

BCU Awarding

Level 2 Certificate in Coaching Paddlesport

Candidate Portfolio

Candidate Details

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

Introduction

You are required to complete four elements within this Portfolio as part of your journey to achieve BCU Level 2 Certificate in Coaching Paddlesport:

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

This document contains details of each task and the evidence requirements. It also forms the framework for the submission of your final evidence and includes templates to help you provide the information required.

When complete this portfolio is submitted to (and assessed by) your final assessment Director. It is important to note that without a fully completed assessment portfolio the final practical assessments will be unable to go ahead.

A copy of your Portfolio (or part of) may be requested by the Home Nation Association or BCU Awarding for internal verification purposes.

Templates

The appendices from page 21 provide templates to support your completion of this task. You can use these example forms to assist you, or you can use your own. These templates are available in Microsoft Word from your Home Nation, please request 'BCU Level 2 Portfolio Templates – Word Versions V4-0'

Finding a Mentor

Between the training programme and assessment you are encouraged to find a coach mentor. Ideally this role is fulfilled by an experienced BCU (UKCC) Level 2 Coach, or above. A mentor can help by observing delivery of your sessions, providing advice and support through the development phase, and as you work through your assessment portfolio.

Contents

1. Workbook.....	4
2. Assessment Prerequisites	5
3. Coaching Case Study	7
3.1 Information Gathering.....	8
3.2 Series Aims.....	9
3.3 Session Planning and Review.....	11
3.4 Coaching Episode Feedback	13
3.5 Series Evaluation.....	15
3.6 Risk Assessment.....	17
4. Feedback and Review.....	19
Appendices	21
Information Gathering	23
Series Aims.....	25
BCU Level 2 Session Planner	27
BCU Level 2 Coach Session Review	31
Coaching Episode Feedback.....	35
Series Evaluation.....	37
Risk Assessment.....	39
BCU Level 2 Training Course Review.....	41
BCU Level 2 Training Course - Candidate Action Plan.....	45
BCU Level 2 Assessment - Candidate Action Plan.....	47
Rescue Skills Review.....	49
Personal Skills Review	51
Session Planning Review	53
Coaching Delivery Review	55
BCU Level 2 Coaching Behaviours - Profiling Tool	57

1. Workbook

Prior to attending your final assessment, you will need to complete all the activities in the Level 2 Workbook. The workbook is designed to help you explore a selection of topics that are relevant to the Level 2 coaching role. Training course tutors will help and support you in the use of the resource and provide guidance in completing the various activities.

Please bring your completed Level 2 Workbook to your final assessment

2. Assessment Prerequisites

Prior to attending your final assessment you need to complete the following prerequisites and include a copy of the relevant certificates/evidence in your portfolio:

- i. **Evidence of Registration:** This may be in the form of a stamped CR form, or other evidence provided by your Home Nation Association. SCA members also need to include evidence of their SQA registration.
- ii. **Full Home Nation Association Membership:** Check that your Home Nation Association Membership is in-date.
- iii. **Evidence of Valid Level 2 Coach Training:** Before booking your final assessment you need to make sure your Level 2 training is still valid. You need to attend your first assessment within 12-months of your training course. This is extended by 6-months following an unsuccessful assessment. If you have run out of time please contact your Home Nation Association as they may be able to offer you an extension.
- iv. **Copy of Valid First Aid Certificate:** Prior to your Level 2 assessment you need to have completed a 1-day First Aid course. The First Aid course needs to be from the list of BCU recognised 1-day courses. Check here for suitable courses; www.bcu.org.uk/coaching/first-aid/approved-courses/. If you are not sure if your certificate is acceptable, please contact your Home Nation Association and they will be able to confirm. First Aid Training is considered valid for three years.
- v. **Copy of BCU 3 Star Certificate or Evidence of Competition Equivalent:** This applies to boat-based candidates only. It is required in canoe and/or kayak depending on the certification route being followed. Either provide:
 - a copy of your BCU 3 Star Award, OR
 - Evidence from your Home Nation Association of Competition Equivalent Standard (see Level 2 Course Guide page 8 for more details)
- vi. **Evidence of Child Protection Training:** Either the ScUK Safeguarding and Protecting Children course or the BCU Paddlesafe online Child Protection course. If you have completed other Child Protection Training this may be acceptable; it is your responsibility to make sure any other course is recognised as an alternative by your Home Nation Association. A link to Paddlesafe is available on your Home Nation Association Website.
- vii. **Coaching Logbook Evidence:** You need to evidence a minimum of 10 hours coaching canoe and/or kayak (depending on the certification route being followed) prior to assessment. This checked via your logbook, or copies of the relevant pages can be included here.

