

BCU Awarding

Level 1 Certificate in Coaching Paddlesport

Training Course Workbook

[With Unit Specification References]

Candidate Details

Candidate Name:	
Home Nation Association Membership Number:	
I confirm that all evidence provided within this workbook is my own.	
Candidate Signature:	Date:

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Introduction

This Level 1 Training Course Workbook has been written for candidates working towards their Level 1 Certificate in Coaching Paddlesport. The resource explores a selection of topics covered on the course.

0. Example Activity:

The numbered activities in boxes like this form part of your overall assessment evidence. Answer all questions prior to the end of the course.

Example Activity:

The activities in boxes like this are not assessed. They are designed to help learning and development in the topic areas. Tutors may use these as group activities or set them for you to do in your own time.

Course tutors will help and support you in the use of the resource, and provide guidance in completing the various activities. You should keep this workbook for future reference.

Appendix 1 provides example answers to help you.

1. The Level 1 Coaches Remit

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

Supervision

When you finish your Level 1 qualification and start coaching you should have direct help and support from someone more qualified. As you progress and gain more experience it may be suitable for you to start working without direct supervision. This often happens when Level 1 coaches are working within the management structure of a provider, club or centre. The person responsible for paddlesport should identify suitable venues, provide specific guidelines and make sure you have an induction to any site-specific procedures. This would often be considered suitable if you were running regular sessions of a similar nature. Depending on the risk management strategies you may need to have extra training or qualifications to 'top-up' your skills to suit the paddlesport delivery you will be doing. For example; first aid training, higher BCU personal performance awards, or extra safety and rescue training.

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

Participants

The Level 1 coach is trained to coach children and adults in their first year of paddlesport activity, including:

- introducing and supporting paddlers in their first experiences of the sport
- developing performance in the basic skills (see below)
- coaching participants with individual technical, tactical, physical and psychological needs

Introductory Core Skills

Level 1 coaches are trained to coach skills normally used by beginners, for example:

- 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

Craft

Level 1 coaches can coach participants in any flat-hulled or straight running, solo or crew canoes and kayaks. They would normally receive an induction to any unfamiliar craft before being expected to coach them without supervision. This induction would cover things like:

- specific rescues or towing techniques relevant to the session or craft
- how to set the boat up for participants
- any specific techniques or skills needed
- any safety issues

Examples of different paddlesport craft:

Straight running	Kayaks	Solo
Sea kayaks Sit-on-tops Sprint racing kayaks/canoes Touring kayaks/canoes Wild water racing kayaks/canoes	Freestyle kayaks General purpose kayaks Sea kayaks Sit-on-tops Slalom kayaks Sprint racing kayaks (K1/K2/K4) Surf kayaks Touring kayaks White water kayaks Wild water racing kayaks	Freestyle kayaks/canoes General purpose kayaks/canoes Sea kayaks Sit-on-tops Sprint racing kayaks/canoes Slalom kayaks/canoes Stand-up-paddleboards Surf kayaks Touring kayaks/canoes White water kayaks/canoes Wild water racing kayaks/canoes
Flat-hulled	Canoes	Crew
Freestyle kayaks/canoes General purpose kayaks/canoes Sit-on-tops Slalom kayaks/canoes Stand-up-paddleboards Surf kayaks White water kayaks/canoes	Freestyle canoes General purpose canoes Slalom canoes (C1/C2) Sprint racing canoes Stand-up-paddleboards Touring canoes White water canoes Wild water racing canoes	Sea kayaks Sit-on-tops Slalom canoes (C2) Sprint racing kayaks/canoes (K2/K4/C2) Touring kayaks/canoes Wild water Racing kayaks/canoes White water canoes

Environmental Definitions

The BCU recommend the Level 1 coach can work in the these environments:

Swimming pools - Public or private, indoor and outdoor swimming pools.

Very sheltered water - Quiet canals with easy bankside access and egress; small lakes, which are not large enough, and do not have difficult landing areas for problems to occur it there is a sudden change in conditions; specified sites on gentle, slow moving rivers. The definition implies weather conditions that are not in themselves likely to cause problems. Care must be exercised when water temperatures are low. At any point the paddler will not be more than 50 metres from the bank.

Sheltered inland water - Ungraded rivers, faster flowing, but not involving the shooting of, or playing on weirs or running rapids. Areas of 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.

Sheltered tidal water - Small enclosed bays, 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 winds not above Beaufort force 3 (Beaufort force 2 if offshore when greatest of caution must be exercised); the upper reaches of some suitable, slow moving estuaries during neap tides. In all cases the wind and weather conditions must be favourable.

Beaufort wind force 2 = wind speed 4-6 knots, described as a light breeze, sea state described as smooth.
Beaufort wind force 3 = wind speed 7-10 knots, described as a gentle breeze, sea state described as slight.
(Definitions taken from BCU Terms of Reference V4-0)

1. Describe your potential coaching environment. Then discuss with someone if this falls within the Level 1 coaches remit. Identify any changeable factors that may have an impact:

Comment [Unit Ref1]: 3.1.3

Describe the coaching environment (e.g. venue, participants, craft):
Describe any challenges (e.g. weather):

Getting Help

As a Level 1 coach you should have support and guidance to make sure that your planned sessions set you up to deliver a safe and enjoyable session, within a positive learning environment. This support will make sure that your session plan is suitable for the group you are working with, the venue/s used, and your own abilities. Checks should be made to make sure the technical content of your session is correct and suitable for the group, and that you have covered all the aspects that you need to. Support will come in many forms, for example:

- specific training
- having support on the water
- working with others
- receiving feedback on your coaching
- observing more experienced coaches
- informal discussions with other coaches
- access to up-to-date resources books, video etc.
- opportunities to discuss plans with the person responsible for paddlesport safety

When you are working out in the field it is important to check the details of your session plans; as you become more familiar with the session you are running this support will often decrease. It is important to make sure that you are proactive in asking for support when planning a session that has elements that are new to you. For example, if you are going to a new site, are teaching a different age range to normal, or the session has a different focus to what you are used to e.g. an environmental journey, rather than a skills session.

2. When you finish this course and get out coaching, who will you be able to get support from?

Comment [Unit Ref2]: 5.1.8

3. If you were using unfamiliar equipment, why would it be important to check with someone more experienced that it was set up properly?

Comment [Unit Ref3]: 2.3.8

2. Your Coaching Personality

During the Level 1 Course you will discuss issues such as treating people fairly and respecting individual needs, the importance of student-centred delivery and values/responsibilities relevant to the coach. As you start your coaching career you will also develop your own coaching personality – your own interpretation of how you take on these responsibilities.

4. Note down some words that you would like others to use to describe you as a coach:







Comment [Unit Ref4]: 1.1.3, 1.1.4, 1.3.3

Now chat these through with a peer, colleague, or manager and add anything you may wish to.
Do you think this describes a 'paddler-centred' coach?
Circle any of the words you feel you need to work on, and chat about how you may achieve your aims.







