

BCU Awarding

Level 2 Certificate in Coaching Paddlesport

Candidate Assessment Day Pack

[With Unit Specification References]

Candidate Details

Candidate Name:	
Home Nation Association Membership Number:	
I confirm that all evidence provided within this assessment pack is true and that all work associated with the achievement of this qualification is my own.	
Candidate Signature:	Date:

Introduction

Welcome to the BCU Level 2 Candidate Assessment Day Pack. This pack will be completed, in the main by Level 2 Assessors. Candidates need to fill in the 'Candidate Details' on page 1.

This pack includes the details of each assessment task and the overall summary of outcomes that candidates need to meet. Further details of all the elements required prior to certification are included in the Level 2 Course Guide and Level 2 Assessment Guidance.

Once all assessment tasks have been completed successfully this Assessment Pack is sent to the Home Nation Delivery Centre to make the recommendation for certification.

Record of signatures used:			
Name:		Signature:	
Role:	Final Assessment Director		
Membership Number:			
Name:		Signature:	
Role:	Assessor		
Membership Number:			
Name:		Signature:	
Role:			
Membership Number:			
Name:		Signature:	
Role:			
Membership Number:			
Name:		Signature:	
Role:	Internal Verifier		
Membership Number:			

Candidate Portfolio

Candidates need to complete four elements within their Portfolio as part of the journey to achieve the BCU Level 2 Certificate in Coaching Paddlesport:

1. Workbook
2. Assessment Prerequisites
3. Coaching Case Study
4. Feedback and Review

The finished Portfolio is submitted to, and assessed by, the final assessment Director. A copy maybe requested by the Home Nation Association or BCU Awarding for internal verification purposes.

If the candidate did their BCU Level 2 training prior to 31st December 2013 they have the option of presenting the previously issued BCU Level 2 Assessment Portfolio V3-0 or V3-1, and completing the Level 2 Question Paper. Candidates who follow this route do not need to complete the four elements of the Candidate Portfolio as described here. A page for recording this is included in the BCU Level 2 Tutor and Assessor Notes; this must be added to this Assessment Day Pack if this option is taken.

1. Workbook

The Level 2 Workbook explores a selection of topics relevant to the Level 2 coaching role. Candidates complete the Workbook in their own time, with the numbered activities forming part of their overall assessment evidence. It is open book and candidates are expected to research to find the answers. Once the Workbook has been assessed candidates are advised to keep their work for future reference.

If the evidence in the Workbook is insufficient, the assessor can supplement this with other sources (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 Workbook. There is no grade offered for the work.

1. Assessment Record - Workbook

I confirm the candidate has demonstrated the required standard in all aspects of this task:

Assessor Signature:

Date:

2. Assessment Prerequisites

Candidates need to provide evidence of the assessment prerequisites listed below. Copies of the relevant evidence must be included in the Candidate Portfolio and original evidence/certificates checked by the Assessor.

- i. **Evidence of Registration:** This may be in the form of a stamped CR form, or other evidence provided by the candidates Home Nation Association. SCA members also need to include evidence of their SQA registration.
- ii. **Full Home Nation Association Membership.**
- iii. **Evidence of Valid Level 2 Coach Training:** Training is valid for 12-months. This is extended by 6-months after an unsuccessful assessment. Candidates must include any letter of extension if this has been granted.
- iv. **Copy of Valid First Aid Certificate:** Minimum 1-day course within the last three years.
- v. **Copy of BCU 3 Star Certificate or Evidence of Competition Equivalent:** This applies to boat-based candidates only. It is required in canoe and/or kayak depending on the certification route being followed. Evidence of acceptable competition equivalent performance must have been verified by the Home Nation Association.
- vi. **Evidence of Child Protection Training:** Either the ScUK Safeguarding and Protecting Children course or the BCU Paddlesafe online Child Protection course. It is the candidates responsibility to make sure any other course is recognised as an alternative by their Home Nation Association.
- vii. **Coaching Logbook Evidence:** A minimum of 10 hours coaching canoe and/or kayak depending on the certification route being followed.