Insert copies of certificates and evidence for the prerequisites after this page

(You need to bring original certificates/evidence for all of the above to your Assessment)

Assessment Prerequisites Checklist			
i.	Evidence of Registration		<input type="checkbox"/>
ii.	Full Home Nation Association Membership	Renewal Date:	<input type="checkbox"/>
iii.	Evidence of Valid Level 2 Training	Expiry Date:	<input type="checkbox"/>
iv.	Valid First Aid Certificate (recognised by BCU)	Expiry Date:	<input type="checkbox"/>
v.	BCU 3 Star Award or Competition Equivalent (boat-based coaches only)*:		
	One of:	Copy of 3 Star Certificate	<input type="checkbox"/>
		Evidence from Home Nation of Competition Equivalent Standard	<input type="checkbox"/>
vi.	Evidence of Child Protection Training:		
	One of:	BCU Paddlesafe	<input type="checkbox"/>
		ScUK Safeguarding and Protecting Children	<input type="checkbox"/>
		Other Child Protection Training (checked by Home Nation)	<input type="checkbox"/>
vii.	Coaching Logbook Evidence (10-hours Canoe and/or Kayak*)		<input type="checkbox"/>

* Canoe and/or Kayak depending on the certification route being followed.

3. Coaching Case Study

For the coaching case study you need to run a series of six progressive coaching sessions for at least two paddlers. Evidence needs to be gathered about your planning, delivery and review of the sessions. You also need to gain feedback from a fellow coach, mentor, trainer or assessor in at least two delivered sessions.

The following examples may help you decide the best way to run these sessions:

1. Six distinct coaching sessions with the same group of people, run over a reasonable period of time. For example, a series of weekly evening sessions. Sessions would normally be 60 – 120 minutes, and with the same group of paddlers (although it would be reasonable to expect some inconsistencies with attendance).
2. Back to back coaching sessions on two consecutive days. For example, a weekend course with a specific group of paddlers. Sessions would normally be 60 – 90 minutes. Coaches still need to complete six individual session plans and reviews, and should therefore plan short, but distinct, breaks in-between each session.

It is up to you to decide which paddlesport discipline/s to coach in these sessions, although you are advised to include canoe and/or kayak depending certification route being followed.

Within this Coaching Case Study you need to provide evidence of:

- 3.1 Information gathering
- 3.2 Series aims
- 3.3 Session planning and review
- 3.4 Coaching episode feedback
- 3.5 Series evaluation
- 3.6 Risk assessment

The pages that follow provide a brief for each of these six elements. You need to insert the supporting evidence/information after each page.

3.1 Information Gathering

Use the template on Page 23 (or create your own) to record the participants needs and any environmental influences that may affect your series of sessions. You need to show that you collected relevant, accurate and up-to-date information to inform your session planning.

Things to consider:

Participant's needs:

- gender (male/female)
- age and stage of development
- any specific needs (technical, tactical, physical, psychological, medical)
- ability
- how much paddling they have done before
- action points from previous sessions
- their aspirations and what they hope to achieve
- lifestyle influences

Environmental influences:

- venues available, access points, changing/toilet facilities
- other potential water users
- weather considerations
- transport options and arrangements
- resources and equipment available
- risk assessments and operating procedures in place

You are likely to gather much of the information you need through discussion with the participants. It is also important to remember that you may want to refer to others; for example the person who oversees paddlesport activity in your club/centre, the person taking the booking, or the group leader. You may also need to refer to written material such as risk assessment, operating procedures, medical forms, booking/consent forms, or reports from previous sessions. You are likely to use the first session/s in the series to confirm the information that you have gathered is correct, or to add more information.

