BCAB Level 1 Stand Up Paddleboard Instructor Award

Qualification Specification

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BCAB Level 1 Stand Up Paddleboard Instructor Award Qualification Specification

Introduction

We are delighted to introduce the BCAB Level 1 Stand Up Paddleboard Instructor Award Qualification Specification.

About the British Canoeing Awarding Body

The British Canoeing Awarding Body is recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), the Council for the Curriculum, Examinations and Assessment (CCEA), and Qualifications Wales (QiW). As an Awarding Body we offer and certificate vocational paddlesport qualifications from Levels 1 to 4. British Canoeing Awarding Body ensures that candidates are assessed fairly and accurately and that the qualification design and delivery is robust and fit for purpose.

Our qualifications and awards undergo regular monitoring and evaluation and changes are made when required to ensure they continue to meet the needs of candidates and the paddlesport Industry.

British Canoeing Awarding Body Educational Philosophy

British Canoeing Awarding Body believes in a participant-led approach when creating and enabling experience from which people will enjoy, learn and develop through paddlesport. The BCAB Level 1 Stand Up Paddleboard Instructor Award course is designed to support instructors to deliver safe, engaging, empowering and enjoyable SUP sessions with the paddler at the heart of the process; whilst also fostering a sense of a paddling community and supporting the inherent social aspects of the sport. We hope, through this approach, that paddlers will achieve and celebrate success (this success being focused on the journey and not the destination).

The instructor's experience through the qualification pathway should also be safe, engaging and enjoyable; with the instructor being able to guide their own learning

and development. Our course tutors should deliver the programme using a supportive and empowering approach to instil an active passion for both SUP and instructing. Whilst meeting individual needs, fostering a sense of a paddling community, and developing understanding and respect for the environment in which stand up paddleboarding takes place.

About the Qualification

Qualification Title:	BCAB Level 1 Stand Up Paddleboard Instructor Award
QAN:	610/1551/9
Level:	1
Total Qualification Time (TQT):	100 hours
Guided Learning Hours: (GLH):	15 hours
Operational Start Date:	1st December 2022
Review Date:	1st December 2026

Acknowledgments

British Canoeing Awarding Body worked in partnership with a wide range of experts in the development of this qualification. This included delivery centres, employers, current and potential candidates, paddlesport and educational experts.

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Publication

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Introduction to the BCAB Level 1 Stand Up Paddleboard Instructor Award Qualification

Summary

The BCAB Level 1 Stand Up Paddleboard Instructor Award qualification is designed for instructors running SUP taster/starter sessions within the safety management systems of clubs, centres or other organisations.

The primary role of the BCAB Level 1 Stand Up Paddleboard Instructor is to deliver safe and enjoyable taster/starter sessions based on their group's needs and aspirations.

The Stand Up Paddleboard Instructor qualification is on the Ofqual Register of Regulated Qualifications at Level 1.

Candidate Entry Requirements

The candidate entry requirements are as follows:

- Full National Association Membership;
- Delivery Centre Registration;
- Personal Paddling and Rescue Competence (see below);
- 14 years of age, or older (see below).

Prerequisite Personal Paddling and Rescue Competence

Prior to attending the BCAB Level 1 Stand Up Paddleboard Instructor Award course, candidates are expected to have developed personal paddling and rescue competence on their SUP through in-house or independent training, practice and coaching. Competence will be assessed during the BCAB Level 1 Stand Up Paddleboard Instructor Award course.

Safeguarding

Candidates under the age of 18 are able to access this qualification. All centres, tutors and associated staff must implement appropriate safeguarding measures and pay due attention to their enhanced and legal responsibilities.

Providers should check suitability for anyone under 18 years of age.

Learning Programme and Delivery

Delivery Centre

The BCAB Level 1 Stand Up Paddleboard Instructor Award course can only be delivered through a British Canoeing Awarding Body Delivery Centre.

Recruitment

The Delivery Centre Tutors are responsible for the recruitment of learners and must ensure that learners are provided with appropriate information and advice about the qualification and entry requirements.

Accredited Prior Learning

The Delivery Centre is responsible for the implementation of the British Canoeing Awarding Body Accredited Prior Learning policy. This facilitates candidates who already have the knowledge, skills and abilities from previous experience to progress straight to assessment; without completing the training component.

