

British Canoeing Coach Award

Assessment Guidance

Introduction

This document provides specific guidance for candidates, tutors and assessors on assessment and the criteria and standards required for the British Canoeing Coach Awards. The assessment criteria are summarised in the ‘Assessment Day Pack’ and further expanded upon here in the ‘Assessment Guidance’. It is the guidance within this document that is used to inform assessment decisions and can be used by training providers to ensure that they are appropriately preparing candidates for assessment and covering the relevant content at the right level. Further detail of the content associated with the underpinning knowledge and understanding is provided through the eLearning package, sample programme and lesson plans.

This Assessment Guidance should be read in conjunction with the British Canoeing:

- Coach Award Assessment Day Pack
- Coach Award Course Guide
- Coach Award Tutor and Assessor Notes.

The ‘Course Guide’ provides details of the award and its general requirements, whilst the accompanying ‘Tutor and Assessor Notes’ expand on the organisational matters relating to training and assessment.

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Environmental Boundaries

This section outlines what the Coach is 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 being sampled during assessment.

Athlete/Learner Population Groups

The qualifications do not specify the age or ability of the athlete/learners the coach can work with; this is at the coaches' discretion. The British Canoeing Foundation and Intermediate Modules are available to supplement the coaches knowledge and understanding to support those working with some specialist populations. Training courses will explore some of the typical range of athlete/learners/environments relevant to the coaches on the course. The range of athlete/learners relevant to the coach may include:

- paddlers/athletes at different stages of learning
- paddlers/athletes at different 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).

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.

It is reasonable to expect their repertoire to 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.

Assessment Discussion Task

Through the completion of the Assessment Discussion Task, the coach needs to show that they can:

- plan progressive activities to achieve agreed aims
- identify athlete/learner needs
- select appropriate content and progressions to meet the athlete/learner needs
- select appropriate coaching strategies to meet the athlete/learner needs.

To do this well, the coach will need to:

- understand how to cater for relevant participant types (e.g. age/ability)
- know how to ensure delivery of coaching activities is inclusive
- know how to tailor communication to meet specific participant needs (e.g. age/ability)
- understand how to recognise that different participants learn in different ways
- know how to identify specific participant needs in relation to age, ability and skills
- understand the principles of weight management in relation to the sport
- understand the difference between the ways adults and children learn
- understand how age and ability affect learning and the coaching environment
- understand how training and performance may be influenced by age and ability
- understand how participant(s') physical/mental capabilities influence session content/structure
- understand the relevant components of physical fitness
- understand the physical capabilities required for the activity
- understand basic anatomical and biomechanical demands of the activity
- know how to prevent injury and assist a participant returning from injury
- understand key methods for improving participant(s)' mental skills (ability to connect and work with others, sense of belonging, confidence, emotional control, motivation, concentration)
- understand how different age, experience and ability can influence participants mental skills
- know how to use knowledge of mental skills to develop participants' performance
- understand how to select appropriate content for the coaching session/s:
 - understand 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
- know how to plan an enjoyable and effective learning environment to meet participant needs
- know how to evaluate and monitor participant(s') development and learning.

1. Practical Coaching

Coaches are required to plan and deliver a minimum of 90-minutes practical and progressive coaching activity. This can be through two separate practice based sessions, multiple smaller sessions or one long session. The Canoe and Kayak (Sheltered Water) Assessment requires 45-minutes coaching Canoe and 45-minutes coaching Kayak. Practice (not competition) based sessions that develop athlete/learners technical and/or tactical performance must be used.

During the practical assessment, coaches are given responsibility for athletes'/learners' safety, enjoyment and learning. They should be given responsibility for gathering information about the athletes'/learner needs, the environment and any safety related matters; and use this information to ensure their session content and delivery meets the needs and motivations of the athletes/learners. This responsibility should be handed over to the assessment candidate at the earliest opportunity (ideally including recruiting and arranging the participants they will be coaching, or at the very least from their arrival for the coaching session). This responsibility should continue through until the participants depart and all equipment cleared and returned. Assessors should only take responsibility where safety dictates or for matters that are not directly related to the session/s.

The assessor and coach should discuss and agree the length and content of the session/s; and how and when feedback will be provided. It is expected that both formative and summative feedback should be provided during the assessment process. It should be recognised that sharing information about what the assessor has seen/still needs to see is important to support the candidate through the process. This may occur during appropriate breaks in the practical coaching.

Coaches are assessed coaching real students (minimum 2, maximum of 4); their standard being suitable for coaching in the upper limits of the stated award environments. This will require the organisation of appropriate participants either by the candidate or the assessor. The coaching environment used should be as realistic as possible, with the coach having access to the appropriate range of facilities and equipment. It is preferable that coaches are seen coaching the athletes/learners they would normally coach, in their normal coaching environment. Practical Coaching Assessments can also be organised in the candidate's normal working environment or as distinct Coach Award Assessment courses.

Coaches are required to select venues/coaching sites based on the needs of their athletes/learners. It is expected that their repertoire should include all environments stated in the environmental definitions. Coaches should have the option of delivering their coaching sessions within the upper limits of the stated environmental definitions if they deemed it appropriate for the athletes/learners/weather conditions on the day. Assessment venues chosen by course organisers must include a reasonable range of options for the coach to choose from.

