

# British Canoeing Coach Award Tutor and Assessor Requirements

## Introduction

This document provides guidance for Delivery Centres' recruitment of British Canoeing Coach Award Tutors and Assessors. It also outlines the update requirements.

## Roles

Coach Award Core Training Tutor:

- Coach Award Core Training Tutor

Coach Award Core Training Tutors can direct Core Training Courses.

Aspirant<sup>1</sup> Coach Award Core Training Tutors can second staff Core Coach Training on courses with 5 to 8 candidates.

Coach Award Discipline Specific Training Tutors:

- Sheltered Water Coach Tutor
- Freestyle Coach Tutor
- Open Water Canoe Coach Tutor
- Open Water Canoe Coach (Advanced Water) Tutor
- Polo Coach Tutor
- Racing Coach Tutor
- Sea Kayak Coach Tutor
- Sea Kayak Coach (Advanced Water) Tutor
- Slalom Coach Tutor
- Surf Kayak Coach Tutor
- Surf Kayak Coach (Advanced Water) Tutor
- White Water Canoe Coach Tutor
- White Water Canoe Coach (Advanced Water) Tutor
- White Water Kayak Coach Tutor
- White Water Kayak Coach (Advanced Water) Tutor
- Wild Water Racing Coach Tutor

Discipline Specific Training Tutors can direct Discipline Specific Training Courses.

Discipline Specific Training Tutors can second staff Core Coach Training on courses with 5 to 8 candidates.

Aspirant<sup>1</sup> Discipline Specific Training Tutors can second staff Discipline Specific Training on courses with 5 to 8 candidates.

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<sup>1</sup> Aspirant Tutors = those who have completed application and orientation.

Coach Award Assessors:

- Sheltered Water Coach Assessor
- Freestyle Coach Assessor
- Open Water Canoe Coach Assessor
- Open Water Canoe Coach (Advanced Water) Assessor
- Polo Coach Assessor
- Racing Coach Assessor
- Sea Kayak Coach Assessor
- Sea Kayak Coach (Advanced Water) Assessor
- Slalom Coach Assessor
- Surf Kayak Coach Assessor
- Surf Kayak Coach (Advanced Water) Assessor
- White Water Canoe Coach Assessor
- White Water Canoe Coach (Advanced Water) Assessor
- White Water Kayak Coach Assessor
- White Water Kayak Coach (Advanced Water) Assessor
- Wild Water Racing Coach Assessor

Coach Award Assessors can deliver Coach Award Assessments.

### **Alternative Staffing Arrangements**

Where a shortage in the workforce has been identified, a more flexible approach to staffing is required. Delivery Centre Managers can agree tutors/assessors on a case-by-case basis and through team teaching to ensure that the required standards are maintained.

