

## **BCU Awarding**

### **Level 1 Certificate in Coaching Paddlesport**

#### **Assessment Guidance**

#### **[With Unit Specification References]**

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## Introduction

This document provides specific guidance for candidates, trainers, and assessors on the standards and knowledge required for the BCU Level 1 assessment tasks. It links directly to the assessment criteria in the Assessment Day Pack, and the BCU Level 1 Unit Specification and Course Content.

The BCU Level 1 Tutor and Assessor Notes provide further advice regarding the general requirements for running courses.

The Level 1 Course Guide provides an overview of the qualification. It is important to note that the Assessment should be framed by the remit and operating environment of the coach:

### The remit of the Level 1 Coach

The BCU recommend that someone more qualified should always take responsibility for deployment of a Level 1 Coach.

The Level 1 qualification is suitable for these coaching roles:

- running taster sessions
- coaching introductory core skills (see Technical Syllabus on page 16)
- coaching paddlers in a variety of craft
- coaching in sheltered and very sheltered water conditions

The BCU also acknowledge that Level 1 Coaches may have the skills to assist coaches in other situations. This will depend on their experience, skills, technical knowledge, the venue, the paddlers, and personal interests. The supervising coach remains responsible for the coaching session and for setting the boundaries for the Level 1 Coaches input. They must themselves be suitably qualified.

### The Sheltered Water Environment includes:

- ungraded rivers, faster flowing, but not involving the shooting of, or playing on weirs or running rapids
- areas of inland open water (e.g. lakes and lochs) that are no more than 200m offshore and in wind strengths that do not exceed Beaufort force 3
- suitable lagoons or sections of sheltered bays of larger lakes
- small enclosed sea/tidal water bays or enclosed harbours, where there is minimal possibility of being blown offshore
- defined beaches (a short section of beach with easy landing throughout, no tide races or overfalls beyond the beach), in conditions in which swimmers and beach craft could be happily operating
- the upper reaches of some suitable, slow moving estuaries during neap tides
- in all cases the wind and weather conditions must be favourable
- onshore wind strengths do not exceed Beaufort force 3; offshore wind strengths do not exceed Beaufort force 2
- canals are also included within the 'Very Sheltered Water' definition

## 1. Rescue Skills

The assessment criteria state that candidates are required to:

- deal with problems, accidents, injuries and illnesses following the correct procedures
- take correct action to deal with any problems, according to instructions
- understand the importance of dealing with accidents and emergencies promptly, calmly and correctly

Comment [ 1]: 6.1.9

Comment [ 2]: 5.2.4

Comment [ 3]: 1.3.4

This is evidenced through the following tasks completed during the Level 1 course:

- Recover a swimmer from the water using a bank-based rescue
- Recover a capsized paddler from deep water
- Recover an upright incapacitated paddler to the shore
- Rescue an unconscious or entrapped paddler
- Capsize and perform an effective self-rescue in deep water

Boat-based candidates are required to rescue participants in both canoe and kayak. Candidates normally rescue from the same craft that they are rescuing.

Bank-based candidates need to identify good practice and supervise the execution of the boat-based rescues. They are also required to demonstrate a self-rescue to deal with the situation if they were to accidentally fall in the water.

Through observation of performance and/or questioning the tutor/assessor will need to check the candidate understands the importance of dealing with rescues promptly and calmly:

- to ensure you are safe
- to ensure others are safe, and feel safe
- to limit injury to the participant

Comment [ 4]: 1.3.4

Session/s must be planned in the course for the candidates to perform the necessary rescues. The session can be run as a practice session, with training/additional support giving the candidates chance to further develop their rescue skills. The assessment tasks can be completed alongside the FSRT if included within the Level 1 course.

Note: The BCU Foundation Safety and Rescue Training course may have been completed as a bank-based candidate. Directors should make themselves aware of any boat-based Level 1 candidates who completed the FSRT as bank-based, as they may have additional training needs.

### Standard

See assessment guidance on pages 5-9.

Please note: The minimum times for the completion of each rescue given aim to provide guidance regarding reasonable expectations. They are not intended to be used as a race against the clock, the candidate is required to remain calm and in control, balancing the need for the rescue to be done in a timely fashion but not forgetting the self-team-victim-equipment protocol.

## Recover a swimmer from the water using a bank-based rescue

### The following qualities are required:

- appropriate choice of rescue
- follow the shout-reach-throw-row protocol
- follow the self-team-victim-equipment protocol
- clear and correct instructions
- effective execution of rescue
- effective recovery of casualty (and equipment) to a stable environment
- appropriate personal safety precautions taken (inc. safe moving & handling)
- appropriate manner (calm and in control)

Candidates are expected to choose from the following rescues covered on the BCU Foundation Safety and Rescue Training:

- (shout) coach a swimmer (10m away) to shore
- (reach) rescue a swimmer (1m away) with a rigid aid
- (throw) rescue a swimmer (10m away) using a throwline

See BCU FSRT Course Notes for details on the execution of each rescue.

### Example scenario;

A swimmer is in the water approx. 5-10m from the shore. The candidate is expected to first try to coach the swimmer to shore (the swimmer doesn't respond), they then deploy a packed throwline. If this is successful they bring the swimmer to shore. If it is unsuccessful they re-throw the un-packed throwline, until the swimmer is recovered.

### Minimum requirements;

- as a minimum candidates are required to use a throwline rescue to bring a swimmer safely on the shore within 2-minutes from the start of the rescue
- the swimmer must be at least 5m from the shore, the throwline must land within reach of the swimmer
- if a candidate is unsuccessful in their first attempt they can use re-throw technique for additional attempts
- poor throwline accuracy/consistency should be action planned

## Recover a capsized paddler from deep water

The boat-based coach is required to rescue a capsized paddler (canoe and kayak) from deep water. Bank-based candidates need to identify good practice and supervise the execution of a canoe and kayak rescue.

The following qualities are required:

- appropriate choice of rescue
- follow the shout-reach-throw-row protocol
- follow the self-team-victim-equipment protocol
- clear and correct instructions
- effective execution of rescue
- effective recovery of casualty (and equipment) to a stable environment
- appropriate personal safety precautions taken (inc. safe moving & handling)
- appropriate manner (calm and in control)

Candidates are expected to choose from the following rescues covered on the BCU Foundation Safety and Rescue Training:

- rescue a capsized paddler using a tow or carry
- rescue a capsized paddler using a deep-water rescue

Note: candidates are normally expected to rescue from the same type of craft that they are rescuing. See BCU FSRT Course Notes for details on the execution of each rescue.

### Example scenarios;

Candidates work in pairs (rescuer and rescuee), and are given the option of performing a deep-water rescue, or a recovery to shore. Candidates are encouraged to choose the method they are least practiced in, and to use both methods between them (if unsuccessful they can repeat the rescue using their preferred method).