Evidence will, in the main, be gathered from observation of performance. This will be supplemented by questioning and discussion regarding the observed behaviour, previous experience, responses to the assessment discussion task and/or scenario type situations. Questioning and discussion are important to support the assessor's observations and to understand the candidate's decision making process.

The coach must show that they have the skills, background knowledge and understanding in the following areas:

Roles and Responsibilities

1.1. The coach fulfils their coaching responsibilities

The coach must plan, prepare, deliver, conclude and review the coaching session/s.

As a minimum, the coach:

- pays attention to, responds to and respects athletes/learners needs and motivations
- motivates athletes/learners, encourages challenge, enjoyment and achievement
- supports positive relationships with, and between, athletes/learners
- minimises negative impact on the environment, local communities and other water users.

To do this well, the coach:

- fully embraces their responsibilities through all aspects of the coaching process
- underpins their practice with a compatible and considered personal coaching philosophy*
- is centred on athletes'/learners' enjoyment, safety and learning
- is flexible and adaptable
- develops athlete/learner(s)' socially, develops confidence and self esteem
- gathers background information about their athletes/learners
- is inclusive, recognises and values diversity
- ensures that everyone can take part in the session/activities
- ensures athletes/learners are well informed
- supports athletes/learners to make their own choices, develops independent learners
- empowers athletes/learners to discover their own solutions
- is centred on agreed goals
- works effectively with others (coaches, assistants, officials, group leaders, managers etc.)
- maintains confidential information appropriately
- promotes a sense of connectedness with and between athletes/learners
- establishes rapport with athlete/learner(s)
- encourages and rewards positive behaviour
- is fair, consistent, equitable and ethical
- creates an environment where mutual trust, consent and respect are valued
- responds to discriminatory, offensive, inappropriate behaviour
- maintains clear boundaries between coaching relationships and personal friendships.

* British Canoeing believes in a athlete/learner led approach when creating and enabling experience from which people will enjoy, learn and develop through paddlesport. The Coach Award courses are designed to support coaches to deliver safe, engaging, empowering and enjoyable paddlesport sessions with the paddler at the heart of the process; whilst also fostering a sense of a paddling community and supporting the inherent social aspects of the sport. Through this approach, we hope that paddlers will achieve and celebrate success (this success being focused on the journey and not the destination).

Safety

1.2. The coach establishes and maintains safety

As a minimum, the coach:

- fulfils their safety responsibilities with due diligence
- cares for group members' personal welfare and well-being
- minimises the risk of injury to the athlete/learner
- applies appropriate risk management strategies and safety control measures.

Note for Freestyle, Polo, Racing, Slalom and Wild Water Racing Coach Assessments: the personal skills competency of coaches who choose to fulfil coaching responsibilities from a boat are assessed within this element of assessment.

To do this well, the coach:

- plans for safety
- fosters a philosophy of participation by choice
- involves athletes/learners in safety related decisions
- ensures athletes/learners are well informed about the risks present
- cares for and monitors group members' personal welfare and well-being
- conforms to relevant supporting policies, rules and health and safety guideline
- checks the environment on immediate arrival for hazards and local conditions
- identifies hazards from written risk assessment/s
- assesses the risk/s that identified hazards presented
- assesses how to minimise identified risks through the dynamic risk assessment process
- ensures safety equipment matches the risk assessment and risk management strategies
- stays within remit and the boundaries of their own knowledge and competence
- ensures appropriate safety cover is in place
- displays appropriate duty of care
- safeguards children, young people and adults at risk
- knows what to do in the event of an emergency.

The coach structures the coaching session/s to minimise the risk of injury to athlete/learner(s):

- uses and promotes safe lifting and handling techniques at all times
- check athletes/learners 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/water conditions
- pitch/adapt the activities appropriately for the athletes/learners abilities
- selects venues, equipment and activities appropriate for the athletes/learners abilities
- adapt session delivery, content and/or location in response to changing needs
- allow adequate rest, food and hydration
- avoid physically hard sessions when tired
- ensure nutrition and hydration requirements are met.

The coach applies appropriate risk management strategies and safety control measures:

- provides appropriate safety briefings for athletes/learners
- provides safety information to athletes/learners that allows them to behave appropriately
- ensures that communication is clear and understood by the group
- deploys and adapts a suitable level of control for the situation
- utilises their positioning to prevent/deal with the most likely scenarios
- uses effective techniques to keep the group together
- chooses/adapts activities deliberately to manage safety
- demonstrates effective judgement and decision-making
- responds quickly to change or aborts sessions/activities if risks become unacceptable.

1.3. The coach can carry out emergency procedures when necessary

As a minimum, the coach:

- can describe a suitable response to an emergency scenario.

To do this well, the coach:

- follows organisational procedures
- accurately assesses the situation
- considers the options
- raises the alarm (if applicable)
- stabilises the situation
- executes the plan
- is able to evacuate from the water
- knows when to take an individual out of a session
- has knowledge of the nearest phone, help, vehicle
- knows who/how/when to call for qualified assistance
- can give accurate information when calling for qualified assistance
- understands how to deal with being late back or caught out overnight.