Induction

Delivery Centre Tutors must provide candidates with an induction that details the course requirements and explains any health and safety requirements.

Programme Time

The BCAB Level 1 Stand Up Paddleboard Instructor Award course is delivered over a minimum of two days and includes at least 15 hours' teaching/learning contact time. Modular courses must be completed within a six-week window.

The Total Qualification Time (TQT) is 100 hours. This is an estimate of the total number of hours a learner will reasonably be likely to spend in both preparation and course attendance. This includes an estimate of the time taken to develop the prerequisite personal and rescue skills.

Learning Programme

Delivery Centres are responsible for ensuring that BCAB Level 1 Stand Up Paddleboard Instructor Award courses follow the British Canoeing Awarding Body programme and lesson plans (or for authorising special permissions to operate outside this norm).

Quality Assurance

BCAB has overall responsibility of quality assurance of the BCAB Level 1 Stand Up Paddleboard Instructor Award. Enhanced management, control and evaluation processes are in place to ensure an appropriate level of scrutiny of Delivery Centres' Assessment Standards, including:

- Delivery Centre Policy reviews;
- Delivery Centre Audits;
- Delivery Centre Sampling;
- BCAB Sampling of Assessment decisions;
- BCAB Short Notice Visits
- BCAB Standardisation workshops for Delivery Centres.

Assessment

Required Standards

By the end of the course, candidates are required to have demonstrated knowledge and skills as identified in the Assessment Criteria.

British Canoeing Awarding Body produces resources to support the assessment of the BCAB Level 1 Stand Up Paddleboard Instructor Award qualification. This includes the **'BCAB Level 1 Stand Up Paddleboard Instructor Learner Development Pack'** and **'BCAB Level 1 Stand Up Paddleboard Instructor Assessment Guidance'**. These resources are issued by British Canoeing Awarding Body to the Delivery Centre; they must be used. Whilst the format of these resources can be modified, the tasks themselves cannot be changed.

The qualification is not graded.

Incomplete Assessment Tasks

If a candidate does not complete an element required for certification by the end of the assessment course, they must be supported by the course tutor/s with an appropriate action plan.

The action plan will provide guidance on potential future assessment opportunities.

There is no limit on the number of attempts a candidate may have at the assessment components; although tutors and assessors have a responsibility to ensure that candidates receive sound advice to support their development and preparation for successful assessment; multiple unsuccessful assessment attempts should be an unusual occurrence.

Conflicts of Interest

The Delivery Centre must effectively manage conflicts of interest. Assessors must not assess close friends or family. Assessors should avoid, where practical, assessing colleagues or employees.

Supporting Polices

Delivery Centres are responsible for implementing the following supporting policies:

- Appeals;
- Equal Opportunities;
- Special Considerations;
- Reasonable Adjustments;
- Accredited Prior Learning;
- Malpractice and Maladministration.

British Canoeing Awarding Body offers support where needed.

Facilities and Resources

The use of appropriate facilities and resources are essential to the provision of a high quality course:

- a safe and appropriate operating environment for all elements of the course must be provided that complies with relevant health and safety legislation;

- candidates need to be made aware of the expectations on them to ensure safe practice and an effective learning and/or assessment environment;
- candidates must wear/use suitable clothing and equipment on all practical activities as identified by the specific risk assessment and in line with current best practice;
- risk assessments must be in place and appropriate risk management strategies engaged throughout all activities;
- physical resources used must be of industry standard;
- all staff must be fully familiar with current best practice and standards relevant to the BCAB Level 1 Stand Up Paddleboard Instructor Award;
- course organisers and tutors need to carefully consider the suitability of the venue chosen to ensure robust training/assessment can take place;
- appropriate arrangements must be made and clearly communicated to candidates;
- venues must have conditions in which space, light and temperature are suitable for the candidates' needs;
- venues used must be accessible for all candidates (in accordance with the relevant legislation).

Practical Venue

The BCAB Level 1 Stand Up Paddleboard Instructor Award course requires easy and quick access to at least one **Very Sheltered Water** venue (see definition overleaf) where it is possible to undertake a simple short journey.

A 15-minute drive is considered a maximum distance from the classroom to the water venue. It is an advantage to use venues where the boards do not need to be loaded and unloaded at each session.

