in existing operating procedures as appropriate</li> <li>follow induction/site-specific training as appropriate</li> </ul>	Case Study
<b>Learning Outcome 6.3 - Be able to establish and maintain working relationships</b>			
6.3.1	Establish effective rapport with participant(s) and other people involved in the session	use effective communication skills to establish rapport, for example: <ul style="list-style-type: none"> <li>learn and use individuals names</li> <li>smile and make eye contact</li> <li>coach the person rather than the sport</li> <li>show interest in and respect for participants/others</li> </ul>	Practical Coaching
6.3.2	Communicate effectively with participant(s) and other people	use effective visual, audio, and kinaesthetic communication methods: <ul style="list-style-type: none"> <li><b>visual</b> - for example; body language, smiles, thumbs-up, drawing pictures and clear accurate demonstrations</li> <li><b>audio</b> – for example: select language from the participants normal vocabulary, introduce new terminology clearly, be consistent with use of terminology, give concise simple instructions and explanations</li> <li><b>kinaesthetic</b> – for example; relate explanations and feedback to kinaesthetic experiences</li> <li>use effective listening skills</li> </ul>	Practical Coaching
6.3.3	Give participant(s) and other people time, attention and support relevant to their needs	(additional information not required)	Practical Coaching

6.3.4	Manage participant behaviour and any conflict	<ul style="list-style-type: none"> <li>• set/agree ground rules and boundaries</li> <li>• communicate and implement sanctions</li> <li>• be consistent</li> <li>• reward positive behaviour</li> </ul>	Practical Coaching
6.3.5	Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice	<ul style="list-style-type: none"> <li>• do not discriminate based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation</li> <li>• accommodate individual needs to ensure all sectors of the community (irrespective of their age, colour, disability, ethnic origin, race, sexual orientation or gender), have genuinely equal opportunities to participate in canoeing at all levels</li> </ul>	Practical Coaching
<b>Learning Outcome 6.4 - Be able to safeguard and protect children and vulnerable adults</b>			
6.4.1	Follow the relevant procedures for safeguarding children and vulnerable adults	<ul style="list-style-type: none"> <li>• follow the British Canoeing Child and Vulnerable Groups Protection Policy and guidance, these reflect current best practice and the legislative framework of each home nation</li> <li>• follow the British Canoeing Safeguarding and Protecting Children Guidelines – Coaches and Officials Code of Conduct</li> </ul>	Workbook
6.4.2	Follow the relevant British Canoeing procedures for protecting self from accusations	<ul style="list-style-type: none"> <li>• follow the British Canoeing Safeguarding and Protecting Children Guidelines Coaches and Officials Code of Conduct</li> </ul>	Workbook
6.4.3	Identify possible signs of abuse	<p>see British Canoeing Child and Vulnerable Groups Protection Policy, for example:</p> <ul style="list-style-type: none"> <li>• a child tells you that they are being abused</li> <li>• another person says they believe (or know) that abuse is occurring</li> <li>• a child has an injury for which the explanation seems inconsistent</li> <li>• a child's behaviour changes (either over time, or suddenly), becoming aggressive, withdrawn or unhappy</li> <li>• a child appears not to trust adults, or a particular adult</li> <li>• a child shows inappropriate sexual awareness for his/her age</li> <li>• a child behaves in a sexually explicit way</li> <li>• a child becomes increasingly neglected-looking in appearance</li> <li>• a child loses, or put on weight for no apparent reason</li> </ul>	Workbook

6.4.4	Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults	<p>see British Canoeing Child and Vulnerable Groups Protection Policy, for example:</p> <ul style="list-style-type: none"> <li>• record what you have seen or heard</li> <li>• tell the person appointed for child protection in your club/centre if one is in position (or tell someone in a position of authority) – unless you suspect them of being involved; or,</li> <li>• contact your Home Nation Child Protection Lead Officer, or</li> <li>• for urgent advice contact NSPCC Child Protection 24-hour Help Line 0808 800 5000 (Scotland 0800 022 322) or the police</li> <li>• do not promise confidentiality</li> <li>• it is not your responsibility to decide whether a child/vulnerable adult is being abused - but it is your responsibility to pass the information on to the appropriate person</li> </ul>	Workbook
6.4.5	Maintain confidentiality as appropriate	<ul style="list-style-type: none"> <li>• only pass on information to those who have a 'right to know'</li> </ul>	Workbook