Session Planning

1.4. The coach can plan progressive activities to achieve agreed aims

As a minimum, the coach:

- creates a learner centred plan
- plans for long and short term LEARNING
- plans for athlete/learner ENJOYMENT
- (plans for SAFETY; see #2).

To do this well, the coach:

- collects and reviews relevant information (e.g. about the athlete/learner(s), venue, facilities)
- uses the reviewed information to inform all aspects of the learner centred plan
- allocates appropriate time and thought into the session planning process
- discusses and agrees appropriate session aims with the athletes/learners

- involves the athletes/learners in session planning process
- identifies the technical, tactical, physical, psychological elements
- profiles the athletes/learners technical, tactical, physical, psychological needs
- considers appropriate content to achieve the short and long-term aims
- selects appropriate coaching sites, venue/s and conditions for the activities
- plans the structure, timing, sequencing, intensity and activities to maximise learning
- identifies logical and progressive learning steps
- plans an enjoyable and effective learning environment to meet athletes/learner needs
- plans coaching strategies that promote independent learning and learner decision making
- plans varied methods of delivery to accommodate different learning needs
- plans activities that enable learning to be evaluated
- creates plans that are flexible and adaptable to changing needs
- plans the logistics, resources, equipment, facilities and activities
- selects an appropriate planning method (e.g. written/mental, contingency, recipe or list).

Session Delivery

1.5. The coach prepares the coaching environment

As a minimum, the coach:

- gets themselves ready, personal equipment suitable for their safety and comfort
- selects appropriate coaching sites, venue/s and conditions for the activities
- organises logistics, resources, equipment, facilities and activities
- meets athlete/learner(s) punctually, is on time and ready on time.

1.6. The coach prepares the athletes/learners for the coaching session/s and activities

As a minimum, the coach:

- ensures everyone has the information they need to fully engage in the session
- agrees session goals with athletes/learners at the start of the session/activity
- implements strategies to help athletes/learners feel welcome and at ease
- ensures the athletes/learners are practically, physically and mentally prepared for the session
- reviews/adapts the planned session to ensure it is appropriate.

To do this well, the coach:

- helps athletes/learners understand the rationale for the session/activity
- involves athletes/learners in their own goal setting and decision making
- uses a warm, welcoming, open communication style
- communicates relevant codes of conduct
- sets/agrees any ground rules and boundaries as appropriate to the group/individuals
- ensures athletes/learners equipment was appropriate for their size, ability, and the activity
- ensures boats, paddles, buoyancy aids and helmets are correctly fitted
- helps get the group on the water in a timely fashion
- applies principles of warm up to ensure athlete/learners are prepared for the session.

1.7. The coach identifies technical and/or tactical focus for the session/s

As a minimum, the coach:

- accurately observes and analyses athlete/learner(s) performance
- prioritises areas for development and establishes goals
- selects relevant content for the session/s
- involves athletes/learners in their own goal setting and decision making.

To do this well, the coach:

- understands the key techniques and tactics and their underpinning foundations
- understands the underpinning physiological demands of the activities
- understands the underpinning psychological demands of the activities
- is mindful of the discipline specific rules and regulations
- can adapt performance models to suit individual needs, motivations and goals
- is grounded by safe performance models for the core skills of the discipline
- has strategies to gather accurate information about performance (e.g. observation, objective measures of performance, questioning, task setting)
- is able to analyse information gathered to develop performance
- is able to identify mismatches between actual performance and athlete/learner intentions
- can establish the athletes/learners stage of learning for the technique/tactic
- can identify athletes/learners strengths, weaknesses and areas for improvement
- prioritises the most important aspects of performance to reinforce or change
- reviews and measures performance and changes plans/goals accordingly
- choose appropriate coaching methods to reinforce or change performance (e.g. coaching and leadership methods, activities, tasks, communication, feedback).

1.8. The coach selects athlete/learner focused coaching and leadership strategies

As a minimum, the coach:

- selects athlete/learner focused coaching and leadership approaches that support group members' enjoyment and performance
- adapts their delivery in response to changing needs.

To do this well, the coach:

Leadership:

- selects leadership approaches that match athlete/learner needs, the task and the environment
- is a positive role model and inspiration to others
- encourages, promotes and inspires an intrinsic interest in the activity
- supports athletes/learners to take responsibility for their health, safety, enjoyment and learning
- provides empathetic social support in a positive atmosphere
- identifies, responds to and respects athletes/learners needs, feelings and perspectives
- manages athletes/learners anxiety levels, fear and arousal
- establishes and maintains positive relationships with, and between, athlete/learners

- positively promotes sportsmanship, positive attitudes towards and treatment of others
- develops athlete/learner(s)' confidence and self esteem
- ensures all athletes/learners feel included in the session.

