

BCU Awarding

Level 2 Certificate in Coaching Paddlesport

Assessment Guidance

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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 2 Rescue Skills, Personal Skills, and Practical Coaching aspects of assessment. It links directly to the assessment criteria in the BCU Level 2 Assessment Day Pack, and the content in the BCU Level 2 Unit Specification and Course Content.

The BCU Level 2 Tutor and Assessor Notes provide further advice regarding the general requirements for running courses. The Level 2 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 2 Coach

A Level 2 Coach is trained and assessed to plan, deliver and review a series of six progressive coaching sessions, normally for paddlers in their first three years of paddlesport participation.

The BCU recommend the Level 2 Coach is the right qualification for coaches working in a sheltered water environment with any type of canoe and/or kayak (depending on the certification route followed). The Level 2 Coach has been trained and assessed to work without supervision.

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

5. Rescue Skills

The assessment criteria state candidates are required to;

- Deal with problems, accidents, injuries and illnesses following the correct procedures
- Carry out emergency procedures when necessary

Comment [Unit Ref 1]: 7.5.6

Comment [Unit Ref 2]: 7.5.7

This is evidenced through the following tasks;

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
- 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). 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 also need to show a self-rescue to deal with the situation if they were to accidentally fall in the water.

Delivery

Assessment session/s must be planned in the course for the candidates to perform the necessary rescues. Scenario based situations should be set-up where possible, to assess the candidates ability to assess the situation and make appropriate decisions throughout the rescue.

Standard

See assessment guidance on pages 5-9.

Please note: The minimum times for the completion of each rescue given overleaf aim to provide guidance to candidates and assessors 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
- (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. 8-10m from the shore. Describe some behaviours of the swimmer (e.g. cold, scared, boisterous etc.). 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 8–10m from the shore
- The throwline should 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 candidates are required 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 a canoe and/or 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 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 the rescue.

Example scenario;

Candidates work in pairs (rescuer and rescuee). Both perform a deep-water rescue of a kayaker and/or canoeist, using different methods of returning the rescuee to their craft.

Minimum requirements;

As a minimum candidates are required to rescue a capsized canoeist and/or 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 and back in their own/another boat
- 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)
- the candidate demonstrates use of two different methods for getting the swimmer back into their canoe and/or kayak (one as rescuer / one as rescuee)
- the candidate demonstrates use of two different methods for emptying the canoe and/or kayak (one as rescuer / one as rescuee)

Recover an upright, but incapacitated paddler to the shore

Boat-based candidates are required to recover an upright, but incapacitated paddler to shore 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 a canoe and/or 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 scenario;

Candidates work in pairs each moving an incapacitated paddler 20-metre 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/or kayaker to shore (covering a distance of at least 20 metres). The candidate can choose their preferred 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 3-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, (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 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, the other as conscious with a foot entrapment (partly capsized).

Minimum requirements;

As a minimum candidates are required to show one of the three methods listed above. 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.

Perform an effective self-rescue in deep water

The boat-based coach is required to capsize and perform an effective self-rescue in deep water away from the shore, using canoe and/or kayak, depending on the certification route being followed.

Bank-based candidates are also 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 3 Star Assessment;

- Roll
- Exit the boat in deep water, and get back in/on

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). The rescue must be deemed effective should the coach capsize whilst in sole charge of a group.

- For the roll candidates are required to demonstrate one successful roll; it can be on either side.
- When exiting the boat in deep-water candidates must get back on/in their boat without capsizing, they may direct a participant (assumed to be a beginner) 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. Candidates must show they could maintain their coaching responsibilities throughout the rescue.

Note: Candidates paddling a closed cockpit craft presenting must be asked to attempt a roll. If unsuccessful they must continue with a deep-water rescue executed from in the water. The need to develop a consistent roll must be action planned. Candidates must be aware that a roll is deemed a core skill expected of the Level 2 Coach when paddling closed cockpit craft. Other methods of recovery should be seen as a backup option rather than the norm.

6. Personal Skills

The coach demonstrates the necessary personal skills to deliver safe and effective paddlesport sessions from their kayak and/or canoe, in a sheltered water environment. This is separate to the need to hold the prerequisite 3 Star award.

Comment [Unit Ref 3]: 7.5.5

Candidates must perform the following skills in canoe and/or kayak (depending on the certification route being followed);

- Launching and landing
- Paddling in a straight line
- Reverse paddling
- Steering, turning, and manoeuvring
- Moving sideways
- Stability and methods for preventing a capsize

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 11-12.

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.

Candidates need to understand the specific techniques and processes to effectively/efficiently achieve the stated outcome. The majority of these should be evident in their regular performance.

