



 **BRITISH**  
**CANOEING**  
AWARDING BODY



# Leadership and Raft Guide Awards Sample Programme



## **British Canoeing Awarding Body Leadership and Rafting Award Sample Programme**

### **Introduction**

This document provides examples of a 1 day and 2 day assessment outlines, as well as a 2 day Leadership training course programme with accompanying lesson plans.

This is intended to be used as a guide and should be read in conjunction with:

- British Canoeing Awarding Body Award specific Assessment Guidance
- British Canoeing Awarding Body Leadership and Raft Guide Course Guide
- British Canoeing Awarding Body Leadership and Raft Guide Tutor Notes
- British Canoeing Awarding Body Participant Focused Leadership Guidance

It must be remembered that Tutors are responsible for planning appropriate learning/assessment programmes that cover all of the content associated with the qualification. It is expected that programmes are adapted to fit the needs of the candidates, with sessions tailored to suit the environment that the candidate is most likely to be working within, whilst still covering the necessary elements. Attempting to follow these lesson plans without due adaptation and consideration of the wider supporting documentation and individual candidate needs is not appropriate.

For the purpose of this guidance document, the term 'Leader' may be used to cover both Leadership and Raft Guiding pathways.

## British Canoeing Awarding Body 1-Day Assessment Programme

Evening session			
Session	Time	Session Outline	Notes / Resources
Session 1 Classroom / online	30 min.	Introductions and paperwork Overview of assessment course	Registration Skills checklist
Session 2 Classroom / online	40 min.	Assessment plan	Weather Forecast Water Levels, etc. Leadership order and roles Logistics
Day 1			
Session 3 Classroom / Stores	30-40 min.	Meet Students Outfitting and loading	
Session 4 Practical	5-6 hours	Appropriate venue that covers <u>all</u> environmental requirements Personal Performance Rescues	Candidates leading and performing against the assessment criteria
Session 5 Stores / Classroom	60 min.	Results Return of Equipment Debriefs and Action Planning Paperwork	Use of 'Skills Checklist'

<b>Tutor</b>	British Canoeing Awarding Body Leadership Tutor – organiser of the assessment
<b>Candidates</b>	Those on assessment for the Leader qualification
<b>Students</b>	Those being led on the Leader assessment

**British Canoeing Awarding Body 2-Day Assessment Programme**

<b>Evening session</b>			
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>	<b>Notes / Resources</b>
Session 1 Classroom /online	30 min.	Introductions and paperwork Overview of assessment course	Registration Skills checklist
Session 2 Classroom / online	40 min.	Assessment plan	Weather Forecast Water Levels, etc. Leadership order and roles Logistics
<b>Day 1</b>			
Session 3 Classroom / Stores	30-40 min.	Meet Students Outfitting and loading	
Session 4 Practical	5–6 Hours	Appropriate venue that meets some of the environmental requirements Personal Performance Rescues	Candidates leading and performing against the assessment criteria
Session 5 Classroom	60 min.	Review of Day Assessment plan for next day	
<b>Day 2</b>			
Session 6 Classroom / Stores	30-40 min.	Meet Students Outfitting and loading	
Session 7 Practical	5-6 hours	Appropriate venue that covers the remaining environmental requirements not covered on day 1	Candidates leading and performing against the assessment criteria

		Personal Performance Rescues	
Session 8 Stores / Classroom	60 min.	Results Return of Equipment Debriefs and Action Planning Paperwork	Use of 'Skills Checklist'

<b>Tutor</b>	British Canoeing Awarding Body Leader Tutor – organiser of the assessment
<b>Candidates</b>	Those on assessment for Leader qualification
<b>Students</b>	Those being led on the Leader assessment