Coaching:

- involves athletes/learners in their own goal setting and decision making
- helps the athlete/learner feel involved in their own learning
- provides clarity about what athletes/learners can expect to learn
- supports appropriately challenging learning experiences (task and environment)
- uses activities to help the athletes/learners feel competent/achieve success
- uses and encourages a bias of mastery (rather than ego) focused goals and feedback
- promotes independent learning and learner decision making
- provides meaningful choices, supports athletes/learners to make their own choices
- empowers athletes/learners to discover their own solutions
- supports athletes/learners to develop at their own pace, in their own way
- caters for individual needs within group coaching, manages differentiation
- offers guidance to help learners maximise their gains from the session/activity
- selects coaching style/s with appropriate level of learner decision making (Command, Practice, Reciprocal, Self-Check, Inclusion, Guided Discovery)
- uses structure, instruction and organisation to help athletes/learners achieve session objectives.

1.9. The coach appropriately structures progressive skill development activities

As a minimum, the coach facilitates and promotes learning through:

- strategies that promote long and short term learning
- progressive and structured activities
- adapting the session content in response to changing needs.

To do this well, the coach:

- understands that athletes/learners learning can be enhanced when they're supported in a particular way
- pays attention to how the athlete/learner is responding and selects/balances their language, activities, demonstrations and feedback accordingly
- has a range of tools to draw upon and be able to select/adapt coaching strategies and activities, through a scattergun or individualised approach
- selects skill development *strategies/tools* to take into account different *sensory channels*, *individual traits* and *external influences*:

Different *sensory channels*:

- Visual (gaining information by watching)
- Audio (gaining information by listening)
- Kinaesthetic (gaining information by feeling)

The coach has *strategies/tools* to support learning in a range of different ways:

- social/interpersonal (learning with others)
- independent/intrapersonal (learning on their own)
- active (learning by doing)
- logical/systematic (learning by breaking things down into logical steps)
- needs to understand (understanding the theory to support learning)
- big picture/holistic (understanding the whole to support learning)
- thinking about things (learning through reflection to support learning)
- musical/rhythmical (using sounds and rhythm to support learning)

The coach can identify and accommodate *individual traits*, such as:

- motivations/aspirations (including willingness/openness to learn)
- attention span, orientation towards activity
- preference for independence/being led
- need for variety/repetition
- social preferences and skills
- imagination, ability to visualise
- reasoning and decision making ability
- feelings, emotions, perspective and existing beliefs (and the context of)
- background/existing knowledge and experience (specific and transferable)
- ability to use past experiences to learn new skills
- physical, psychological, cognitive, emotional, social capabilities
- fundamental movement skills (balance, agility, coordination; speed and reaction times)
- stage of learning (novice/practising/skilled)
- protected characteristics.

The coach is not expected to be knowledgeable in all of these areas; but would be expected to strive to understand/accommodate their learners' individual needs; and know how to find out more information on best practice when working with some specific groups (e.g. beginners, children, people with disabilities or those with protected characteristics).

The coach can identify and accommodate *external influences*, such as:

- the discipline/craft paddled/event classification
- the context/difficulty/complexity of the activity being coached
- the physical, anatomical and biomechanical demands of the activity being coached (aerobic, strength, speed, power, muscular endurance, mobility)
- the nature of the environment
- risks and hazards.

The coach can utilise/adapt appropriate skill development strategies, such as:

- session structure e.g. whole-part-whole, IDEAS, WASP (Watch, Analyse, Set Goals, Practice), chaining/systematic or holistic
- practice structures (e.g. massed, variable, distributed and bilateral)
- timing and pace of activities
- task setting (including appropriate level of challenge, focus, intensity and duration)

- management of athletes/learners attentional focus
- can support learning by an appropriate balance of giving answers/controlling outcomes V creating opportunities for learners to find answers/construct solutions
- supporting the athlete/learner to learn outside of their learning comfort zone.

Sometimes the coach may need to select a particular coaching strategy due to external influences (e.g. safety or the demands of the specific technique) that the athlete/learner is not yet accomplished in or orientated towards. The coach will need to be sensitive to this and may need to help and support them in how to learn this way.

1.10. The coach uses effective communication to enhance the learning environment

As a minimum, the coach:

- uses effective communication to promote learning
- selects communication styles based on the athlete/learner needs
- uses non-discriminatory language at all times.

To do this well, the coach:

- uses a warm communication style
- provides clear information to athlete/learner(s) about the planned activities
- selects communication styles based on the athlete/learner needs
- checks they have understood and asks questions if necessary
- allows the speaker to finish, does not interrupt.

Provides relevant explanations that:

- are technically and tactically correct
- are clear and concise
- uses language from the athletes/learners normal vocabulary
- introduces new terminology clearly
- explains the key learning points in the relevant technical/tactical skills
- are at an appropriate level to the individual
- are adapted to enhance individual understanding.

Provides relevant demonstrations that:

- are real time, clear, technically correct and appropriate to athlete/learner(s')
- can be seen by the observer
- are at an appropriate level (e.g. they can be copied by the observer)
- are free from unnecessary distraction (silent when required)
- have a definite start and finish point
- have a clear focus, the observer knows what to look for.

Uses questioning and discussion:

- responds to questions (and answers) appropriately
- encourages (and provides opportunities for) athletes/learners to express their thoughts
- uses body language to show they are listening

- allows the speaker to finish, does not interrupt
- checks they have understood and asks questions if necessary
- responds to questions (and answers) appropriately.