3. Paddlesport Activities

5. Name these paddlesport activities:

Comment [Unit Ref5]: 3.1.3

		<p>Using kayaks (solo or tandem) to journey on gentle flowing rivers, lochs and lakes, estuaries and the sea. Boats are designed to run straight, but maintain width for stability. They also generally have large or open cockpits, so they are easy to get in and out of. Some boats used will look a bit like sea kayaks, and others like slow flat-water racing boats.</p>
		<p>This involves the descent of rapids in a kayak. The experience in essence is straightforward; you arrive at the start of your chosen run and head down the river.</p>
		<p>This is a generic term for boats that are designed to be paddled with a single blade, and have an open top. They can be paddled, poled, lined, tracked and sailed. Often used for journeying on rivers or lakes/lochs, and can be loaded for extended camping trips.</p>
		<p>Paddlers explore the coastline and go for journeys, anything from an hour or so to multiday expeditions. Kayaks are designed to be sea worthy with a covered deck, and the ability to have a spraydeck. They are generally designed with a good cruising speed, are easy to paddle in a straight line, and have space to carry equipment for camping etc.</p>
		<p>This discipline uses kayaks to play on ocean waves, the specialist boats are designed with flat hulls and hard rails to maximise speed, control and manoeuvrability on a wave. But paddlers also use white water kayaks and sit-on-tops to play around on the waves.</p>
		<p>These kayaks are open top, and normally used for general leisure. They are usually stable and easy to get on and off, there are a range of designs available some stable and manoeuvrable for messing around on the water, maybe in the sea or surf; others longer and designed for going on journeys.</p>

Choose from: Kayak Touring, Open Canoeing, Sea Kayaking, Sit-on-top, Surf Kayaking, White Water Kayaking,

		<p>A combination of paddling and ball handling skills within an exciting contact team game. Two teams, each with five paddlers on the pitch at any one time, compete to score goals in their opponent's net suspended at each end of the pitch above the water.</p>
		<p>A test of skill, speed and precision is crucial as the object of the sport is to negotiate a series of pre-defined gates; the winner of the event will have negotiated the course in the fastest time, with the fewest penalties. There are penalties for hitting and missing gates. Paddlers race in single kayaks, and both single and double canoes.</p>
		<p>This Olympic discipline, involves head-to-head racing on flat-water over distances of 200, 500, and 1000 metres on a straight course, of up to nine boats, each in a separate lane. Races are in singles, doubles and fours, for both canoes and kayaks.</p>
		<p>This endurance racing discipline has A to B races on lakes, canals, rivers and estuaries. Most races are between 5 and 20 miles long, although ultra-long races do exist, with the Devizes to Westminster race at 125 miles being one of the longest. The top paddlers use fast racing boats, but the less experienced can enter in any boat designed for speed. Races are in singles, doubles and fours, for both canoes and kayaks.</p>
		<p>This is an exciting, dynamic and unique sport, a bit like gymnastics in a boat! Paddlers use tiny specialist boats and search out features on fast flowing rivers; big standing waves or stoppers are used to do acrobatic tricks. Many paddlers just play the rivers for fun, but there are also competitions to enter.</p>
		<p>Flat out racing on stretches of white water rivers, the paddlesport equivalent to downhill ski racing. Classic races are normally 10 – 25 minutes, and sprint races much shorter at around 2-minutes. Paddlers race in single kayaks, and both single and double canoes.</p>

Choose from: Freestyle, Marathon Racing, Polo, Slalom, Sprint Racing, Wild Water Racing

The experiences a newcomer has in the sport, really do shape their future. It is important for coaches to recognise their own limitations, and to seek guidance from more qualified coaches to make sure they are giving their paddlers the best chance within the sport. It is also important that coaches are aware of local paddlesport opportunities available to a paddler, so they can guide participants in the right direction. What paddlesport disciplines have you taken part in, and how did they help your development?

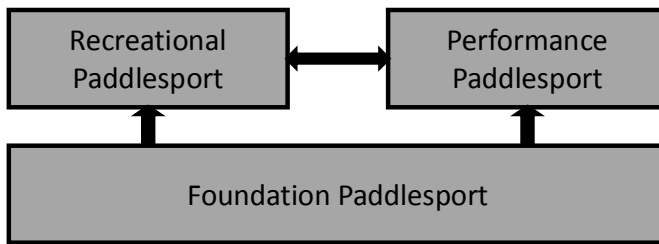
Comment [Unit Ref6]: 3.1.3

Paddlesport Experience:		
	Have you ever had a go at this?	How did this help you develop?
Freestyle	<input type="checkbox"/>	
Kayak touring	<input type="checkbox"/>	
Marathon racing	<input type="checkbox"/>	
Open canoeing	<input type="checkbox"/>	
Paddling a crew boat	<input type="checkbox"/>	
Polo	<input type="checkbox"/>	
Sea kayaking	<input type="checkbox"/>	
Slalom	<input type="checkbox"/>	
Sprint racing	<input type="checkbox"/>	
Surf kayaking	<input type="checkbox"/>	
White water kayaking	<input type="checkbox"/>	
Wild water racing	<input type="checkbox"/>	

4. Long Term Paddler Development (LTPD)

The British Canoe Union has developed a pathway that identifies the important areas for paddlers at different stages of development within our sport to focus on. The basic principle of the pathway is to provide guidance so all paddlers are given the right opportunities based on their personal needs and aspirations. The pathway supports paddlers from the first day they get into a boat over a span of many years, providing a logical progression of programme planning and skill development from the young paddler to the experienced performer. It seeks to make sure that individuals who come into the sport, stay in the sport and achieve performances that reflect potential and aspirations. As coaches we should be applying the principles of LTPD into all our delivery.

There are three key PHASES within the LTPD pathway:



The **Foundation Paddlesport Phase** sets out guidance for anyone starting out in paddlesport. The focus is on developing a strong core of skills through enjoyable and suitable activities, aiming to give paddlers a base to progress either into recreational or performance paddlesport or into other sports depending on their aspirations. This stage is based on having fun and developing quality movement skills, whilst learning to move, learning to play sport, and learning to paddle. As a paddler develops beyond this phase they would move into the Recreational or Performance Paddlesport Phases, depending on their aspirations.

The **Recreational Paddlesport Phase** aims to give paddlers opportunities and skills to maximise their enjoyment and satisfaction from the sport to whatever level they desire. The Long-Term Paddler Development model can be used as a goal setting evaluation tool, helping individuals and coaches to identify specific areas that need development in order to reach their personal goals.

The **Performance Paddlesport Phase** is applicable to anyone wishing to maximise their potential and equally applies to the competitive and non-competitive disciplines. It focuses on developing skills and fitness, learning how to perform under pressure, and producing the goods when it matters.

6. Describe a paddler typical of those you may coach – which LTPD phase would be most applicable to them?

Comment [Unit Ref7]: 3.1.3

Describe the paddler (e.g. age, ability, experience, aspirations)	Identify the LTPD Phase (Foundation, Recreation, or Performance)

Coaching beginners in the Foundation Phase:

Which of these principles do you think are particularly important when coaching newcomers in our sport?