Original certificate/evidence seen for Assessment Prerequisites:		
	Assessor confirmed (Please mark ✓/✗/n/a)	Notes
i. Evidence of Registration	<input type="checkbox"/>	
ii. Full Home Nation Association Membership	<input type="checkbox"/>	
iii. Valid Level 2 Coach Training	<input type="checkbox"/>	
iv. Valid First Aid Certificate	<input type="checkbox"/>	
v. BCU 3 Star Award or Competition Equivalent	<input type="checkbox"/>	
vi. Evidence of Child Protection Training	<input type="checkbox"/>	
vii. Coaching Logbook Evidence	<input type="checkbox"/>	
2. Assessment Record – Assessment Prerequisites		
I confirm the candidate has provided all of the required evidence:		
Assessor Signature:		Date:

3. Coaching Case Study

Candidates need to support at least two paddlers through a series of six progressive coaching sessions. They need to evidence:

Reviewed participants needs - the coach:

- collected relevant, accurate and up-to-date information
- assessed participants needs (TTPP) and aspirations

Comment [Unit Ref 1]: 5.1.1, 4.2.1, 1.2.2

Produced a series of session plans - the coach:

- established aims/goals for the series/each session, based on participant needs and the environment
- provided learning progressions through each session linked to the overall series aims
- identified session content and coaching methods to meet individual needs
- identified the resources required to deliver the sessions
- kept the session plans within the boundaries of their competence and remit
- used relevant support personnel to contribute to the sessions
- identified a competent person to offer advice if required

Comment [Unit Ref 2]: 2.1.8, 4.2.10

Comment [Unit Ref 3]: 1.2.7, 5.1.3, 5.1.5, 5.2.1,

Comment [Unit Ref 4]: 5.2.1, 5.2.4, 1.2.6, 4.2.9

Comment [Unit Ref 5]: 5.1.4, 5.2.3

Comment [Unit Ref 6]: 5.2.6

Comment [Unit Ref 7]: 5.2.2

Comment [Unit Ref 8]: 1.1.7, 1.1.8, 2.1.9, 4.2.8

The coach delivered the series of sessions

Comment [Unit Ref 9]: 6.2.5

Comment [Unit Ref 10]: 2.2.4, 7.4.5

The coach complied with any relevant risk assessments and operating procedures, identified possible hazards and assessed/minimised the risk they presented

Comment [Unit Ref 11]: 6.2.1, 6.2.2, 6.2.3, 6.2.6, 7.5.1, 7.5.2, 7.5.3,

Evaluated and reviewed participants performance – the coach:

- measured, evaluated and reviewed participants performance
- agreed action points with participants for their further development
- used information from participants and others

Comment [Unit Ref 12]: 1.3.4, 1.5.6, 2.4.1, 2.4.3, 7.3.1, 1.5.7, 5.3.1, 5.3.2

Comment [Unit Ref 13]: 8.1.1, 8.1.3, 8.1.4, 8.1.7, 2.4.2

Comment [Unit Ref 14]: 8.1.6

Evaluated and reviewed own coaching performance – the coach:

- evaluated session safety, and participants enjoyment and learning
- evaluated effectiveness of coaching methods used
- used relevant information/feedback from participants and others
- identified opportunities to reflect on and develop coaching practice
- identified action points for further development, and how/when they would be achieved
- checked knowledge and practice as being up-to-date and consistent with good practice

Comment [Unit Ref 15]: 2.4.5, 5.3.3, 2.4.6, 5.3.3, 8.2.6, 2.4.4

Comment [Unit Ref 16]: 1.5.6, 2.4.1, 1.5.2, 1.5.7, 1.5.3

Comment [Unit Ref 17]: 8.2.1 - 8.2.5, 8.2.7

Comment [Unit Ref 18]: 8.2

Comment [Unit Ref 19]: 2.4.5, 8.2.6, 1.5.1, 2.4.6, 8.3.1

Comment [Unit Ref 20]: 1.1.6

See BCU Level 2 Candidate Portfolio for further details.

Comment [Unit Ref 21]: 1.5.5, 2.4.7, 8.3.4

Comment [Unit Ref 22]: 5.2.7, 8.3.2, 8.3.3

3. Assessment Record - Coaching Case Study

I confirm the candidate has demonstrated the required standard in all aspects of this task:

Assessor Signature:

Date:

4. Feedback and Review

As a minimum, this aspect of the Portfolio needs to include:

- Training Course Review
- Training Course – Candidate Action Plan
- Assessment Course – Candidate Action Plan

Assessors must ensure that all of these elements have been completed. Candidates may also have other records of feedback from others, additional self-reflections and/or action planning information added to this section of their portfolio. This element of the Portfolio needs to show that the candidate is able to evaluate and develop their own coaching practice. Other evidence can be drawn from the Coaching Case Study Session Reviews, Series Evaluation, and Coaching Episode Feedback.