1.11. The coach ensures athletes/learners receive relevant feedback on performance

As a minimum, the coach:

- promotes the acquisition of relevant self- (or peer-) gained feedback
- provides relevant feedback to add to athletes/learners knowledge of results and of performance.

To do this well, the coach:

- underpins feedback by accurate analysis of performance
- underpins feedback by accurate analysis of psychological state
- creates a positive environment where athlete/learners are free to express their thoughts
- uses/adapts feedback to influence motivation, confidence and feelings of competence
- adapts feedback to enhance individual understanding
- uses feedback to direct attentional focus
- integrates self-gained feedback methods to empower learners' to learn themselves
- integrates peer-given feedback to promote independent and social learning
- provides feedback to add to athletes/learners knowledge of results and knowledge of performance:
 - in the right amount (normally simple and concise)
 - positive, informative and constructive
 - appropriately timed and relevant
- provides feedback targeting appropriate sensory channels:
 - visual (e.g. body language, smiles, thumbs-up, pictures or using demonstrations)
 - audio (e.g. feedback relating to sound/noise and verbal feedback)
 - kinaesthetic (e.g. related to kinaesthetic experiences)
- rewards effort, hard work, decision making and/or improvement
- distribution of feedback is fair and equitable, all learners feel included
- does not neglect wider coaching responsibilities whilst providing feedback.

1.12. The coach concludes the session

As a minimum, the coach actively involves athletes/learners in the recap of learning and identification of development actions to take forward.

To do this well, the coach:

- ensures there is enough time to conclude the session
- encourages athlete/learner(s) to give feedback
- provides feedback to athlete/learner(s) on their performance relating to their goals
- provides feedback to build feelings of confidence and competence
- rewards effort, hard work and/or improvement
- delivers cool down activities appropriate to the athlete/learner(s) and session
- provides information to athlete/learner(s) about future paddlesport sessions

- ensures athlete/learner(s) depart from the session safely
- follows procedures for checking and dealing with equipment used
- ensures the paddlesport coaching environment is left in a condition fit for future use.

Review and Reflection

The coach uses both the review of athletes'/learners' performance and their own coaching practice to inform both, WHAT they coach and HOW it is coached through reflection-in-action and reflection-on-action; using this to maximise safety, enjoyment and learning.

1.13. The coach reviewed athletes'/learners' performance

The coach is expected to demonstrate evaluation and review of athletes'/learners' performance (technical, tactical, physical, psychological as appropriate) through the use of, objective measures of performance against agreed outcomes and through observation. These athlete/learner evaluations are used to progress or adapt athlete/learner(s') goals and to influence coaching delivery/activities.

1.14. The coach analysed their own coaching practice

The coach can effectively use self-reflection and feedback from others to analyse their coaching practice, considering if the way they delivered the session/s met the safety, enjoyment and learning goals and alternative approaches. The coach:

- can measure and evaluate the quality of the coaching experience
- can use self-reflection and feedback to evaluate strengths and weaknesses
- identify and prioritise areas for improvement
- identify required actions to improve future sessions/delivery.

2. Rescue Skills

In all cases, the coach is required to manage safety appropriately within their practical coaching assessment, including the management of any rescue situations. This will be assessed through observation and questioning. In addition to this, coaches need to show that they have the competence, judgement and decision making skills to safely manage the following incidents:

- 2.1 a capsized paddler
- 2.2 an upright incapacitated paddler
- 2.3 an unconscious paddler who is upside down in deep water
- 2.4 an upright entrapped (or swamped) paddler
- 2.5 a self-rescue (where you, the coach, have capsized or fallen in the water).

Sheltered Water Canoe and/or Kayak Assessments: Coaches are required to demonstrate competence in ALL of the scenarios listed above.

Freestyle, Polo, Racing, Slalom and Wild Water Racing Coach Assessments: Coaches are required to show competence in the provision of appropriate safety cover and will be assessed managing ALL of the scenarios listed above. In all cases, the coach is ultimately responsible for the athletes/paddlers in their care; however they may choose to deploy others to execute the actual rescue (e.g. athletes/paddlers on the water, more experienced athletes/paddlers or through skilled bank- or boat-based cover).

In all other Disciplines: Coaches are required to hold a relevant Leadership Award as a prerequisite. They are required to demonstrate competence in a sample of the scenarios listed above. The choice and number of scenarios will be at the discretion of the assessor.

Scenarios relating to the practical coaching assessment environment will be used. Candidates are expected to be able to perform these rescues within the upper limits of the defined award environments. Where scenarios are used, the assessor must undertake thorough risk assessment before deliberately putting paddlers into high risk situations, and choose locations that enable them to assess safely and effectively. Assessors can supplement their observations with questioning to further explore the coaches ability to perform rescues in situations deemed too serious or consequential for scenario based assessment.

Coaches need to show that they can deal with these situations following the correct procedures:

- accurate assessment of the situation, sound judgement and decision making
- an appropriate choice of rescue (and rescue equipment) is selected
- appropriate tactics are used (considering water features, hazards, weather, athlete/learner)
- the shout-reach-throw-row and self-team-victim-equipment protocols are applied
- the rescuer has an appropriate manner (calm and in control)
- clear and correct instructions are provided
- the rescue is safely and effectively executed
- the casualty (and equipment) are effectively recovered to a stable environment
- action is taken to avoid hypothermia (if applicable)
- there is an appropriate first aid response (if applicable)
- safe moving and handling principles are applied by all
- there is appropriate support for the person being rescued and the other group members
- reporting is actioned through appropriate channels.