7. Principles of Long Term Paddler Development applicable to beginners:

Comment [Unit Ref8]: 3.1.3

	Strongly agree		Strongly disagree	Comments
Paddling activity should be fun				
Coaches should concentrate on <u>skill</u> development				
Coaches should concentrate on <u>physical</u> development				
Equipment should be suitably sized				
Children should concentrate on paddling and not do other sports				
Paddlers should get on the water at least 3 times a week				
Paddlers should enter lots of competitions				
Coaches should focus on helping paddlers achieve their individual aspirations				
Coaches should encourage paddlers to experience varied paddlesport craft, challenges, and environments				

More detailed information on LTPD is available in the 'BCU Long Term Paddler Development Pathway Document' available from Home Nation websites to download, or purchase from www.bcushop.org.uk

5. Safety

It is important to take account of any health and safety rules at the planning stage of the coaching process. Our responsibilities include:

- following safety procedures and policies
- identifying and assessing potential hazards
- putting in place suitable control measures
- taking the correct action to deal with any problems that arise
- reporting problems that we encounter

Safety Procedures and Policies

Places that run paddlesport activities will have various health and safety policies to make sure that reasonable steps are taken to ensure the safety of those involved and to make sure that foreseeable accidents are avoided. A person in a position of responsibility should make sure that you understand and abide by the relevant sections of these policies. The most common policies include *Risk Assessments* and *Operating Procedures*. See page 42 for an example Risk Assessment.

What information may you find in a risk assessment that would affect your session plan?

Comment [Unit Ref9]: 5.2.1, 3.1.2

Identifying and Assessing Potential Hazards

The paddling environment is dynamic and ever changing and not all hazards can be foreseen, we therefore need to continually monitor our environment identifying and assessing potential hazards. This dynamic risk assessment should occur as soon as we arrive at a paddling site, and continue until we are finished. This process involves identifying potential hazards and assessing the risk they present. We need to look for hazards that may affect ourselves, colleagues, participants, or anyone else close by, so we can then put in place suitable control measures.

8. Can you give some examples of the types of hazards you are likely to encounter:

Comment [Unit Ref10]: 2.2.3, 2.3.5

Hazards around the bank-side working area	e.g. slippery jetty
Hazards on the water	e.g. pollution
Hazards around the building/s	e.g. broken stair rail
Faults/hazards with equipment	e.g. a faulty buoyancy aid

Looking at a site you have used in your Level 1 course identify 4 hazards likely to present some risk of injury or harm, and describe the control measures you could put in place:

Comment [Unit Ref11]: 5.2.2,5.2.3

Hazard	Control Measures

Control Measures

In most situations we have the training or experience to enable us to deal with problems correctly. Sometimes however we may be faced with a problem that we don't feel qualified or able to deal with, it is then important to seek further support.

The control measures that we put in place may include things like:

- Coaches and participants wear specific clothing and footwear: clothing will help keep paddlers at the right temperature; this will vary depending on what type of activity they are doing and the weather conditions. Correct footwear can help prevent trips and slips on shore, and protect us if we stand on something sharp.
- Coaches and participants wear specific personal protective equipment (i.e. buoyancy-aid or helmet): a correctly fitted buoyancy aid will help a conscious swimmer stay afloat if they fall in the water; a correctly fitted helmet provides protection to the head against possible injury from bumps or bangs.
- Identifying specific checks to be performed, e.g.:
 - check participants equipment is correctly fitted and in good working order
 - check the venue for hazards prior to activity
 - check medical forms prior to activity, and ask if anyone has any medical conditions or injuries that you need to be aware of
- Carrying specific safety equipment to deal with identified problems e.g.:
 - things to manage paddlers basic comfort; clothes, drink, food, shelter
 - things to manage accidents; first aid kit, repair kit, throwline, towline
- Providing specific instructions to participants e.g.:
 - Set boundaries where paddlers are allowed to go
 - Coach safe lifting and handling techniques
 - Provide specific instructions on how an activity should be performed

9. How could you avoid some of these potential injuries/illnesses from occurring in your sessions?

Comment [Unit Ref12]: 1.3.5

Bumps, bruises, cuts	
Hypothermia	
Sprains or strains	
Water born infections	

How would you report accidents, injuries and illnesses if they happened whilst someone was in your care?

Comment [Unit Ref13]: 3.1.5, 3.1.6

How would you deal with these problems spotted when you arrived for a coaching session? Would you report the problem, and if so, to who?

Comment [Unit Ref14]: 2.2.6, 5.2.4, 5.2.5, 5.3.6

Problem	Action	Reporting
You notice a participant has been issued a buoyancy aid with a broken zip		
There is a gang of boys throwing stones off the bridge where you were going to paddle		
The river is higher than normal, it is unusually brown and has lots of debris floating around		
A group of beginners are getting on the water in sailing dinghies, you've not seen them before		
The wind looks stronger than normal and there are waves forming on the water		

Check that you have identified the problems that are appropriate for you to deal with yourself, and those where you should have sought assistance. How do you decide?

Comment [Unit Ref15]: 2.2.4, 2.2.5

What are the key things to cover in your safety brief for a group of paddlers getting on the water for the first time? Consider your previous assessment of potential hazards:

Comment [Unit Ref16]: 3.1.2

6. Equipment

10. List the safety equipment you would consider having available whilst coaching a group of beginners, consider any potential hazards you have identified:

Comment [Unit Ref17]: 2.3.1

Things to manage paddlers comfort	Things to manage accidents/incidents
e.g. a hot drink	e.g. a first aid-kit

It is important that you can recognise when essential items of equipment are not in good working order, and take the necessary action as a result. If a piece of equipment is damaged or broken, has weak spot/s, or is being used incorrectly this can have serious safety issues. Coaches should continually be on the lookout for such problems and make sure any damaged items are not used. Providers of paddlesport activity should have procedures for making sure that such equipment is taken out of circulation as soon as a problem is spotted to make sure that it isn't used accidentally.

What is the procedure if you find a broken or damaged piece of equipment?

Comment [Unit Ref18]: 3.3.6, 2.3.6, 5.3.6

It is important to do visual checks on equipment to make sure that it is in good working order and suitably fitted, identify a few key times when this may be done:

Comment [Unit Ref19]: 3.3.6

Can you list some important safety factors to check with the these items of equipment, and how you make sure the equipment is suitable for the individual/activity?

Comment [Unit Ref20]: 2.3.2, 2.3.5, 2.3.7, 2.4.2, 3.1.2, 3.1.4

Boat	
Paddle	
Buoyancy Aid	
Helmet	
Spraydeck	
Your Safety Kit	
Clothing	

Boat Design

Boats are designed for different purposes:

- a boat designed for speed will be less manoeuvrable, and less stable (long and narrow)
- a boat designed to be very manoeuvrable will be relatively slow, but stable (short and wide)
- a boat designed to be stable will be slower and more manoeuvrable (short and wide)

Boat designers need to balance these factors into their boat design to make sure the compromises are suitable.