Candidates work in pairs (rescuer and rescuee). Both perform a deep-water rescue of a kayaker and canoeist. If unsuccessful, they can repeat the rescue using their preferred method.

### Minimum requirements;

As a minimum candidates are required to rescue a capsized canoeist and kayaker from deep water. The candidate should have stabilised situation within 3-minutes of the swimmer capsizing, including;

- the swimmer is out of the water (e.g. in their own/another boat or on the shore)
- the swimmers boat is under control (e.g. back with the paddler, tethered to another craft/the shore, or on the shore)
- the swimmers paddle is under control (e.g. back with the paddler, in another craft, with another paddler, or on the shore)

## Recover an upright incapacitated paddler to the shore

The boat-based coach is required to recover an upright, but incapacitated canoeist and kayaker to shore. Bank-based candidates need to identify good practice and supervise the execution of a canoe and kayak recovery.

The following qualities are required:

- appropriate choice of rescue
- follow the shout-reach-throw-row protocol
- follow the self-team-victim-equipment protocol
- clear and correct instructions
- effective execution of rescue
- effective recovery of casualty (and equipment) to a stable environment
- appropriate personal safety precautions taken (inc. safe moving & handling)
- appropriate manner (calm and in control)

Candidates are expected to choose from the following rescues covered on the BCU Foundation Safety and Rescue Training:

- use of improvised tow systems
  - nudging/pushing the paddler to shore
  - bringing the paddler into/onto your own boat
  - use of slings, webbing or other improvised systems for towing
- use of purpose made tow lines
- towing from the body, the boat, paired or rafted boats

Note: candidates are normally expected to tow from the same type of craft that they are towing.

See BCU FSRT Course Notes for details on the execution of each rescue.

### Example scenarios;

Candidates work in pairs each moving an incapacitated paddler to shore. A release is shown on the assessors call, and reset is used to continue the journey to shore.

### Minimum requirements;

The coach is required to recover an upright, but incapacitated canoeist and kayaker to shore (covering a distance of at least 10 metres). The candidate can choose their preferred towing system, and must demonstrate it being set-up, used, released, and reset in a safe/timely fashion. The candidate should have recovered the paddler to shore within 2-minutes from the start of the rescue.

## Rescue an unconscious or entrapped paddler

Boat-based candidates are required to rescue an unconscious or entrapped paddler from their boat, (canoe and kayak). Bank-based candidates need to identify good practice and supervise the execution of the rescue.

The following qualities are required:

- appropriate choice of rescue
- follow the shout-reach-throw-row protocol
- follow the self-team-victim-equipment protocol
- clear and correct instructions
- effective execution of rescue
- effective recovery of casualty (and equipment) to a stable environment
- appropriate personal safety precautions taken (inc. safe moving & handling)
- appropriate manner (calm and in control)

Candidates are expected to choose from the following rescues covered on the BCU Foundation Safety and Rescue Training:

- rescuer in their boat reaches over and rights the upturned boat
- the rescuer enters the water and reaches over and rights the upturned boat
- the rescuer enters the water to recover the casualty

See BCU FSRT Course Notes for more details on the execution of these rescues.

### Example scenario;

Candidates work in pairs, one as rescuer the other as rescuee. One candidate requiring rescuing acts as capsized and unconscious (kayak), the other as conscious with a foot entrapment (partly capsized/canoe).

### Minimum requirements;

As a minimum candidates are required to show one of the three methods listed above in both canoe and kayak. The candidate should have stabilised situation within 1-minute of the incident, including:

- an unconscious paddler has an open airway
- a conscious paddler is freed from the entrapment

The candidate can describe their actions thereafter.

## Capsize and perform an effective self-rescue in deep water

The boat-based coach is required to demonstrate the ability to recover if they capsize in deep water whilst in charge of a group (in canoe and kayak). The bank-based candidate is required to demonstrate that they can recover if they accidentally fall into deep water.

The following qualities are required:

- appropriate choice of rescue
- effective execution of rescue
- appropriate personal safety precautions taken (inc. safe moving & handling)
- appropriate manner (calm and in control)

Boat-based candidates are expected to choose from the following rescues covered on the BCU Foundation Safety and Rescue Training and BCU 2 Star Assessment:

- Eskimo rescue
- exit the boat in deep water, and get back in/on
- a roll is also acceptable

See BCU FSRT Course Notes for more details on the execution of these rescues.

### Example scenario;

Boat-based candidates capsize in deep water and perform a self-rescue appropriate to the craft they are in.

Bank-based candidates enter the water safely, wearing normal coaching clothing (including a buoyancy aid), swim 5m to shore and get out.

### Minimum requirements;

Candidates must have an effective method of self-rescue following a capsize in deep water, (without swimming to the shore).

For the roll candidates are required to demonstrate one successful roll; it can be on either side.

For the Eskimo rescue candidates are required to use either a bow or paddle presentation to bring themselves upright after a capsize (success should be achieved on the first attempt).

When exiting the boat in deep-water candidates must get back on/in their boat without capsizing, they may direct an assistant to help stabilise/empty their craft. Whilst not all of the water needs to be emptied from the boat, it must be stable enough to paddle in control to shore.

In all cases candidates must be able to recover themselves to the point where they can continue their coaching responsibilities.

## 2. Personal Skills

Boat-based candidates' need to demonstrate specific personal skills required for coaching paddlesport sessions from their canoe and kayak. This is separate to the need to hold the prerequisite 2 Star award.

It is expected that Personal Skills will be assessed throughout the duration of the Level 1 course.

Candidates must perform the following skills in canoe and kayak:

- launching and landing
- forward paddling
- steering
- turning and manoeuvring
- moving sideways
- preventing a capsized

Note: It is at the discretion of the course Director to decide if solo and/or tandem skills are assessed. As a minimum, the candidate must be able to perform the skills in either solo or tandem.

### Standard

See assessment guidance on pages 11-14.

The assessment guidance defines requirements for 'consistent' performance outcomes and 'intermittent' technical processes. Where:

*'Consistent'* Performance = Candidates need to consistently show the defined outcome in all of the skills listed. It is anticipated that they can control/manoeuvre their boat without having to think too much about it.

*'Intermittent'* Performance = Candidates need to understand the specific techniques and processes to effectively/efficiently achieve the stated outcome. However, their performance may be hit-or-miss, especially when under pressure. They probably need to think about the specific points and may need reminding. By the end of the Level 1 course the candidate should be able to show the majority of points in the majority of the skills required. Regular omissions should be action planned.

During coaching demonstrations the majority of the relevant points listed in 'intermittent' performance need to be seen to pass as 'technically correct'.