## British Canoeing Awarding Body Leadership Training 2-Day Programme

Day 1			
Session	Time	Session Outline	Notes / Resources
<a href="#">Session 1</a> Classroom	30 min.	Introductions and paperwork Leadership Pathway Role of the Leader/Guide Overview of training course	Introduction of 'Skills Checklist' and Leader self-analysis tool Introduction of the downloadable logbook
<a href="#">Session 2</a> Classroom	15 min.	Leadership Philosophy (Linked to practice over the two days)	Personal leadership philosophy
<a href="#">Session 3</a> Classroom	45 min.	Information gathering: <ul style="list-style-type: none"> <li>Options for how to profiling</li> <li>Introduction to TTPP</li> <li>Use of TTPP as a profiling tool</li> </ul>	
<a href="#">Session 4</a> Practical	45 min.	Physiological considerations: <ul style="list-style-type: none"> <li>At the start / during and end of journeys</li> <li>Equipment considerations</li> <li>Use of warm-ups</li> </ul>	Outfitting of craft and size of paddles, matched to students Use of warm-ups linked to individuals, equipment and journey
<a href="#">Session 5</a> Practical	30 min.	Getting started: <ul style="list-style-type: none"> <li>Safety briefs</li> <li>Leader's equipment</li> </ul>	The importance of scene setting and sharing the plan for the day What equipment do you need?
<b>Lunch</b>			
<a href="#">Session 6</a> Practical	1 hour	Personal Performance:	Ensuring the candidate is aware of the

		<ul style="list-style-type: none"> <li>• Development of personal skills</li> <li>• What skills are required for Leaders and put into context on a journey</li> </ul>	fundamentals of paddlesport and their individual performance in the environment
<a href="#">Session 7</a> Practical	1 hour	Journeying Skills	
<a href="#">Session 8</a> Practical	1 hour	Rescues including incident management	
<a href="#">Session 9</a> Classroom	30 min.	Review of the day	Capturing the learning points from the day. Use of 'Skills Checklist'
<a href="#">Session 10</a> Classroom	30 min.	Introduction to Leadership Principles / Styles	Options for leadership
<a href="#">Session 11</a> Classroom	30 min.	Planning for successful journeys	Weather Forecasting Introduction to journey planner Water Levels, etc. Logistics
<b>Day 2</b>			
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>	<b>Notes / Resources</b>
<a href="#">Session 12</a> Classroom	15 min.	Introduction to day 2 Re-cap and questions from day 1	Reflections from previous day and setting up for this day
<a href="#">Session 13</a> Practical	2 hours	Journey applying leadership principles <ul style="list-style-type: none"> <li>• Matched with philosophy</li> <li>• Matched with needs of students</li> </ul>	Application of the leadership principles and putting into context on a journey

<a href="#">Session 14</a> Practical	1 hour	Tactics for decision-making: <ul style="list-style-type: none"> <li>• Group management</li> <li>• Psychological effects</li> <li>• Risk management and benefits</li> </ul>	Recognition of triggers for psychological effects
<b>Lunch</b>			
<a href="#">Session 15</a> Practical	1 hour	Personal Performance: <ul style="list-style-type: none"> <li>• Development of personal skills</li> <li>• What skills are required for Leaders and put into context</li> </ul>	Ensuring the candidate is aware of the fundamentals of paddlesport and their individual performance in the environment
<a href="#">Session 16</a> Practical	30 min.	Journeying Skills	
<a href="#">Session 17</a> Practical	1 hour	Rescues including incident management	
<a href="#">Session 18</a> Classroom	30 min.	Review of the day Training course review and journey to assessment	Reflections and learning from the day. Journey from here towards assessment
<a href="#">Session 19</a> Classroom	1 hour	Individual debriefs and action planning	Use of individual 'Skills Checklist' and Leader Self-Analysis Tool

## British Canoeing Awarding Body Leadership Training 2-Day Session Plan

### Session 1: Course Introductions

<b>Time:</b>	30 minutes
<b>Venue:</b>	Classroom
<p><b>Session aim/s:</b></p> <p>To set the course up and create a positive learning environment.</p> <p>To introduce the course, the role of the Leader/Guide and the programme for the two days.</p> <p>To introduce the British Canoeing leadership pathway.</p>	
<p><b>Delivery:</b></p> <p>This session is crucial for setting the scene and tone of the course.</p> <p>Time should be spent getting the candidates to introduce themselves and the pathway that they are on to become a British Canoeing Awarding Body Leader/Guide.</p> <p>The Tutor will then cover three aspects:</p> <ol style="list-style-type: none"> <li>1. The overview of the British Canoeing Awarding Body Leadership Pathway</li> <li>2. The role of the British Canoeing Awarding Body Leader (specific to award)</li> <li>3. The introduction to the training programme for the two days</li> </ol> <p>and:</p> <ul style="list-style-type: none"> <li>• Introduction of 'Skills Checklist' and Leader Self-Analysis Tool</li> <li>• Introduction of the downloadable Logbook</li> </ul>	