Rate the these boats, and recommend something that they would be good for:												
	slow, stable and manoeuvrable					fast, unstable and straight running					Something this boat would be good for:	
Sea Kayak												
Tandem Open Canoe												
General Purpose Kayak												
Do the same for 3 different boats that you may use:												

Comment [Unit Ref21]: 2.4.2

You may want to think about boats designed for the different disciplines:

Polo, Slalom, Freestyle, White Water, Surf, Wild Water Racing, Touring, Sprint Racing

Summary

Providing a safe environment for our paddlers is one of the most critical parts of the coach’s job. For Level 1 coaches it is important to make sure safety is thoroughly considered at the planning stage. This ensures enough time and support is given to spot problems and to decide what to do.

What are the key things to consider at the planning stage to make sure paddlers in your session are safe?

Comment [Unit Ref22]: 2.2.2, 2.2.7

7. Preparing Participants for Coaching Sessions

To make sure that participants are ready for coaching sessions we need to make sure that we have prepared them physically and mentally.

11. If you were meeting an unfamiliar group at the start of a session what information do you think they need before they get ready?

e.g. where to get changed

Comment [Unit Ref23]: 2.4.1

Reflecting on effective warm-ups that you have been involved in, describe what was done, and outline why it is important:

Comment [Unit Ref24]: 2.4.5, 2.4.6

	Ideas for content & activities:	Why is this element of the warm-up important?
Raise the heart rate		
Mobilise joints		
Paddling specific warm-up		
Psychological warm-up		

**Check that you include each of these aspects in your warm-ups
Make sure they are relevant to the activities you are going to be doing**

8. BCU Policies for Coaches

BCU coaches have a number of responsibilities to make sure the paddlers in their care can enjoy the sport, are treated fairly and are protected from foreseeable harm. When coaches register for a BCU coach course they sign to say they have agreed to follow these policies. Level 1 coaches normally work within a supportive environment, with someone else having overall responsibility for paddlesport safety. However, an awareness of the general topic areas and the ability to know where to find more information are both important for the Level 1 coach. We will outline each area to highlight what it means to our coaches:

Coaches Code of Ethics

The BCU Coaches Code of Ethics meets national standards for sports coaches across the UK, and sets standards for coaches as well as providing information to participants about what standards are expected. The code of ethics comprise such values as responsibility, humanity, relationships, commitment, co-operation, advertising, integrity, confidentiality, abuse of privileges, competence, personal standards and safety, with regards to a responsibility towards participants, colleagues, the BCU and to society.

Duty of Care

Duty of Care is the duty that rests upon an individual or organisation to make sure that all reasonable steps are taken to ensure the safety of others. We all have a duty of care to everyone we come into contact with or have an effect on, this responsibility increases as we take on more responsible roles such as being a coach. It also increases in specialist environments if we have a greater level of knowledge or ability than those around us. Duty of Care is a legal commitment to being responsible. It is not something that we can choose, to avoid by writing disclaimers, or something we can duck out of. The BCU Duty of Care policy outlines a general and basic view of our duty of care.

Insurance

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. It is therefore vital that coaches have Third Party Liability insurance to provide cover against claims of negligence. Anyone who offers paddlesport activity (e.g. club/centre/school) should have insurance to cover coaches at work. Third Party Liability insurance is also included within BCU membership. BCU insurance covers 'Canoeing activities', including coaching canoeing. It is important that details of any known incidents or injuries that occur to students while undergoing coaching or taking part in canoeing or kayaking activities are reported to the BCU, particularly those involving a personal injury, which may give rise to a subsequent claim.

Equality

The BCU Equality Policy aims to make sure that people from all sectors of the community (irrespective of their age, colour, disability, ethnic origin, race, sexual orientation or gender), have genuinely equal opportunities to take part in canoeing at all levels. The BCU as the governing body for sport takes responsibility for this in ensuring that present and potential members receive equally favourable treatment, but also need coaches working under BCU qualifications to do the same.

BCU Declaration of Physical Competence

Coaches need to be fit and able to perform the job. The BCU Statement of Physical Competence asks coaches to declare any medical conditions that may impair their ability to be responsible for the overall safety of others. The declaring of impairments does not necessarily stop a person from coaching; certain working conditions may be set up to make sure they can continue in the coaching role. This helps protect coaches, and is a mechanism by which the BCU can support those individuals with specific medical conditions. If a coach needs to declare a medical condition they should contact their Home Nation. Coaches declare physical competence when they sign the CR Form.

BCU First Aid Policy

All active coaches (from Level 2 and above), have a responsibility to maintain a current first aid award to make sure they can look after paddlers in their care. Coaches sign a declaration upon registration for BCU coaching qualifications accepting this responsibility. In order to meet this requirement coaches need a recognised first aid certificate (that meets the required training contact time), recorded on their Home Nation Association membership record. Whilst BCU Level 1 coaches do not need to register a first aid qualification with their Home Nation, it is recommended these coaches hold a recognised first aid award if working independently. Recognised first aid awards are listed on the BCU Website. Coaches are advised to attend first aid training that includes watersports specifics relevant to their normal coaching activity. For example, hypo/hyperthermia, drowning, applying first aid in an outdoor environment and incident management.

BCU Coach Update Scheme

The BCU Coach Update Scheme supports and recognises coach's commitment to continued learning and development to improve what they do, and to keep up-to-date with current best practice. The BCU considers coaches that meet the requirements of the scheme meet minimum standards for deployment as a coach. The scheme is relevant to all active BCU coaches. Newly qualified Level 1 coaches who are members of one of the Home Nation Associations will automatically be registered as up-to-date for a period of 3 years. Before this time lapses you will need to provide evidence of a commitment to relevant development and learning. This can be done in a few ways, explained on the relevant pages of the Home Nation websites.

More information on all of these areas are available from the Home Nation Websites.

9. Safeguarding and Protecting Children and Vulnerable Adults

The 'BCU Child and Vulnerable Groups Protection Policy' outlines the responsibility we have towards protecting children and vulnerable adults from abuse. All BCU coaches have both a moral and legal obligation to make sure that when given the responsibility we provide the highest possible standard of care. The BCU provide a number of resources to support coaches, available on the Home Nation websites.

Child Protection Training - The BCU ask all individuals involved with children or with particular responsibilities in paddlesport to undertake child protection training. As part of this requirement all coaches (except BCU Level 1) need to do a recognised basic awareness course, and have this recorded on their membership record. An on-line 'Paddle safe' course can be accessed through the Home Nation websites that meets this minimum requirement. If you are working with young people it will provide a basic level of awareness and training to help safeguard children and young people within our sport. It also explains best practice and what to do if you have a concern about child protection.

Criminal Record Checks - There are legal requirements for people who have regular contact with children and adults at risk to meet the disclosure rules of their home country. For further support please refer to the safeguarding/child protection section of your Home Nation Association website, or discuss with the person responsible for child protection within your organisation.

12. Describe some good coaching practice specifically for working with children or vulnerable adults:

Comment [Unit Ref25]: 1.3.2, 1.3.3, 6.1.8

13. Why is it important to follow the correct procedures when working with children and vulnerable adults?

Comment [Unit Ref26]: 1.3.1, 1.3.3

10. Confidential Information

It is reasonable to assume that at some point you may have access to confidential information about your participants. Being in a position of responsibility, you have a duty to handle this information discretely and sensitively.