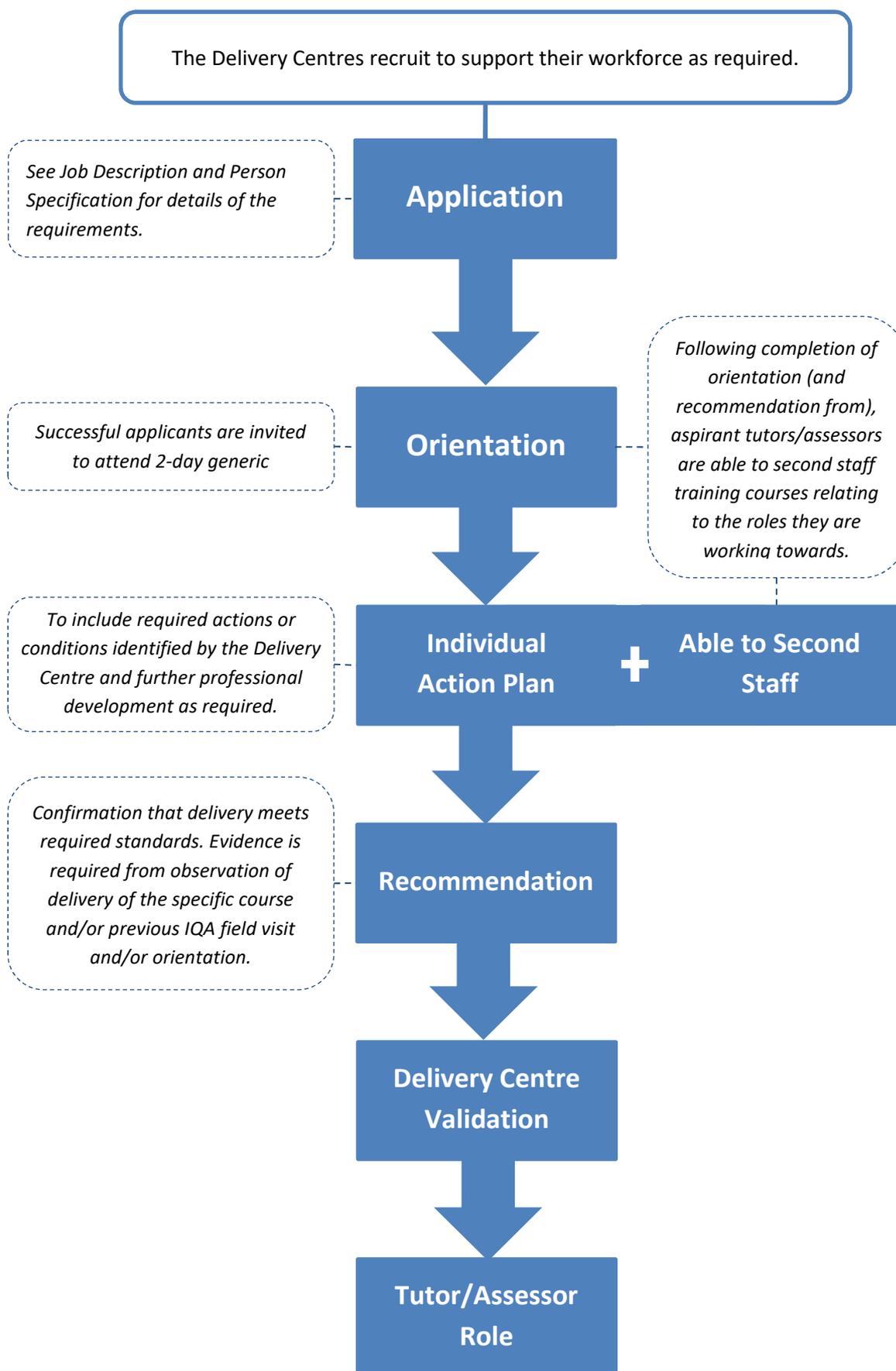
The Discipline Specific Training staff team must include (as a minimum):

- a Discipline Specific Training Tutor (in any discipline) or Core Training Tutor
- someone with discipline coaching expertise and extensive knowledge of the discipline
- someone with sound and current knowledge of the Core and Discipline Specific Training syllabi and learning programmes.

The Assessment staff team must include (as a minimum):

- a Coach Award assessor (in any discipline)
- someone with discipline coaching expertise and extensive knowledge of the discipline
- someone with sound and current knowledge of the Core and Discipline Specific Training syllabi and learning programmes.

## Pathway to Becoming a Coach Award Tutor/Assessor - SUMMARY



## **Becoming a Coach Award Tutor or Assessor**

### **Application**

The Delivery Centres are responsible for recruiting Coach Award Tutors and Assessors to meet their specific workforce demands. The Delivery Centre Manager is responsible for establishing a robust and fair review process to select the most appropriate applicants based on suitability, strength of application in relation to the detailed Job and Person Specification and their own workforce demands. The application review team must include expertise in all aspects of the role requirements.

See 'Job Description and Person Specification for British Canoeing Coach Award Tutors and Assessors' for further details and essential requirements (page 6).

Successful applicants are required to pay a fee to their Delivery Centre; and to commit to a development process before they are able to take on full responsibility for delivery of courses, this will include:

1. Coach Award Tutor and Assessor Orientation
2. Commit to their professional development in areas where required

### **Coach Award Tutor and Assessor Orientation**

Successful applicants must attend an initial 2-day orientation event. The orientation is generic across all Coach Award roles. This orientation only needs to be attended once; it does not need to be repeated if future Coach Award roles are applied for.

