

British Canoeing
Level 3 Certificate in Coaching Paddlesport
Unit Specification and Course Content

Understanding the role and responsibilities of a British Canoeing UKCC Level 3 within the UKCC framework
1.1 The coach can identify the remit of a British Canoeing UKCC Level 3 coach
1.2. The coach understands the role of a British Canoeing UKCC Level 3 coach
1.3 The coach understands the responsibilities of a British Canoeing UKCC Level 3 coach
1.4 The coach can describe the remit for each level of British Canoeing UKCC award

Understanding a personal pathway through British Canoeing UKCC Level 3
2.1 The coach understands the journey through the Level 3 certificate in Paddlesport Coaching
2.2 The coach is able to map their existing skills against that of the Level 3 coach

1.1 Developing personal coaching practise

The coach must be able to develop personal coaching practice
17.1 Monitor and review current coaching practice using information and feedback from participants and others
17.2 Analyse own coaching practice identifying strengths, weaknesses and areas for professional development
17.3 Implement current developments across sport, reviewing the impact of new coaching practices on participants and others
17.4 Develop, record and implement a personal action plan in order to update current coaching practice

The coach must be able to assist others to develop their own coaching practice
18.1 Review coaching practice of others
18.2 Negotiate and agree action plans to develop the coaching practice of others
18.3 Provide advice and guidance to others to ensure that they update and agree changes to their action plan

1.2 Designing, analysing and managing annual coaching programmes

The coach must be able to establish participants' current and potential needs and key performance factors
3.1(REC) Collect and analyse information in order to identify participants' current and potential performance from PSS stage through to REC stage
3.1(COMP) Collect and analyse information in order to identify participants' current and potential performance from PSS stage through to T2P stage
3.2 Explain the potential use of specialist support within the programme
3.3 Explain the referral process for participants whose needs cannot be met within the programme
3.4 Deal with confidential information using appropriate guidelines

The coach must be able to involve participants in analysis of performance needs and aspirations
4.1 Negotiate and agree with participants and others a variety of methods for collecting information on current and potential performance
4.2 Prioritise participants' performance needs using analysed information
4.3 Agree with participants and others ongoing review strategies

The coach must be able to design and plan a coaching programme that supports participants' needs
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5.1 Negotiate, agree and design the goals of the programme to meet participants' needs, the coaching environment, technical requirements of the sport and within personal level of competence.
5.2 Design and negotiate a programme that stays within the discipline remit & environmental boundaries of any British Canoeing Coaches delivering it.
5.3 Design a programme that considers access rights for all venues used.
5.4 Structure the programme in order to provide sessions that promote and support participants' development
5.5 Plan outlines for each session of the programme that are progressive and consistent with accepted good practice
5.6 Identify and use methods to retain participants throughout the coaching programme
5.7 Select and justify the choice of proposed delivery modes and coaching styles to promote participants' development and meet the overall programme goals
5.8 Plan realistic timings, sequences, volume and intensity for all the sessions within the overall coaching programme
5.8 Identify potential risks throughout the coaching programme and methods to minimise them
5.9 Explain the adaptations required for coaching programmes to meet the needs of a range of participants coaching programme that supports participants' needs
5.10 Prepare contingency plans for all aspects of the programme

The coach must be able to plan for the use of resources to support the coaching programme
6.1 Plan for the integration of appropriate resources across the coaching programme ensuring that they are available to participants and others as required
6.2 Manage and allocate the human and physical resources required to support the coaching programme

The coach must be able to plan an evaluation schedule for the coaching programme
7.1 Explain the range of evaluation techniques that can be used to monitor and review the impact of the coaching programme
7.2 Negotiate and agree an evaluation schedule for the programme with participants and others that takes account of changing needs and aspirations
7.3 Explain the potential contribution of participants and others to the evaluation schedule

2. Managing effective coaching within an annual programme

The coach must be able to monitor, evaluate and refine the goals of the coaching programme
15.1 Implement the planned evaluation schedule to review the effectiveness of programme goals
15.2 Collect and analyse accurate information from a range of sources to evaluate the effectiveness of the programme
15.3 Accurately assess a performance against the relevant BRITISH CANOEING tests of personal performance.
15.4 Negotiate, agree and record any modifications to the coaching programme with the participants and others
15.5 Monitor and evaluate the role of others in supporting the coaching programme and developing participants' progress and achievement