## Unit 207: Deliver a series of paddlesport coaching sessions

Assessment Criteria <i>The learner can:</i>		Content	Where is this assessed?
<b>Learning Outcome 7.1</b> - Be able to prepare participant(s) for paddlesport coaching sessions			
7.1.1	Meet the participant(s) punctually	be on time, and be ready in time	Practical Coaching
7.1.2	Ensure participant(s) are made to feel welcome and at ease	use effective communication skills to ensure participants are made to feel welcome and at ease	Practical Coaching
7.1.3	Record attendance in line with relevant procedures	<ul style="list-style-type: none"> <li>written records if and when required</li> <li>if provided with an attendance list, ensure mismatches are dealt with appropriately</li> <li>on-going head counts</li> </ul>	Practical Coaching
7.1.4	Ensure participant(s) are at a level of experience, ability and physical readiness to participate safely	use appropriate methods to ensure participants are able to participate safely, for example: <ul style="list-style-type: none"> <li>gather relevant information before the session</li> <li>use information gathered to plan appropriate activities</li> <li>deliver appropriate warm-up activity</li> <li>observe performance</li> <li>amend planned activities if required</li> </ul>	Practical Coaching
7.1.5	Ensure participant(s) have the correct clothing and equipment	<ul style="list-style-type: none"> <li>check participants have the required clothing and equipment for the planned session</li> <li>issue participants any additional equipment they may need for the planned session</li> <li>ensure clothing and equipment is correctly sized and fitted before starting the session</li> </ul>	Practical Coaching
7.1.6	Establish behaviour rules for the session	set/agree any ground rules and boundaries as appropriate to the group/individuals	Practical Coaching

7.1.7	Deliver warm-up activities appropriate to the participant(s) and session	the coach delivers appropriate warm-up activities to prepare the participants for the session, this may include for example: <ul style="list-style-type: none"> <li>• activities that raise the heart rate and warm the body up</li> <li>• mobility exercises</li> <li>• practice relevant movements</li> <li>• activities to psychologically prepare the participant</li> <li>• bank and/or boat based warm-up activities</li> <li>• combining warm-up activities with the start of the body of session</li> </ul>	Practical Coaching
7.1.8	Ensure participant(s) are aware of the goals of the session	share/agree session goals with participants at the start of the session/activity	Practical Coaching
<b>Learning Outcome 7.2 - Be able to deliver paddlesport coaching sessions</b>			
7.2.1	Provide clear information to participant(s) about the planned paddlesport activities	use introductions, demonstrations and explanations effectively so participants understand the activity	Practical Coaching
7.2.2	Ensure activities maximise participant(s') learning in line with the participant(s') goals	activities maximise learning in line with session goals, by appropriate: <ul style="list-style-type: none"> <li>• choice of activity</li> <li>• difficulty of the activity</li> <li>• delivery of activities</li> </ul>	Practical Coaching
7.2.3	Provide technically correct explanations and demonstrations appropriate to participant(s') needs and level of experience	<ul style="list-style-type: none"> <li>• coaches need to be able to provide clear and concise, technically correct explanations that highlight the relevant learning points in all aspects of the Level 2 Technical Syllabus</li> <li>• explanations need to be at a level appropriate to the participant, understood, and include only information that is relevant to the individual</li> <li>• bank-based coaches need to be able to facilitate technically correct demonstrations</li> <li>• boat-based coaches are required to perform technically correct demonstrations</li> </ul> <p>demonstrations are normally effective when:</p> <ul style="list-style-type: none"> <li>• all relevant parts can be seen by the observer</li> <li>• they can be copied by the observer (i.e. they are at an appropriate level)</li> <li>• done silently</li> <li>• done in real time</li> <li>• the observer knows what to look for (signposting specific points)</li> <li>• they have a definite start and finish point</li> </ul>	Practical Coaching