The Coach Award Tutor and Assessor Orientation will explore areas of the syllabus and the demands of the tutor/assessor roles; this will help the tutor/assessor identify where further learning and development is required.

Note that British Canoeing and Home Nation Associations recognise this orientation as valid CPD evidence for the purposes of Coach Update.

### **Individual Action Plan**

The provider is responsible for designing and fulfilling an individual action plan where further professional development is required in order to fulfil the tutoring and/or assessing role/s effectively. Support from the Delivery Centre will be provided through the application and/or orientation process; this may also include the identification of compulsory components that must be included.

### **Second Staff Roles**

Following completion of (and recommendation from) orientation, aspirant tutors are able to second staff training courses relating to the Coach Award Tutor roles which they are working towards (i.e. Core and/or Discipline Specific Training). All tutors are required to fulfil the update requirements detailed on page 11.

Second staff roles will be issued for a maximum of two full calendar years from the date of initial orientation, or point of application (whichever is later). After which it is expected that tutor roles will have been achieved.

### **Recommendation**

The specific Coach Award tutor or assessor role will be achieved following a recommendation confirming that delivery meets the required standards. Including:

1. accurate delivery of the appropriate content, at the right level
2. effective tutoring or assessing skills
3. the necessary administration and organisational skills

In most cases, this will be based on an observation of delivery of the specific training or assessment course. Although evidence from alternative sources can also be considered, this could include:

- evidence from a final sign-off for a different Coach Award tutor or assessor role
- observation of delivery of a different Coach Award training or assessment course
- evidence from Coach Award Application and Orientation

Further details are available from the Delivery Centre.

### **Delivery Centre Validation**

Following the recommendation the Delivery Centre will review and validate all relevant evidence and if appropriate will offer the tutor/assessor the specific role(s).

Aspirant tutors/assessors are expected to have completed this process 2 years from attendance at initial Orientation, or point of application (whichever is later). An extension may be requested/granted in exceptional circumstances.

The Delivery Centre will prioritise the quality assurance and internal verification of new tutors and assessors.

A 'temporary' status is applied to the role where any conditional elements have been identified.

### **Additional Notes**

Where a Coach Award Tutor or Assessor is pursuing additional roles, they are first required to apply to their Delivery Centre. Successful applicants do not need to repeat the Coach Award Tutor and Assessor Orientation. In these cases it is the responsibility of the aspirant Tutor/Assessor to propose an Individualised Action Plan that must be agreed by the Delivery Centre Manager. The Individualised Action Plan may include the requirement for specific training depending on the new role(s) being applied for. The aspirant Tutor/Assessor must commit to and action any required learning, development and support prior to preparing appropriately for their progression into the tutor/assessor role.

## **Job Description and Person Specification for British Canoeing Coach Award Tutors and Assessors**

Job Title: Coach Award Core Training Tutor

[Insert award name] Tutor

[Insert award name] Assessor

Reports to: Delivery Centre

Overall Purpose: To deliver British Canoeing Coach Award Training and/or Assessment as per the relevant qualification requirements

### **Key Responsibilities**

- To direct training/assessment associated with the relevant qualification as and when required to do so.
- To design, deliver and tailor programmes of training/assessment to meet candidates' specific needs.
- To deploy other tutors/assessors to plan and deliver aspects of the training/assessment programme, and to monitor and support deployed tutors'/assessors' delivery to ensure all aspects of the learning/assessment programme is delivered appropriately.
- To work with and support British Canoeing Awarding Body and the Delivery Centres in the delivery of coach education/assessment.
- To support, advise and mentor candidate coaches in their development through the coach pathway.
- To support, advise and mentor aspirant tutors/assessors to support their development and ensure consistent application of best practice.
- To attend, and contribute to, training and standardisation meetings, workshops and other update events as required.
- To maintain robust and valid administrative practices and records for courses and candidates and maintain all relevant communications.
- To contribute to the development and updating of guidance and support materials for use with British Canoeing qualifications.

## Requirements

### Qualifications

- Essential** Discipline specific coaching qualification(s) appropriate to the discipline specific roles and environments.
- An appropriate tutoring qualification (or the commitment to complete); applicable to all Tutor roles. See page 10 for details.
- An appropriate assessing qualification (or the commitment to complete); applicable to all Assessor roles). See page 10 for details.
- Desirable** Level 3 (UKCC) Certificate in Coaching Paddlesport.