2.1 Recover a capsized paddler and their equipment

Coaches are required to safely manage the rescue of a capsized paddler and their equipment.

Assessment scenarios should reflect common situations and take place in the environment defined by the specific award. This may include a swimmer in varying state of calm/anxiety or situations that may have occurred during the other elements of assessment. When real rescues performed in another element of assessment, they should of course be used as evidence within the rescue skills assessment.

Minimum Requirements

As a minimum, coaches are required to rescue a capsized paddler and their equipment. The situation should have been stabilised within 3-minutes of the paddler capsizing, including:

- the swimmer is out of the water and back in their own/another boat or on the shore
- the swimmer's boat is under control (e.g. back with the paddler, tethered to another craft/the shore or on the shore)
- the swimmer's paddle is under control (e.g. back with the paddler, in another craft, with another paddler or on the shore)
- the coach demonstrates an effective method for emptying the craft
- the coach deals with problems and accidents following the correct procedures (see page 16).

The coach must choose the most appropriate method of rescue for the particular situation. They could choose to bring the swimmer and their equipment to shore, or perform a deep-water rescue.

The assessor must be confident that the coach can deal with scenarios typical of their particular discipline and the environments relating to the award. Different venues/conditions may be selected at the assessors discretion.

Additional Notes

The coach should also be able to recover a boat that is:

- adrift following a capsize
- separated from the paddler (i.e. the boat and paddler are on different banks)
- broached or pinned following a capsize.

Scenarios where recovery of a broached or pinned bin is required would normally be approached by:

- attaching a throwline to the pull the boat off (pulling in the right direction)

If this is not successful, solutions such as:

- adding more people to pull
- securing bank end of line to suitable anchor and hand tension rope
- vector pull at 90 degrees to rope from as near the middle of rope as possible.

Only disciplines operating in a white water environment (i.e. Freestyle, Slalom, Wild Water Racing, White Water Canoe and White Water Kayak) would be expected to be able to deploy mechanical advantage.

2.2 Recover an upright incapacitated paddler to the shore

Coaches are required to effectively manage a scenario to recover an upright incapacitated paddler to the shore.

Assessment scenarios should reflect common situations and take place in the environment defined by the specific award. For example, to help someone who is injured, tired, unable to manoeuvre (e.g. skills gap), has lost their paddle or situations that may have occurred during the practical coaching element of assessment.

Minimum Requirements

The coach is required to recover an upright but incapacitated paddler to shore. They can choose their preferred system and must demonstrate it being set-up, used, released and reset in a safe/timely fashion. The coach should have recovered the paddler to shore within 3-minutes from the start of the rescue.

The coach must deal with problems and accidents following the correct procedures (see page 16).

Additional Notes

The coach must choose the most appropriate method of rescue for the particular situation. It is anticipated that one of the following rescues would be deployed:

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

The assessor must be confident that the coach can deal with scenarios typical of their particular discipline and the environments relating to the award. Different venues/conditions may be selected at the assessor's discretion.

2.3 Rescue an unconscious paddler who is upside down in deep water

Coaches are required to effectively manage a scenario to rescue an unconscious paddler from deep water.

Assessment scenarios should reflect situations that may occur in the environment defined by the specific award; for example, injury or illness resulting in loss of consciousness, head injury or entrapment underwater. Whilst this should be an unusual occurrence, the actions of the coach could be lifesaving.

Minimum Requirements

The coach should have stabilised the situation within 1-minute of the incident, including that an unconscious paddler would have an open airway and the situation has been stabilised. The coach can describe their actions thereafter.

The coach deals with problems and accidents following the correct procedures (see page 16). A safe, yet quick response should be actioned.

Additional Notes

The coach must choose the most appropriate method of rescue for the particular situation. It is anticipated that one of the following rescues would be deployed:

- 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.

2.4 Rescue an upright entrapped (or swamped) paddler

Coaches are required to show that they can effectively manage a scenario to rescue an upright entrapped (or swamped) paddler.

Assessment scenarios should reflect situations that may occur in the environment defined by the specific award; for example, stuck against an obstacle, swamped by unexpected waves, swamped whilst playing games, through equipment failure or situations that may have occurred during the other elements of assessment.

Minimum Requirements

The coach is required to recover a situation where one or more members of the group have become stuck (upright) or swamped. The coach should have recovered the situation within 5-minutes from the start of the rescue.

The coach deals with problems and accidents following the correct procedures (see page 16).

Additional Notes

The coach is expected to use a problem solving approach to stabilise the situation. They are likely to utilise skills typically used for rescuing capsized or incapacitated paddlers, e.g. boat emptying methods, towing methods.

Only disciplines operating in a white water environment (i.e. Freestyle, Slalom, Wild Water Racing, White Water Canoe and White Water Kayak) would be expected to be able to deploy mechanical advantage. Coaches in other disciplines may deploy the use of a rope as described in 2.1., if appropriate.