Indoor Facilities

A classroom with chairs/tables and access to audio/visual resources is required. This indoor space is required for approximately 60-90 minutes at the start and end of each day for the delivery of these parts of the learning programme.

Additional Resources

Candidates will need to have access to boards, paddles and associated equipment to participate comfortably and safely in the practical, water-based sessions.

A range of resources to play games and support practical activities will be required, along with a range of appropriately levelled learning resources to support candidates in the different areas of the syllabus. These learning resources should be available in a variety of formats including sport-specific books, reference books, handbooks, workbooks, technical websites and eLearning.

The course programme includes opportunities for candidates to have a go at delivering components of SUP taster/starter sessions. This would normally be facilitated by peer-to-peer work rather than the use of genuine beginners.

Very Sheltered Water Definition

The Very Sheltered Water Definition includes:

- quiet canals with easy bankside access and egress;
- small lakes, which are not large enough, and do not have difficult landing areas for problems to occur if there is a sudden change in conditions;
- specified sites on gentle, slow moving rivers.

The definition implies normal conditions where weather conditions are not in themselves likely to cause problems. Care is advised when water temperatures are low. At any point, the paddler should not be more than 50 metres from the bank.

Workforce

The Delivery Centre is responsible for the recruitment of appropriately qualified and experienced tutors and internal verifiers.

The British Canoeing Awarding Body '**BCAB Level 1 Stand Up Paddleboard Instructor Tutor Requirements'** provides guidance for Delivery Centre recruitment of Stand Up Paddleboard Instructor Tutors. It also outlines the ongoing update, moderation and standardisation requirements.

Qualification Withdrawal

British Canoeing Awarding Body is committed to continue to offer the BCAB Level 1 Stand Up Paddleboard Instructor Award qualification until its intended date of review. In the unlikely event that British Canoeing Awarding Body wishes to withdraw the qualification before this date, six months' notice of withdrawal will be given to Delivery Centres to enable learners to complete their qualification.

Deployment

On completion of the BCAB Level 1 Stand Up Paddleboard Instructor Award qualification, candidates will have achieved the minimum recognised standards of competency to deliver SUP taster/starter sessions in Very Sheltered Water within the safety management systems of clubs, centres or other organisations.

The BCAB Level 1 Stand Up Paddleboard Instructor Award qualification is an entry level award and is designed to prime instructors ready for their first instructing role. It is important to note that the instructor is certificated after completing the course. At this point, they may not have any **instructing experience** and have not been assessed 'instructing'. They will have assessed personal skills and rescue skills; and have shown specific attributes during their engagement with the course. They will be in a good position to start gaining experience in a supported working environment. It will be at the deployer's discretion to decide when they think that the person can deliver sessions on their own. It is expected that the qualification will be used in conjunction with normal deployer safety management systems.

After the qualification has been achieved, and once some experience has been acquired, it is anticipated that the BCAB Level 1 Stand Up Paddleboard Instructor could be deployed to run SUP taster/starter sessions on their own.

Minimum Standards of Deployment

It is the deployer's responsibility to ensure instructors are of an appropriate age and have relevant first aid and safeguarding training suitable to their role.

British Canoeing Awarding Body recommends the following as appropriate minimum standards of deployment for coaches and instructors:

- current and relevant first aid training;

- liability insurance;
- current and relevant safeguarding training;
- commitment to continual professional development;
- maintenance of currency in personal skills, safety/rescue skills, coaching/leadership skills.

It must be noted that a young person cannot be deemed responsible for leadership by law until they turn 18 years of age.

Further Qualifications and Awards

When candidates have gained some experience, or if they wish to take on different roles, they may choose to work through other British Canoeing Awarding Body qualifications, awards or training modules. There are a wide range of training, qualifications and awards to suit many different aspirations. Further details of these courses are available on the British Canoeing Awarding Body website.

BCAB Level 1 Stand Up Paddleboard Instructor Award

Course Criteria

Environmental Range

The BCAB Level 1 Stand Up Paddleboard Instructor Award qualification/course is framed by SUP taster/starter sessions being delivered in **Very Sheltered Water** conditions. See definition.

Learner Population Groups

The qualification/course is framed by delivering SUP taster/starter sessions for people who have not paddled before. This typically includes groups of between 6 and 14 participants:

- children and young people as part of a wider educational experience;
- people as part of a leisure, activity, social or holiday experience;
- people wanting to 'have a go' at the sport.