14. List the kind of information that might be considered confidential

Comment [Unit Ref27]: 2.1.5

Within the BCU Coaches Code of Ethics it states that coaches must agree with their participants what information will not be divulged to others without agreement. It also describes situations when a coach may need to pass on information to those who have a 'right to know'.

15. Describe a situation when you may need to pass on personal/confidential information

Comment [Unit Ref28]: 2.1.6

The Data Protection Act (1998) is a piece of legislation that applies when personal data is stored on a computer or in a structured manual filing system. Providers of paddlesport activity should be aware of the act and someone in a position of responsibility should make sure that the procedures relating to the collection, storage, use, and destruction of personal information are appropriate. You may see data protection notices or consent statements on forms where personal information is collected. These state things such as how the information is going to be used, who may have access to it, and may have an option for the individual to opt out if they wish.

Personal information may be collected in a number of ways, for example:

- membership application form
- course booking form
- event entry form
- parental consent form
- medical declaration
- taking photographs and/or video

Consider these rules to make sure that personal information is treated correctly:

- only relevant, necessary, and accurate information is held
- information is only be used for the purposes stated
- information is kept for a suitable length of time, not kept longer than needed
- information is stored securely (e.g. in a locked cupboard, or password protected on computer)
- information is disposed of securely (e.g. shredded)
- information is not passed on, or put on public display without consent unless it is to someone who has a right to know

16. You see on a medical form that a paddler in your group has epilepsy, how would you make sure this information is treated correctly:

Comment [Unit Ref29]: 2.1.6, 5.1.2

Taking Photographs or Video of Children

If someone in a photograph or video can be recognised it is important to make sure the parent/guardian and the young person have granted their consent if it is to be published (e.g. on the web, in a newsletter or magazine). In cases where you are celebrating the achievement of a young person it can be alright to name the child, but contact details must never be published. It is also important to make sure the children are suitably dressed (covered up wearing at least shorts and a vest, and wearing the necessary paddling kit to show safe practice).

Often coaches want to celebrate the success of their paddlers, and promote achievements by publishing photographs and/or videos online. If you want to do this here is some good practice advice:

- make sure the parent/guardian/young person has granted consent
- make sure everyone is suitably dressed
- don't include personal information other than their name
- check with someone more qualified that it is OK and if there is anything else that should be done

Further Information:

This information provides only a basic interpretation of the law/guidance for Level 1 coaches; always check with someone more qualified before taking specific action. See also BCU Guidelines for use of photographic equipment (available on Home Nation Websites).

11. Getting Involved with BCU Performance Awards

Once qualified the Level 1 coach can assess/deliver a number of the BCU Performance Awards:

BCU Star Awards - The BCU Star Awards recognise paddler’s skills as they progress through the sport. They are generally aimed at paddlers over 16 years of age. Level 1 coaches are able to assess the entry level award ‘BCU Paddlesport Start’ and ‘BCU 1 Star’. Both awards can be taken in any Paddlesport craft. Paddlesport Start can normally be achieved after a paddlers first session. The BCU 1 Star is a basic boat handling skills award, and would normally be achieved after an introductory course of about 6-hours quality water time.

BCU Paddlepower Awards - Paddlepower is a youth-centred scheme aimed at encouraging young people to come into and stay in paddlesport. It is structured to introduce key concepts throughout a paddler’s development, providing a strong foundation of skills and understanding. Level 1 coaches are able to deliver ‘BCU Paddlepower Start’ and ‘BCU Paddlepower Passport’. Paddlepower Start is the entry-level award suitable for taster sessions or as part of a series of sessions designed for young paddlers. Paddlepower Passport comprises four progressive levels covering safety awareness, paddling skills, supporting knowledge, and varied experiences.

BCU Racing Time Trial Awards - This is a series of awards including time trials (2km – 10km), 500 Metre Sprint Awards, and Marathon and Half Marathon awards. The awards intend to recognise and encourage improvement in canoe and kayak racing performance, they can be attempted in any type of craft, although the aim is to encourage the use of straight running boats as a progression to racing boats.

BCU Cross Stream Challenge - Cross Stream Challenge aims to develop and challenge boat handling skills, strokes and moves, whilst blending slalom, freestyle, polo, with a touch of wild water and sprint racing and maybe a bit of surf. It uses specific tasks to help paddlers develop skills and helps coaches recognise interest and talent.

The BCU recommend that you work with other qualified and experienced providers before delivering these awards on your own. Contact your Home Nation Association to obtain the necessary pass-slips or certificates.

17. What sort of groups would benefit from working towards these BCU Performance awards

Comment [Unit Ref30]: 3.1.3

<u>Paddlesport Start</u>	
1 Star	
<u>Paddlepower Start</u>	
Paddlepower Passport	
Racing Time Trial Awards	
Cross Stream Challenge	

12. Personal Action Plan

18. List below the main learning and action points from your Level 1 course:

	Learning Points	Action Points
Day 1		
Day 2		
Day 3		
Day 4		
Further Comments from Tutor/s		

Consider: things done well, areas to develop, new things to learn, further training opportunities, targets with timescales.

Appendix 1 – Example Answers

1. The Level 1 Coaches Remit

1. Describe your potential coaching environment. Then discuss with someone if this falls within the Level 1 coaches remit. Identify any changeable factors that may have an impact:

Comment [Unit Ref31]: 3.1.3

describe the venue:

- swimming pool
- canal
- pond
- loch/lake
- section of river
- bay
- harbour
- beach

describe the people you would

normally coach e.g.:

- ability
- age
- specific needs
- craft used

describe any challenges, e.g.:

- weather
- size of venue
- river levels
- sea state
- level of supervision/support
- group size

2. When you finish this course and get out coaching, who will you be able to get support from

Comment [Unit Ref32]: 5.1.8

e.g. deployer, supervising coach, the person responsible for paddlesport, a more experienced coach

3. If you were using unfamiliar equipment, why would it be important to check with someone more experienced that it was set up properly

Comment [Unit Ref33]: 2.3.8

safety, enjoyment, learning

2. Your Coaching Personality

4. Note down some words that you would like others to use to describe you as a coach:

Comment [Unit Ref34]: 1.1.3, 1.1.4, 1.3.3

fair

motivating

knowledgeable

safe

empowering

keen

fun

decisive

wants to learn

clear

friendly

a good paddler

helpful

organised

open minded

challenging

listens

understanding

respectful

advisor

understandable

experienced

quiet/loud

calm

bouncy

capable

polite

aware of my needs

supportive

professional

Now chat these through with a peer, colleague, or manager and add anything you may wish to.







Do you think this describes a ‘paddler-centred’ coach?







Circle any of the words you feel you need to work on, and chat about how you may achieve your aims.