While inconsistent technical correctness is inevitable in the early stages of learning, poor practice that puts the body at risk of injury is not acceptable and must always be corrected and action planned.

**Launching and landing – Candidates show;**

Consistent:

- correct set-up of the craft (e.g. seat, footrest, backrest, airbags, painters, spraydeck etc.)
- safe lifting and carrying techniques to move a boat between a vehicle/trailer/storage and the launch site (assistance is recommended)
- safe and efficient launching and landing from a range of reasonable access/egress points with the boat afloat (e.g. pier, steps, rocky shoreline, beach), without the use of the paddle or an assistant

**Forward paddling – Candidates show;**

Consistent:

- control in a straight line over a distance of approximately 250m, with little use of braking correction strokes

Intermittent:

- an active posture using the larger muscles of the body (as appropriate to the craft)
- power being created from rotational trunk movement from the seat/hips upwards, built around strong connections between paddle shaft and upper trunk
- a smooth power transfer from paddle to boat with no excessive bobbing of boat or body
- the paddle is driven into the water with an extended front arm with an appropriate grip
- candidates demonstrate appropriate trim for the conditions (if appropriate to the craft used)
- Posture, Power Transfer, Connectivity, and Feel (see page 14)

Additional notes:

- canoeists may switch sides to generate initial momentum and should then be able to proceed with power strokes and steering on one side only

**Steering – Candidates show;**

Consistent:

- control paddling a course that is reasonably straight, with occasional gentle turns
- keeping the boat straight through a narrow gap by using a trailing paddle or rudder (the gap being about two boats width wide, one boat length long)

Intermittent:

- Posture, Power Transfer, Connectivity, and Feel (see page 14)

Additional notes:

- the range of steering solutions may include for example; stern sweeps, rudders, and/or J-strokes (depending on the craft used)

### Turning and manoeuvring – Candidates show:

#### Consistent:

- the ability to stop and accelerate in reverse within 1-2 boat lengths
- the ability to stop in a controlled manner within a minimum number of strokes (approx. 4)
- effective tight turns around a point, followed by acceleration in the new direction
- open turns with momentum maintained throughout an arc and little loss of forward speed
- they can tighten a turn up or open it out, and carry or lose speed during a turn
- control over a figure-of-8 course
- accurate reverse paddling to manoeuvre the boat into position

#### Intermittent:

- efficient use of the wind/trim/flow to help turn their craft
- efficient use of boat tilt/edge to assist turning
- efficient use of trim
- looking for 'future water'
- Posture, Power Transfer, Connectivity, and Feel (see page 14)

#### Additional notes:

- the range of strokes may include for example; full, stern,  $\frac{1}{4}$ , or  $\frac{1}{2}$  sweeps, and stern/bow rudders, draws, j-strokes, outside pivots and/or C-strokes (depending on the craft used)

### Moving sideways – Candidates show:

#### Consistent:

- they can move their boat sideways (approx. 5m) from a stationary position in both directions, with a submerged blade throughout
- when moving sideways there is little turn, or forward/backwards travel

#### Intermittent:

- good body rotation towards the paddle side
- an effective upright paddle
- powerful and balanced strokes using the core muscles and correct posture
- Posture, Power Transfer, Connectivity, and Feel (see page 14)

#### Additional notes:

- the range of strokes may include for example; draw, sculling draw, pry, or cross-deck draw (depending on the craft used)
- Canoe paddlers should be able to move in both directions without switching sides

**Preventing a capsize – Candidates show;**

Consistent:

- they can safely recover from a sudden tilt (with the boat off balance) on both sides

Intermittent:

- effective use of the lower body (e.g. hip/knee pressure) to bring the boat back into balance
- effective use of the core muscles to create a strong brace
- Posture, Power Transfer, Connectivity, and Feel (see page 14)

Additional notes:

- the range of strokes may include for example; low brace, high recovery, sculling for support
- if using tandem canoe a combination of draws and low recovery strokes would be expected

## Fundamental Paddlesport Skills

See BCU Level 1 Tutor and Assessor Notes for further support on the BCU Fundamental Paddlesport Skills and Fundamentals of Movement in Paddlesport (Balance, Coordination, and Agility).

### Active Posture – Candidates show;

Intermittent:

- appropriate sitting position, with the pelvis rotated into a neutral position
- muscle tension and 'readiness' throughout the key muscles, with a basic level of tension and efficient and economical movements
- balanced, supple and controlled movement of the body, paddles, and boat

### Connectivity – Candidates show;

Intermittent:

- the points of the body that are in contact with the boat, and a basic level of muscle tension through the core to 'connect' the boat and the body

### Power transfer - Candidates show;

Intermittent:

- efficient transfer of power from the body and water to create movement of the boat
- co-ordinated and efficient strokes using the muscles from the feet through the torso to the upper body
- application of power to move up to the paddle, beyond it, or around it (not trying to pull the paddle through the water)
- balance and stability when power is applied to strokes

### Feel – Candidates show that they can:

Intermittent:

- work together with the water/wind and not fight it
- effectively overpower the water/wind when required
- anticipate and react to environmental challenges, with well-timed boat and paddle placement/loading
- they can feel and anticipate external influences that are affecting the boat and paddles

### 3. Coaching Practical

During the Level 1 course candidates will plan, deliver, and review at least three short coaching sessions. At least one of the sessions will be in canoe, another in kayak. This assessment covers four elements:

1. Session planning
2. Coaching delivery
3. Session safety
4. Session review

The coaching sessions will also provide an opportunity for the assessor to gather evidence regarding personal skills, and possibly rescue skills if situations arise that require action.

Candidates should be made familiar with the criteria required, as identified on page 5 to 8 of the Assessment Pack.

- sessions will normally be between 15 – 20 minutes (although the first session may be shorter)
- candidates are required to record their session plans (any format that suits the candidate is acceptable)
- candidates should be encouraged to record their plan in a format that will help them deliver the session, and that will form a useful record of the session to help with future delivery
- candidates are required to record their answers to the questions on the session reviews forms
- candidates will normally be assessed coaching other Level 1 candidates
- the assessor will normally act as the supervising coach
- if a required assessment criteria is not observed in the delivery aspect of the session (and this is appropriate) questioning or specific tasks can be used to gain insight into the candidates understanding
- feedback should be given to candidates immediately after each coaching delivery
- the last two sessions should be observed by different members of the assessment team

#### Craft

Candidates need to coach one session in canoe and another in kayak. The specific disciplines/details could be chosen by the candidate where logistics allow. Ideally, candidates coach disciplines that are relevant to their normal coaching environment.

For bank-based coaches one of the sessions delivered should revolve around a taster session, and include one related to their specific discipline. Assessors must ensure this individual assessment plan matches the candidates developmental needs, and is agreed (and reviewed if necessary) with the candidate.