During coaching demonstrations the relevant technical points need to be seen to pass as 'technically correct'.

Launching and landing – Candidates show;

- appropriate and safe lifting and carrying techniques to move a boat between a vehicle/trailer/storage and the launch site
- 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)

Paddling in a straight line – Candidates show;

- efficient, fluent and adaptive forward paddling technique to cope with the environmental demands and to facilitate effective group management
- effective application of the Fundamental Paddlesport Skills (see page 12)

Reverse paddling – Candidates show;

- accurate and efficient reverse paddling to manoeuvre the boat into position
- effective application of the Fundamental Paddlesport Skills (see page 12)

Steering, turning, and manoeuvring – Candidates show;

- the ability to stop and accelerate in reverse within 1-2 boat lengths
- the ability to stop from cruising speed in a controlled manner within a minimum number of strokes
- control over a figure-of-8 course
- effective tight turns around a point, followed by acceleration in the new direction
- open turns where the momentum is maintained throughout an arc, with minimum loss of forward speed and using boat tilt/edge in order to assist turning
- they can tighten a turn up or open it out, and carry or lose speed during a turn
- effective edging strategies to control and manoeuvre the boat whilst on the move
- control of their craft to run through a narrow gap
- use of the wind/trim/flow to help turn their craft (if appropriate to the craft used)
- effective application of the Fundamental Paddlesport Skills (see page 12)

Moving sideways – Candidates show;

- they can move their boat sideways from a stationary position in both directions, using a balanced application of the stroke with a consistent edge. Paddlers should be able to move the canoe sideways both toward and away from the paddle. No turning or forward/backwards travel should be seen. The upper body should be rotated towards the paddling side, paddle shaft upright, and the whole blade submerged throughout.
- from a good cruising speed the paddlers should be able to sideslip at least a boat width in each direction to avoid an obstacle and maintain forward speed:
 - the draw stroke is incorporated into forward paddling using a continuous fluid movement
 - co-ordinated and smooth, with a clear movement of the kayak sideways
- an effective choice of stroke; for example, a hanging draw, draw stroke, sculling draw, or pry
- effective application of the Fundamental Paddlesport Skills (see page 12)

Stability and methods for preventing a capsize – Candidates show;

- they can safely and effectively recover from a sudden tilt (with the boat off balance) on both sides
- they can use recovery strokes to regain balance from a static position, and whilst on the move with forward paddling resumed thereafter
- the water should reach the boats gunwale / or cockpit rim
- effective application of the Fundamental Paddlesport Skills (see page 12)

Fundamental Paddlesport Skills

See BCU Level 2 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;

- 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;

- 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;

- 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:

- 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

7. Practical Coaching

Candidates are required to deliver two coaching sessions working with a 'real' group (minimum 2, maximum of 4) of paddlers; sessions normally are between 20 and 30 minutes. Sessions will be in canoe and/or kayak (depending on the certification route being followed). Conditions permitting one of these sessions should be run on the move.

Candidates normally coach paddlers who are just starting out in the sport, developing skills from the technical syllabi (see page 13) to meet specific needs of the participants.

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.

If required assessment criteria are 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.

Technical Syllabus

Candidates are expected to coach topics that are relevant to the participants needs. This includes for example:

- Fundamental Movement Skills (Balance, Coordination, Agility)
- 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 these skills in the sheltered water environment.

Craft

Candidates need to coach at least two sessions in canoe and/or 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. Assessors must ensure this individual assessment plan matches the candidates developmental needs, and is agreed (and reviewed if necessary) with the candidate.

Standard

By the end of the assessment 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 assessment can be used to gain more evidence in the case of shortcomings.

See assessment guidance on pages 14-32. The bullet points provide guidance on the type of skills, knowledge and/or understanding required. This is taken directly from the 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 [Unit Ref 4]: 5.1.1, 2.1.1

- collects necessary information about the participants;
 - technical, tactical, physical, psychological profile (including previous experience)
 - age/stage of development, gender
 - lifestyle/medical
 - information from previous sessions
 - aspirations
- collects necessary information about the environment;
 - venues available, access, changing/toilets
 - other water users
 - weather considerations
 - transport options/arrangements
 - equipment available
 - risk assessment / operating procedures in place

Analysed collected information to establish participants needs and session aims

Comment [Unit Ref 5]: 5.1.3, 5.2.1, 2.1.3

- identified goals for the session that meet the needs of the participants, the group, and the environment
- these goals should;
 - relate to improving technical, tactical, physical or psychological (TTPP) performance
 - provide enjoyable, motivating activity
 - should be working towards the end goal(s) for the series of sessions
 - be appropriate for the coaching environment