Safety Note

The assessor must undertake thorough risk assessment before deliberately putting paddlers into high risk situations and then choose scenarios that enable them to assess safely and effectively. Assessors can supplement their observations with questioning to further explore the coaches ability to perform rescues in situations deemed too serious or consequential for scenario based assessment. This is particularly pertinent with entrapment situations.

2.5 Perform an effective self-rescue

The coach is required to demonstrate a self-rescue (where they, themselves, have capsized or fallen in the water).

Assessment scenarios should reflect situations that may occur in the environment defined by the specific award; for example, accidentally capsized, capsized whilst playing games or slipped in from the shore.

Minimum Requirements

The coach is expected to choose an appropriate rescue for the craft/situation they are in. For example:

- roll
- capsize and get back in/on (pump/bail/paddle)
- swim to shore
- use another boat or person.

The coach deals with problems and accidents following the correct procedures (see page 16).

Additional Notes

The solution must be effective, should the coach fall in whilst in sole charge of a group and be completed to the point where they can continue with their coaching responsibilities.

Roll

Coaches presenting for assessment in a closed cockpit kayak are expected to be able to roll. If, on assessment, a coach is unsuccessful in their roll, they must continue with an alternative and effective method of self-rescue. The solution must be effective should the coach fall in whilst in sole charge of a group; and must be completed to the point where they can continue with their coaching responsibilities.

The need to develop a consistent roll must be action planned. Coaches must be aware that a roll is deemed a core skill expected of a coach; other methods of recovery should be seen as a backup option rather than the norm.

3. Personal Skills

The coach must demonstrate efficient, effective personal skills.

This element of assessment is not applicable to Freestyle, Polo, Racing, Slalom or Wild Water Racing Coach Assessments. It is applicable to all other Coach Awards.

Coaches need to demonstrate efficient and effective personal skills to facilitate safe, quality, enjoyable coaching sessions in the upper end of the environments defined by the specific award. They will need to show the application of technical and tactical skills, the underpinning physiological attributes, psychological skills and the judgement and decision making to perform safely and in control within the upper end of the stated environments relevant to the award. These environments are identified in the Coach Award Course Guide and further defined in the 'British Canoeing Terms of Reference'.

Coaches can present for assessment in any craft that is safe and suitable for the remit of the award and the assessment tasks. The coach is required to demonstrate the ability, judgement and decision making to select appropriate craft from which to coach, matched to their personal competence, experience and the leadership/coaching demands.

Paddlers using a kayak with a rudder must be able to demonstrate that they can paddle to safety if the rudder fails.

The coach is required to:

- 3.1 effectively and efficiently control their boat in a range of relevant conditions
- 3.2 select appropriate craft from which to coach
- 3.3 navigate effectively (planning, on the water and if a change of plan/evacuation is required)
- 3.4 respond to and manage the physical demands associated with the coaching role
- 3.5 respond to and manage the psychological demands associated with the coaching role
- 3.6 manage themselves within appropriate safety frameworks.

3.1. The coach can effectively and efficiently control their boat in a range of relevant conditions

The emphasis is on the coaches ability to effectively and efficiently control the boat in real situations, in all environments stated within the award. Skills are assessed holistically throughout the duration of the assessment; with manoeuvres and actions applied tactically in the given environment and framed within the context of being able to fulfil the given coaching responsibilities.

Coaches need to show consistency in their ability to achieve a desired outcome. It is expected that they can control/manoeuvre their boat without having to think too much about it, by using effective and efficient actions to achieve the outcome. While technical correctness is not emphasised, poor practice that puts the body at risk of injury is not acceptable.

Throughout the duration of assessment, coaches should have the opportunity to apply their skills in situations that require:

Strong Foundations:

- has appropriate sitting, kneeling, standing position
- uses muscle tension and 'readiness' throughout the key muscles, with a basic level of tension and efficient and economical movements
- is balanced, supple and controlled in the movement of the body, paddles and boat
- uses 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
- can efficiently transfer power from the body and water to create movement of the boat
- uses the muscles from the feet through the torso to the upper body for coordinated and efficient strokes
- applies power to move up to the paddle, beyond it or around it (minimising energy leaks)
- is balanced and stable when applying power to strokes
- works together with the water/wind/conditions rather than fighting it
- can feel and anticipate external influences that are affecting the boat and paddles
- can anticipate and react to environmental challenges, with well-timed boat and paddle placement/loading.

Launching and landing – the coach consistently shows:

- correct set-up of the craft (e.g. seat, footrest, backrest, airbags, painters, spray deck, paddle leash, etc.)
- 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 relevant access/egress points with the boat afloat (e.g. pier, steps, rocky shoreline, beach).

Moving forwards, steering, turning and manoeuvring

- efficient, fluent and adaptive forward paddling technique to cope with the environmental demands and to facilitate effective group management
- the coach consistently shows the ability to accurately and effectively steer, turn and manoeuvre their craft in the environments relevant to the award
- can safely recover from a sudden tilt (with the boat off balance) from a static position and whilst on the move.

3.2. The coach selects an appropriate craft from which to coach

The coach demonstrates the ability, judgement and decision making to select appropriate craft from which to coach, matched to their personal competence, experience and the coaching/leadership demands.