## Technical Syllabus

BCU Level 1 Coaches have been trained to coach 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.

Candidates should coach at least two of the following skills (or elements of) during the course of their assessment:

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

Candidates should have a good awareness of the technical, tactical, physiological and psychological aspects of coaching and performing the skills in the sheltered water environment. The candidates should focus on the core skills required for paddlers who are new to the sport.

## Standard

The first session forms part of the learning programme and should be used as a practice and an opportunity to evaluate performance.

By the end of the third session the assessor must have enough evidence in all of the assessment criteria to make a decision. Questioning, specific task setting, or observations from other times during the course can be used to gain more evidence in the case of shortcomings.

See assessment guidance on pages 17-35. The bullet points provide guidance on the type of skills, knowledge and/or understanding required. This is taken directly from the Level 1 Unit Specification and Course Content.

## Session Planning

The following planning skills and knowledge are required:

### Session Planning Skills – The Coach;

#### Collected necessary information about the group, individuals, equipment and venue

**Comment [ 5]:** 2.1.4, 2.3.1, 5.1.1, 5.1.6, 5.2.1, 5.3.1

For example, information about:

- the group (e.g. number of participants, age range, gender, ability level, session aims)
- the individuals; (e.g. specific medical or learning needs, individuals motivations for taking part, what they have done before)
- the facility (e.g. facility available, expected weather conditions)
- relevant equipment required (e.g. boats, paddles, buoyancy aids and helmets, personal clothing and footwear, safety equipment and coaching props)
- any health and safety guidelines
- safe/suitable activities to meet the session aims
- technical learning points
- information from previous session evaluations/reviews
- information or advice received from supervising coach

#### Used evaluations of previous activities to help develop the plan

**Comment [ 6]:** 5.1.6

- use previous session reviews to ensure learning outcomes and activities provide progression and continuity
- implement any relevant action points from previous sessions
- listen to and take account of the views of the person responsible for the session

#### Established appropriate session aim/s

**Comment [ 7]:** 5.1.3

#### Planned timing, structure and content to promote learning (linked to session aims)

**Comment [ 8]:** 5.1.4, 5.1.7

#### Planned activities and delivery styles to engage all participants

**Comment [ 9]:** 5.1.4

- safe, enjoyable, learning sessions appropriate to participants needs that;
  - include appropriate level of activity (difficulty and amount)
  - include safe and effective activities relevant to the session aims
  - have realistic/appropriate timing, pace and sequencing of activities
  - delivery style promotes learning, motivation and enjoyment
  - are within the remit of the Level 1 Coach
  - use the IDEAS coaching model (introduction, demonstration, explanation, activity, summary) IDEAS

- show deliberate session structure including;
  - introduction
  - warm-up/preparation
  - progressive activities/games/challenges
  - cool-down, conclusion and clear-up
- break down session plan into appropriate blocks of time
- appropriate amount of time is allowed for each element of the session

#### Identified the key learning points for the skill/s covered

- understand and be able to identify the components of the skills in the technical syllabus (see page 16), and be able to relate it to participants in sheltered and very sheltered water environments, in the craft used

**Comment [ 10]:** 5.1.5, 5.2.1, 3.1.3

#### Included safe and effective activities in all elements of the session

- an appropriate warm-up for the activities being coached;
  - activities to raise the heart rate
  - activities to mobilise joints
  - paddling specific activities
  - psychological warm-up
- progressive activities/games/challenges
- include appropriate level of activity (difficulty and amount)
- include safe and effective activities relevant to the session aims
- have realistic/appropriate timing, pace and sequencing of activities
- delivery style promotes learning, motivation and enjoyment
- identify technically correct learning points
- safe and effective activities to conclude sessions and enable participants to cool-down

**Comment [ 11]:** 2.4.6, 5.1.4, 3.1.3, 3.3.3

#### Identified appropriate safety control measures

Use dynamic risk assessment to identify necessary safety control measures (in relation to the environment, the activity, or participant's needs/behaviour). For example;

- an appropriate safety brief
- equipment requirements and checks
- safety equipment required
- safety instructions, boundaries
- activity related safety instructions
- relevant things from the risk assessment or operating procedures
- any specific safety guidelines for the session/activity
- responding to environmental factors (e.g. wind, waves, temperature etc.)

**Comment [ 12]:** 2.2.2, 5.2.1, 3.1.2, 2.2.7

#### Kept the plan within the boundaries of their experience, qualification and remit

**Comment [ 13]:** 3.1.3, 5.1.4, 5.2.1

### Covered all elements in the session that they were supposed to

Comment [ 14]: 5.1.9

- the session plan includes details of the different elements that the coach is responsible for (e.g. checking buoyancy aids, kitting the group up, warm-up etc.)
- the coach didn't miss anything that they were supposed to cover
- agreed verbally with the supervising coach

### Background Knowledge and Understanding

Through observation of performance and/or questioning candidates need to show that they have the background knowledge and understanding to inform effective session planning in the following areas:

### The importance of session planning and preparation

Comment [ 15]: 2.1.1

- to deliver a safe, enjoyable sessions where learning takes place

### How to identify own/others responsibility for different aspects of the session

Comment [ 16]: 2.1.2, 3.1.1

- discuss with supervising coach and/or other coaches if team teaching
- safety - minimise risk and promote safe practice, follow procedures
- enjoyment - conduct student-centred, motivating and enjoyable sessions, build appropriate relationships
- learning - improve the performance of participants

### Why it is important to work closely with the person with overall session responsibility

Comment [ 17]: 2.1.3

- to check safety, enjoyment and learning are maximised within the session

### Why and how to use evaluations of other activities when planning sessions

Comment [ 18]: 2.1.7, 4.1.6

- why:
  - to implement any action points from previous sessions
  - to ensure suitable progression and continuity
- how;
  - identify areas for improvement (inc. Safety, enjoyment and learning)
  - recognise recurrent themes

### Why it is important to make sure the planned activities meet the session aims

Comment [ 19]: 2.1.8

- to maximise learning, enjoyment and motivation for participants

### Why warm-ups and cool-downs are important

Comment [ 20]: 2.4.5, 3.3.2

- warm-ups:
  - to reduce risk of injury
  - to prepare body and mind for the activity (e.g. to raise heart rate, increase blood flow, prepares the body for activity, loosen muscle groups, joint mobilisation, and mental focus)
- cool-downs:
  - to encourage recovery
  - to return to psychological and physical rest state

### Different warm-up/cool-down activities appropriate to activities being coached

Comment [ 21]: 2.4.6, 3.3.3

- safe and effective warm-ups:
  - activities to raise the heart rate
  - activities to mobilise joints
  - paddling specific activities
  - psychological warm-up
- safe and effective cool-downs:
  - activities to return participants to a psychological and physical rest state

### The remit of the Level 1 Coach

The BCU recommend that someone more qualified should always take responsibility for deployment of a Level 1 Coach.

