

British Canoeing Coach Award

Unit Specification and Course Content

Introduction

This document provides the detail of the British Canoeing Coach Award assessment criteria, technical and knowledge syllabi.

This Unit Specification and Course Content is an internal document used to inform the following:

- Course Guide
- Assessment Day Pack
- Assessment Guidance
- Tutor and Assessor Notes
- Sample Programme and Lesson Plans
- Supporting eLearning packages

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Part A: Environmental Boundaries

This section outlines the sport specific topics the Coach will be expected to be able to coach, it also defines the population groups and environments that the learner may be assessed coaching and, if successful, considered qualified to coach.

Environmental Range

Each qualification is framed by environmental conditions where the coach can operate. These are identified in the Coach Award Course Guide (Appendix 2) and further defined in the 'British Canoeing Terms of Reference'. Coaches are expected to be able to operate in the full range of different conditions within these definitions. A range of relevant environments are sampled at assessment.

Technical and Tactical Syllabus

Sheltered Water Awards: The Canoe and Kayak Sheltered Water Coaches are able to coach the generic skills required for paddling on flat-water to lay sound foundations for discipline specific development in the future. This will include working with paddlers in any canoe and/or kayak in a range of sheltered water environments.

Discipline Specific Awards: Coaches with a discipline specific award are able to coach the discipline specific foundation skills and help people to develop their skills in defined environments, taking into account the technical, tactical, physiological and psychological elements of performance. They will also be able to coach discipline specific foundation and introductory flat-water skills.

Their repertoire should include the coaching skills to develop discipline and environment specific techniques and tactics relevant to:

- foundations (Active Posture, Connectivity, Power Transfer, Feel)
- launching and landing
- forward paddling, steering, turning and manoeuvring
- recovery from being off balance, recovery from capsize, safety and rescue skills

Participant Population Groups

The candidate will select the participation group/s (age, ability, craft/class) that they will coach. Additional training is available (British Canoeing Foundation and Intermediate Modules) to supplement coaches' knowledge and understanding to support those working with some specialist populations. Coach Award training courses will explore some of the typical range of participants/environments relevant to the coaches on the course. The range of participants relevant to the coach may include:

- Paddlers/athletes at different stages of learning OR performance levels
- Paddlers/athletes with different levels of motivations/aspirations
- Paddlers of different craft (e.g. solo, tandem, crew)
- Different competition event classifications (e.g. K1, C1, C2, K4, men, women, para, junior, senior)
- Specific population groups (e.g. men, women, ability/disability, age groups)

Part B: Assessment Criteria

Assessed through the observation of a 90-minute practical coaching activity and questioning.

1. Roles and Responsibilities – The coach can:

- 1.1 interpret the role of the coach delivering progressive sessions
- 1.2 fulfil their coaching responsibilities
- 1.3 establish a safe coaching environment
- 1.4 ensure their coaching practice is inclusive

2. Session Planning - The coach can:

- 2.1 plan progressive sessions
- 2.2 plan activities to meet the aims of the sessions

3. Session Delivery - The coach can:

- 3.1 prepare the coaching environment
- 3.2 establish a safe coaching environment
- 3.3 prepare the participants for the coaching session/s
- 3.4 deliver progressive coaching activities
- 3.5 select participant-focused coaching and leadership strategies
- 3.6 develop technical and tactical aspects of the sport
- 3.7 provide technically and tactically correct explanations and demonstrations
- 3.8 analyse and provide feedback on participants' performance
- 3.9 maintain participants' safety
- 3.10 conclude the session

4. Developing Performance - The coach can:

- 4.1 utilise knowledge of participants' stage of development to develop performance
- 4.2 utilise knowledge of the principles of skill development to develop performance
- 4.3 utilise knowledge of the components of physical fitness to develop performance
- 4.4 utilise knowledge of mental skills to develop performance

5. Review and Self-Reflection - The coach can:

- 5.1 review participants' performance
- 5.2 analyse own coaching practice
- 5.3 apply the review of coaching sessions to future planning
- 5.4 review the effectiveness of the coaching sessions

6. Personal skills, safety and rescue – The coach can:

- 6.1 demonstrate efficient, effective personal skills (n/a to Freestyle, Polo, Racing, Slalom or Wild Water Racing qualifications)
- 6.2 deal with problems, accidents, injuries and illnesses following the correct procedures
- 6.3 demonstrate competence in a range of specific rescue scenarios
- 6.4 carry out emergency procedures when necessary

Part C: Underpinning Knowledge and Understanding

Coaching practice should be underpinned by a wide range of knowledge and understanding.

Roles and Responsibilities – The coach:

- 1.1 understands the role of the fully independent paddlesport coach and their responsibilities
- 1.2 understands their responsibilities working with others such as leaders, coaching assistants
- 1.3 knows how to promote codes of conduct and set and agree ground rules
- 1.4 knows how to be a positive role model
- 1.5 understands the relevant rules and regulations of the sport, activity, facility, etc.
- 1.6 knows how to positively promote the role of officials
- 1.7 understands what constitutes acceptable relationships as a coach
- 1.8 knows how to encourage and reward positive behaviour
- 1.9 understands how to respond to discriminatory behaviour
- 1.10 knows how to behave in a fair, consistent, equitable and ethical manner
- 1.11 understands how to manage resources and information for, and about, participants
- 1.12 knows how to identify the requirements and motivations of participants
- 1.13 understands about duty of care, safeguarding children, young people and adults at risk, and maintaining confidentiality
- 1.14 understands how to cater for relevant participant types (e.g. age groups, ability levels)
- 1.15 understands how to assist with meeting the needs of participants with protected characteristics
- 1.16 knows how to manage health and safety
- 1.17 knows how to gather background information about their participants