### Experience and Skills

- Essential** At least five years' active (and current) experience running progressive coaching sessions in the discipline specific environments.
- Verified leadership, personal skills and rescue competence in the relevant environments.
- Desirable** Tutoring and/or Assessing experience.
- Extensive coaching experience:
- with a wide range of relevant user groups (age, ability, aspirations)
  - running long-term coaching programmes
  - coaching in a wide range of the relevant environments
- Experience of working with an Awarding Body or within a related training/assessment environment.

### Knowledge

- Essential** Detailed knowledge and understanding of:
- The award syllabus (see page 9)
  - The role and skills of the Coach Tutor and Assessor
  - The performance requirements of the discipline

### Commitment

- Essential** Evidence of commitment to personal professional development.
- Evidence of commitment to the professional development of others through appropriate mentoring and support.

## Personal Profile

### Essential

- Has a personal coaching and educational philosophy that is in keeping with the British Canoeing Educational Philosophy.
- Has competence in the subject matter of the qualification(s).
- Has strong interpersonal skills and the ability to operate as a team player.
- Is able to communicate effectively with a wide range of people.
- Is skilled in communicating through various media and has excellent presentation skills.
- Is competent in the language used for assessment (or has access to appropriate guidance and training).
- Is fair and equitable, ethical and honest.
- Treats people with respect, is candid, and protects confidential information.
- Adheres to Delivery Centre policies and demonstrates loyalty to British Canoeing/the Delivery Centres/the Home Nation and the team.
- Supports equality of opportunity.
- Is a clear thinker able to approach tasks in a systematic and logical manner.
- Has excellent problem solving and analytical skills.
- Is able and willing to take and offer advice. Is willing to learn, develop and grow.
- Has the ability to write and speak in plain English and to use language that is free from bias and appropriate to the qualification.
- Has competence in assessment and awarding systems and procedures (applicable to Assessor roles).
- Has excellent customer care skills.
- Has the ability to make accurate judgements about the standard of candidates' coaching performance, knowledge and development needs.
- Has the ability to design, deliver and tailor a programme of training/assessment to meet candidates' specific needs.
- Has the ability to deploy other tutors/assessors to plan and deliver aspects of the training/assessment programme.
- Has the ability to monitor and support deployed tutors'/assessors' delivery to ensure all aspects of the learning/assessment programme are delivered appropriately.

## Specific Guidance Regarding Syllabus Understanding

### Core Training Tutors

Core Training Tutors will need the experience and tutoring skills to tailor their delivery to a wide range of coaches' specialisms. The audience on the Core Coach Training could include coaches who are working in Sheltered, Moderate or Advanced water environments in any of the full range of discipline specific options. This may be evidenced by range of coaching qualifications/experience, range of experience as a tutor, and be supported by a recommendation.

They will also need verified knowledge and understanding of the core theories that underpin the syllabus and how these relate to the Coach Award syllabus. This includes:

- Understanding of Constructivist and Behaviourist learning theories
- Learning cycle (Kolb)
- Multiple intelligences (Gardner)
- Current perspectives on Learning Styles (Honey & Mumford)
- Different Sensory Channels (Visual, Auditory, Kinaesthetic)
- Stages of learning (Fitts & Posner)
- Feedback (intrinsic/extrinsic, structure/timing/structure/effect of, KR and KP)
- Coaching styles (Mosston & Ashworth, 2002)
- Structuring learning (e.g. IDEAS, WASP)
- Coaching philosophy and the British Canoeing Educational Philosophy
- Session planning (progressive, adaptable, formal/informal, written/mental methods)
- Coaches' decision making (CDM, NDM and PJDM; Situational Awareness; Heuristics)
- Learning environment (motivational climate, coach-athlete relationships, SDT, AGT)
- Characteristics of empowerment based coaching (Duda)
- Skill acquisition:
  - Memory (schemas, chaining, sequencing, drills, whole-part-whole)
  - Dynamical systems (shaping, perception-action coupling)
  - Constraints theory
  - Practice styles (massed, variable, distributed, bilateral, and mental practice)
  - Games sense/games with aims/teaching games for understanding
- Observation (holistic, deductive, systematic observation techniques, and the links to DM)
- Observation techniques to inform WHAT to coach, and HOW to coach
- Reflective practice (Gilbert & Trudel)
- Communities of Practice (Lave & Wenger)

### Discipline Specific Training Tutors

Discipline Specific Training Tutors need sound understanding on how the topics above are interpreted and applied to coaching in their specific discipline.