The Level 1 qualification is suitable for these coaching roles:

- running taster sessions
- coaching introductory core skills
- coaching paddlers in a variety of craft
- coaching in sheltered and very sheltered water conditions

The BCU also acknowledge that Level 1 Coaches may have the skills to assist coaches in other situations. This will depend on their experience, skills, technical knowledge, the venue, the paddlers, and personal interests. The supervising coach remains responsible for the coaching session and for setting the boundaries for the Level 1 Coaches input. They must themselves be suitably qualified.

Comment [ 22]: 3.1.3

## Coaching Delivery

The following delivery skills and knowledge are required:

### Session Delivery - The Coach:

#### Appropriately presented self and demonstrated positive behaviour

Comment [ 23]: 1.1.5, 1.1.6

- dress complies with health and safety requirements, guidelines or policies
- presents themselves as a positive role model
- is polite, helpful, supportive, attentive, calm, clean and tidy, dressed appropriately, punctual, good time-keeping, equitable, student-centred, follows appropriate codes of practice

#### Delivered the planned session making adaptations to manage participants' enjoyment and/or learning if (and when) required (Inc. suitable timing, structure, content and delivery styles)

Comment [ 24]: 6.1.1, 6.2.2

- the session is delivered following the session plan, unless modifications are required
- the coach can identify changes in environmental conditions or the participants' response to activities that may require modifications to be made to any element of the session plan to ensure delivery is safe, enjoyable, and learning take place
- the coach applies necessary modifications, checking with their supervising coach if required
- planned or modified sessions are delivered appropriate to participants needs that;
  - include realistic goals
  - include appropriate level of activity (difficulty and amount)
  - include safe and effective activities relevant to the session aims
  - have realistic/appropriate timing, pace and sequencing of activities
  - delivery style promotes learning, motivation and enjoyment
  - are within the remit of the Level 1 Coach
  - use appropriate structure (e.g. the IDEAS coaching model)
  - show deliberate session structure including (introduction, warm-up, progressive activities/games/challenges, cool-down, conclusion and clear-up)

#### Ensured participants were warmed-up ready for the session

Comment [ 25]: 2.4.6

- appropriate activities are used to ensure participants are warmed-up:
  - activities to raise the heart rate
  - activities to mobilise joints
  - paddling specific activities
  - psychological warm-up

### Communicated clearly and effectively

**Comment [ 26]:** 6.1.4, 6.1.6

Use appropriate and effective methods of communication;

- appropriate/positive body language
- non-verbal communication; hand signals, smiles, pictures, diagrams
- verbal communication; question and answer, listen and respond, discussions, clear audible instructions
- refrain from the use of jargon without explanation
- clear and technically correct explanations and demonstrations
- the coach positions themselves to participants can see and hear them
- use observation and questioning to check for understanding
- maintain control of the session/participants
- create and maintain appropriate relationships
- present a professional appearance and appropriate manner
- use on-going communication with participants to provide relevant information throughout sessions, including;
  - safety - safety instructions/brief that links to the written and dynamic risk assessment; ground rules (e.g. where you can go, how to go about it, respect for others and environment, respect for equipment, safety rules, boundaries)
  - enjoyment - clear audible instructions
  - learning - technically correct demonstrations and explanations, relevant feedback

### Provided clear and technically correct demonstrations and explanations

**Comment [ 27]:** 2.4.3, 6.1.7, 3.1.3

- demonstrations;
  - should be silent
  - should be technically correct
  - ensure participants can see the important part of the demo
  - frame the demo so that paddlers know what to watch
- explanations;
  - ensure your position in the group enables all participants to see and hear (participants back to the sun, facing the wind)
  - ensure you are heard
  - engage with group, use appropriate language
  - refrain from using jargon without explanation
  - should be concise, kept simple, and technically correct
- check for understanding prior to participants practice
- provide technically correct explanations and demonstrations at appropriate times during the activities
- understand and be able to identify the technical components of the skills coached, and be able to relate it to participants in sheltered and very sheltered water environments

**Paid attention to the needs of all the participants**
**Comment [ 28]:** 6.1.8, 6.2.2, 3.1.4

**Used appropriate balance of verbal instruction, visual demonstration and practice time**
**Used at least two different coaching styles**

- ensure that all participants are actively engaged in appropriate activity (e.g. effectively organise participants within activities, well timed interactions, ceasing activities and bringing the group together, 1:1 instructions, or shouting out to whole group whilst mid-activity; dispersing participants; spending an appropriate amount of time on activity; appropriate Talk:Action ratio)
- use appropriate coaching styles to meet participants needs (at least two of the following styles; command, practice reciprocal, self-check, inclusion and guided discovery)
- implement session plan to meet individual needs of participants
- allow time for understanding, questioning and summaries
- use appropriate games and activities to develop participants performance
- speed, stability, and manoeuvrability of craft needs to match individual needs
- select appropriate equipment for individuals:
  - craft – suitably matched to an individual and the activity based on stability, speed, manoeuvrability and size
  - other equipment – suitably matched to an individual based on size, fit, comfort, activity, safety considerations and technical requirements
- types of needs include;
  - Technical (e.g. current ability level)
  - Tactical (e.g. current ability level)
  - Physical (e.g. medical, gender, age,
  - Psychological (e.g. individual motivations for taking part, behavioural,
  - learning styles (TARP; Theorist, Activist, Reflector, Pragmatist)
  - sensory preference (VAK: Visual, Auditory, Kinaesthetic)
- use appropriate behaviour, and language with children and vulnerable people;
  - avoid situations where you are alone with a child/vulnerable adult, work in pairs
  - if physical support/touching is required – ask for permission and explain why it is necessary
  - do not allow physically rough or sexually provocative games, inappropriate touching or talking
  - report any claims of abuse by a child
  - place the well-being and safety of the participant above the development of performance
  - develop appropriate relationships based on mutual trust and respect
  - encourage participants to accept responsibility for their own behaviour
  - ensure the activities are appropriate for the individuals age, maturity, experience and ability
  - avoid any intimacy
  - follow club/centre/BCU Child Protection Policy
  - undertake further child protection training if working regularly with children or vulnerable adults

### Used observations to assess motivation, evaluate and develop performance

Comment [ 29]: 6.2.1

Use observation:

- to assess engagement/motivation of participants
- to evaluate performance
- tools to aid observation, for example;
  - BBB(BB); Body, Boat, Blade (Brain, Background)
  - TTPP; Tactical, Technical, Physical, Psychological
  - setting specific tasks