Identified safe, enjoyable, effective coaching activities

Identified a range of coaching styles to manage safety, enjoyment and promote learning

Comment [Unit Ref 6]: 5.2.3, 2.1.5, 4.2.7, 7.3.6

- identify appropriate coaching activities that are safe, enjoyable and promote learning to achieve session goals
- identify appropriate coaching styles to manage safety, enjoyment and promote learning

- the range of coaching styles to use include;
 - command (Coach led)
 - practice
 - reciprocal
 - self-check
 - inclusion
 - guided discovery (Participant led)
- the coach uses coaching styles on the participant led end of the spectrum to encourage ownership of learning (this would include at least two from reciprocal, self-check, inclusion, and guided discovery)

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

- activities should also be sequenced to provide flow and variety to the sessions

Comment [Unit Ref 7]: 5.2.4, 2.1.4

Identified the resources required

- for example;
 - venue
 - participants equipment
 - coaches personal equipment
 - safety equipment
 - coaching props
 - support from other staff

Comment [Unit Ref 8]: 5.2.6

Identified technical content and the key learning points for the skill/s covered

- the coach is able to identify suitable progressive activities for coaching sessions to develop participants working towards the skills identified in the BCU Level 2 Technical Syllabus. Using activities that are matched to participants needs (TTPP, stage of learning, ability, learning style), and the environment.
- the coach demonstrates understanding of the physical demands of the activity being coached, for example;
 - agility, balance, co-ordination
 - posture
 - connectivity
 - power transfer
 - safe technical templates

Comment [Unit Ref 9]: 5.2.8, 2.1.4, 3.2.6

Identified relevant health and safety requirements

Comment [Unit Ref 10]: 2.1.2

- for example;
 - check environment and weather forecast
 - fit and check participants equipment
 - provide an appropriate safety brief for participants
 - carry appropriate safety equipment
 - suitable choice of activities, matched to participants TTPP profile
 - follow any specific safety guidelines for the session/activity

Kept the session within the boundaries of their competence and remit

Comment [Unit Ref 11]: 5.2.2

Planned alternatives to deal with predictable/changeable factors

Comment [Unit Ref 12]: 4.1.3

- plan alternatives for predictable external influences that may compromise participants safety, enjoyment or learning. e.g. alternative venues, activities, or coaching style/delivery

Background Knowledge and Understanding;

Through observation of performance and/or questioning the assessor will check candidates have the background knowledge and understanding to inform effective session planning in the following areas;

How to plan coaching sessions that meet participant needs

Comment [Unit Ref 13]: 1.2.5

- collect and review relevant information about the participant(s), venue, facilities and previous coaching sessions
- set appropriate session and series goals
- decide what to focus on to achieve sessions goals (Technical, Tactical, Physical, Psychological)
- construct the session/s (progressive structure); using structures such as:
 - whole-part-whole
 - IDEAS
 - WASP (Watch, Analyse, Set Goals, Practice)
 - Chaining
 - Sequencing
- record the plan

How participants technical, tactical, physical and psychological capabilities affect session content and structure

- participant(s') physical and psychological capabilities will influence;
 - technical/tactical content
 - intensity and duration of activities
 - how the activity is structured and delivered
 - style of delivery (student to coach led)
 - the content and the structure of the feedback

Comment [Lara14]:

Comment [Unit Ref 15]: 1.2.9

How to structure sessions to minimise risk of injury to participants

- check participants equipment before they get on the water
- perform dynamic risk assessment before and during activity
- start the session with an appropriate warm-up and safety brief
- include appropriate activities for the given weather conditions
- pitch the level of activity appropriately for the group's ability
- allow adequate rest, food and hydration
- ensure activities are appropriate for participants skill level
- avoid physically hard sessions when tired
- ensure nutrition and hydration requirements are met

Comment [Lara16]:

Comment [Unit Ref 17]: 4.1.2

The use of coaching styles to meet participant needs, the task and environment

- identify appropriate coaching activities that safe, enjoyable and promote learning to achieve session goals
- identify appropriate coaching styles to manage safety, enjoyment and promote learning
- the use of different coaching styles to manage/maximise safety, enjoyment, and learning

Comment [Unit Ref 18]: 5.2.3, 4.2.7, 2.1.6

Coaching Delivery

The following delivery skills and knowledge are required;

Before the Session – The Coach;

Prepared the necessary resources for the session

Comment [Unit Ref 19]: 6.1.1

- participants equipment is appropriate for their size, ability, and the activity
- necessary safety equipment must be available to match the risk assessment and risk management strategies
- coaches personal equipment is suitable for their safety and comfort
- the venue is appropriate for the planned session
- coaching props used to promote learning as required
- additional support is identified if required