## Session 2: Leadership Philosophy

<b>Time:</b>	15 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b>	
Introduction of creating a personal leadership philosophy.	
<b>Delivery:</b>	
<p>Using the British Canoeing Awarding Body Educational Philosophy, Tutors instigate a discussion on how this matches their own personal beliefs and ethos as a Leader. How will this match with what they aspire to do as a Leader?</p> <p>This should leave the candidates with a deeper understanding of what type of Leader they want to be.</p> <p>This session feeds into session 10, where there is further exploration of the underpinning values and beliefs that support leadership style; including vision, support, safety, challenge, control, etc.</p> <p>Leaders are all expected to ensure their behaviour avoids negative impact on the environment, local communities, and other water users. This area is not specifically covered, however, good practice must be modelled throughout the course, and candidates signposted to supporting information on the <a href="#">British Canoeing Awarding Body website</a>.</p>	

### Session 3: Information Gathering

<b>Time:</b>	45 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b>	
<p>To introduce the importance of profiling the paddlers to be led.</p> <p>To introduce exemplar ways of profiling.</p> <p>To introduce the TTPP model and its importance for Leaders.</p>	
<b>Delivery:</b>	
<p>Matching journeys and journey types with the needs of the paddlers is crucial for the success of the journey. This session will introduce the candidates to gathering accurate and comprehensive information to inform their decisions.</p> <p>Tutors to ensure the following areas are covered:</p> <ul style="list-style-type: none"> <li>• Use of questioning to gain information when meeting new paddlers, for example:             <ul style="list-style-type: none"> <li>• Group/individuals' personalities, aspirations, motivations, expectations</li> <li>• Group/individuals' abilities and past experiences</li> <li>• Group goals</li> </ul> </li> <li>• TTPP model and how to use this to aid in journey selection</li> <li>• Different types of profiling tools – i.e. 'Skills Checklist'</li> <li>• Effective analysis of information to inform the trip plan (venue, difficulty, length, etc.)</li> </ul>	

## Session 4: Physiological Considerations

<b>Time:</b>	45 minutes
<b>Venue:</b>	At the water venue
<b>Session aim/s:</b>	
<p>To understand the importance of warm-ups for having a successful journey.</p> <p>To introduce the physiological aspects of equipment for journeys.</p>	
<b>Delivery:</b>	
<p>Tutors are to lead a short workshop that covers the following aspects:</p> <ul style="list-style-type: none"> <li>• Matching equipment to people – size of paddles including shaft size, blade area, blade type and overall paddle length.</li> <li>• Getting outfitted in the craft that allows good use of the fundamentals – Posture, Connectivity, Power Transfer and Feel.</li> <li>• The importance of clothing – layering through to outer clothing and how this will impact on the comfort of the paddler.</li> </ul> <p>The importance of matching equipment to the needs of the student (size, ability and aspirations) and the journey undertaken should be highlighted.</p> <p>Tutors to introduce the key components / principles of warm-ups using the RAMP model:</p> <p><b>R</b> – raise body temperature – i.e. raise the pulse by going on a jog</p> <p><b>A</b> – activate the paddling muscles – remember the postural back muscles and hip area</p> <p><b>M</b> – mobilise the joints – to include giving them a better range of motion while paddling</p> <p><b>P</b> – potentiate (stimulate) the muscles – increasing the strength of the nerves' impulse and getting them primed</p> <p>This should be delivered in an interactive way that involves the candidates going through the parts of the warm-up and how they can use this both on land and water. They should finish with the understanding of importance and examples of</p>	

how they can apply this. The importance of matching to the needs of the student and the journey should be made explicit.

On session 13, a way to bring this to life would be to split the four areas up at the start of the day and each candidate(s) lead one of the four areas before starting on the journey.

As much as possible, this blended approach should continue throughout the training.