Insert the required evidence immediately after this page

3.2 Series Aims

At the start of your series of sessions you need to outline the overall series aims. Use the template on Page 25, or create your own. Your initial aims may change as you deliver the programme and you can indicate this in your session reviews and your series evaluation.

You need to show that you:

- established aims/goals for the series (and each session) based on participant needs and the environment

Things to consider:

- assess participants technical, tactical, physical, psychological (TTPP) needs and aspirations
- assess your capacity (e.g. health and safety, venues, time, knowledge)
- based on your assessment above set appropriate end goal(s) for the series of sessions
- develop broad plan (what do you need to cover to achieve the end goal/s)
- remember to decide the overall series goal/s before developing individual session aims
- use your analysis of participants needs and environmental factors to inform the aims/goals
- the aims/goals need to meet the needs of the participants and the environment
- the aims/goals should provide enjoyable motivating activity
- the aims should show potential for progression and development; for example, you may introduce a new stroke on week 1, recap in week 2, develop further in week 3, apply in a different setting in week 4, go on a journey week 5, and evaluate in week 6
- the broad content should be covered in a logical order
- the plan needs to be within your coaching remit
- consider the TTPP aspects that need to be developed in order to reach the desired end point
- use SMARTER goal setting principles to set/agree individual goals for the series (Specific, Measurable, Agreed, Realistic, Time Phased, Evaluated, Recorded)

In order to develop participants through the series it is important that you:

- know the TTPP requirements of the activity
- know the TTPP profile of the participants
- establish goals to address differences
- develop a plan to work towards achieving the goals
- fulfil the plan
- review progress and change plan accordingly
- continually observe, analyse and evaluate

Insert an outline of your series aims immediately after this page

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3.3 Session Planning and Review

Complete a session plan and review for each of the six sessions you deliver. You can use the templates on Page 27-34 or make up your own.

Through session planning you need to show that you:

- established aims for each session based on participant needs and the environment
- provided learning progressions through each session linked to the overall series aims
- identified session content and coaching methods to meet individual needs
- identified the resources required to deliver the sessions
- kept the session plans within the boundaries of your competence and remit
- used relevant support personnel to contribute to the sessions
- identified a competent person to offer advice if required
- complied with any relevant risk assessments and operating procedures, identified possible hazards and assessed/minimised the risk they presented

You need to show that you evaluated and reviewed participants performance – the coach:

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

You need to show that you evaluated and reviewed own coaching performance - the coach:

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

Insert six session plans and reviews immediately after this page

Session planning - things to consider:

- the aims, content and coaching methods should:
 - relate to improving TPPP performance (linked to individual needs)
 - provide enjoyable, motivating activity
 - be working towards the end goal(s) for the series of sessions
 - be appropriate for the coaching environment
 - provide logical learning steps, at an appropriate level for participants
- the session plan should identify the resources required to deliver the sessions (e.g. venue, participants equipment, coaches personal equipment, safety equipment, coaching props, support from other staff)
- make sure you keep the session plans within the boundaries of your competence and remit (check with someone more experienced if you are un-sure)
- identify relevant support personnel to contribute to the sessions, e.g.:
 - other coaches - sharing the coaching role, checking plans, discussing ideas
 - mentors - providing advice and support
 - group leaders - helping the group get ready, behaviour management
 - officials - timing, recording penalties, refereeing
 - sport scientists - supporting fitness development
 - parents/guardians - help children get ready, carry boats, safety cover
 - identify a competent person to offer advice if required

Session planning and risk assessment – things to consider:

Through the delivery of your six sessions you need to show you complied with any relevant risk assessments and operating procedures, and that you identified possible hazards and assessed the risk they presented. Under task 3.6 you need to include a copy of the relevant documents. However, you also need to check that your session plans comply with the written guidance and highlight in your session plans any specific hazards/safety control measures. Make sure that you:

- follow requirements in existing risk assessments or operating procedures that may cover activities, venues, resources, or particular groups of participants that are relevant to your coaching session/s
- identify other hazards through dynamic risk assessment
- assess the risk the hazards present
- put in place appropriate safety control measures
- follow any relevant induction/training you have received
- follow any existing emergency procedures
- follow any existing club/centre rules and regulations
- ensure practice reflects common best practice in relation to health and safety

Evaluation and review – things to consider:

The review questions on page 31 - 34 will help focus your evaluation and review of participants' performance and review of your own coaching performance in the critical areas. Pages 31 and 32 provide some things for you to consider.

3.4 Coaching Episode Feedback

You need to have two coaching sessions observed by another coach or a mentor. Ideally these will be two sessions from your coaching case study. However, it is acceptable to have any two coaching sessions observed as long as they fall within your Level 2 coaching remit.

You can use the template on page 35 to record this feedback if you want, this links to the required Level 2 coaching behaviours. Otherwise, please include confirmation from the observer that they have reviewed the sessions with you and make sure you include their feedback. Please also complete the observer/s details below:

Observing Coaches Name:	
BCU Membership Number:	
BCU Coaching Qualification/s:	

You need to show that you:

- used relevant information/feedback from others to review and evaluate your coaching
- identified opportunities to reflect on and develop your coaching practice
- checked your knowledge and practice is up-to-date and consistent with good practice

Insert feedback immediately after this page

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3.5 Series Evaluation

You need to evaluate the series of coaching sessions. The review questions on page 37 will help focus your evaluation in the critical areas.

You need to show that you:

- evaluated, reviewed and measured participants performance
- evaluated session safety, and participants enjoyment and learning
- evaluated effectiveness of coaching methods used
- identified appropriate action points for further development, and how/when they would be achieved

A template is found on Page 37 for you to use.

Insert your series evaluation immediately after this page

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3.6 Risk Assessment

Through the delivery of your coaching case study you need to show you complied with any relevant risk assessments and operating procedures. You also need to show that you identified possible hazards relevant to the venues and activities used, and assessed/minimised the risk they presented.

Either:

If you are coaching in an environment where you need to comply with existing risk assessments and operating procedures that are in place:

- include here a copy of the relevant documents
- check that your session plans comply with the written guidance
- highlight in your session plans any specific or additional hazards/safety control measures

Or:

If you are operating in an environment where there are no written risk assessments or operating procedures:

- write your own Risk Assessment for the venue and content of your six sessions (a template is available on page 39)
- highlight in your session plans any specific or additional hazards/safety control measures

Things to consider:

- follow requirements in existing risk assessments or operating procedures that may cover activities, venues, resources, or particular groups of participants that are relevant to your coaching session/s
- identify other hazards through dynamic risk assessment
- assess the risk the hazards present
- put in place appropriate safety control measures

**Insert your supporting evidence immediately after this page.
Include your Risk Assessment/s (and Operating Procedures, if applicable)**

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4. Feedback and Review

It is good practice to gain feedback from other coaches to reflect on your own coaching development and to action plan areas you would like to work on in your coaching. As you go through the journey to becoming a Level 2 Coach this should happen frequently.

You need to include here:

- Your Training Course Review (See page 41-44)
- Your Training Course – Candidate Action Plan (See page 45-46)
- Your Assessment Course – Candidate Action Plan (See page 47-48)

You are also encouraged to include any other records you have of feedback from others, any of your own reflections and/or action planning information in order that this information is collated together. However, this is not a mandatory part of your assessment portfolio.

This element of the Portfolio needs to show that you are able to evaluate and develop your own coaching practice. Assessors may draw on other evidence from your Coaching Case Study Session Reviews, Series Evaluation, and Coaching Episode Feedback.