Training courses will explore some of the typical range of learner needs. However, if the BCAB Level 1 Stand Up Paddleboard Instructor's role requires them to accommodate individual physical or learning difficulties, this would require further training by their deployer (or other specialist training provider).

Technical and Tactical Content

The SUP taster/starter session focus is more about **'going paddling'** rather than **'learning to SUP'**. The BCAB Level 1 Stand Up Paddleboard Instructor Award course will help candidates introduce some basic techniques to participants (going forwards, turning and stopping) so they can enjoy and participate in a SUP session and will include some top tips and quick fixes for common challenges.

Learning Outcomes and Assessment Criteria

Unit 1: Delivering Paddlesport Taster/Starter Sessions

Learning Outcome 1: Professional Standards

By the end of the course, the learner is expected to demonstrate the professional standards required of a BCAB Level 1 Stand Up Paddleboard Instructor.

Assessment Criteria		Key Content	Assessment Method
The learner will demonstrate achievement of this learning outcome by:		The learner:	
1.1	upholding the reputation and standing of the profession and the sport;	Appeared: ● clean, dressed appropriately; ● punctual; ● calm; ● to follow relevant codes of conduct; ● as a positive role model.	Formative Assessment, including: ● Self-Assessment. ● Peer-Assessment. ● Assessor observation and professional discussion.
1.2	working as part of a team to facilitate paddlesport activity;	Worked as part of a team, preparing for and clearing up the practical sessions. Showed a professional approach to how they treated others (polite, helpful, supportive, attentive, respectful, equitable). Stimulated the trust and respect of others. Was generally cheerful.	

		Used clear and effective communication.	
1.3	selecting behaviour that avoids causing a negative impact on the environment and other users;	Avoided/minimised litter and erosion. Avoided causing distress to wildlife and other users through sensitive site selection, use of shared bank areas, and noise levels. Followed relevant codes of conduct.	
1.4	actively engaging in their own learning to develop their own professional skills and attributes.	Actively engaged in all aspects of the BCAB Level 1 Stand Up Paddleboard Instructor Award course. Showed the motivation and curiosity to continue their personal development beyond the BCAB Level 1 Stand Up Paddleboard Instructor Award course.	

Learning Outcome 2: Personal Paddling Skills

By the end of the course, the learner is expected to be able to utilise personal paddling skills to support their instructional duties.

Assessment Criteria		Key Content	Assessment Method
The learner will demonstrate achievement of this learning outcome by:			
2.1	selecting (and setting up) their board;	The Instructor will have shown efficient, effective personal skills in a Very Sheltered Water environment that supports their ability to: ● facilitate the delivery of enjoyable sessions; ● maximise the opportunities offered by the very sheltered water environment; ● support the safety of participants and themselves; ● perform rescues; ● inspire and instil confidence in others.	Assessor observation
2.2	using safe lifting and carrying techniques;		Assessor observation
2.3	effective launching and landing;		Assessor observation
2.4	safely and effectively manoeuvring and controlling their craft;		Assessor observation
2.5	managing themselves within self-selected safety frameworks;		Assessor observation and questioning
2.6	presenting themselves as a positive role model to follow.		Assessor observation

Learning Outcome 3: Rescue Skills

By the end of the course the learner is expected to be able to use practical skills to effectively deal with rescue situations.

Assessment Criteria		Key Content	Assessment Method
The learner will demonstrate achievement of this learning outcome by:		The learner:	
3.1	recovering a stand up paddleboarder and their equipment who has fallen into deep water;	● choose an appropriate rescue; ● followed the self-team-victim-equipment protocol; ● gave clear and correct instructions; ● effectively recovered the casualty (and equipment) within stated time limits; ● took appropriate personal safety precautions; ● remained calm and in control.	Assessor observation
3.2	recovering a swimmer to shore using a prone board-based rescue;		Assessor observation
3.3	recovering an incapacitated stand up paddleboarder to the shore;		Assessor observation
3.4	stabilising an unconscious paddleboarder in the water;		Assessor observation
3.5	get back on the board effectively.		Assessor observation

Additional Programme Outcomes

In addition to the Learning Outcomes and Assessment Criteria listed above, the following longer term learning outcomes are noted. These outcomes are an important focus of the course programme. However, learning is not expected to be apparent until the skills have been practiced and embedded in genuine work experience. This will be supported by Assessment for Learning. Information about what the candidate knows, understands and is able to do is used by both the tutor and the learner to determine where learners are in their learning and how to achieve learning goals. Questioning, learner self-assessment and tutor feedback will be used throughout to support the learning process.