### Provided feedback at appropriate times to motivate and develop performance

Comment [ 30]: 6.2.3, 6.2.4, 6.2.5  
3.2.6, 3.2.7

- use a variety of different methods of giving feedback:
  - non-verbal methods e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance
  - verbal feedback throughout, or at the end of the session
- verbal and non-verbal feedback given at appropriate times throughout the session:
  - at appropriate breaks during practice
  - at both the beginning and end of sessions
  - when activity is being carried out incorrectly and intervention is required
  - when the participants asks for feedback
  - when the participant(s) require motivation or encouragement
  - feedback is given in the right amount (normally simple and concise)
- feedback is positive, informative, clear, encouraging and constructive:
  - appropriate tone of voice
  - clear, concise, positive, informative and constructive language
  - appropriate body language
- feedback is given that is relevant to the individual and the activities
- summary feedback given at the end of the session
- provide specific positive reinforcement of good performance
- appropriately identify and provide feedback in areas where participants need to improve
- encourage participants to give their own feedback on activities

### Effectively concluded the coaching session and cleared the coaching area

Comment [ 31]: 6.3.1, 6.3.2, 6.3.3,  
6.3.4, 6.3.5, 3.3.5

- allow enough time to finish activities
- allow time for understanding, questioning and summaries
- use cool-down activities that help participants return to psychological and physical rest state
- provide participants with feedback on what has been achieved
- ensure feedback is given to conclude session
- include specific feedback on achievements and/or on any areas of weakness that they need to be aware of
- use positive and constructive feedback to motivate and reward
- encourage participants to give their own feedback on activities

- ask and respond to participants feedback on the session throughout the session at appropriate times
- try to create an environment where participants feel comfortable giving feedback and asking questions
- use effective group management to get a group off the water
- follow the correct procedures for putting away equipment and tidying the coaching environment
- safely return equipment to correct storage area, without causing damage
- manage equipment to effectively get a group off the water
- use safe lifting and carrying techniques
- leave the storage area clean, tidy and secure
- leave the area appropriately and ready for the next group if relevant
- report any problems to the appropriate person

#### Background Knowledge and Understanding:

Through observation of performance and/or questioning candidates need to show that they have the background knowledge and understanding to inform effective session planning in the following areas:

#### The importance of dress, appearance and behaviour at work

Comment [ 32]: 1.1.7

- for safety
- to be a positive role model for participants

#### The importance of clear communication, and what might happen if communication is not clear

Comment [ 33]: 1.1.1, 1.1.2, 3.2.1

- to manage safety
- to maximise enjoyment (a positive environment is maintained)
- to maximise learning (participants understand instructions and coaching points)
- safety, enjoyment or learning may be compromised if communication is not clear

#### How to give clear and correct demonstrations and explanations

Comment [ 34]: 2.4.3

- demonstrations;
  - should be silent
  - should be technically correct
  - ensure participants can see the important part of the demo
  - frame the demo so that paddlers know what to watch

- explanations;
  - ensure your position in the group enables all participants to see and hear (participants back to the sun, facing the wind)
  - ensure you are heard
  - engage with group, use appropriate language
  - refrain from using jargon without explanation
  - should be concise, kept simple, and technically correct
- check for understanding prior to participants practice

#### The importance of answering participants questions

Comment [ 35]: 2.4.4

- to aid understanding
- to maintain student-centred learning

#### How to motivate and encourage participants without putting them under stress

Comment [ 36]: 3.2.2

- choose appropriate activities relevant to the sport, and the individual (being aware of learning styles, and individuals skill level)
- ensure participants are fully engaged in and enjoying the activity
- provide positive, constructive and informative feedback, relevant to the activity (coach given feedback)
- make sure you are equitable and student-centred

#### Different ways to manage participant behaviour during sessions

Comment [ 37]: 3.2.3

- through the setting of ground rules
- providing reward for good behaviour and positive reinforcement
- by using time outs and/or sanctions or individual discussions away from group

#### How to use coaching methods to improve participants performance

Comment [ 38]: 3.2.4, 3.2.6

- plan activities to meet individual needs, using appropriate goal setting and practice sessions
- deliver activities taking into account individual needs
- use demonstrations
- use coaching styles to promote learning
- use correct practice of BCU recommended technique
- observe and analyse technique
- use feedback to improve performance

### How to, and why it is important to provide feedback to participants

**Comment [ 39]:** 3.2.5, 3.2.6, 3.2.7, 3.3.4, 6.2.3, 6.2.4, 6.2.5, 6.3.3, 6.3.4

- it is important to use feedback to:
  - promote safe practice
  - to motivate and encourage participant(s)
  - to develop understanding and improvement of technique
- use a variety of different methods of giving feedback:
  - non-verbal methods e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance
  - verbal feedback throughout, or at the end of the session
- verbal and non-verbal feedback given at appropriate times throughout the session:
  - at appropriate breaks during practice
  - at both the beginning and end of sessions
  - when activity is being carried out incorrectly and intervention is required
  - when the participants asks for feedback
  - when the participant(s) require motivation or encouragement
- feedback is given in the right amount (normally simple and concise)
- feedback is positive, informative, clear, encouraging and constructive:
  - appropriate tone of voice
  - clear, concise, positive, informative and constructive language
  - appropriate body language
- feedback is given that is relevant to the individual and the activities
- summary feedback given at the end of the session
- provide specific positive reinforcement of good performance
- appropriately identify and provide feedback in areas where participants need to improve
- encourage participants to give their own feedback on activities

### The importance of allowing enough time to finish activities as planned

**Comment [ 40]:** 3.3.1

- safety - not rushing activities or missing key elements
- enjoyment - a sense of achievement in meeting session aims
- learning - to allow time for development and learning

### The importance of teamwork to maximise safety, enjoyment and learning

**Comment [ 41]:** 1.2.1

- to maximise safety, enjoyment and learning

## Session Safety

The following skills and knowledge are required:

### Session Safety - The coach:

#### Checked and assessed the environment following the correct procedures

**Comment [ 42]:** 2.2.2, 5.2.2, 5.2.3, 6.1.2

- follow relevant safety procedures and policies (including risk assessment and operating procedures)
- undertake dynamic risk assessment
- identify and assess potential hazards;
  - hazards around the bank-side working area (e.g. slippery, steep, overgrown, animal excrement, litter, or disturbance from members of the public, poorly maintained pontoon)
  - hazards around the water venue (e.g. poor weather conditions, pollution, unseen hazards, lack of space for activity, or conflict with other water users)
  - hazards around the buildings (e.g. poorly maintained facilities)
  - hazards with equipment (e.g. ineffective safety equipment, incorrect clothing or equipment) put in place appropriate control measures
- take the correct action to deal with any problems that arise
- report problems that you encounter