This may be influenced, for example, by:

- group needs/trip aims (e.g. speed of travel, support, inspiration)
- craft speed v stability, the range of craft used within the group
- weather/water conditions
- leadership responsibilities (level of control required, group management requirements)
- ability to perform rescues (linked to size/ability of group members and the craft used)
- ability to provide safety cover (they can get to where they need to).

3.3. The coach applies effective and simple navigation skills within trip planning, whilst on the water and in relation to situations that may require a change of plan or evacuation

For example, the coach:

- uses effective planning to identify an appropriate journey/venue for the group
- can navigate effectively whilst on the water
- can make effective decisions around route choice
- works within the boundaries of access rights and responsibilities
- can use a map and compass to support inland navigation
- can use maps, charts and tidal information to support tidal planning and navigation
- can evaluate how environmental conditions and group abilities influence speed of travel
- can manage a group while portaging around a headland or weir
- can identify and navigate to access, egress, shelter and evacuation points.

3.4. The coach demonstrates the ability to respond to and manage the physical demands associated with their coaching and leadership responsibilities

For example, the coach is aware of their individual capacities and can apply techniques and tactics to fulfil their coaching/leadership responsibilities within their physical limitations.

3.5. The coach demonstrates the ability to respond to and manage the psychological demands associated with their coaching and leadership responsibilities

For example, the coach is able to perceive, understand and manage their emotions and arousal levels appropriately.

3.6. The coach can manage themselves within appropriate safety frameworks

For example, an appropriate attitude to risk and personal hydration, nutrition, warmth.

4. Background Knowledge, Understanding and Experience

A wide range of background knowledge, understanding and experience is required to fulfil the coach's responsibilities and to inform their judgement and decision-making. The assessment of this will be blended throughout the assessment programme with questioning, discussion, specific tasks and evidenced by the actions taken.

Practical leadership, coaching, personal paddling and rescue skills are underpinned by:

- 4.1 the ability to explain and justify decisions
- 4.2 an extensive base of background knowledge and understanding
- 4.3 relevant and adequate experience to support the decision making process
- 4.4 understanding of deployment matters and leadership/coaching responsibilities
- 4.5 a commitment to personal development and reflective practice.

This applies to a range of scenarios relating to coaching in the range of environments relevant to the qualification and not just those experienced on the day of assessment.

This adds further evidence to support the range and depth of competence in the practical coaching assessment. Through the combination of evidence in the Assessment Discussion Task, Practical Coaching, and Assessor questioning, it is important to confirm that the coach has the competence to coach paddlers:

- of different ages and abilities
- technical, tactical, physical and psychological skills.

4.2 The coach has an extensive base of background knowledge and understanding

This includes the background knowledge and understanding to ensure that their delivery meets the needs of the athletes/learners:

- in a range of environments relevant to the qualification
- to cater for a range of particular athlete/learner needs (e.g. different stages of learning, performance levels, levels of motivations/aspirations, age, ability/disability)
- to develop technical, tactical, physical and psychological aspects of performance
- using a range of appropriate coaching and leadership strategies, methods and approaches.

4.3 The coach has relevant and adequate experience to support the decision making process

Quality experience is critical to underpin sound leadership and coaching decisions. Assessors must be confident that the coach has a relevant and adequate experience base upon which to draw upon and support their decision making process. Examples of evidence could include logbook, journey/session planners, practical assessment and thorough discussion and questioning.

It is expected that the coach's base of experience supports:

- leading and coaching in a range of relevant craft, environments and conditions
- leading and coaching in a range of challenging and changeable conditions
- leading and coaching in both familiar and unfamiliar situations
- rescues in a range of craft/environments
- being able to deal with a range of problems

- working with a range of different people; for example, known and unknown athletes/learners with different technical/tactical/physical/psychological needs and aspirations.

This experience may be gained through a variety of different roles within paddlesport and can be supplemented with relevant experience outside of the paddlesport environment.

Within the Assessment Day Pack we suggest that candidates who are successful at assessment normally have a minimum of 15 quality progressive technical/tactical coaching sessions delivered in the specific environment. Candidates who are successful at assessment normally have well in excess of the minimum requirements, although this will heavily depend on other skills/experience they have.

4.4 The coach understands deployment matters and leadership/coaching responsibilities

The coach demonstrates an understanding of deployment matters and their coaching/leadership responsibilities. For example:

- first-aid training
- keeping up-to-date with current best practice
- child protection training and disclosure
- equality
- medical declaration, working with injuries, physical competence
- Duty of Care
- Code of Ethics
- incident reporting
- injury prevention and manual handling
- insurance
- deployers risk assessment and operating procedures.

4.5 The coach demonstrates a commitment to personal development and reflective practice

The coach demonstrates a commitment to personal development and reflective practice. For example:

- actively engages in self-reflection
- is able to identify personal development needs
- gains feedback on own performance from athletes/learners and others
- actively engages in their community of practice
- takes responsibility for own development
- seeks relevant continuous personal development (CPD) opportunities
- is able to develop a personal action plan
- is able to source mentoring opportunities
- participates in continual review
- career progressions in the sport
- and the role of others, where applicable.