7.2.4	Use methods for motivating participant(s) appropriate to their needs and in line with accepted good practice	for example: <ul style="list-style-type: none"> <li>• activities help the participants feel competent/achieve success</li> <li>• participants are involved in their own goal setting and decision making</li> <li>• coaching style used helps the participant feel involved</li> <li>• participants are encouraged to assume responsibility for themselves</li> <li>• positive feedback is given to successful performances</li> <li>• coaches use pace and variety to avoid boredom</li> <li>• participation is fun!</li> <li>• extrinsic rewards are used carefully</li> </ul>	Practical Coaching
7.2.5	Ensure all participant(s) have the opportunity to take part in activities	<ul style="list-style-type: none"> <li>• individual needs are taken into account, to ensure that all of the group can take part in the session</li> <li>• coaches use differentiated activities, or coaching styles to cater for groups with a range of ability levels</li> </ul>	Practical Coaching
7.2.6	Deliver sessions at a pace appropriate to the participant(s') needs	the session pace is appropriate to participants technical, tactical, physical and psychological needs, and learning style	Practical Coaching
<b>Learning Outcome 7.3 - Be able to develop participant(s') performance</b>			
7.3.1	Review participant(s') performance with regards to: <ul style="list-style-type: none"> <li>▪ strengths</li> <li>▪ weaknesses</li> <li>▪ areas for improvement</li> </ul>	review participants technical, tactical, physical, psychological strengths, weaknesses and areas for improvement	Practical Coaching Case Study
7.3.2	Use appropriate coaching methods and practices	appropriate use of: <ul style="list-style-type: none"> <li>• observation and analysis</li> <li>• demonstration and verbal instruction</li> <li>• coaching style</li> <li>• practice structures</li> <li>• feedback</li> <li>• goal setting</li> </ul>	Practical Coaching



7.3.3	Provide feedback to participant(s) during the session to help participant(s) achieve their goals	<p>the coach provides, and encourages the use of self-gained feedback to promote learning, for example:</p> <ul style="list-style-type: none"> <li>• visual/audio/kinaesthetic feedback</li> <li>• knowledge of results</li> <li>• knowledge of performance</li> <li>• internal/intrinsic</li> <li>• external/extrinsic</li> </ul> <p>feedback should be:</p> <ul style="list-style-type: none"> <li>• given in the right amount (normally simple and concise)</li> <li>• positive, informative and constructive</li> <li>• appropriately timed and relevant</li> <li>• given in a way that suits different sensory preferences (VAK):</li> </ul> <p><b>visual</b> – e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance</p> <p><b>audio</b> – verbal feedback throughout, or at the end of the session</p> <p><b>kinaesthetic</b> – related to kinaesthetic experiences</p>	Practical Coaching
7.3.4	Adapt sessions to respond to the participant(s') changing needs	<p>the elements of the coaching process cycle are used to ensure the coach adapts the session to participant(s') changing needs:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• analysis</li> <li>• goal-setting</li> <li>• planning</li> <li>• monitoring</li> <li>• evaluating</li> <li>• action planning</li> </ul>	Practical Coaching
7.3.5	Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance	<ul style="list-style-type: none"> <li>• the coach encourages the use of self-gained feedback to promote learning</li> <li>• the coach uses appropriate questioning to help participants reflect on their learning</li> <li>• the coach ensures participants have time to reflect on their performance during activities</li> </ul>	Practical Coaching
7.3.6	Encourage participant(s) to take responsibility for their own learning	the coach uses coaching styles on the participant led end of the spectrum to encourage ownership of learning	Practical Coaching

