



**Performance Coach Award**  
**Unit Specification and**  
**Course Content**

## **Introduction**

This document provides the detail of the British Canoeing Awarding Body Performance Coach Award learning outcomes and assessment criteria.

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

- Performance Coach Course Guide;
- Performance Coach Coaching Philosophy Task;
- Performance Coach Community of Learning Event Facilitator Notes;
- Performance Coach Mentor Notes;
- Performance Coach Pre-Assessment Mentor Session Guidance;
- Performance Coach Assessment Guidance;
- Performance Coach Assessor Notes;
- Performance Coach Evidence of Completion;
- Performance Coach Delivery Centre Guidance.

## **About the Qualification**

Qualification Title: BCAB Level 4 Performance Coach Award

QAN: 603/5879/8

Level: 4

Total Qualification Time (TQT): 129 hours

Guided Learning Hours: (GLH): 49 hours

Operational Start Date: 29 June 2020

Sector Subject Area: 08.1 Sport, Leisure and Recreation

Review Date: 29 June 2029

The Performance Coach Award is an ideal programme for intrinsically driven, experienced coaches, who want to get better at coaching the paddlers they work with, and for those who seek recognition that their delivery meets enhanced levels of sophistication.

Learners successful at assessment and gaining the Performance Coach Award qualification will have demonstrated occupational competence and are able to operate independently as a fully qualified paddlesport coach.

The BCAB Level 4 Performance Coach Award allows the learner to operate independently in an employed setting within a talent/elite program, an outdoor activity centre or self-employed.

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## **Environmental Boundaries**

This section outlines the sport specific topics the Performance Coach will be expected to be able to coach, it also defines the population groups and environments that the candidate 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 'Performance Coach Course Guide' (Appendix 2) and further defined in the British Canoeing Awarding Body 'Environmental Definitions and Deployment Guidance for Instructors, Coaches and Leaders'. Coaches are expected to be able to operate in the full range of different conditions within these definitions. A range of relevant environments are sampled at assessment.

## **Technical and Tactical Syllabus**

The role of the Performance Coach is to inspire, motivate and support individuals to enhance their long-term development as paddlers. To do this they will be developing highly sophisticated, individualised and group coaching practices, underpinned by well-informed insights into the technical and tactical elements within the discipline.

Their repertoire will be extensive and their understandings considerable in all areas relevant to the participant population groups they coach.

## **Participant Population Groups**

The candidate will select the participation group/s (age, ability, craft/class) that they will coach. The range of participants relevant to the Coach may include:

- Participants at different stages of learning OR performance levels;
- Participants with different levels of motivations/aspirations;
- Paddlers of different craft (e.g., solo, tandem, crew);
- Different competition event classifications (e.g., K1, C1, crew, men, women, paracanoe, Va'a, age groups);
- Specific population groups (e.g., men, women, ability/disability, age groups).

## Performance Coach Programme Learning Outcomes

The Performance Coach programme aims to develop the ability of well-practiced and experienced coaches to use sophisticated coaching practices to enhance and optimise participants' and groups of participants' long-term development and wellbeing.

By successfully engaging with this programme, the Coach will be able to:

1. Inspire and motivate participants and groups of participants to achieve their goals.
2. Prioritise accurate assessments of participants' and groups of participants' current medium-term and long-term performance development needs and wants.
3. Utilise comprehensive technical and tactical understanding within their coaching practice.
4. Use considered coaching strategies to enhance and optimise performance of participants and groups of participants.
5. Use strategies to develop and maintain high quality relationships with, and between, participants.
6. Manage the complexities of maintaining participants' engagement, motivation, enjoyment and development.
7. Demonstrate exceptional professional standards.
8. Demonstrate a sense of self-awareness; being able to illustrate how their values and beliefs underpin their coaching practice.
9. Steer their own coach development; selecting strategies to advance their own coaching knowledge and skills in areas that are appropriate to their specific needs and role.