3. Paddlesport Activities

5. Name these paddlesport activities:

Comment [Unit Ref35]: 3.1.3

<p><i>Kayak Touring</i></p>		<p>Using kayaks (solo or tandem) to journey on gentle flowing rivers, lochs and lakes, estuaries and the sea. Boats are designed to run straight, but maintain width for stability. They also generally have large or open cockpits, so they are easy to get in and out of. Some boats used will look a bit like sea kayaks, and others like slow flat-water racing boats.</p>
<p><i>White Water Kayaking</i></p>		<p>This involves the descent of rapids in a kayak. The experience in essence is straightforward; you arrive at the start of your chosen run and head down the river.</p>
<p><i>Open Canoeing</i></p>		<p>This is a generic term for boats that are designed to be paddled with a single blade, and have an open top. They can be paddled, poled, lined, tracked and sailed. Often used for journeying on rivers or lakes/lochs, and can be loaded for extended camping trips.</p>
<p><i>Sea Kayaking</i></p>		<p>Paddlers explore the coastline and go for journeys, anything from an hour or so to multiday expeditions. Kayaks are designed to be sea worthy with a covered deck, and the ability to have a spraydeck. They are generally designed with a good cruising speed, are easy to paddle in a straight line, and have space to carry equipment for camping etc.</p>
<p><i>Surf Kayaking</i></p>		<p>This discipline uses kayaks to play on ocean waves, the specialist boats are designed with flat hulls and hard rails to maximise speed, control and manoeuvrability on a wave. But paddlers also use white water kayaks and sit-on-tops to play around on the waves.</p>
<p><i>Sit-on-top</i></p>		<p>These kayaks are open top, and normally used for general leisure. They are usually stable and easy to get on and off, there are a range of designs available some stable and manoeuvrable for messing around on the water, maybe in the sea or surf; others longer and designed for going on journeys.</p>

<p><i>Polo</i></p>		<p>A combination of paddling and ball handling skills within an exciting contact team game. Two teams, each with five paddlers on the pitch at any one time, compete to score goals in their opponent's net, suspended at each end of the pitch above the water.</p>
<p><i>Slalom</i></p>		<p>A test of skill, speed and precision is crucial as the object of the sport is to negotiate a series of pre-defined gates; the winner of the event will have negotiated the course in the fastest time, with the fewest penalties. There are penalties for hitting and missing gates. Paddlers race in single kayakers, and both single and double canoes.</p>
<p><i>Sprint Racing</i></p>		<p>This Olympic discipline, involves head-to-head racing on flat-water over distances of 200, 500, and 1000 metres on a straight course, of up to nine boats, each in a separate lane. Races are in singles, doubles and fours, for both canoes and kayaks.</p>
<p><i>Marathon Racing</i></p>		<p>This endurance racing discipline has A to B races on lakes, canals, rivers and estuaries. Most races are between 5 and 20 miles long, although ultra-long races do exist, with the Devizes to Westminster race at 125 miles being one of the longest. The top paddlers use fast racing boats, but the less experienced can enter in any boat designed for speed. Races are in singles, doubles and fours, for both canoes and kayaks.</p>
<p><i>Freestyle</i></p>		<p>This is an exciting, dynamic and unique sport, a bit like gymnastics in a boat! Paddlers use tiny specialist boats and search out features on fast flowing rivers; big standing waves or stoppers are used to do acrobatic tricks. Many paddlers just play the rivers for fun, but there are also competitions to enter.</p>
<p><i>Wild Water Racing</i></p>		<p>Flat out racing on stretches of white water rivers, the paddlesport equivalent to downhill ski racing. Classic races are normally 10 – 25 minutes, and sprint races much shorter at around 2-minutes. Paddlers race in single kayakers, and both single and double canoes.</p>

Paddlesport Experience:		
	Have you ever had a go at this?	How did this help you develop?
Freestyle	<input type="checkbox"/>	<i>consider technical, tactical, physical, psychological</i>
Kayak touring	<input type="checkbox"/>	<i>e.g. this helped develop my: appreciation of the environment journeying skills, looking after myself and an awareness of others decision making confidence boat handling skills ability to perform under pressure forward paddling technique stability/balance agility/coordination efficiency fitness strength</i>
Marathon racing	<input type="checkbox"/>	
Open canoeing	<input type="checkbox"/>	
Paddling a crew boat	<input type="checkbox"/>	
Polo	<input type="checkbox"/>	
Sea kayaking	<input type="checkbox"/>	
Slalom	<input type="checkbox"/>	
Sprint racing	<input type="checkbox"/>	
Surf kayaking	<input type="checkbox"/>	
White water kayaking	<input type="checkbox"/>	
Wild water racing	<input type="checkbox"/>	

Comment [Unit Ref36]: 3.1.3

4. Long Term Paddler Development (LTPD)

6. Describe a paddler typical of those you may coach – which LTPD phase would be most applicable to them?

Comment [Unit Ref37]: 3.1.3

Describe the paddler (e.g. age, ability, experience, aspirations)	Identify the LTPD Phase (e.g. Foundation, Recreation, or Performance Phase)
<i>beginners in their first three years of participation</i>	<i>Foundation Stage</i>
<i>Intermediate/advanced paddlers participating for enjoyment and satisfaction (rather than maximising potential)</i>	<i>Recreational Stage</i>
<i>Intermediate/advanced paddlers wishing to maximise their potential (competitive and non-competitive)</i>	<i>Performance Stage</i>

7. Principles of Long Term Paddler Development applicable to beginners:

Comment [Unit Ref38]: 3.1.3

	Strongly agree				Strongly disagree	Comments
Paddling activity should be fun	✓					<i>absolutely!</i>
Coaches should concentrate on <u>skill</u> development			✓			<i>yes – quality skill development is very important for beginners, but they may also have other aspirations</i>
Coaches should concentrate on <u>physical</u> development				✓		<i>no – it is more important to develop skills</i>
Equipment should be suitably sized	✓					<i>yes – matched to individual size</i>
Children should concentrate on paddling and not do other sports					✓	<i>no – they will develop better movement skills if they take part in different sports</i>
Paddlers should get on the water at least 3 times a week				✓		<i>it will depend on personal aspirations</i>
Paddlers should enter lots of competitions				✓		<i>no – beginners should spend most of their time practicing</i>
Coaches should focus on helping paddlers achieve their individual aspirations	✓					
Coaches should encourage paddlers to experience varied paddlesport craft, challenges, and environments		✓				<i>yes – this will help develop sound fundamental paddlesport skills</i>

5. Safety

What information may you find in a risk assessment that would affect your session plan?