<b>Learning Outcome 7.4 - Be able to conclude paddlesport coaching sessions</b>			
7.4.1	Ensure there is sufficient time to conclude the session	(additional information not required)	Practical Coaching
7.4.2	Encourage participant(s) to give feedback	(additional information not required)	Practical Coaching
7.4.3	Provide feedback to participant(s) on their performance relating to their goals	(additional information not required)	Practical Coaching
7.4.4	Deliver cool-down activities appropriate to the participant(s) and session	(additional information not required)	Practical Coaching
7.4.5	Provide information to participant(s) about future paddlesport sessions	(additional information not required)	Case Study
7.4.6	Ensure participant(s) depart from the session safely	(additional information not required)	Practical Coaching
7.4.7	Follow procedures for checking and dealing with equipment used	(additional information not required)	Practical Coaching
7.4.8	Ensure the paddlesport coaching environment is left in a condition fit for future use	(additional information not required)	Practical Coaching
<b>Learning Outcome 7.5 - Be able to assess and minimise risks throughout the paddlesport session</b>			
7.5.1	Comply with relevant health and safety procedures	the coach needs to be able to apply the relevant health and safety policies and requirements related to the planned activities, for example: <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• risk assessment</li> <li>• operating procedures</li> <li>• selection of appropriate venues, equipment, and activities</li> <li>• relevant activity rules and regulations</li> </ul>	Practical Coaching Case Study
7.5.2	Identify potential hazards	<ul style="list-style-type: none"> <li>• the coach identifies possible hazards recorded in the existing written risk assessment/s if available</li> <li>• the coach identifies possible hazards through dynamic risk assessment</li> </ul>	Case Study Practical Coaching
7.5.3	Assess the risk that identified hazards present, including likelihood of occurrence and severity	the coach assesses the risk that identified hazards present, including likelihood of occurrence and severity through the dynamic risk assessment process	Case Study Practical Coaching
7.5.4	Assess how to minimise the identified risks	the coach assesses how to minimise identified risks through the dynamic risk assessment process	Practical Coaching

7.5.5	Apply appropriate risk management strategies	<p>the coach demonstrates the necessary personal skills to deliver safe and effective paddlesport sessions from their kayak and/or canoe, in a sheltered water environment, including:</p> <ul style="list-style-type: none"> <li>• launching and landing</li> <li>• paddling in a straight line</li> <li>• reverse paddling</li> <li>• steering, turning, and manoeuvring</li> <li>• moving sideways</li> <li>• stability and methods for preventing a capsize</li> </ul> <p>safety control measures are used appropriately:</p> <ul style="list-style-type: none"> <li>• signals used and verbal communication is clear and understood by group</li> <li>• the coach is positioned to be of most use to the group, and to be able to prevent/deal with the most likely scenarios</li> <li>• herding/shepharding techniques are used to keep the group together</li> <li>• activities are chosen deliberately to manage safety</li> <li>• Coaches judge when/if it becomes necessary to stop a session due to unacceptable risk</li> </ul>	Personal Skills Practical Coaching
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7.5.6	Deal with problems, accidents, injuries and illnesses following the correct procedures	<ul style="list-style-type: none"> <li>• follow organisational procedures</li> <li>• limit injury/risk of the participant</li> <li>• assess – consider options – raise alarm – stabilise – execute plan</li> <li>• ensure non-injured members of the group are safe</li> <li>• offer comfort and reassurance to everyone involved</li> <li>• know when to take an individual out of a session</li> <li>• carry out your role calmly and correctly</li> <li>• have knowledge of nearest phone, help, vehicle</li> <li>• call for qualified assistance where required (qualified first aider or the emergency services)</li> <li>• give accurate information when calling for qualified assistance</li> </ul> <p>all candidates are required to:</p> <ul style="list-style-type: none"> <li>• recover a swimmer from the water using a bank-based rescue</li> </ul> <p>the <u>boat-based</u> coach can perform rescues using craft relevant to their normal coaching environment:</p> <ul style="list-style-type: none"> <li>• recover a capsized paddler from deep water</li> <li>• recover an upright, but incapacitated paddler to the shore</li> <li>• rescue an unconscious or entrapped paddler</li> <li>• capsize and perform an effective self-rescue in deep water</li> </ul> <p><u>Bank-based</u> candidates need to identify good practice and supervise the execution of the boat-based rescues listed above, and demonstrate that they can recover if they accidentally fall into deep water.</p> <p>the following qualities are required:</p> <ul style="list-style-type: none"> <li>• appropriate choice of rescue</li> <li>• follow the shout-reach-throw-row protocol</li> <li>• follow the self-team-victim-equipment protocol</li> <li>• clear and correct instructions</li> <li>• effective execution of rescue</li> <li>• effective recovery of casualty (and equipment) to a stable environment</li> <li>• appropriate personal safety precautions taken (inc. safe moving and handling)</li> <li>• appropriate manner (calm and in control)</li> </ul>	Rescue Skills (Practical Coaching)
7.5.7	Carry out emergency procedures when necessary	(additional information not required)	Rescue Skills (Practical Coaching)