Made sure participants had the correct clothing and equipment, correctly sized and fitted

Comment [Unit Ref 20]: 6.1.3, 7.1.5, 4.1.5

- check participants have the required clothing and equipment for the planned session
- boats, paddles, buoyancy aids and helmets are fitted to individuals as per health and safety guidelines or manufacturer's instructions
- issue participants any additional equipment they may need for the planned session
- ensure clothing and equipment is correctly sized and fitted before starting the session
- know how the equipment works
- know what condition it should be in
- know what to do if it is not
- make regular checks

Managed equipment to get the group effectively on the water

Comment [Unit Ref 21]: 6.1.2, 6.1.3

- safe manual lifting and handling techniques are used and promoted
- equipment is managed/prepared effectively to get a group on the water in a timely fashion

Checked (and amended if necessary) the planned session content and delivery to make sure safety, enjoyment and learning were maximised in response to the conditions at the time

Comment [Unit Ref 22]: 6.1.4

- check the environment on immediate arrival for hazards and local conditions
- check the planned session maximises safety, enjoyment and learning given the hazards/conditions, and amend if necessary

Made sure participants had the information required to get ready for the session

Comment [Unit Ref 23]: 6.1.5, 1.2.18

- prior to the session participants have information regarding;
 - session logistics (cost, booking, transport, timing, food/drink etc.)
 - facilities (changing rooms, toilets etc.)
 - equipment required
 - what they will be doing
 - who the session is open to

At the Start of the Session – The Coach;

Comment [Unit Ref 24]: 1.2.8

Was punctual

Comment [Unit Ref 25]: 7.1.1

- on time, and ready on time

Made everyone feel welcome and at ease

Comment [Unit Ref 26]: 7.1.2

- use effective communication skills to ensure participants are made to feel welcome and at ease

Checked attendance, and that everyone was able/ready to participant

Comment [Unit Ref 27]: 7.1.3, 7.1.4

- recorded attendance in line with relevant procedures;
 - written records if and when required
 - if provided with an attendance list, ensure mismatches are dealt with appropriately
 - on-going head counts
- use appropriate methods to check participants level of experience, ability and physical readiness will enable them to participate safely, for example;
 - Gather relevant information before the session
 - Use information gathered to plan appropriate activities
 - Deliver appropriate warm-up activity
 - Observe performance
 - Amend planned activities if required

Made sure clothing and equipment was correctly sized and fitted before starting the session

Comment [Unit Ref 28]: 7.1.5

Provided an introduction to the session and the session aims

Comment [Unit Ref 29]: 7.1.8, 7.2.1

- share/agree session goals with participants at the start of the session/activity
- provide clear information to participant(s) about the planned paddlesport activities

Made sure everyone was suitably warmed up

Comment [Unit Ref 30]: 7.1.7

- the coach delivers appropriate warm-up activities to prepare the participants for the session; this may include for example;
 - activities that raise the heart rate and warm the body up
 - mobility exercises
 - practice relevant movements
 - activities to psychologically prepare the participant
 - bank and/or boat based warm up activities
 - combining warm-up activities with the start of the body of session

Provided necessary safety instructions

Comment [Unit Ref 31]: 4.1.6, 4.1.7

- provide clear instructions to participants about the rules of the activities they are going to participate in
- check they are understood

Communicated necessary ground rules

Comment [Unit Ref 32]: 1.4.4, 4.1.6, 4.1.7

- set/agree specific ground rules at the start of a session
- provide appropriate instructions to participants about the rules of the activities they are going to participate in
 - some of these rules may come from operating procedures or competition rules
 - some of these rules may be made by the coach to manage safety, enjoyment, or learning
- explain rules clearly
- check rules are understood

During the Session the Coach Communicated Effectively - The Coach;

Used effective communication skills to establish rapport with participants

Comment [Unit Ref 33]: 6.3.1

- learn and use individuals names
- smile and make eye contact
- coach the person rather than the sport
- show interest in and respect for participants/others