5. Assessment Record – Feedback and Review

I confirm the candidate has demonstrated the required standard in all aspects of this task:

Assessor Signature:

Date:

5. Rescue Skills

Comment [Unit Ref 23]: 7.5.6, 7.5.7

Candidates need to deal with these bank- and boat-based incidents:

- recover a swimmer from the water using a bank-based rescue
- recover a capsized paddler from deep water
- recover an upright, but incapacitated paddler to the shore
- rescue an unconscious or entrapped paddler from their boat
- capsize and perform an effective self-rescue in deep water

Boat-based candidates need to effectively rescue participants in canoe and/or kayak (depending on the certification route being followed).

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

These 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
- suitable personal safety precautions taken (including safe moving and handling)
- appropriate manner (calm and in control)

See BCU Level 2 Assessment Guidance for further details.

5. Assessment Record – Rescue Skills

Canoe

Kayak

(✓/✗)

I confirm the candidate has demonstrated the required standard in all aspects of this task:

Assessor Signature:

Date:

6. Personal Skills (Boat-based Candidates)

The coach needs to show the necessary personal skills to deliver safe and effective paddlesport sessions from their kayak and/or canoe (depending on the certification route being followed), in a sheltered water environment.

Comment [Unit Ref 24]: 7.5.5

Candidates must perform these skills:

- launching and landing
- paddling in a straight line
- reverse paddling
- steering, turning, and manoeuvring
- moving sideways
- stability and methods for preventing a capsize

Note: Bank-based candidates do not need to do this task.

See BCU Level 2 Assessment Guidance for further details.

6. Assessment Record – Personal Skills		
<input type="checkbox"/> Canoe	<input type="checkbox"/> Kayak	(✓/✗)
I confirm the candidate has demonstrated the required standard in all aspects of this task:		
Assessor Signature:	Date:	

7. Practical Coaching

During the Level 2 assessment candidates will plan, deliver, and review at least two 20-30 minute coaching sessions.

Session Planning

Candidates are encouraged to record their plan in a format that will help them deliver the session and to form a useful record of the session to help with future delivery. These planning skills and knowledge are required:

Session Planning Skills – The Coach:

- collected necessary information about the group, individuals, equipment and venue Comment [Unit Ref 25]: 5.1.1, 2.1.1
- analysed collected information to establish participants needs and session aims Comment [Unit Ref 26]: 5.1.3, 5.2.1, 2.1.3
- identified safe, enjoyable, effective coaching activities
- identified a range of coaching styles to manage safety, enjoyment and promote learning Comment [Unit Ref 27]: 5.2.3, 2.1.5, 4.2.7, 7.3.6
- allowed enough time for each element of the session
- used sequences to provide logical learning steps, at a suitable level for participants
- planned intensity and duration to match the session aims, and the weather/environment Comment [Unit Ref 28]: 5.2.4
- identified the resources required Comment [Unit Ref 29]: 5.2.6
- identified technical content and the key learning points for the skill/s covered Comment [Unit Ref 30]: 2.1.4, 3.2.6, 5.2.8
- identified relevant health and safety requirements Comment [Unit Ref 31]: 2.1.2
- kept the session within the boundaries of their competence and remit Comment [Unit Ref 32]: 5.2.2
- planned alternatives to deal with predictable/changeable factors Comment [Unit Ref 33]: 4.1.3

Background Knowledge and Understanding:

Through observation of performance and/or questioning it is apparent that the coach has the background knowledge and understanding to inform effective session planning in the these areas:

- how to plan coaching sessions that meet participant needs Comment [Unit Ref 34]: 1.2.5
- how participants technical, tactical, physical and psychological capabilities affect session content and structure Comment [Unit Ref 35]: 1.2.9
- how to structure sessions to minimise risk of injury to participants Comment [Unit Ref 36]: 4.1.2
- the use of coaching styles to meet participant needs, the task and environment Comment [Unit Ref 37]: 5.2.3, 4.2.7
Comment [Unit Ref 38]: 4.2.7, 2.1.6

See BCU Level 2 Assessment Guidance for further details.

Coaching Delivery

Comment [Unit Ref 39]: 1.2.4

This element focuses on coaching delivery skills; assessed through the delivery of at least two planned 20-30 minute coaching sessions.

Through observation of performance and/or questioning it is apparent that the coach has the skills, and background knowledge and understanding to inform effective session delivery in the areas identified below.