## Tutoring and Assessing Qualifications

All<sup>2</sup> Coach Award tutors require a nationally recognised Tutoring Qualification that aligns to the relevant National Occupational Standards for Learning and Development (standards 1 to 8).

All<sup>2</sup> Coach Award assessors require a nationally recognised Assessing Qualification that aligns to the relevant National Occupational Standards for Learning and Development (standard 9).

Coach Award Tutor and Assessor applications may be accepted from candidates who are working towards these qualifications. The Tutoring or Assessing qualification must have been completed within 3 years from the date of initial orientation, or point of application (whichever is later).

The Delivery Centre may be able to provide opportunities for tutors/assessors to undertake the required course although there is likely to be an additional charge for this.

The following list of qualifications is not exhaustive, applicants who hold other qualifications for teaching/tutoring/assessing should list these in their application and they can be considered on an individual basis.

### Examples of Relevant Tutoring Qualifications:

(Required for Core Training and Discipline Specific Training Tutor roles)

- Qualified Teacher Status
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)
- Sports Education Tutoring PDA (SCQF)
- Level 3 Award in Delivering Learning (QCF)
- Level 3 Award in Education and Training

### Examples of Relevant Assessor Qualifications:

(Required for Coach Assessor roles)

- Level 3 Award in Assessing Vocational Related Achievement (QCF)
- Level 3 Award in Assessing Vocational Achievement (QCF)
- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Conduct the Assessment Process PDA (SCQF, L&D9)
- Assess Workplace Competence Using Direct Methods (SCQF, L&D9D)
- Assess Workplace Competence Using Direct and Indirect Methods (SCQF, L&D9DI)
- NVQ A1 Assessor Award
- NVQ D32/D33 Assessor Award

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<sup>2</sup> Unless Accredited Prior Learning has been granted and verified by the Delivery Centre Manager.

## Tutor/Assessor Update Requirements

In order to maintain a tutor or assessor role, providers must fulfil the minimum delivery and moderation requirements, meet the Delivery Centre internal verification and quality assurance requirements, and abide by the terms of provider service agreement.

### Minimum Delivery Requirements

Tutors/assessors need to deliver a minimum of two courses per three calendar years for each type of course<sup>3</sup> they are able to deliver. Delivery can include course director, second member of staff, or active observation of a full course as an additional member of staff.

All tutors and assessors must also have been involved in at least one full Core Coach Training within the previous three years (the first checks will take place 1<sup>st</sup> January 2021).

Tutors or Assessors who do not meet the minimum requirements can put a case forward to keep their role if active (coaching and leading) in the specific environment, and are actively involved in other Coach Award training or assessment courses<sup>3</sup>. These will be considered by the Delivery Centre on a case-by-case basis.

### Moderation

Registered tutors and assessors need to attend at least one moderation event within each three-year cycle. The Delivery Centres are able to increase this requirement, or schedule compulsory moderation if circumstances require.

The Delivery Centres will run an annual programme of moderation, focusing on the relevant issues at the time. This may focus on training and/or assessment topics. They may also combine moderation for providers of different awards/disciplines. It is the responsibility of the Delivery Centre to ensure the moderation content and format meets the quality assurance/internal verification needs of their workforce.

### Maintenance of Active Role

The Delivery Centre will check annually that minimum delivery and moderation requirements are met. They will also check the provider meets their internal verification and quality assurance requirements, and confirm the terms of the Provider Service Agreement have not been breached.

Where tutors/assessors do not meet the requirements they will lose their role. To re-establish a role that has been removed, the provider will need to go through the process for new tutors/assessors unless they have a case to apply for APL. In exceptional circumstances (and at the Delivery Centre's discretion) an individual action plan may be agreed to support the provider to maintain their role.

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<sup>3</sup> i.e. Core Training, Discipline Specific Training, and Assessment