Please note: The forms within the appendices (pages 49-57) are optional tools to support your development. They can be used by trainers, mentors, assessors, and/or as self-reflection tools to review the different aspects required at Level 2. If you have used them you are encouraged to include them within this section as additional evidence..

Insert your evidence immediately after this page

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Appendices

BCU Level 2 Portfolio Templates

The following pages contain templates to support your completion of the Level 2 Candidate Assessment Portfolio. You can use these templates or use your own. If you choose to use your own you will need to make sure that they show the same type of information as in these example templates.

Contents

Information Gathering	23
Series Aims	25
BCU Level 2 Session Planner.....	27
BCU Level 2 Coach Session Review	31
Coaching Episode Feedback	35
Series Evaluation	37
Risk Assessment	39
BCU Level 2 Training Course Review	41
BCU Level 2 Training Course - Candidate Action Plan	45
BCU Level 2 Assessment - Candidate Action Plan	47
Rescue Skills Review	49
Personal Skills Review	51
Session Planning Review	53
Coaching Delivery Review	55
BCU Level 2 Coaching Behaviours - Profiling Tool.....	57

These templates are available from your Home Nation Association as Word Versions. Please request 'BCU Level 2 Portfolio Templates – Word Versions V4-0' or download from their website.

Please note: The forms on pages 49-57 are optional tools to support your development. They can be used by trainers, mentors, assessors, and/or as self-reflection tools to review the different aspects required at Level 2. If you have used them you are encouraged to include them within section 4. Feedback and Review as additional evidence.

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Information Gathering

Identify participant's needs:

Describe the individual needs for the paddlers you are going to coach:

Environmental influences:

Describe what environmental factors will influence your programme:

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Series Aims

What are the participants' end goal/s for the series?

Session 1 aims:

Session 2 aims:

Session 3 aims:

Session 4 aims:

Session 5 aims:

Session 6 aims:

BLANK

BCU Level 2 Session Planner	
Coach:	Date:
Session title:	Session number:
Session Summary	
Session aim/s:	Length of session:
	Discipline:
	Number in group:
Summary of content:	
Any notes from last session:	
Safety, Equipment and Venue	
Equipment required for participants:	Venue:
Teaching and safety equipment:	Support staff roles:
Any medical or particular individual needs:	Parental consent forms collected: Y / N
	Medical declaration forms checked: Y / N
	Access checked: Y / N
Any specific safety considerations/hazards or safety control measures:	

	Content and Coaching points	Layout and organisation	Coaching Methods / Delivery style	Time
Introduction				
Warm-up				
Preparatory Activities				
Skills and Activity				
Challenge				
Cool-down Conclusion Clear-up				

Notes

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BCU Level 2 Coach Session Review Participants Performance	
Coach:	Date:
What were the participants key achievements? (Remember TTPP)	<i>Remember Technical, Tactical, Physical, Psychological How did this link to the session aims/overall series goals? Discuss with a colleague for additional feedback</i>
What measures did you use to evaluate participants performance?	<i>Describe any objective measures of agreed outcomes, questioning, or specific observation used. Did you involve the participants in the process of evaluation? What were the results? Did you use others to contribute to the evaluation/how?</i>
What were the participants strengths and weakness?	<i>Remember Technical, Tactical, Physical, Psychological How did this link to the session aims/overall series goals? Discuss with a colleague for additional feedback</i>
What are the priority areas for improvement?	<i>Remember Technical, Tactical, Physical, Psychological How did this link to the session aims/overall series goals? Discuss with a colleague for additional feedback</i>
What action points were agreed with participants?	
What factors need to be taken forward into the participants next session/s?	<i>Use the results of evaluation to adapt session aims and/or coaching activities; include progressions or regressions depending on the participants' performance. Use the results of evaluation to adapt coaching methods if required.</i>

See page 33 for blank version.