Long Term Learning Outcome	Key Content
Understand how to quickly build positive and supportive relationships with participants.	Learning and using individuals' names. Being polite, helpful, supportive, attentive, encouraging, kind, caring, respectful, grateful, friendly, approachable and equitable. Helping to make people feel welcome and at ease. Helping group members get on well together, promoting a sense of 'team'. Safeguarding matters.
Communicate clearly and effectively using verbal and non-verbal communication skills with participants and others.	Giving clear, short verbal instructions. Appropriate volume, tone, language, positioning. What to cover/not to cover. The use of non-verbal communication; gestures, signals, smiles, body language, demonstrations. The use of questioning, listening and discussion techniques. Methods to check for understanding. Communicating through visual, audio, kinaesthetic sensory channels.

Understand how to motivate and inspire participation.	The importance of showing passion and enthusiasm for paddlesport, for the activity, for the task at hand and for what others can/have achieved. Understanding what motivates people to take part, e.g. to try something new; for the enjoyment of being outdoors; to spend time with friends/family; to feel a sense of achievement. How to observe participant motivation levels; key indicators to pay attention to. Selecting appropriately challenging and motivating activities. Selecting an appropriate style; balancing control versus choice.
Being deployed to deliver taster/starter sessions	What support to expect from deployers. The importance of safeguarding and first aid training. The BCAB Level 1 Stand Up Paddleboard Instructor remit; typical aims of taster/starter sessions.
Understand how to maintain participant safety	Risk assessment prior to, and during, sessions. Hazard identification and effective actions to avoid them. Providing safety instructions. Understanding of typical hazards found within the remit of the award. Equipment used supports safe practice. Uses appropriate physical and psychological warm-ups when required. Selects activities and leadership style appropriate for the given weather/water conditions. Supports the group to take adequate rest, food and hydration. Follows any organisational procedures (e.g. risk assessment, operating procedures, venue/equipment/activity specifics). Uses and promotes safe manual lifting and handling techniques at all times (e.g. launching, landing, during rescues, loading, etc.) Group management and group control strategies.

	What to do if an evacuation from the water is required.
Select suitable equipment for participants	Types and lengths of paddle. Types and sizes of SUP. Leashes. Personal Protective Equipment (PPE). Clothing to keep comfortable.
Understand basic paddlesport skills	Fundamental Paddlesport Skills: ● agility, balance, coordination; ● posture; ● connectivity; ● power Transfer; ● feel. Starter skills: ● launching and landing; ● going forwards; ● turning; ● stopping; ● cooperation, communication, confidence. Identifying common technical errors, top tips and quick fixes: ● helping people go in a straight line; ● helping the nervous/unstable; ● correcting errors in paddle use
Understand how to help participants learn basic paddlesport skills	● creating a positive learning environment; ● modifying task constraints through task setting; ● developing learner decision making through games; ‘games with aims’;

	● use of feedback; ● use of questioning and discussion; ● using inter/intra personal learning; ● using problem solving activities; ● monitoring learning and enjoyment levels.
Use judgement and decision making to deliver (and adapt) sessions that are both safe and enjoyable.	Keep a vigilant and watchful eye on the group members' response to the activity; the social environment, the physical environment, the leadership style. Adapt the level of control and support to suit the situation. Match the level of challenge to the level of the group members. Alter plans due to unforeseen events. Respond appropriately when outcomes are not as desired.
Understand the components of taster/starter sessions	Session preparation requirements: ● gathering/using information about the group, venue and conditions; ● preparing necessary equipment.
	How to effectively prepare a group for a SUP taster/starter sessions: ● meeting and greeting the group; ● kitting up and getting afloat.
	Activities that could be used to engage participants in SUP taster/starter sessions: ● warm-up activities to support the session aims; ● initial familiarisation activities; ● games and activities to support learning; ● mini journeys to support learning, inspire adventure and exploration.
	How to conclude a taster/starter session: ● bringing the session to a close;

	● supporting the group as they prepare to leave; ● clearing up.