Used a range of visual, audio and kinaesthetic communication skills effectively

Comment [Unit Ref 34]: 1.2.12, 1.2.13, 1.3.6, 2.2.5, 6.3.2, 7.3.2, 7.2.3

Used clear, simple and concise instructions, explanations, and demonstrations

Comment [Unit Ref 35]: 6.3.2, 7.3.2, 2.2.6, 7.2.1, 7.2.3

- use effective listening skills;
 - pay attention
 - use body language to show that you are listening
 - check you have understood and ask questions if necessary
 - allow the speaker to finish, don't interrupt
 - respond appropriately
- use language that is appropriate to the participants;
 - select language from the participants normal vocabulary
 - introduce new terminology clearly
 - be consistent with use of terminology
- use a range of VAK techniques to meet participants sensory preferences (scattergun or individualised approach)
- visual – (like to gain information by watching) e.g. body language, smiles, thumbs-up, drawing pictures and clear accurate demonstrations
- audio – (like to gain information by listening) e.g. concise simple instructions and explanations
- kinaesthetic – (like to gain information by feeling) e.g. relate explanations and feedback to kinaesthetic experiences
- use introductions, demonstrations and explanations effectively so participants understand the activity
- demonstrations are normally effective when;
 - all relevant parts can be seen by the observer
 - they can be copied by the observer (i.e. they are at an appropriate level)
 - done silently
 - done in real time
 - the observer knows what to look for (signposting specific points)
 - they have a definite start and finish point

Explanations and demonstrations were suitable for participants needs, ability and experience

Comment [Unit Ref 36]: 7.2.3, 7.3.2, 2.2.6, 1.2.10

- coaches need to be able to provide clear and concise explanations that highlight relevant learning points for the participant
- explanations need to be at a level appropriate to the participant, understood, and include only information that is relevant to the individual
- the coach uses following types of demonstration as required;
 - coping models by someone at a similar standard to the observer
 - expert models, a well-refined and accurate picture of the end result
 - breaking the demonstration down into parts
 - simulated demonstration - e.g. standing on a river bank showing how to hold the paddle to move a boat sideways or drawing pictures

Demonstrations are normally effective when:

- all relevant parts can be seen by the observer
- they can be copied by the observer (i.e. they are at an appropriate level)
- done silently
- done in real time
- the observer knows what to look for (signposting specific points)
- they have a definite start and finish point

Gave participants the time, attention, and support they needed

Comment [Unit Ref 37]: 6.3.3, 7.2.5

- individual needs are taken into account to ensure that all of the group can take part in the session
- coaches use differentiated activities, or coaching styles to cater for groups with a range of ability levels

Used ground rules and boundaries to manage behaviour

Comment [Unit Ref 38]: 6.3.4, 7.1.6, 1.4.1, 1.4.2, 1.4.3

Corrected inappropriate behaviour and rewarded positive behaviour

Comment [Unit Ref 39]: 1.4.1, 1.4.2, 1.4.6

- manage participant behaviour and any conflict
 - set/agree ground rules and boundaries
 - communicate and implement sanctions
 - be consistent
 - reward positive behaviour
- agree, identify and communicate appropriate ground rules, e.g.;
 - respect each other, equipment and the environment
 - try your best
 - ask questions if you are unsure or unhappy
 - be on time
 - follow instructions
 - be polite and help others
- encourage and reward positive behaviour
 - identify and verbally reward positive behaviour
 - use a rewards scheme (badges/certificates etc.)
 - have reward ceremonies at the end of a series of sessions
 - be fair and equitable when rewarding positive behaviour

Developed and maintained appropriate relationships

Comment [Unit Ref 40]: 1.1.3, 1.1.10

- agree goals
- identify, respond to, and respect participants individual needs
- be flexible to adapt and make back up plans
- provide discipline and set boundaries
- prioritise health, well-being, and future over performance

- develop independent learners
- set and monitor boundaries between working relationship and friendships (consider appropriate behaviour with children, youth, adults, and disabled participants)
- work to develop mutual trust and respect
- participants are given the opportunity to consent or decline coaching

Appropriately balanced **talk:action ratio**

Comment [Unit Ref 41]: 1.2.11, 5.2.5

- give concise simple instructions and explanations
- know how and when to use demonstrations to provide visual information
- ensure participants are actively involved in activity for the majority of the session, have extra activities planned as a back-up
- keep feedback to the point, positive and constructive
- session structured to suit the aims, activities and participant needs
- session structure shows appropriate balance of verbal instruction, visual demonstration and time to practice

Safety - The Coach;

Used and promoted **safe lifting and handling techniques**

Comment [Unit Ref 42]: 6.1.2

- safe manual lifting and handling techniques are used and promoted throughout all aspects of the session

Identified and assessed hazards; put in place **safety control measures to minimise risk**

Comment [Unit Ref 43]: 1.1.4, 4.1.2, 6.1.2, 6.2.4, 7.5.2, 7.5.3, 7.5.4

- the coach identifies possible hazards recorded in the existing written risk assessment/s if available
- the coach identifies possible hazards through dynamic risk assessment
- the coach assesses the risk that identified hazards present, including likelihood of occurrence and severity through the dynamic risk assessment process
- the coach assesses how to minimise identified risks through the dynamic risk assessment process
- examples of safety control measures;
 - support participants to make their own choices
 - empower participants to discover their own solutions
 - support participants to develop at their own pace and in their own way, within the confines of the environment
 - identify and respond to individual needs
 - start the session with an appropriate warm-up and safety brief
 - include appropriate activities for the given weather conditions
 - pitch the level of activity appropriately for the groups ability