BCU Level 2 Coach Session Review	
Own Coaching Performance	
Coach:	Date:
Identify at least one thing from your session that you felt went really well, and explain why:	
<p><i>Consider safety, participants enjoyment or learning</i></p> <p><i>Consider your choice of, and delivery of:</i></p> <ul style="list-style-type: none"> • <i>coaching methods</i> • <i>session content</i> • <i>session aims</i> 	
Identify at least one thing from your session that you could have done better, and describe how:	
<p><i>Consider safety, participants enjoyment or learning</i></p> <p><i>Consider your choice of, and delivery of:</i></p> <ul style="list-style-type: none"> • <i>coaching methods</i> • <i>session content</i> • <i>session aims</i> <p><i>Consider alternatives</i></p>	
Note any feedback received from participants, colleagues, mentors, observers etc.	
<p><i>Note feedback from participants, e.g. from questioning, discussions, body language etc.</i></p> <p><i>Note feedback from discussion with a colleague or mentor regarding your session plan, session delivery, or session review.</i></p> <p><i>Note feedback received from anyone who was involved in your session, or observed your delivery, e.g. group leaders, parents, another coach.</i></p>	
Note anything that needs to be carried forward and implemented in your next session:	
<p><i>Remember to take these forward into your session plans</i></p>	
Note any actions points you would like to work on to develop your coaching:	
<p><i>Identify how and when you will achieve them.</i></p>	

See page 34 for blank version.

BCU Level 2 Coach Session Review Participants Performance	
Coach:	Date:
What were the participants key achievements? (Remember TTPP)	
What measures did you use to evaluate participants performance?	
What were the participants strengths and weakness?	
What are the priority areas for improvement?	
What action points were agreed with participants?	
What factors need to be taken forward into the participants next session/s?	

BCU Level 2 Coach Session Review
Own Coaching Performance

Coach:

Date:

Identify at least one thing from your session that you felt went really well, and explain why:

Identify at least one thing from your session that you could have done better, and describe how:

Note any feedback received from participants, colleagues, mentors, observers etc.

Note anything that needs to be carried forward and implemented in your next session:

Note any actions points you would like to work on to develop your coaching:

Coaching Episode Feedback		
Observer:		Date:
General Comments:		
Topic	Specific Comments	Action Points
Session Planning Analysis of needs (TTPP/VAK) Choice of aims/content		
Session Structure To meet students learning and performance needs		
Observation, Analysis and Evaluation		
Effective Communication Matched to learning styles		
Practice Structures Promoted long term learning		
Feedback and Questioning Use of self-gained and coach-given Feedback		
Review and Goal-Setting		
Technical Understanding		
Personal Skills (Boat-based coaches only)		
Safety Based on good practice?		
Observer's Signature: Candidate Agreement (Signature):		

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Series Evaluation

Reflect on the learning that occurred through the series of sessions:

Reflect on the participants levels of motivation and enjoyment through the series:

Reflect on the overall safety of your sessions:

Personal action plan points (how/when you are going to achieve them?):

Consider alternatives; how you could have done it better; what went well/not so well and why.

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Risk Assessment				
1	2	3	4	5
What is the hazard?	Who might be harmed?	How is the risk controlled?	What further action is necessary?	Review comments Review date

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BCU Level 2 Training Course Review

Day 1

List your key learning points from today:

Identify areas/topics you need to work on:

Identify any action points:

Day 2

List your key learning points from today:

Identify areas/topics you need to work on:

Identify any action points:

Day 3

List your key learning points from today:

Identify areas/topics you need to work on:

Identify any action points:

Day 4

List your key learning points from today:

Identify areas/topics you need to work on:

Identify any action points:

What Next? Take your action points and transfer the information into your BCU Level 2 Training Course Candidate Action Plan (page 45 and 46), with as much detail as you feel appropriate.