#### Used appropriate risk/group management strategies

**Comment [ 43]:** 6.1.2, 6.1.5, 2.3.7, 3.1.2

- signals used and verbal communication is clear and understood by group
- the coach is positioned to be of most use to the group, and to be able to prevent/deal with the most likely scenarios
- herding/shepharding techniques are used to keep the group together
- activities are chosen deliberately to enable effective group management
- fitting boats, paddles, buoyancy aids and helmets to individuals as per health and safety guidelines, manufacturer's instructions, and training received
- manage equipment to effectively get a group on the water
- use dynamic risk assessment and management to minimise risk and identify hazards (in relation to the physical environment, the activity, or participants needs/behaviour), including;
  - fitting and checking participants equipment
  - providing an appropriate safety brief for participants
  - carrying appropriate safety equipment
  - following any specific safety guidelines for the session/activity
  - use and promote safe lifting and handling techniques

### Checked that equipment was set up correctly, correctly sized/fitted, and appropriate to the individual/activity (e.g. boats, buoyancy aids and paddles)

- ensure equipment is appropriate for the planned session and the group being coached
- appropriate choice of craft (size, speed, stability, manoeuvrability)
- ensure it is available and ready for the planned session
- fit boats, paddles, buoyancy aids and helmets to individuals as per health and safety guidelines, training received, or manufacturer's instructions
- manage equipment to safely and efficiently get a group on the water
- ensure set up and take down of equipment fits with the planned timing of the session
- work cooperatively with others
- check equipment is set up correctly (e.g. check with a colleague, follow an agreed checklist)
- able to recognise problems with equipment (e.g. damage or breakages, weaknesses, incorrect use, or general wear and tear)

**Comment [ 44]:** 5.3.1, 5.3.3, 5.3.4, 5.3.5, 6.1.2, 5.3.6

### Used and explained safe lifting and handling techniques

- understand safe manual lifting and handling procedures for different challenges and for various different craft (e.g. off roof racks, from boat storage, different bank conditions, and when undertaking rescues);
  - principles of slide, share and spine in line
  - importance of assessing the situation (weight & route)
  - importance of teamwork

**Comment [ 45]:** 2.3.3, 5.3.2

### Had available necessary safety equipment to deal with identified problems

- as per club/centre/deployer guidelines or training
- linked to risk assessment

**Comment [ 46]:** 6.1.2

### Took correct action to deal with any problems, if (and when) required

- make adaptations to the planned session to manage participants safety, enjoyment and/or learning
- deal with problems as per specific training
- seek further support when not able to deal with the problem
- refer any problems which cannot be dealt with to the person responsible for a session
- follow correct procedures for reporting problems, accidents, injuries, and illnesses
- limit injury/risk of the participant
- provide clear and correct instructions to everyone involved
- assess – consider options – raise alarm – stabilise – execute plan
- ensure non-injured members of the group are safe
- offer comfort and reassurance to everyone involved
- know when to take an individual out of a session
- carry out your role calmly and correctly
- follow the self-team-victim-equipment protocol

**Comment [ 47]:** 2.2.2, 5.2.4, 6.1.9, 6.1.10, 6.1.3, 6.3.6, 6.1.1, 6.1.2

- have knowledge of nearest phone, help, vehicle
- call for qualified assistance where required (qualified first aider or the emergency services)
- give accurate information when calling for qualified assistance

### Background Knowledge and Understanding:

Through observation of performance and/or questioning candidates need to show that they have the background knowledge and understanding to inform effective session planning in the following areas:

#### Safe manual lifting and handling techniques for a range of situations

Comment [ 48]: 2.3.3

- understand safe manual lifting and handling procedures for different challenges and for various different craft (e.g. off roof racks, from boat storage, different bank conditions, and when undertaking rescues);
  - principles of slide, share and spine in line
  - importance of assessing the situation (weight & route)
  - importance of teamwork

#### The importance of safe lifting and handling

Comment [ 49]: 2.3.4

- to minimise the risk of accident and injury to coach and others

#### The health and safety (and storage) requirements for different boats, paddles, buoyancy aids, helmets, personal clothing and footwear, spraydecks, and safety equipment

Comment [ 50]: 2.3.2, 2.3.6, 3.3.6, 3.3.7

- straight-running, flat-hulled, solo, crew, canoes and kayaks;
  - adequate buoyancy, end grabs, sound construction
  - seat firmly attached
  - backrest and footrest in good working order
  - appropriate size, speed, stability, manoeuvrability for size, ability and activity
- paddles;
  - sound construction
  - appropriate size, shape and weight for individual and activity
- buoyancy aids;
  - correctly fitted and sized for individual
  - in good condition (buckles, straps, buoyancy, and fabric)
  - required approved safety standard markings (i.e. CE or ISO)
  - able to assess if one is needed

- helmets;
  - correctly fitted and sized for individual
  - in good condition (shell, straps, buckles, cradle or padding)
  - required approved safety standard markings (i.e. CE or ISO)
  - able to assess if one is needed
- personal clothing and footwear;
  - appropriate for weather conditions, activity and individual
- spraydeck;
  - able to keep water out
  - release tag in good working order
  - correctly sized and fitted for individual and craft
  - able to assess when/when not to use
- safety equipment;
  - in good working order
  - matched to activity and risk assessment
- able to visually recognise problems with boats, paddles, buoyancy aids, and helmets
- report problems following guidelines from club/centre/deployer
- correct storage to maintain function of equipment and avoid damage
- correct storage to ensure equipment is accessible to others

#### The requirements for dress and equipment for the activities being coached

Comment [ 51]: 2.4.2

- dress and equipment needs to;
  - be suitable for the activities in the session
  - be suitable for the weather conditions
  - be suitable for the individuals being coached (e.g. size, fit and comfort)
  - be used appropriately
  - be checked prior to activity
- speed, stability, and manoeuvrability of craft needs to match planned activity;
  - straight running craft or flat-hulled
  - solo or crew
  - canoe or kayak

#### Dynamic risk assessment and management

Comment [ 52]: 3.1.2

- use dynamic risk assessment and management to minimise risk and identify hazards (in relation to the environment, the activity, or participants needs/behaviour), including;
  - fitting and checking participants equipment
  - providing an appropriate safety brief for participants
  - carrying appropriate safety equipment
  - following any specific safety guidelines for the session/activity

### Reporting procedures (damaged kit, problems at venue, accidents, illness or injury)

- follow organisational reporting procedures

**Comment [ 53]:** 2.2.2, 2.2.6, 2.3.6, 3.1.5, 3.1.6, 3.3.6, 5.2.4, 5.2.5, 5.3.6, 6.3.5

### Knowing how and when to get help if/when required

- get help where not trained or competent to deal with the problem
- get help in situations specifically stated by club/centre/supervising coach
- know who to go for help (more experienced coach, responsible person etc.)