- allow adequate rest, food and hydration
- ensure activities are appropriate for participants skill level
- avoid physically hard sessions when tired
- ensure nutrition and hydration requirements are met
- use and promote safe manual lifting and handling techniques are used throughout all aspects of the session

Used suitable group management skills

Comment [Unit Ref 44]: 7.5.5

- 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 / shepherding techniques are used to keep the group together
- activities are chosen deliberately to enable effective group management
- Coaches judge when/if it becomes necessary to stop a session due to unacceptable risk

Complied with relevant safety procedures

Comment [Unit Ref 45]: 7.5.6, 7.5.7, 7.5.1

- follow organisational procedures (e.g. risk assessment, operating procedures, venue/equipment/activity specifics, relevant activity rules/regulations)
- carry out emergency procedures when necessary

Correctly dealt with an problems that arose

- dealt with any problems following the correct procedures (if they arise);
 - 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
 - follow the shout-reach-throw-row 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

(Evidence can also be gathered from the Rescue Skills Task)

Had suitable safety equipment available

Comment [Unit Ref 46]: 6.1.1

- things to manage paddlers basic comfort e.g. spare clothes, drink, food, shelter
- things to manage accidents e.g. first aid kit, repair kit, throwline, towline

During the Session - The Coach;

Effectively used coaching styles across the spectrum from coach to participant led

- the coach uses coaching styles on the participant led end of the spectrum to encourage ownership of learning
- used coaching styles to manage safety, enjoyment and learning
- Coaching Styles;
 - command (Coach led)
 - practice
 - reciprocal
 - self-check
 - inclusion
 - guided discovery (Participant led)

Comment [Unit Ref 47]: 7.3.2, 7.3.6, 2.2.6, 4.2.7, 2.1.5

Accommodated different learning styles (TARP)

- Learning Styles (TARP);
 - Theorist (likes to understand the theories behind the actions)
 - Activist (learns by doing)
 - Reflector (likes to sit back, observe, and think about what happened)
 - Pragmatist (likes to see how things work in the real world)
- create activities and structure that will accommodate all different learning styles
- use a range of VAK tools within delivery
- start with a scattergun approach when working with an unknown group
- use previously successful approaches when working with a known group
- develop strategies for some common individual needs
- allow individuals to learn in their preferred style

Comment [Unit Ref 48]: 1.3.1, 1.3.2, 1.3.6, 2.2.5

Effectively used practice structures to develop performance

- use different practice structures depending on the type of skill, and the performers ability (massed, random/distributed, variable, bi-lateral)

Comment [Unit Ref 49]: 7.3.2, 2.2.5, 2.2.6

Provided feedback to participants to develop performance and understanding

- provide external feedback on outcomes and on performance
- feedback should be;
 - given in the right amount (normally simple and concise)
 - positive, informative and constructive
 - appropriately timed and relevant

Comment [Unit Ref 50]: 7.3.2, 7.3.3, 8.1.5, 1.2.16, 2.2.6, 2.2.7

- feedback should be given in a way that suits different sensory preferences (VAK);
 - Visual – e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance
 - Audio – verbal feedback throughout, or at the end of the session
 - Kinaesthetic – related to kinaesthetic experiences

Supported participants in the use of self-gained feedback

Comment [Unit Ref 51]: 7.3.2, 7.3.3, 7.3.5, 2.2.7, 2.2.8, 1.2.16

Used questioning to help participants reflect on their learning, and to check understanding

Comment [Unit Ref 52]: 7.3.5, 2.4.2

- the coach encourages the use of self-gained feedback to promote learning
- the coach provides, and encourages the use of self-gained feedback to promote learning. For example;
 - Visual / Audio / Kinaesthetic feedback
 - Knowledge of results
 - Knowledge of performance
 - Internal/Intrinsic
 - External/Extrinsic
- the coach uses appropriate questioning to help participants reflect on their learning
- the coach uses questioning to monitor participants development and learning
- the coach uses questioning to check participants understanding
- the coach ensures participants have time to reflect on their performance during activities
- coaches know why self-gained feedback is important;
 - knowledge of the internal feedback the participant received adds to the coaches picture
 - to identify any differences in perspective between the coach and participant
 - to promote confident and independent learners
 - to identify or direct attentional focus
 - to help create a positive learning environment where participants are free to express their thoughts