## Session 5: Getting Started

<b>Time:</b>	30 minutes
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
To identify Leaders' equipment for undertaking journeys.	
To identify critical areas that are required for safety briefs at the start of a journey.	
<b>Delivery:</b>	
Tutors to lead a short workshop that helps the candidates with:	
<ol style="list-style-type: none"> <li>1. Safety equipment to match the risk management strategies, including*:           <ul style="list-style-type: none"> <li>- things to manage paddlers' basic comfort, e.g. spare clothes, drink, food, shelter</li> <li>- things to manage accidents, e.g. first aid kit, repair kit, towing options</li> <li>- link to the type of journey and students' needs</li> <li>- where to store it, i.e. on person (buoyancy aid) or in/on the craft and options for keeping it dry.</li> </ul> </li> <li>2. Navigation - To include the different options for navigation. The importance of map and compass should be highlighted, and the use of other navigation options should be covered.</li> <li>3. Getting onto the water and setting the tone / culture of the trip is crucial. Tutors to get the candidates discussing, in small groups, how they would start. Topics to include:           <ul style="list-style-type: none"> <li>- Setting boundaries and expectations from all on the water</li> <li>- Points of interest along the route, including way markers as options for keeping the group together and in touch for communication purposes</li> <li>- What options will be for recognising risks and then mitigating them</li> <li>- How setting a safety brief at the start can aid in the outcome for when things go wrong</li> </ul> </li> </ol>	

- What the process will be for dealing with capsizes/falling off their craft
- Checking equipment

On session 13, a way to bring this to life would be to have the group lead the brief at the start of the journey. As much as possible, this blended approach should continue throughout the training.

\*Note – this could be blended into a lunchtime discussion but should be covered on the course.

## Session 6: Personal Performance

<b>Time:</b>	1 hour
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
<p>To ensure that candidates have the required personal performance of their craft.</p> <p>To put into context the skills required for the environment.</p>	
<b>Delivery:</b>	
<p>The ability of the candidates to control their craft in the environment is vital. This session is to aid the candidates in the development of their personal skills, putting the skills into context of the environment.</p> <p><b>Technical and Tactical:</b> The emphasis is on the ability to effectively and efficiently control the craft in real situations. Skills should be trained holistically throughout the duration of the training with manoeuvres and actions applied tactically in the given environment.</p> <p>Candidates must demonstrate competence in their craft at assessment, see specific award 'Assessment Guidance' for detailed requirements.</p> <p>This session, therefore, is about setting this scene and ensuring the fundamentals of paddlesport are all in place.</p> <p>At assessment, the Leader also needs to demonstrate the ability, judgement and decision making to select appropriate craft from which to lead, matched to their personal competence, experience and the leadership demands. They also need to ensure their personal equipment is suitable for safety, comfort and leadership responsibilities. These areas should be discussed and supported.</p>	

## Session 7: Journeying Skills

<b>Time:</b>	1 hour
<b>Venue:</b>	On the water
<b>Session aim/s:</b>	
To understand when and where to use different tactics to deal with environmental considerations.	
<b>Delivery:</b>	
Depending on the award, options to cover may include the following:	
<ul style="list-style-type: none"> <li>• Portaging: how to manage this safely, carrying and lifting on uneven surfaces.</li> <li>• Ropes: uses to include towing, rafting, lining around a headland (heading upwind). Therefore, types of knot and when to be quick releasable, where and how to attach to the craft.</li> <li>• Travelling downwind: these should be simple ways of capturing the wind to aid the journey. Tutors to show different set-ups and have ways to deal with keeping the group together and use of catching points.</li> <li>• Rafting: uses to include when it may be best to keep the group together and the pros and cons for rafting.</li> <li>• Navigating on the move: knows where they are, makes effective decisions on route, can identify and navigate to access/egress/shelter/evacuation points. This could be blended throughout the practical on the water activity.</li> </ul>	
The concept is that these skills blend to allow the tactical decision of the Leader to continue the journey in the environment.	
Tutors will aid the candidates' decision-making process as to when to use different techniques/approaches. This will include the group management benefits / risks associated with choosing different tactics.	
This will first need to look at ensuring the candidates have the required skills and then putting them into context and challenge the skill.	

**Discussion Points:**

- Leader award remit and environmental definitions
- Safety frameworks

## Session 8: Rescues and Incident Management

<b>Time:</b>	1 hour
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
To ensure candidates are aware and practice rescues required for the Leadership/Raft Guide Award.	
<b>Delivery:</b>	
<p>To ensure the candidate's own safety, and the safety of others, they need to show that they can deal with a range of rescue situations relevant to the craft in the appropriate environment.</p> <p>The general principles of how to deal with rescues should be integrated into the session.</p> <p>This could include areas as follows:</p> <ul style="list-style-type: none"> <li>• Towing: like to like craft and the safe / sound options of how to tow. This will include using purpose made towlines, painters on canoes, use of length of tape (sling) and no kit (holding on). This should also look at covering if the person being towed is injured and needs support. Once this has been established, cover what are the next steps.</li> <li>• Deep-water rescue: safe and sound options of how to empty water and recover a swimmer back into/onto their craft. This will include where to put the swimmer, how to use them if required, looking after other equipment (paddles) and looking after the rest of the group. Tutors should ensure that candidates minimise the risks to their body and use good technique that does not involve lifting heavy/flooded craft. Once this has been established, cover what the next stages are.</li> <li>• Rescue an unconscious paddler: explores the options of rescuer in/on their craft, and the rescuer in the water to recover the casualty.</li> <li>• Self-rescue: Candidates have to be able to resolve falling in. Covering             <ul style="list-style-type: none"> <li>• Rolling / support strokes</li> <li>• Climb back in and pump / bail</li> </ul> </li> </ul>	