BCU Level 2 Training Course - Candidate Action Plan	
Candidate Name:	
	Specific Comments and Action Points
<p>Background Knowledge: Coaching experience Level 2 role, remit, responsibilities Implementation of LTPD Principles Environmentally friendly</p>	
<p>Session Planning: Information gathering Analysing needs / Setting aims Choice of activities / Coaching styles Timing / Learning progressions Intensity and duration Technical content and key learning points Safety / Planned alternatives</p>	
<p>Starting the Session: Session preparation Check/amend content based on conditions Punctual and welcoming Check equipment and check readiness Session introduction Warm-up Safety brief and ground rules</p>	
<p>Communication: Established rapport Range of VAK communication Clear instructions, explanations, demos Supportive / Managed behaviour Appropriate relationships Talk:Action ratio</p>	
<p>Delivery: Use of coaching styles, learning styles Practice structures Coach-given, self-gained feedback Use of questioning Level of success, challenge, enjoyment Met individual and group needs Student centred, empowered participants Adapted session if/when required</p>	
<p>Ending the Session: Allowed enough time Asked for feedback, gave feedback Agreed action points Cool-down Checked everyone left safely Cleared site</p>	

Specific Comments and Action Points	
<p>Technical Understanding: Accurate observation and analysis Effective evaluation/review of performance Correct explanations/demos Appropriate choice of content/activities Identified key learning points Understand physical demands of activity</p>	
<p>Personal Skills: Launching and landing Forward and reverse paddling Steering, turning, manoeuvring Moving sideways Stability and recovery strokes Roll or self-rescue</p>	
<p>Safety: Used/promoted safe lifting and handling Identified/assessed hazards Safety control measures Group management Dealt with problems Safety kit</p>	
<p>Rescue Skills: Reaching/throwline rescues Deep water rescues Tows and Carries Unconscious/entrapped rescue Choice of rescue (shout, reach, throw, row) Personal and group safety Clear, quick, calm, in-control</p>	
<p>Further Comments:</p>	
Training Course Details	Course Dates:
Course Director Name:	Course Director Signature:

BCU Level 2 Assessment - Candidate Action Plan	
Candidate Name:	
	Specific Comments and Action Points
Background Knowledge: Coaching experience Level 2 role, remit, responsibilities Implementation of LTPD Principles Environmentally friendly	
Session Planning: Information gathering Analysing needs / Setting aims Choice of activities / Coaching styles Timing / Learning progressions Intensity and duration Technical content and key learning points Safety / Planned alternatives	
Starting the Session: Session preparation Check/amend content based on conditions Punctual and welcoming Check equipment and check readiness Session introduction Warm-up Safety brief and ground rules	
Communication: Established rapport Range of VAK communication Clear instructions, explanations, demos Supportive / Managed behaviour Appropriate relationships Talk:Action ratio	
Delivery: Use of coaching styles, learning styles Practice structures Coach-given, self-gained feedback Use of questioning Level of success, challenge, enjoyment Met individual and group needs Student centred, empowered participants Adapted session if/when required	
Ending the Session: Allowed enough time Asked for feedback, gave feedback Agreed action points Cool-down Checked everyone left safely Cleared site	

Specific Comments and Action Points	
<p>Technical Understanding: Accurate observation and analysis Effective evaluation/review of performance Correct explanations/demos Appropriate choice of content/activities Identified key learning points Understand physical demands of activity</p>	
<p>Personal Skills: Launching and landing Forward and reverse paddling Steering, turning, manoeuvring Moving sideways Stability and recovery strokes Roll or self-rescue</p>	
<p>Safety: Used/promoted safe lifting and handling Identified/assessed hazards Safety control measures Group management Dealt with problems Safety kit</p>	
<p>Rescue Skills: Reaching/throwline rescues Deep water rescues Tows and Carries Unconscious/entrapped rescue Choice of rescue (shout, reach, throw, row) Personal and group safety Clear, quick, calm, in-control</p>	
<p>Further Comments:</p>	
Assessment Course Details	Course Dates:
Course Director Name:	Course Director Signature:

Rescue Skills Review					
Craft:			Date:		
	Strong	Competent	Need to Develop	Practice Scenario	Real Situation
Throwline Rescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deep Water Rescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unconscious/entrapped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Rescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate Reflections:					
Feedback from Others:					
Peer <input type="checkbox"/>	Mentor <input type="checkbox"/>	Trainer <input type="checkbox"/>	Assessor <input type="checkbox"/>		
Action Points:					

Things to consider:

Was it the right choice of rescue?