Before the Session – The Coach:

- prepared the necessary resources for the session
- made sure participants had the correct clothing and equipment, correctly sized and fitted
- managed equipment to get the group effectively on the water
- checked (and amended if necessary) the planned session content and delivery to make sure safety, enjoyment and learning were maximised in response to conditions at the time
- made sure participants had the information they needed to get ready for the session

Comment [Unit Ref 40]: 6.1.1

Comment [Unit Ref 41]: 6.1.3, 7.1.5, 4.1.5

Comment [Unit Ref 42]: 6.1.3, 6.1.2

Comment [Unit Ref 43]: 6.1.4

Comment [Unit Ref 44]: 6.1.5, 1.2.18

At the Start of the Session – The Coach:

- was punctual
- made everyone feel welcome and at ease
- checked attendance and that everyone was able/ready to participant
- made sure clothing and equipment was correctly sized and fitted before starting the session
- provided an introduction to the session and the session aims
- made sure everyone was suitably warmed up
- provided necessary safety instructions
- communicated necessary ground rules

Comment [Unit Ref 45]: 1.2.8

Comment [Unit Ref 46]: 7.1.1

Comment [Unit Ref 47]: 7.1.2

Comment [Unit Ref 48]: 7.1.3, 7.1.4

Comment [Unit Ref 49]: 7.1.5

Comment [Unit Ref 50]: 7.1.8, 7.2.1

Comment [Unit Ref 51]: 7.1.7

Comment [Unit Ref 52]: 4.1.6, 4.1.7

Comment [Unit Ref 53]: 1.4.4, 4.1.6, 4.1.7

During the Session the Coach Communicated Effectively - The Coach:

- used effective communication skills to establish rapport with participants
- used a range of visual, audio and kinaesthetic communication skills effectively
- used clear, simple and concise instructions, explanations, and demonstrations
- explanations and demonstrations were suitable to participants needs, ability, experience
- gave participants the time, attention, and support they needed
- used ground rules and boundaries to manage behaviour
- corrected inappropriate behaviour and rewarded positive behaviour
- developed and maintained appropriate relationships
- appropriately balanced talk:action ratio

Comment [Unit Ref 54]: 6.3.1

Comment [Unit Ref 55]: 6.3.2, 7.3.2, 7.2.3, 1.3.6, 2.2.5, 1.2.12, 1.2.13

Comment [Unit Ref 56]: 6.3.2, 7.3.2, 2.2.6, 7.2.3,

Comment [Unit Ref 57]: 7.2.3, 7.3.2, 2.2.6, 1.2.10

Comment [Unit Ref 58]: 6.3.4, 7.1.6, 1.4.1, 1.4.2, 1.4.3

Comment [Unit Ref 59]: 1.4.1, 1.4.2, 1.4.6

Comment [Unit Ref 60]: 1.1.3, 1.1.10

Comment [Unit Ref 61]: 1.2.11, 5.2.5

Comment [Unit Ref 62]: 6.1.2

Comment [Unit Ref 63]: 1.1.4, 4.1.2, 6.1.2, 6.2.4, 7.5.2, 7.5.3, 7.5.4

Comment [Unit Ref 64]: 7.5.5

Comment [Unit Ref 65]: 7.5.6, 7.5.7, 7.5.1

Safety - The Coach:

- used and promoted safe lifting and handling techniques
- identified and assessed hazards; put in place safety control measures to minimise risk
- used suitable group management skills
- complied with relevant safety procedures
- correctly dealt with any problems that arose
- had suitable safety equipment available

During the Session - The Coach:

- effectively used coaching styles across the spectrum from coach to participant led
- accommodated different learning styles (TARP)
- effectively used practice structures to develop performance
- provided feedback to participants to develop performance and understanding
- supported participants in the use of self-gained feedback
- used questioning to help participants reflect on their learning and to check understanding
- involved participants in the evaluation of their own performance
- made sure appropriate levels of success, challenge and enjoyment were achieved
- catered for individual and group needs
- was student centred, recognising and accommodating individual needs
- empowered participants to make their own choices and discover their own solutions 7.3.3, 8.1.5, 1.2.16, 2.2.6, 2.2.7, 7.3.2
- made sure their activity did not have a negative impact on the environment
- adapted the session in response to changing needs