- Swim to shore with kit

Note, that at assessment the self-rescue must be performed in deep water (without swimming to the shore and without gaining assistance from shallows).

### Session 9: Review of the Day

<b>Time:</b>	30 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b> To capture the learning from the day.	
<b>Delivery:</b> Tutors to ensure that the candidates capture the key learning points from the day. This can happen in many ways but Tutors should aid the candidates with their reflections, development of action points and areas that can be capitalised on in day 2. The 'Skills Checklist' and Leader Self-Analysis Tool would be useful tools here.	

## Session 10: Introduction to Leadership Principles/Styles

<b>Time:</b>	30 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b>	
To introduce and explore leadership principles / styles.	
To introduce the British Canoeing Awarding Body Leadership Principles.	
<b>Delivery:</b>	
Tutors to introduce and lead a discussion based workshop that focuses on the different ways to lead. This will build on the practical workshops during the day and in particular, session 2 and the candidate's personal philosophy.	
This will then come to life practically in day 2 and especially session 13.	
<b>Influences on Leadership Behaviour:</b>	
Leadership behaviour is particularly influenced by:	
The Situation and Environment: e.g. the weather, water conditions/seriousness, the goals of the group, the type of task, the social/cultural norms.	
You (The Leader): e.g. your personality, expertise, experience, philosophy, personal values and beliefs.	
The Group Members: e.g. individuals' different characteristics, personality, the need for affiliation, tolerance for ambiguity, attitude towards authority, ability and arousal levels relative to the task at hand, preferences for specific leadership behaviours.	
<b>Areas to include / cover:</b>	
<ul style="list-style-type: none"> <li>• Vision – being a positive role model and aiming to inspire others</li> <li>• Support – provide empathetic social support in a positive environment</li> <li>• Challenge – supporting appropriately challenging experiences</li> <li>• Control – the spectrum of how much control a Leader has and the decision of when to have more control and when to be non-controlling as a Leader.</li> </ul>	

The discussion should be around the benefits / negatives of too much or too little control.

- Balancing Challenge and Control – empowering those being led in a supportive environment
- How this influences on the water decision making.

## Session 11: Planning for Successful Journeys

<b>Time:</b>	30 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b>	
<p>Introducing the importance of planning for a Leader/Raft Guide.</p> <p>To introduce the aspects and resources required for planning.</p>	
<b>Delivery:</b>	
<p>Tutors to use this session to help set up the next day's journey and cover the critical areas that aid Leaders in having successful journeys.</p> <p>Tutors to cover the following:</p> <ul style="list-style-type: none"> <li>• Weather forecasts – how the weather will help decide on aspects of the journey:           <ul style="list-style-type: none"> <li>• Clothing</li> <li>• Craft choice</li> <li>• Direction of travel</li> <li>• Equipment required</li> </ul> </li> <li>• Water levels:           <ul style="list-style-type: none"> <li>• Where to find them</li> <li>• How that will impact with the weather and the choices required to be made</li> </ul> </li> <li>• Logistics:           <ul style="list-style-type: none"> <li>• Putting everything in place</li> <li>• Organising shuttles</li> <li>• Equipment needs</li> </ul> </li> </ul> <p>This would be an opportunity to set a challenge for the candidates to plan for the next day and put this session to the test.</p>	
<b>Discussion points:</b>	
<ul style="list-style-type: none"> <li>• matching trip/location/conditions, etc. to the group's aims, aspirations, enjoyment and safety</li> </ul>	

- link to leadership style and balancing challenge with control
- Specific award remit and environmental definitions
- Introduction to the 'Journey Planner'.