## Learning Outcomes and Assessment Criteria

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
By successfully engaging with the programme the Coach will be able to:	The Coach will be able to show this by:

<p>LO1. Inspire and motivate participants and groups of participants to achieve their goals.</p>	<ol style="list-style-type: none"> <li>1. Using behaviours to inspire and motivate participants/groups of participants with an agreed vision.</li> <li>2. Nurturing an environment with both team and individually-focused goals.</li> <li>3. Setting the example they want to see in the group.</li> <li>4. Utilising and adapting coaching practice to exploit or enhance existing motivations and boost intrinsic motivations.</li> </ol>
<p>LO2. Prioritise accurate assessment of participant's and groups of participants' current medium-term and long-term performance development needs and wants.</p>	<ol style="list-style-type: none"> <li>5. Undertaking robust needs analysis that takes into account the 'whole' individual; considering all elements impacting/influencing performance.</li> <li>6. Utilising analysed information to plan, prioritise and set and amend goals with participants to support their ongoing and future development.</li> </ol>
<p>LO3. Utilise comprehensive technical and tactical understanding within their coaching practice.</p>	<ol style="list-style-type: none"> <li>7. Applying specialist knowledge of the performance demands of the discipline within their coaching practice.</li> </ol>
<p>LO4. Use considered coaching strategies to enhance and optimise performance of participants and groups of participants.</p>	<ol style="list-style-type: none"> <li>8. Selecting from an extensive range of coaching and leadership strategies, practice methods and approaches.</li> <li>9. Responding and adapting to changing/developing wants and needs.</li> <li>10. Balancing attention on meeting individual needs within groups of participants; and meeting groups' needs.</li> </ol>

	Note: Short-, medium- and/or long-term strategies will be used as required by the Coach's specific coaching environment.
LO5. Use strategies to develop and maintain high quality relationships with, and between, participants.	<ul style="list-style-type: none"> <li>11. Connecting with participants in a way that allows the Coach and participant to trust and commit to each other, work effectively together, and know and understand one another.</li> <li>12. Supporting the social dynamics within groups of participants, encouraging them to trust and commit to each other, work effectively together, know and understand one another.</li> </ul>
LO6. Manage the complexities of maintaining participants' engagement, motivation, enjoyment and development.	<ul style="list-style-type: none"> <li>13. Utilising decision-making and problem-solving skills; monitoring and evaluation strategies; review and reflection to support participants' engagement, motivation, enjoyment and development within the coaching environment.</li> </ul>
LO7. Demonstrate exceptional professional standards.	<ul style="list-style-type: none"> <li>14. Using reflection for action, reflection in action, and reflection on action to enrich, refine and increase the effectiveness of their coaching practice.</li> <li>15. Demonstrating exceptional professional standards within their coaching environment in line with the British Canoeing Awarding Body Code of Conduct.</li> <li>16. Maintaining a high quality, participant-focused environment, supporting the health, wellbeing, safety and all round development of participants in their care.</li> <li>17. Applying knowledge of relevant legislation, deployment matters and professional responsibilities in their coaching practice.</li> </ul>
LO8. Demonstrate a sense of self-awareness; being able to illustrate how their values and beliefs underpin and shape their coaching practice.	<ul style="list-style-type: none"> <li>18. Explaining and demonstrating how their values and beliefs underpin their coaching practice.</li> <li>19. Managing their emotions within the coaching environment.</li> <li>20. Utilising awareness of their own bias, skills, values and beliefs in the management of the coaching environment.</li> </ul>
LO9. Steer their own coach development; selecting strategies to advance their own coaching knowledge and skills in areas that are appropriate to their specific needs and role.	<p>Showing a commitment (and the skills) to support the ongoing development of their coaching practices and understandings.</p> <p>Not assessed. It is integral to the programme that coaches will engage in relevant coach development activities.</p>

Assessment methods and tasks are detailed in the 'Performance Coach Assessment Guidance'.