The coach must be able to monitor and evaluate participants' performance and development
16.1 Use a range of communication styles and methods to ensure that participants and others understand the purpose and principles of the evaluation
16.2 Implement the planned evaluation schedule to review progress of participants' performance and development
16.3 Use a range of methods to collect and analyse information from a range of sources to evaluate participants' performance and development

16.4 Create opportunities for participants to discuss their performance and development throughout the programme
16.5 Negotiate and agree priorities for improvement with participants and others

3. Managing a safe and effective Coaching environment

The coach must be able to establish and maintain a safe coaching environment for participants and others
8.1 Explain to participants and others their contribution to maintain a safe and effective coaching environment
8.2 Implement planned procedures for managing risk during the coaching programme in line with accepted good practice
8.3 Check the suitability of participants, others and own dress, equipment and paddlesport craft to ensure that they are safe and appropriate for the coaching environment and comply with BRITISH CANOEING Guidelines
8.4 Complete safety checks to ensure that the coaching environment meets relevant health and safety standards, reporting any problems to the appropriate person
8.5 Manage the safe and effective handling of paddlesport craft and other equipment throughout all coaching sessions
8.6 Analyse new risks during the programme and minimise them to an acceptable level for the coaching environment
8.7 Communicate information related to health, safety, emergency and operating procedures with participants and others
8.8 Explain the methods to manage and minimise the range of injuries and illnesses that can affect participants and others
8.9 Summarise the range of medical support that can be used to help with injury reduction, management and rehabilitation
8.10 Explain the use of guidelines, procedures and practices for reporting accidents, injuries and illness

The coach must be able to establish and maintain supportive working relationships with the participants and others
9.1 Manage the roles and contributions of participants and others to ensure an equitable coaching environment
9.2 Select and use effective communication methods to establish supportive working relationships that are responsive to the changing needs of participants and others
9.3 Implement strategies to protect children and vulnerable adults from abuse

The coach must be able to manage participants and others behaviour to ensure a safe and effective coaching environment
10.1 Agree ground rules for behaviour with the participants and others
10.2 Set appropriate standards of behaviour through own professional practice
10.3 Select and use a variety of methods to manage and reward participants behaviour
10.4 Encourage participants and others to discover personal solutions to manage disagreements, conflict and inappropriate behaviour

4. Delivering Coaching within an annual programme

The coach must be able to prepare participants and others for the coaching programme
11.1 Communicate and confirm the programme and session goals to the participants and others
11.2 Assess the participants' physical and mental readiness, level of experience and ability to participate in the coaching programme

11.3 Modify the programme in response to the changing needs of the participants or new learning opportunities
11.4 Support and encourage participants to undertake activities that are safe and effective in order to ensure physical and mental readiness

The coach must be able to deliver the coaching programme
12.1 Provide opportunities for the active involvement of all participants throughout the programme
12.2 Use a range of methods to motivate and encourage all participants appropriate to their level of development
12.3 Involve participants in personal development and performance needs using a range of communication methods and styles
12.4 Involve participants in the selection, application and modification of session and programme goals
12.5 Deliver realistic timings, sequences, volume and intensity for each planned session appropriate for the participants' level of development
12.6 Provide technically correct explanations and demonstrations throughout the programme to support participants' needs, development and aspirations

The coach must be able to develop participants' performance within the coaching programme
13.1 Apply and justify a range of intervention strategies and training methods to support participants' development
13.2 Use a range of coaching styles to promote participants' own development and decision-making
13.3 Observe and analyse participants' performance during the coaching programme
13.4 Provide coaching points and techniques to address areas that require change or further development during the programme
13.5 Use technical templates for 3 star skills to identify the key technical components in discipline specific paddlesport craft

The coach must be able to conclude the coaching programme
14.1 Support and encourage participants to select and undertake safe and effective activities to conclude sessions
14.2 Manage the coaching environment to ensure it is suitable for future use
14.3 Use a range of methods to identify, discuss and summarise participants' performance, progress and achievement in line with the programme goals