**Comment [ 54]:** 2.2.5, 6.1.3, 6.3.6

### Dealing with problems

- identify changes in environmental conditions or the participants' response to activities that may require modifications to be made to any element of the session plan to ensure delivery is safe, enjoyable, and learning take place
- apply necessary modifications, checking with someone more qualified if required
- deal with problems as per site-specific training, club/centre/deployer procedures
- seek further support when not able to deal with the problem
- report problems following organisation procedures
- limit injury/risk of the participant
- provide clear and correct instructions to everyone involved
- assess – consider options – raise alarm – stabilise – execute plan
- ensure non-injured members of the group are safe
- offer comfort and reassurance to everyone involved
- know when to take an individual out of a session
- carry out your role calmly and correctly
- follow the self-team-victim-equipment protocol
- have knowledge of nearest phone, help, vehicle
- call for qualified assistance where required (qualified first aider or the emergency services)
- give accurate information when calling for qualified assistance

**Comment [ 55]:** 2.2.2, 2.2.4, 3.3.6, 5.2.4, 6.1.1, 6.1.3, 6.1.9, 6.1.10, 6.3.6

### The importance of health, safety, cleanliness and tidiness at coaching venue and storage areas

- to minimise risk of accident, injury or illness (avoid trips and falls)
- to elongate the life of the facility and equipment/maintain functionality of equipment
- to maximise use of coaching time

**Comment [ 56]:** 2.2.1, 3.3.8

### Understanding health and safety responsibilities

- fitting and checking participants equipment
- carrying appropriate safety equipment
- checking the facility/venue
- managing safety within the delivery of activities
- any others identified by supervising coach

**Comment [ 57]:** 2.2.7

## Session Review

The following skills and knowledge are required:

### Session Review - The coach:

#### Reviewed the session with the person responsible for sessions and with colleague/s

**Comment [ 58]:** 7.1.1, 7.1.6, 7.2.1, 7.2.2

- review with the person responsible for the session as appropriate
- make the time for a debrief
- consider feedback in future session plans
- use informal and formal feedback opportunities from more qualified/experienced coaches, or peers
- identify the things done well, areas which could be done better, and new things needed to learn, in relevant areas, e.g.:
  - technical, tactical, physiological, psychological knowledge or application
  - coaching behaviours
  - planning, preparation, delivery, or evaluation
  - safety (e.g. check risk assessment and management strategies used)
  - enjoyment (e.g. evaluate how much participants enjoyed the session)
  - learning (e.g. check effectiveness of delivery and communication, accuracy of technical content, choice of activities)

#### Compared what happened during the activity with what was planned

**Comment [ 59]:** 7.1.2

- use observation and reflective practice to compare what was planned with what happened

#### Identified what the participants achieved during activities

**Comment [ 60]:** 7.1.3

- identify what participants achieved and the progress made, e.g.; through observation of performance, comparisons with previous performance, question and answer, group discussion, or self-reflection

#### Took account of participants' feedback about activities

**Comment [ 61]:** 7.1.4

- consider feedback to action plan for delivery of future sessions
- use information to check for learning and enjoyment from questioning, discussion or feedback forms as appropriate

#### Provided own ideas about what went well and what could be improved

**Comment [ 62]:** 7.1.5

- identify what you would do differently next time
- identify any action points for coaching delivery
- identify what you would do next with the participants

#### Recorded the session review

**Comment [ 63]:** 4.1.5, 7.1.7

### Background Knowledge and Understanding:

Through observation of performance and/or questioning candidates need to show that they have the background knowledge and understanding to inform effective session planning in the following areas:

#### The importance of always trying to improve own work

- for personal development and improved job satisfaction
- to deliver the best session you can for participants
- to stay current and up-to-date (Safety)
- for self motivation

Comment [ 64]: 1.2.2, 4.2.1

#### Why feedback from colleagues and participants is important

- colleagues - to check you are working to best practice and to develop your practice
- participants - to monitor enjoyment and learning

Comment [ 65]: 1.2.3, 4.1.3, 4.2.3

#### How to gather and use feedback to improve own work

How to use feedback:

- identify areas to develop and action plan
- in self-reflection (recorded on self review form)
- improve safety, enjoyment and learning
- identify areas for improvement, new things to try, or different approaches

Comment [ 66]: 1.2.4, 4.2.2, 4.2.4, 4.1.6

How to gather feedback:

- use colleagues to provide feedback:
  - ask them to come and watch
  - informal chats at the end of sessions where they have worked together
  - chatting through the way different things have been tackled
- from participants

#### The importance of getting feedback from participants at the end of the session

- check participants enjoyment of the session
- check participants learning and development
- use to inform future session plans
- learn from what worked well, and what could be improved

Comment [ 67]: 3.3.4

### The importance of evaluating sessions, and recording results

Comment [ 68]: 4.1.1, 4.1.2, 4.1.4

- check the session maximised safety, enjoyment and learning
- improve personal coaching practice
- to learn from experience
- to develop session planning skills
- to identify adaptations for future sessions
- the importance of recording results:
  - use for future reflective practice
  - have a record of achievement
  - compare and review session
  - to support personal development, action planning and goal setting

### The importance of taking part in training and education

Comment [ 69]: 4.2.5

- safety - to stay current and up-to-date
- enjoyment - for self-motivation
- learning – learn new skills, improve existing skills, receive feedback on own practice/thinking

## 4. Training Course Workbook

There are twelve sections within the Level 1 Training Course Workbook focusing on specific areas of the Level 1 course syllabus. Most sections have activities for the candidate to complete. The 18 numbered activities form part of the candidates overall assessment evidence, and should be completed prior to the end of the course. The other activities are optional, and should be used to support learning and development as the Director sees best fit.

The Training Course Workbook activities should be completed as part of the course, or as homework. Assessors must programme regular and short blocks of time for candidates to complete these activities, and not allow them to pile up towards the end of the course. They can be Tutor supported, open book, or given for the candidate to complete in their own time. The workbook should be used as a learning/reflective tool to help develop knowledge and understanding; they are not designed to be used as a test. Tutors should plan how/when the activities best fit into their programme, and how best to use them to develop understanding. See Sample Course Outline for an example of how/where the workbook activities can be linked into the course.

At the end of the course the Workbook should remain in the candidate's possession; unless requested by the Home Nation Association for Internal Verification.

### Standard

The example answers in Appendix 1 of the Training Course Workbook link to the Level 1 course content and show the level of knowledge and understanding that a candidate is expected to have. This should be assessed through the Training Course Workbook Activities AND be supplemented with other sources of evidence (e.g. questioning, or application of knowledge and understanding within observed performance). Candidates are required to have a go at all of the numbered activities in the Training Course Workbook.