Inclusive Coaching - The coach:

- 2.1 knows how to ensure delivery of coaching activities is inclusive
- 2.2 knows where to gain information on how to coach participants who share protected characteristics
- 2.3 knows how to tailor communication to meet specific participant needs (e.g. age/ability)
- 2.4 understands how to recognise how different participants learn
- 2.5 knows how to identify specific participant needs in relation to age, ability and skills

Personal and Social Needs - The coach:

- 3.1 understands the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of nutrition, hydration and social and performance-enhancing drugs
- 3.2 understands the principles of weight management in relation to the sport
- 3.3 knows how to cater for individual needs within group coaching
- 3.4 knows how to deal with accidents, emergencies and incidents, minimise risk and reporting procedures
- 3.5 understands the difference between the ways adults and children learn

Stages of Development - The coach:

- 4.1 understands how age and ability affect learning and the coaching environment
- 4.2 understands how training and performance may be influenced by age and ability
- 4.3 understands how participant(s) physical and mental capabilities influence session content and structure

Physical - The coach:

- 5.1 understands the relevant components of physical fitness
- 5.2 understands the physical capabilities required for the activity
- 5.3 understands basic anatomical and biomechanical demands of the activity
- 5.4 knows how to prevent injury and assist a participant returning from injury

Mental Skills - The coach:

- 6.1 understands key methods for improving participant(s) mental skills (ability to connect and work with others, sense of belonging, confidence, emotional control, motivation, concentration, imagery)
- 6.2 understands how different age, experience and ability can influence participants' mental skills
- 6.3 knows how to use knowledge of mental skills to develop participants' performance

Session Planning – The coach:

- 7.1 understands the role of session planning within the 'plan-do-review-conclude' cycle
- 7.2 understands how to plan sessions to support the broad aims of a coaching programme and participant needs
- 7.3 understands the principles of planning progressive sessions
- 7.4 knows how to develop individual session plans with linked goals, consistent with long-term aims
- 7.5 knows how to plan sessions with realistic timings, sequences, intensity and duration of activities
- 7.6 understands how to select appropriate content for the coaching session/s:
 - what information gathering/analysis is required to inform session planning
 - the technical, tactical, physical, psychological requirements of the activity
 - how to profile the technical, tactical, physical, psychological profile of the participant
- 7.7 knows how to select an appropriate venue for the coaching session/s
- 7.8 knows how to plan an enjoyable and effective learning environment that meets participants' needs
- 7.9 understands how to adopt an adaptive and flexible approach to meet participants' needs and safety, including the use of back-up plans and how to plan for contingencies
- 7.10 understands how to plan for safety
- 7.11 knows how to prepare participants for competitions/the activity

Delivering Sessions – The coach:

- 8.1 understands how to identify aims and objectives and agree goals with participants
- 8.2 understands good practice principles for starting and ending coaching sessions
- 8.3 understands how to prepare participants for activity (physical and mental warm-ups)
- 8.4 understands how to structure sessions to maximise learning, enjoyment and safety
- 8.5 understands session management, leadership and organisation (of people and of resources)
- 8.6 understands how to manage behaviour
- 8.7 knows how to identify and utilise relevant sport-specific rules and codes
- 8.8 knows how to offer information to participants after coaching sessions
- 8.9 understands communication strategies and methods (including listening, questioning, explanations, demonstrations)
- 8.10 knows how to encourage and motivate participants

- 8.11 knows how to develop participants socially, develop confidence and self-esteem
- 8.12 knows how to support and understand participants' motivations for taking part in the activity
- 8.13 understands how to build relationships and rapport with, and between, participants
- 8.14 knows how to support participant(s) in taking responsibility for their own learning
- 8.15 knows how to use and incorporate a range of coaching styles
- 8.16 knows how to manage differentiation
- 8.17 understand principles of learning (including the role of feedback)
- 8.18 knows how to address, identify and respond to participants' individual (changing) needs
- 8.19 knows how to ensure coaching activity is inclusive
- 8.20 understands the technical, tactical, physical, psychological requirements of the activity
- 8.21 knows how to profile the technical, tactical, physical, psychological profile of the participant
- 8.22 understands the principles of skill development and techniques for developing skill
- 8.23 knows how to observe participants' performance
- 8.24 understands the principles of analysing participants' performance
- 8.25 understands how to measure participant development

Review coaching practice – The coach:

- 9.1 understands how to measure the quality of the coaching experience
- 9.2 knows how to evaluate and monitor participant(s) development and learning
- 9.3 knows how to review and evaluate the session, using the views of participants and others, and using it to impact on future sessions
- 9.4 understands how to agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs
- 9.6 knows how to utilise feedback from others

Personal Development – The coach:

- 10.1 understands the principles of self-reflection
- 10.2 knows how to identify personal development needs
- 10.3 knows how to gain valid feedback on own performance from participants and others
- 10.4 understands that they need to take responsibility for own development
- 10.5 knows how to access continuing personal development (CPD), develop a personal action plan and create mentoring opportunities
- 10.6 knows how to participate in continual review
- 10.7 understands career progressions in the sport and the role of others, where applicable