

Occupational Standards for Stand Up Paddleboard Instruction

The Occupational Standards for Stand Up Paddleboarding have been developed by the National Governing Bodies for Stand Up Paddleboarding, Paddle UK and Surfing England, in conjunction with the British Stand Up Paddleboard Association (BSUPA) to ensure consistency in the development and delivery of Stand Up Paddleboard qualifications and training.

Occupational Standards outline the role and scope of those delivering Stand Up Paddleboard sessions and the essential knowledge, skills and behaviours that are needed to meet the minimum requirements of the sector. The occupational standard also provides guidance for the development of education and training to meet the standard.

This document uses the term "Stand Up Paddleboarding" as a general term encompassing all forms of paddleboarding. This includes activities performed lying, sitting, kneeling, or standing on a board, using hands or a paddle for propulsion, and may involve harnessing wind, flow, or waves.

Note: The Stand Up Paddleboard Occupational Standard to cover both paid and voluntary roles.

Typical operating environments:

- Outdoor activity or education centres
- Outdoor adventure and activity businesses
- Expedition and sports tourism
- Education organisations – Schools/Colleges and Universities
- Freelance sole traders
- Youth work and youth development organisations
- Clubs, affiliated or non-affiliated to an NGB
- Social led 'formalised' groups



Typical role titles:

- SUP Senior Instructor
- SUP Instructor
- SUP Leader
- Activity Instructor
- SUP Coach
- SUP Guide

Typical activities delivered:

- Taster/Introductory sessions
- Instruction
- Leading /guiding
- Coaching

Typical environments:

- Very sheltered water
- Sheltered water
- Open water such as lakes/lochs
- Non graded and graded rivers
- Surf zones
- Coastal
- Estuaries

Scope of those delivering Stand Up Paddleboard

Those delivering Stand Up Paddleboard sessions supervise and guide children and adults in a variety of activities, including:

- Introductory/taster sessions
- Safety awareness
- Skills development
- Increasing knowledge and understanding
- Rescue techniques



- Competition
- Journeying/touring/exploration
- Adaptive sessions
- Physical and wellbeing sessions

Operational framework

Standards For Deployment supports volunteers and paid employees to follow an agreed set of standards, to create a safer culture and environment within Stand Up Paddleboarding.

Qualification: Appropriate SUP qualification/award held for the environment that SUP activity is being delivered.

Safeguarding: Hold the appropriate safeguarding training and undergo the required criminal record checks, relevant to the participants.

First aid: Appropriate first aid provision provided.

Insurance: Appropriate levels of insurance for those deploying, delivering and participating in the SUP activity.

Age: Those 14 years of age and over can only be deployed to work under direct supervision, and within the safety framework of the deployer. Those 18 years of age or over can be deployed without direct supervision, provided they are working within appropriate guidelines.

Continual Professional Development: maintain personal and rescue skills, physical and mental capability within the environment and up to date with current practice.



Responsibilities

The main responsibility of those delivering Stand Up Paddleboard is to run safe and enjoyable sessions.

- Prepare for the session – gather information and make appropriate judgements about the participants, location, environmental factors (weather, tides, swell and surf) and resources for the activity.
- Deliver the session – brief participants, maintain safety and risk management, provide on-going Instruction/coaching.
- Meet the session outcome – support participants to achieve an outcome (such as new skills / knowledge, personal challenge and achievement).
- Close the session – a plenary gathering all participants to formally end the session, provide signposting to further learning and opportunities. Equipment checks. Pass on any relevant information, along with any incidents or notable events, using the NGB incident reporting database.

Management and Administration of Qualifications/Awards

Education and Training

Design of qualifications/awards and quality assurance processes will be developed aligned with the Stand Up Paddleboard Occupational Standards and CIMSPA Standards for Deployment

Curriculum and Competency Standards

Occupational Standards: Qualifications/awards content will align with specific competency standards, environmental definitions, ensuring that learners acquire the skills and knowledge necessary to meet industry expectations.

Stakeholder Consultation: Qualification/award development will have the involvement of industry experts, employers, and other stakeholders to ensure that they are aligned with real-world needs.



Assessment

Assessment Criteria: Qualifications/awards will include clear criteria for assessing a learners' performance. This will include the format of assessments, such as practical demonstrations, questioning, logbooks and professional discussions.

Validity and Reliability

All assessment methods will ensure fairness and consistency, and the qualification/award developer will demonstrate that assessments are valid reliable.

Certification

Upon successful completion of the qualification/award, learners will receive certification and includes anti-fraud measures like secure issuing processes or verification mechanisms.

Legal and Ethical Compliance

Data Protection: Qualification/award providers will comply with data protection regulations (GDPR in the European Union) when handling learner data.

Declarations of Interest

Qualification/award organisations will have a conflicts of interest policy to ensure impartiality, objectivity, and accountability.

Equal Opportunity and Accessibility

Qualifications and awards are accessible to all learners who can meet the competency standards, regardless of disability or background. Reasonable adjustments and special considerations policies are in place to support both learners and assessors throughout the process.

Quality Assurance Systems

Internal and External Quality Assurance: Robust internal quality assurance processes are in place. This includes regular evaluation with a level of



independence, of the curriculum, delivery methods, standardisation of assessors and assessment practices to ensure ongoing compliance with occupational standards.

Professional Development and Staffing

Staff Qualifications: Assessors and Standards Officers will hold appropriate qualifications for assessing and competence in the environment. Continuing professional development (CPD) will be recorded to ensure all assessors and standards officers remain up-to-date and current.

Resource Allocation: Adequate resources, including facilities, learning materials, and support services, will be provided to ensure the successful delivery of qualifications/awards.

Consumer Protection Transparency

Qualifications/awards must be publicly available and provide clear and accurate information to prospective learners, including details on the content, delivery method, assessment process, fees, and potential career outcomes.

Complaints and Appeals: Learners and assessors engaged with qualifications/awards will have a formal process for handling complaints or appeals related to assessments, certification, or other aspects of the program.

Qualification Framework Alignment

The benefit is recognised of mapping SUP qualifications/award to National Qualification Frameworks (NQF): Qualifications/awards. Mapping to the appropriate level in the NQF ensures consistency with other qualifications and clear progression pathways for learners.