Comment [Unit Ref 66]: 7.3.4, 1.2.15, 2.1.10, 4.1.1

Comment [Unit Ref 67]: 7.3.2, 7.3.6, 2.2.6, 4.2.7

Comment [Unit Ref 68]: 1.3.1, 1.3.2, 1.3.6, 2.2.5

Comment [Unit Ref 69]: 7.3.2, 2.2.5, 2.2.6

Comment [Unit Ref 70]: 7.3.3, 8.1.5, 1.2.16, 2.2.6, 2.2.7, 7.3.2

Comment [Unit Ref 71]: 7.3.3, 7.3.5, 2.2.7, 2.2.8, 7.3.2

Comment [Unit Ref 72]: 7.3.5, 2.4.2

Comment [Unit Ref 73]: 8.1.2

Comment [Unit Ref 74]: 1.1.4, 1.1.5, 2.2.5, 2.1.7, 7.2.4, 7.2.6, 2.2.3

Comment [Unit Ref 75]: 1.2.17, 7.3.4

Comment [Unit Ref 76]: 1.1.1, 1.2.15, 2.1.10, 7.3.4, 5.1.4, 6.3.5, 1.1.4

Comment [Unit Ref 77]: 1.1.2, 1.3.5

Comment [Unit Ref 78]: 4.1.9

Comment [Unit Ref 79]: 4.1.4, 7.3.4, 4.2.9, 2.1.10, 1.2.15, 5.1.4

Comment [Unit Ref 80]: 2.2.6, 2.2.2, 7.3.2

Comment [Unit Ref 81]: 8.1.1, 8.1.3, 2.4.2, 7.3.1

Comment [Unit Ref 82]: 7.2.3, 7.3.2, 2.2.6, 7.2.1, 1.2.10

Comment [Unit Ref 83]: 7.2.2, 4.2.9

Comment [Unit Ref 84]: 7.2.3

Comment [Unit Ref 85]: 3.2.6

Comment [Unit Ref 86]: 1.2.8

Comment [Unit Ref 87]: 7.4.1

Comment [Unit Ref 88]: 1.2.14, 2.2.8, 2.4.5, 7.4.2

Comment [Unit Ref 89]: 1.1.13, 7.4.3, 8.1.5

Comment [Unit Ref 90]: 1.1.13, 2.2.6, 8.1.6, 7.3.2

Comment [Unit Ref 91]: 7.4.4

Comment [Unit Ref 92]: 7.4.6

Comment [Unit Ref 93]: 7.4.7, 7.4.8, 4.1.9

Technical Understanding – The Coach:

- used observation and analysis skills to support participant development
- used the accurate evaluation/review of participant performance to inform session delivery
- provided technically correct explanations and demonstrations suitable for participants needs, ability and experience
- used session content, sequencing and structure to maximise learning in line with aims
- correctly identified the key learning points
- demonstrated understanding of the physical demands of the activity being coached

At the End of the Session – The Coach:

- allowed enough time to conclude the session
- encouraged participants to provide feedback
- provided feedback to participants
- highlighted action points and/or areas to work on
- made sure the participants were cooled down
- made sure everyone left safely
- made sure the environment was left appropriately

See BCU Level 2 Assessment Guidance for further details.

Assessment Record – Practical Coaching		
<input type="checkbox"/> Canoe	<input type="checkbox"/> Kayak	(✓/✗)
I confirm the candidate has demonstrated the required standard in all aspects of this task:		
Assessor Signature:		Date:

Evidence of Completion – Assessment Overview

Candidate Assessment Portfolio:		
Title	Assessor confirmed (Please mark ✓/*/n/a)	Notes
1. Workbook	<input type="checkbox"/>	
2. Assessment Prerequisites	<input type="checkbox"/>	
3. Coaching Case Study	<input type="checkbox"/>	
4. Feedback and Review	<input type="checkbox"/>	

Final Assessment Tasks:			
Title	Assessor confirmed (Please mark ✓/*/n/a)		Notes
5. Rescue Skills	Canoe <input type="checkbox"/>	Kayak <input type="checkbox"/>	
6. Personal Skills	Canoe <input type="checkbox"/>	Kayak <input type="checkbox"/>	
7. Practical Coaching	Canoe <input type="checkbox"/>	Kayak <input type="checkbox"/>	

Practical Coaching Assessment:				
	Craft Used	Main Topic Coached	Date	Assessor Name
Session 1				
Session 2				
Additional				

Final Assessment Director Statement			
I confirm that all evidence provided within this assessment pack has been checked and assessed against the guidelines of the BCU Awarding Body, all documentation is complete, and all evidence signatures are in place.			
I recommend this candidate is awarded the BCU Level 2 Certificate in Coaching Paddlesport Canoe and/or Kayak (boat-based) as indicated by the Final Assessment Tasks. OR tick if bank-based <input type="checkbox"/> .			
Name:			
Signature:		Date:	

Additional Notes to the Delivery Centre

Assessors should write any additional information to support the candidate's result, in particular any anomalies or adjustments that were made. Please note anything that will:

- Help the Home Nation process the candidates paperwork
- Help with the standardisation of assessment
- Help another assessor conclude the candidates assessment (in the case of a deferral)
- Evidence any reasonable adjustments made
- Evidence how conflicts of interest were managed
- Provide additional evidence to support the result
- Act as a reminder of events in the case of an enquiry or appeal

Please sign and date comments.