## Unit 208: Monitor and evaluate paddlesport coaching sessions

	Assessment Criteria <i>The learner can:</i>	Content	Where is this assessed?
<b>Learning Outcome 8.1 - Be able to evaluate participant performance</b>			
8.1.1	Carry out participant evaluations according to the session evaluation plan	<ul style="list-style-type: none"> <li>the Level 2 Coach is expected to demonstrate evaluation and review of participants performance (technical, tactical, physical, psychological as appropriate) through the use of question and answers, and objective measures of performance against agreed outcomes, and through observation</li> <li>this may be seen through session plans, session reviews, and delivery that meets the participants needs</li> </ul>	Practical Coaching Case Study
8.1.2	Involve all participant(s) in evaluating their performance		Practical Coaching
8.1.3	Review participant(s)' performance		Practical Coaching Case Study
8.1.4	Measure participant(s)' progress against planned goals		Case Study
8.1.5	Provide feedback to participant(s)	coaches provide feedback about participants' performance, including reference to the session aims	Practical Coaching
8.1.6	Produce an action plan to progress or adapt participant(s)' goals	participant evaluations are used to develop individual action plans to progress or adapt participant(s)' goals	Practical Coaching Case Study
8.1.7	Record evaluations for future reference	evaluations are recorded in a manner that can be shared with others	Case Study
<b>Learning Outcome 8.2 - Be able to evaluate paddlesport coaching sessions</b>			
8.2.1	Carry out session evaluations according to paddlesport session evaluation plan	analyse identified/collected information as per the session evaluation plan (see assessment criteria 5.3.1 – 5.3.3)	Case Study
8.2.2	Use feedback from participant(s) and other people involved in the session to evaluate the session	feedback could be used from: <ul style="list-style-type: none"> <li>other coaches</li> <li>parents/guardians</li> <li>mentors</li> <li>participants</li> <li>sport science specialists</li> </ul>	Case Study
8.2.3	Compare outcomes and feedback to the session goals	comparing outcomes and feedback, considering if the session delivered met the safety, enjoyment, and learning goals	Case Study
8.2.4	Identify the effectiveness of the activities, and session overall	consider how effective the planned/delivered activities were in maximising safety, enjoyment and learning	Case Study

8.2.5	Identify the effectiveness of own management of the session, including Health and Safety and welfare issues	consider how effective the management of the session was in maximising safety, enjoyment and learning	Case Study
8.2.6	Discuss evaluations with an appropriate colleague for additional feedback	(additional information not required)	Case Study
8.2.7	Record evaluations for future reference	evaluations are recorded in a manner that can be shared with others	Case Study
<b>Learning Outcome 8.3 - Be able to evaluate and develop own paddlesport coaching practice</b>			
8.3.1	Review evaluations of previous paddlesport sessions and feedback from relevant colleagues	(additional information not required)	covered through a range of review and feedback tasks, e.g.: - training course review - training course feedback - case study sessions reviews - coaching episode feedback - series evaluation - final assessment feedback
8.3.2	Ensure own knowledge is up-to-date with current developments in paddlesport	<ul style="list-style-type: none"> <li>coaches use appropriate checks and measures to ensure they are up-to-date with current technical, tactical, physical, psychological developments</li> <li>for example, working with other coaches, self-reflection, accessing up-to-date information on the web, or in books, attending training courses</li> </ul>	
8.3.3	Ensure own knowledge is up-to-date with current developments in paddlesport coaching practice		
8.3.4	Identify areas for development of own paddlesport coaching practice	(additional information not required)	
8.3.5	Produce a personal action plan to develop own paddlesport coaching practice	(additional information not required)	
8.3.6	Take part in development activities identified in personal action plan	(additional information not required)	
8.3.7	Review progress against personal action plan regularly and update accordingly	(additional information not required)	