Comment [Unit Ref39]: 5.2.1, 3.1.2

for example:

- *equipment requirements*
- *safety kit*
- *rules for activities*
- *specific safety control measures*
- *issues to include in safety briefing*
- *equipment checks*
- *boundaries*
- *staffing ratios/student numbers*

8. Can you give some examples of the types of hazards you are likely to encounter?

Comment [Unit Ref40]: 2.2.3, 2.3.5

Hazards around the bank-side working area	e.g. slippery jetty, <i>slippery/steep bank, overgrown, animal excrement, litter, disturbance from public</i>
Hazards on the water	e.g. pollution, weather, <i>unseen hazards, lack of space, conflict with other users</i>
Hazards around the building/s	e.g. broken stair rail, <i>poorly maintained facilities, slip or trip hazards, hazardous materials, unsecured equipment that could be used inappropriately</i>
Faults/hazards with equipment	e.g. a faulty buoyancy aid, <i>damage or breakages, weaknesses, incorrect use, general wear and tear</i>

Looking at a site you have used in your Level 1 course identify 4 hazards likely to present some risk of injury or harm, and describe the control measures you could put in place:

Comment [Unit Ref41]: 5.2.2,5.2.3

Hazard	Control Measures
Hazards around bank-side e.g. slippery jetty, <i>slippery/steep bank, overgrown, animal excrement, litter, disturbance from public</i>	e.g. <i>safety brief or specific instructions, choice of a suitable venue, highlighting hazards so they can be avoided</i>
Hazards on the water e.g. pollution, weather, <i>unseen hazards, lack of space, conflict with other users</i>	e.g. <i>washing hands before eating, checking weather forecast, being aware of changes in the weather, checking water depth with paddle before a capsized drill, talking to other group leaders sharing the venue</i>
Hazards around the building/s e.g. broken stair rail, <i>poorly maintained facilities, slip or trip hazards, hazardous materials, unsecured equipment that could be used inappropriately</i>	e.g. <i>safety brief or specific instructions, choice of suitable venue, highlighting hazards so they can be avoided, reporting hazard for someone to fix, move hazard</i>
Faults/hazards with equipment e.g. a faulty buoyancy aid, <i>damage or breakages, weaknesses, incorrect use, general wear and tear</i>	e.g. <i>checking equipment before, during and after use</i>

9. How could you avoid some of these potential injuries/illnesses from occurring in your sessions?

Comment [Unit Ref42]: 1.3.5

Bumps, bruises, cuts	e.g. <i>safety brief or specific instructions, choice of suitable venue/activities, highlighting hazards so they can be avoided</i>
Hypothermia	e.g. <i>group wearing suitable clothing, activities suitable for weather conditions (active/not wet), go somewhere warm/dry/sheltered for breaks, have some spare clothes/warm-drink</i>
Sprains or strains	e.g. <i>safety brief or specific instructions, choice of suitable venue/activities, control during active games</i>
Water born infections	e.g. <i>washing hands before eating, raise awareness, avoid submersion</i>

How would you report accidents, injuries and illnesses if they happened whilst someone was in your care?

e.g. tell the person responsible for paddlesport activity, fill in an accident form

Comment [Unit Ref43]: 3.1.5, 3.1.6

How would you deal with these problems spotted when you arrived for a coaching session? Would you report the problem, and if so, to who?

Comment [Unit Ref44]: 2.2.6, 5.2.4, 5.2.5, 5.3.6

Problem	Action	Reporting
You notice a participant has been issued a buoyancy aid with a broken zip	<i>change it for one that isn't damaged make sure it doesn't get used by someone else</i>	<i>tell equipment officer</i>
There is a gang of boys throwing stones off the bridge where you were going to paddle	<i>go somewhere else or seek help</i>	<i>maybe tell your supervising coach</i>
The river is higher than normal, it is unusually brown and has lots of debris floating around	<i>ask if it is safe to go out, unless you have been trained otherwise</i>	
A group of beginners are getting on the water in sailing dinghies, you've not seen them before	<i>ask their group leader what they are doing maybe agree different working areas if not sure, ask your supervising coach for advice</i>	
The wind looks stronger than normal and there are waves forming on the water	<i>ask if it is safe to go out, unless you have been trained otherwise</i>	<i>tell other coaches</i>

Check that you have identified the problems that are appropriate for you to deal with yourself, and those where you should have sought assistance. How do you decide?

Comment [Unit Ref45]: 2.2.4, 2.2.5

*follow any guidance from supervising coach
only deal with problems I am trained and/or competent to deal with*

What are the key things to cover in your safety brief for a group of paddlers getting on the water for the first time? Consider your previous assessment of potential hazards:

Comment [Unit Ref46]: 3.1.2

- *equipment, and how to use it (e.g. buoyancy aids/helmets if used)*
- *how to lift and carry boats*
- *how to get in*
- *how to avoid any specific hazards*
- *how to avoid a capsize, and what to do if it happens*
- *what to do when you are afloat*
- *any boundaries*

6. Equipment

10. List the safety equipment you would consider having available whilst coaching a group of beginners, consider any potential hazards you have identified:

Comment [Unit Ref47]: 2.3.1, 3.1.2

Things to manage paddlers comfort	Things to manage accidents/incidents
e.g. a hot drink <ul style="list-style-type: none"> • food/drink • spare clothes • hat • sun screen • shelter 	e.g. a first aid-kit <ul style="list-style-type: none"> • towline or tow system • mobile phone • first aid kit • repair kit • survival bag • throwline • knife, whistle • webbing (sewn/unsewn sling) • large karabiner

What is the procedure if you find a broken or damaged piece of equipment?

Comment [Unit Ref48]: 3.3.6, 2.3.6, 5.3.6

e.g. sin-bin, attach do not use tag, hand back to stores, report to equipment officer

It is important to do visual checks on equipment to make sure that it is in good working order and suitably fitted, identify a few key times when this may be done:

Comment [Unit Ref49]: 3.3.6

- when kitting the group up
- before we get on the water
- putting kitting away
- on-going checks to make sure buoyancy aids are done up properly

Can you list the important safety factors to check with these items of equipment, and how do you make sure the equipment is suitable for the individual/activity?

Comment [Unit Ref50]: 2.3.2, 2.3.5, 2.3.7, 2.4.2, 3.1.2, 3.1.4

Boat	Adequate buoyancy, sound construction, no holes, seat firmly attached, sound end grabs, back rest and footrest in good working order. Size, speed, stability, manoeuvrability are suitable for the activity and the individual (size/ability).
Paddle	Sound construction. Size, shape, and weight are suitable for the activity and the individual (size/ability).
Buoyancy Aid	Buckles, straps, buoyancy and fabric in good condition; CE or ISO standard marking. Correctly sized and fitted for the individual. Decision made if one is to be worn. .
Helmet	Shell, straps, buckles, cradle/padding in good condition; CE or ISO safety standard marking. Correctly sized and fitted for the individual; decision made if one is to be worn
Spraydeck	Able to keep the water out; release tag in good working order. Correctly sized and fitted for the individual and the boat; the release tag is accessible; Decision made if one is to be worn.
Your Safety Kit	In good working order. The right kit, matched to the activity and risk assessment.
Clothing	Right size, fit and comfort for the individual. Suitable for the activities planned and the weather conditions.