## Session 12: Introduction to Day 2

<b>Time:</b>	15 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b>	
To pick up any reflections from day 1.	
To introduce the day.	
<b>Delivery:</b>	
Classroom based short session to ensure that any issues / questions from day 1 are dealt with.	
Tutors to introduce the day and emphasis on going on a journey, putting the leadership principles, warm-up and safety briefs into action.	
To look at the personal performance and safety skills for operating in the environment.	

### Session 13: Journey Applying Leadership Principles

<b>Time:</b>	2 hours
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
To apply the leadership principles identified in session 10 into a journey.	
<b>Delivery:</b>	
<p>This session is about putting everything into place and giving the candidates the opportunity to lead and be led. This will ensure that they can get valuable feedback on their way to becoming a British Canoeing Awarding Body Leader/Raft Guide.</p> <p>This session will blend with the next session (session 14).</p> <p>The session to include:</p> <ul style="list-style-type: none"> <li>• Bringing session 10 (leadership principles) to life</li> <li>• Candidates leading the warm-up using the RAMP model – (session 4)</li> <li>• Candidates giving the safety brief - (session 5)</li> <li>• Positioning and line of sight; leading from front / back – this will include areas of control from session 10</li> <li>• Communication throughout the group and keeping good visual</li> <li>• Avoiding issues</li> <li>• When the Leader would need to intervene to ensure the journey is successful – this could be combining the environmental considerations</li> <li>• Navigating on the move – knows where they are, makes effective decisions on route choice, can identify and navigation to access/egress/shelter/evacuation points</li> </ul> <p>This session should blend the learning from day 1 and be the starter for the sessions 14, 15 and 16.</p>	
<b>Discussion Points:</b>	
<ul style="list-style-type: none"> <li>• Specific award remit and environmental definitions</li> <li>• Safety frameworks</li> </ul>	

## Session 14: Tactics for Decision-Making

<b>Time:</b>	1 hour
<b>Venue:</b>	Water based
<p><b>Session aim/s:</b></p> <p>To understand psychological triggers from paddlers.</p> <p>To manage risks for the benefit of the paddlers.</p> <p>To identify points when a change of leadership / group management is required.</p>	
<p><b>Delivery:</b></p> <p>It is crucial for candidates to be able to recognise key triggers for psychological effects from the group to ensure that the journey becomes a success.</p> <p>The areas of:</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Arousal levels</li> <li>• Mental toughness</li> </ul> <p>These should be covered and the candidate able to pick up on the change of behaviours that would indicate how they would need to adapt the plan and their leadership to suit.</p> <p>These differences could be vast; however, silence, speed of travel and lack of control would be three areas to explore.</p> <p>The change of plan could be forced by the conditions (weather, etc.) or by the group triggers. Options would include:</p> <ul style="list-style-type: none"> <li>• Change of leadership style – more/less autocratic and directional control</li> <li>• Change of plan – more/less difficult or challenging</li> <li>• Change of journey tactic – portage, rafting, towing or route</li> </ul>	

## Session 15: Personal Performance

<b>Time:</b>	1 hour
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
<p>To ensure that candidates have the required personal performance in their craft.</p> <p>To put into context the skills required for the environment.</p>	
<b>Delivery:</b>	
<p>The ability of the candidates to control their craft in the environment is vital. This session is to aid the candidates in the development of their personal skills in their craft. Putting the skills into context of the environment and as a Leader should be at the forefront.</p> <p><b>Technical and Tactical:</b> The emphasis is on the ability to effectively and efficiently control the craft in real situations. Skills should be trained holistically throughout the duration of the training, with manoeuvres and actions applied tactically in the given environment.</p> <p>Candidates must demonstrate competence in their craft at assessment. See the specific award 'Assessment Guidance' for detailed requirements.</p> <p>This session, therefore, is about setting this scene and ensuring the fundamentals of paddlesport are all in place.</p> <p>At assessment, the Leader needs to demonstrate the ability, judgement and decision making to select appropriate craft from which to lead, matched to their personal competence, experience and the leadership demands. This area should be discussed and supported.</p> <p>Areas of personal performance identified over the journey would be normally covered here.</p>	