Involved participants in the evaluation of their own performance

Comment [Unit Ref 53]: 8.1.2

Made sure appropriate levels of success, challenge and enjoyment were achieved

Comment [Unit Ref 54]: 1.1.4, 1.1.5, 2.2.3, 2.2.5, 2.1.7, 7.2.4, 7.2.6

- remain student centred
- support participants to make their own choices
- empower participants to discover their own solutions
- support participants to develop at their own pace and in their own way, within the confines of the environment
- identify and respond to individual needs
- focus on providing a safe, enjoyable learning environment
- give praise when credit is due

- give positive enforcement and feedback
- agree appropriate SMART(ER) goals
- ensure appropriate levels of success are achieved
- manage participants anxiety levels, fear and arousal
- use a range of VAK techniques to meet participants sensory preferences (scattergun or individualised approach)
- allow individuals to learn in their preferred style (TARP)
- use different practice structures depending on the type of skill, and the performers ability (massed, random/distributed, variable, bi-lateral)
- choose appropriate level of challenge for the participants skill level
- understand that when a participant is having fun and enjoying a session, they are more likely to feel motivated, relaxed, and alert
- the session pace is appropriate to participants technical, tactical, physical and psychological needs, and learning style
- use methods for motivating participant(s) appropriate to their needs and in line with accepted good practice, for example;
 - activities help the participants feel competent / achieve success
 - participants are involved in their own goal setting and decision making
 - coaching style used helps the participant feel involved
 - participants are encouraged to assume responsibility for themselves
 - positive feedback is given to successful performances
 - coaches use pace and variety to avoid boredom
 - participation is fun!
 - extrinsic rewards are used carefully
- understand the factors affecting skill development
 - participants motivation
 - participants attentional focus
 - participants understanding / knowledge of the skill
 - participants stage of learning:
 - Novice/Awareness (Cognitive)
 - Practising/Improver (Associative)
 - Skilled/Expert/Acquired (Autonomous)
 - transferable skills the participant already has
 - the participants ability to learn a sequence of movements (coordination)
 - the participants ability to learn and develop skills
 - practice structures used
 - feedback mechanisms used
 - the complexity of the skill

Catered for individual and group needs

Comment [Unit Ref 55]: 1.2.17, 7.3.4

- identify and try to respond to individual needs
- plan varied methods of delivery to accommodate different needs
- know and understand various methods to deliver the same information
- develop strategies for some common individual needs
- adapt sessions to respond to participants changing needs

Was student centred, recognising and accommodating individual needs

Comment [Unit Ref 56]: 1.1.1, 1.2.15, 2.1.10, 7.3.4, 5.1.4, 6.3.5, 1.1.4

- identify and recognise participants individual needs
- plan to address participant needs in coaching sessions
- ensure delivery is student centred
- adapt sessions to respond to participants changing needs
- do not discriminate based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- accommodate individual needs to ensure all sectors of the community (irrespective of their age, colour, disability, ethnic origin, race, sexual orientation or gender), have genuinely equal opportunities to participate in canoeing at all levels
- remain student centred
- identify and respond to individual needs
- support participants to make their own choices
- empower participants to discover their own solutions
- support participants to develop at their own pace and in their own way, within the confines of the environment

Empowered participants to make their own choices and discover their own solutions

Comment [Unit Ref 57]: 1.1.2, 1.3.5

- support participants to make their own choices
- empower participants to discover their own solutions
- support participants to develop at their own pace and in their own way, within the confines of the environment
- use participant led goal setting and action planning
- involve participants in session planning
- allow participants time for self-reflection
- gain and respond to feedback from participants

Made sure their activity did not have a negative impact on the environment

Comment [Unit Ref 58]: 4.1.9

- coaches should take necessary steps to look after their coaching environment, and minimise any environmental impact their use may have
- environmental factors – e.g. minimise/monitor damage to launch/landing spots, clear litter

Adapted the session in response to changing needs

- changes may be required to improve participants safety, enjoyment, or learning. This may include immediate changes, or changes to sessions in the future. For example; change venue, activity, aims, or coaching style/delivery
- reviewing coaching plan
- making the participant at the centre of the plan
- agree the contingencies with the participants
- use the elements of the coaching process cycle to ensure the coach adapts the session to participant(s') changing needs (observation, analysis, goal-setting, planning, monitoring, evaluating, action planning)
- the coach should include progressions or regressions depending on the participants understanding/performance of the activities
- situations when a coach may need to change or adapt a session; when the session plan does not suit;
 - Safety - environmental conditions (e.g. weather, space)
 - Enjoyment – how much participants are enjoying the activities
 - Learning - the ability of participants, or the speed at which participants are learning skills or achieving goals
 - The physical / psychological state of the participants