Rate these boats, and recommend something that they would be good for:											
	slow, stable and manoeuvrable					fast, unstable and straight running				Something this boat would be good for:	
Sea Kayak									✓		<i>journeys, learning good forward paddling</i>
Tandem Open Canoe				✓							<i>journeys, learning skills, communication</i>
General Purpose Kayak			✓								<i>learning skills, messing about on the water</i>
Do the same for 3 different boats that you may use:											
Polo			✓								<i>polo competition, learning skills in pool</i>
Slalom				✓							<i>slalom competition, learning skills in gates</i>
Freestyle	✓										<i>messing around, learning tricks, balance</i>
White Water Kayak		✓	✓								<i>white water trips, learning skills</i>
Surf Kayak			✓								<i>playing in the surf</i>
Wild Water Racer									✓		<i>going fast, good forward paddling</i>
Touring Kayak						✓	✓	✓			<i>journeys, good forward paddling</i>
Sprint Racing Kayak									✓	✓	<i>going fast, racing, good forward paddling</i>
Sit-on-Top	✓	✓	✓	✓	✓	✓					<i>journeys, confidence, games</i>

Comment [Unit Ref51]: 2.4.2

What are the key things to consider at the planning stage to make sure the safety of your paddlers?
<ul style="list-style-type: none"> • the safety procedures and policies that may apply • the potential hazards and control measures • make sure everyone will be wearing correct clothing and equipment • plan to check equipment is correctly fitted • decide what safety equipment is needed • seek help if needed • plan what to include in the safety brief and any specific safety instructions for activities • check that session plan is safe, enjoyable and maximises learning • include an suitable warm-up for the activities • make sure activities are at not too hard for the individuals

Comment [Unit Ref52]: 2.2.2, 2.2.7

7. Preparing Participants for Coaching Sessions

11. If you were meeting an unfamiliar group at the start of a session what information do you think they need before they get ready?

Comment [Unit Ref53]: 2.4.1

for example:

- | | |
|---|--|
| <ul style="list-style-type: none"> • where to get changed • what kit/clothing to put on • timings • food/drink arrangements | <ul style="list-style-type: none"> • toilets/changing facilities • what they will be doing • who you are • who any other coaches are |
|---|--|

Reflecting on effective warm-ups that you have been involved in, describe what was done, and outline why it is important:

	Ideas for content & activities:	Why is this element of the warm-up important?
Raise the heart rate	<i>e.g. running around games on the bank active games on the water</i>	<i>increase blood flow to body, gets muscles etc. ready to exercise, prepares heart for activity increases body temp – muscles work better</i>
Mobilise joints	<i>e.g. gentle arm swings, games that involve moving joints around,</i>	<i>reduce stiffness prepares the muscles/joints for the demands of the session</i>
Paddling specific warm-up	<i>e.g. practicing range of strokes on the water</i>	<i>gently puts the body through specific movements, reminds the body/brain what to do</i>
Psychological warm-up	<i>e.g. games that need concentration, attention, games that increase/decrease excitement levels</i>	<i>helps the paddler focus on the session</i>

**Check that you include each of these aspects in your warm-ups
Make sure they are relevant to the activities you are going to be doing**

Comment [Unit Ref54]: 2.4.5, 2.4.6

9. Safeguarding and Protecting Children

12. Describe some good coaching practice specifically for working with children or vulnerable adults:

Comment [Unit Ref55]: 1.3.2, 6.1.8

for example:

- avoid situations where you are alone with a child/vulnerable adult, work in pairs
- if physical support/touching is necessary – 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
- make sure the activities are suitable for the individuals age, maturity, experience and ability
- avoid any intimacy
- follow provider/BCU Child Protection Policy
- undertake further child protection training if working regularly with children or vulnerable adults

13. Why is it important to follow the correct procedures when working with children and vulnerable adults

Comment [Unit Ref56]: 1.3.1

- protect participants from potential abuse
- protect the coach from false allegations
- so participants feel safe, are able to develop at their own pace, and are treated as per their individual needs

10. Confidential Information

14. List the kind of information that might be considered confidential

- *medical*
- *personal details; e.g. address, date of birth, phone number, religious beliefs, criminal offences*
- *financial details; e.g. credit card number*
- *photographs or video footage*

Comment [Unit Ref57]: 2.1.5

15. Describe a situation when you may need to pass on personal/confidential information

- *cheating, bullying, child protection concerns*
- *any information that may result in, or support disciplinary action*
- *information that others responsible for the participants welfare/safety may need to know*

Comment [Unit Ref58]: 2.1.6

16. You see on a medical form that a paddler in your group has epilepsy, how would you make sure this information is treated correctly:

- *make sure the medical form is put back and stored securely*
- *tell anyone who may need to know (i.e. other coaches who will be looking after the participant)*
- *don't tell anyone who doesn't need to know (i.e. other participants, friends)*
- *if the participant has a fit tell anyone who needs to know they have epilepsy (e.g. the group, the first aider, medics, your supervising coach)*

Comment [Unit Ref59]: 2.1.6, 5.1.2

11. Getting Involved with BCU Performance Awards

17. What sort of groups would benefit from working towards these BCU Performance awards

Paddlesport Start	<i>adults in taster sessions</i>
1 Star	<i>beginners taking part in a few paddlesport sessions (adults)</i>
Paddlepower Start	<i>children in their first session</i>
Paddlepower Passport	<i>children in first series of sessions</i>
Racing Time Trail Awards	<i>paddlers interested in, or starting out in racing paddlers needing an speed/distance incentive or goal to work towards</i>
Cross Stream Challenge	<i>children or adults developing skills, or wanting a taster of competition</i>

Comment [Unit Ref60]: 3.1.3

Example Risk Assessment

What are the risks/hazards?	To who?	Is the risk adequately controlled and how?	What further action is necessary?	Review comments/ dates
Drowning	Participant Coach	All participants to wear buoyancy aid when on/near the water. Buoyancy aids comply with CE/ISO Standards. Buoyancy aids and boats checked (as per Health and Safety policy). Coaches have suitable qualification and experience for activity. Suitable staffing ratios are used (as per Operating Procedures).	Coach checks buoyancy aids are in good working order. Coach ensures buoyancy aids are worn correctly. Participant briefed on what to do in the event of a capsize. In the case of capsize the coach to make sure all participants are accounted for.	Jan-14
Capsize with entrapment	Participant Coach	Coach to check equipment (boats and footwear). Coach able to rescue an entrapped capsized paddler.	Participant briefed on what to do in the event of a capsize.	Jan-14
Capsize	Participant Coach	Boats fitted with sufficient buoyancy to float when capsized. Coaches trained in emptying boats and rescuing crew.	Coach checks suitable activities used for group ability.	Jan-14
Hypothermia	Participant Coach	Session activities and clothing are suitable to conditions. Session cancelled if necessary.	Leader's safety equipment reflects conditions and the group. Special attention is paid to headwear.	Jan-14
Impact injury	Participant Coach	Helmets worn when injury likely in activity.	Coach to exercise group control. Participants informed of risks.	Jan-14
Adverse Weather Conditions	Participant Coach	Weather forecast discussed at morning briefing.	Session activities and clothing are suitable to conditions. Session cancelled if conditions are inappropriate.	Jan-14
Inherent risk (blisters, tenosynovitis, sunburn etc.)	Participant Coach	Coach first aid qualified. Coach carries suitable first aid kit. Participants provide details of existing medical conditions.	Coach's safety brief includes disclosure of risk and highlights specific hazards. Coach promotes safe paddling practice.	Jan-14
Lifting injuries	Participant Coach	Coach promotes and uses safe lifting strategies.	Extra care taken when moving canoes and rescuing swamped boats.	Jan-14
Collision	Participant Coach	Coach performs dynamic risk assessment and takes suitable actions.	Coach discusses activities with other water-users when/if possible.	Jan-14

Risk Assessment Updated Jan 2013



Notes