## Session 16: Journeying Skills

<b>Time:</b>	30 minutes
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
<p>To introduce candidates to concepts beyond the paddle.</p> <p>To understand when and where to use different tactics to deal with environmental considerations.</p>	
<b>Delivery:</b>	
<p>This session should build on session 7.</p> <p>Depending on the specific award, options could include the following:</p> <ul style="list-style-type: none"> <li>• Ropes: building on the use of lining and knots from day 1 (session 7), this session could include towing, rafting, lining around an obstacle. Therefore, types of knot and when to be quick releasable, where and how to attach to craft.</li> <li>• Rafting: uses to include when it may be best to keep the group together and the pros and cons for rafting.</li> <li>• Travelling downwind: These should be simple ways of capturing the wind to aid the journey. Tutors to show different set-ups and have ways to deal with keeping the group together and use of catching points.</li> <li>• Portaging: how and when....</li> </ul> <p>The concept is that these skills blend to allow the tactical decision of the Leader to continue the journey in the environment.</p> <p>Tutors will aid the candidate's decision-making process as to when to move beyond the paddle and what solution would be best. This will include the group management benefits / risks associated with choosing different tactics.</p> <p>This will first need to look at ensuring the candidates have the required skills and then putting them into context and challenge the skill.</p>	

**Discussion Points:**

- Safety frameworks

## Session 17: Rescues and Incident Management

<b>Time:</b>	1 hour
<b>Venue:</b>	Water based
<b>Session aim/s:</b>	
To ensure candidates are aware and practice rescues required of a Leader.	
<b>Delivery:</b>	
<p>To ensure the candidate's own safety, and the safety of others, they need to show that they can deal with a range of rescue situations relevant to the environment.</p> <p>This session should build on session 8.</p> <p>This session would work well as a scenario based session, challenging existing knowledge and layering in new information for the environment. The general principles of how to deal with rescues should be integrated into the session.</p> <p>The specific areas to be covered in addition to session 8 could include the following:</p> <ul style="list-style-type: none"> <li>• Towing: Once established and implemented, what are the next stages?</li> <li>• Moving a swamped craft /rescuing swimmers: scenario of moving flooded boats towards edge or safety. Once this has been established, what are the next stages?</li> <li>• Repairs to the craft and paddle, afloat and on the shore.</li> <li>• Rescue an entrapped paddler: explore how to deal with a paddler who has become stuck/foot entrapment and the general dangers associated with the entrapment and avoidance strategies.</li> <li>• Typical first aid incidents: sea sickness, tired/fatigued, dislocation, etc.</li> <li>• Self-rescue; Candidates have to be able to resolve falling in. Depending on the craft being covered, options to include: <ul style="list-style-type: none"> <li>• Rolling / support strokes</li> <li>• Climb back in and pump / bail</li> <li>• Swim to shore with kit</li> </ul> </li> </ul>	

## Session 18: Course Review and Journey to Assessment

<b>Time:</b>	30 minutes
<b>Venue:</b>	Classroom
<b>Session aim/s:</b>	
To capture learning from the course.	
To ensure candidates are aware of the journey towards assessment.	
<b>Delivery:</b>	
Tutors to ensure that the candidates capture the key learning points from the day and ultimately the course. This can happen in many ways but Tutors to aid the candidates with their reflections, development of action points and areas that can be capitalised in further training.	
This should highlight areas where further training may be required, for example, Safety programmes, Personal Performance Award course, Guide modules, or further coaching.	
This session should ensure that the candidates leave with the required information to help them get set for moving towards assessment. This should include:	
<ul style="list-style-type: none"> <li>• A rough outline of a typical assessment programme</li> <li>• An outline of the assessment methods that will be used</li> <li>• Clear guidance on what standard is expected at assessment</li> <li>• An introduction to the 'Assessment Guidance'</li> <li>• Opportunities to raise any questions or concerns about the assessment process</li> <li>• Clear guidance on the assessment course prerequisites</li> <li>• Advice on finding, and working with, a suitable Mentor</li> </ul>	
The 'Skills Checklist' and Leader Self-Analysis Tool would be a useful tool here.	

## Session 19: Individual Debriefs and Action Planning

<b>Time:</b>	1 hour
<b>Venue:</b>	Classroom
<b>Session aim/s:</b> To ensure that candidates leave with a clear action plan.	
<b>Delivery:</b> Tutors to set time aside to work with each individual in development of their action plan and ensure that they are set up to work towards assessment. By the end of the training course, candidates should have received clear feedback on their personal standard and have an action plan to help them prepare for assessment. Action planning should include all areas of the Award, for example: <ul style="list-style-type: none"><li>• Participant focused leadership skills</li><li>• Personal paddling skills</li><li>• Rescue skills</li><li>• Background knowledge and understanding</li><li>• Experience</li></ul>	