Comment [Unit Ref 59]: 4.1.4, 7.3.4, 4.2.9, 2.1.10, 1.2.15, 5.1.4

Technical Understanding – The Coach;

Used observation and analysis skills to support participant development

- gather information about performance (observation, discussion, video, notation, field testing)
- compare with intended performance
- identify strengths and weaknesses
- prioritise
- action plan

Comment [Unit Ref 60]: 2.2.2, 2.2.6, 7.3.2

Used the accurate evaluation/review of participant performance to inform session delivery

- evaluate and review of participants performance (TTPP, as appropriate) through the use of question and answers, objective measures of performance against agreed outcomes, and through observation
- coaches review participants technical, tactical, physical, psychological strengths, weaknesses and areas for improvement

Comment [Unit Ref 61]: 8.1.1, 8.1.3, 2.4.2, 7.3.1

(Further evidence can be gathered through the Case Study Session Plans/Reviews/Plan Evaluation)

Provided technical correct explanations and demonstrations suitable for participants needs, ability and experience

Comment [Unit Ref 62]: 7.2.1, 7.2.3, 7.3.2, 2.2.6, 1.2.10

- coaches need to be able to provide clear and concise, technically correct explanations that highlight the relevant learning points in all aspects of the Level 2 Technical Syllabus
- explanations need to be at a level appropriate to the participant, understood, and include only information that is relevant to the individual
- Bank-based coaches need to be able to facilitate technically correct demonstrations
- Boat-based coaches are required to perform technically correct demonstrations
- the coach uses following types of demonstration as required;
 - coping models by someone at a similar standard to the observer
 - expert models, a well-refined and accurate picture of the end result
 - whole-part-whole – breaking the demonstration down into parts
 - simulated demonstration - e.g. standing on a river bank showing how to hold the paddle to move a boat sideways or drawing pictures

Used session content, sequencing and structure to maximised learning in line with session aims

Comment [Unit Ref 63]: 7.2.2, 4.2.9, 1.2.5

- activities maximise learning in line with session goals, by appropriate;
 - choice of activity
 - difficulty of the activity
 - delivery of activities
- the coach should include progressions or regressions depending on the participants understanding/performance of the activities
- structures such as:
 - whole-part-whole
 - IDEAS
 - WASP (Watch, Analyse, Set Goals, Practice)
 - Chaining
 - Sequencing

(Further evidence can be gained from the case study session plans/reviews)

Correctly identified the key learning points

Comment [Unit Ref 64]: 7.2.3

- coaches need to be able to identify the relevant learning points to develop participants performance (in all aspects of the Level 2 Technical Syllabus)

Demonstrated understanding of the physical demands of the activity being coached

Comment [Unit Ref 65]: 3.2.6

- agility, balance, co-ordination
- posture
- power transfer
- connectivity
- safe technical templates

At the End of the Session – The Coach;

Comment [Unit Ref 66]: 1.2.8

Allowed enough time to conclude the session

Comment [Unit Ref 67]: 7.4.1

Encouraged participants to provide feedback

Comment [Unit Ref 68]: 1.2.14, 2.2.8, 2.4.5, 7.4.2

- knows how the coach can establish the views of participants about the coaching sessions;
 - verbally (Q&A or discussions)
 - written (feedback forms, flipchart exercises)
 - physical activity ('show me with your hands how much fun you had today')
- knows the importance of gaining feedback from participants;
 - knowledge of the internal feedback that the participant received adds to the coaches picture
 - to identify any differences in perspective between the coach and participant
 - to promote confident and independent learners
 - to identify or direct attentional focus
 - to help create a positive learning environment where participants are free to express their thoughts
- knows how to gather information on current coaching practice through question and answer, or group discussions with participants

Provided feedback to participants

Comment [Unit Ref 69]: 1.1.13, 7.4.3, 8.1.5

- provide feedback to participant(s) on their performance relating to their goals

Highlighted action points and/or areas to work on

Comment [Unit Ref 70]: 1.1.13, 2.2.6, 8.1.6, 7.3.2

- include avenues for further development
- participant evaluations are used to develop individual action plans to progress or adapt participant(s') goals

Made sure the participants were cooled down

Comment [Unit Ref 71]: 7.4.4

- deliver cool down activities (physical and/or psychological) appropriate to the participant(s) and session

Made sure everyone left safely

Comment [Unit Ref 72]: 7.4.6

Made sure the environment was left appropriately

Comment [Unit Ref 73]: 7.4.7, 7.4.8, 4.1.9

- followed procedures for dealing with equipment used
- coaches should take necessary steps to look after their coaching environment, and minimise any environmental impact their use may have. Areas to consider include; health and safety – check for damage/hazards; environmental factors – minimise/monitor damage to launch/landing spots, clear litter