Was the shout-reach-throw protocol followed?

Was the self-team-victim-equipment protocol followed?

Were the instructions clear and correct?

Was the rescue performed safely and effectively?

Was the casualty recovered to a stable environment quickly, reassured and supported?

Was the rescuer calm and in control?

BLANK

Personal Skills Review			
Craft:	Date:		
	Strong	Competent	Need to Develop
Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power Transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Launching and Landing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forward Paddling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reverse Paddling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steering and Turning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving Sideways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stability and Recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roll (closed cockpit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Rescue (open cockpit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate Reflections:			
Feedback from Others:			
Peer <input type="checkbox"/>	Mentor <input type="checkbox"/>	Trainer <input type="checkbox"/>	Assessor <input type="checkbox"/>
Action Points:			

Things to consider:

How effective and efficient are the personal skills?

Are best practice techniques used?

How well are the skills used when coaching/looking after others?

How accurate are the demonstrations?

BLANK

Session Planning Review			
Craft:	Date:		
	Strong	Competent	Need to Develop
Information gathering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting aims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of coaching styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning progressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key learning points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planned alternatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate Reflections:			
Feedback from Others:			
Peer <input type="checkbox"/>	Mentor <input type="checkbox"/>	Trainer <input type="checkbox"/>	Assessor <input type="checkbox"/>
Action Points:			

Things to consider:

Did you gather the right information to inform the plan?

Were the session goals right for the individuals, TTPP?

Did you choose safe, enjoyable, motivating activities?

Was your choice of coaching styles appropriate for the participants' stage of learning?

Did you correctly identify the key learning points?

Were your learning progressions in the right order, and did they provide logical learning steps?

BLANK

Coaching Delivery Review			
Craft:	Date:		
Starting the Session	Strong	Competent	Need to Develop
Session preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check environment and session plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Session introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warm-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Strong	Competent	Need to Develop
Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of VAK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managed behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk:action ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	Strong	Competent	Need to Develop
Safe lifting and handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identified/assessed hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealt with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery	Strong	Competent	Need to Develop
Coaching styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach-given feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-gained feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation/review of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Success/challenge/enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met individual/group needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student centred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowered participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmentally friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made adaptations as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technical Understanding	Strong	Competent	Need to Develop
Accurate observation and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurate evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technically correct coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right key learning points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand demands of skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending the Session	Strong	Competent	Need to Develop
Allowed enough time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got participant feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
highlighted action points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cool-down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checked everyone left safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleared site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidate Reflections:			
Feedback from Others:			
Peer <input type="checkbox"/>	Mentor <input type="checkbox"/>	Trainer <input type="checkbox"/>	Assessor <input type="checkbox"/>
Action Points:			

BCU Level 2 Coaching Behaviours - Profiling Tool

6																									
5																									
4																									
3																									
2																									
1																									
	Command Coaching Style	Practice Coaching Style	Reciprocal Coaching Style	Self -Check Coaching Style	Inclusion Coaching Style	Guided Discovery Coaching Style	Use of VAK	Meeting Activists Needs	Meeting Theorists Needs	Meeting Pragmatists Needs	Meeting Reflectors Needs	Observation, Analysis, Evaluation	TTPP Understanding	Delivery right for Stage of Learning	Demonstrations	Use of Coach Given Feedback	Use of Self-Gained Feedback	Use of Massed Practice	Use of Random/Distributed Practice	Use of Variable Practice	Use of BI-Lateral Practice	Session Coaching Structure and Methods	Use of Questioning		