



Leadership and Raft Guide Awards Paddlesport Leader Assessment Guidance

Paddlesport Leader Assessment Guidance

Introduction

This document provides specific guidance for Providers, Trainers, Assessors, Deployers and Aspirant Leaders on the assessment criteria and standards expected. The assessment criteria are summarised in the 'Skills Checklist' and further expanded upon here, in the 'Assessment Guidance'. It is the guidance within this document that is used to inform assessment decisions.

This Assessment Guidance should be read in conjunction with:

- British Canoeing Awarding Body Leadership and Raft Guide Course Guide
- British Canoeing Awarding Body Paddlesport Leader Skills Checklist
- British Canoeing Awarding Body Leadership and Raft Guide Provider Notes
- British Canoeing Awarding Body Participant Focused Leadership Guidance
- British Canoeing Awarding Body Leadership and Raft Guide Sample Programme

The 'Leadership and Raft Guide Course Guide' provides details of the award and its general requirements. The 'Leadership and Raft Guide Provider Notes' expand on the organisational matters relating to training and assessment. The accompanying 'Participant Focused Leadership Guidance' provides clarity on the expected leadership principles and approaches. The 'Leadership and Raft Guide Sample Programme' provides examples of a 1 day and 2 day assessment outlines, as well as a 2 day Leadership training course programme.

Assessment Format

Assessments must include the leading of a suitably sized group (minimum of 4). The British Canoeing Awarding Body Paddlesport Leader qualification is appropriate for leading others on journeys in sheltered waters (both wind affected and slow moving water).

The group of students organised for assessment should reflect this demand whilst remaining within the Assessor's own risk management requirements.

Assessment locations chosen by Leadership Providers must include a reasonable range of venue options for the Leader to choose from.

The Paddlesport Leader Assessment will normally run over 1-2 days. This will depend on the course ratios and logistics relating to access suitable environments. The Leader will be working from their suitably chosen craft and will be assessed leading a group of 4 to 6 paddlers in a variety of craft (including at least one open canoeist, one stand up paddleboarder and one kayaker).

Any equipment borrowed for the purpose at the time of assessment will be treated as the Leader's own.

Assessment Methods

Each Leader must be seen **leading a group (minimum of 4)** in conditions at the top end of the environment.

Observation of practical Leadership will be supplemented with questioning, discussion and specific tasks as required. Assessors need to gather sufficient evidence of competence in a range of scenarios relating to leading sessions in the sheltered water environment, not just those experienced during the practical assessment.

Assessment Criteria

A. Participant Focused Leadership Skills

Leaders should understand and skilfully apply the [British Canoeing Awarding Body Leadership Model Principles](#) within the context of the award and environment that

they operate. For further guidance and examples, refer to the 'British Canoeing Awarding Body Participant Focused Leadership Guidance' document.

Judgement and Decision making

A competent Leader uses effective judgement and decision making. Decision making is an essential skill for Leaders. Both slow-time decisions and in-the-moment real-time and potentially pressured decisions will have a significant impact on the safety, enjoyment and performance of the group members.

Venue Selection

The Leader is required to select venues based on the needs of their participants. It is expected that their repertoire should include all environments stated in the environmental definitions.

Safety

The Leader designs and implements effective safety frameworks by undertaking sound risk assessments throughout, hazard awareness, pitching activities to suit both the group's aspirations and challenge. The Leader positions themselves within the group to cover safety and allow freedom. They will implement an effective communication strategy, involving and engaging their group to enable a safe and enjoyable day that meets the group's aims and objectives.

Vision

The Leader is a positive role model and aims to inspire others, showing both passion and enthusiasm for paddlesport, consistent with the British Canoeing Awarding Body core values (e.g. access, environment, educational philosophy, equality).

Support and Challenge

The Leader provides empathetic social support in a positive atmosphere, recognising individual needs, differences, strengths and abilities. The Leader creates a supportive climate to encourage teamwork. At times, the Leader supports appropriately challenging experiences, aligning the level inherent in the activity to

motivate individuals, agreeing goals, helping others to set appropriate levels of challenge throughout.

Leadership Style and Behaviours

The leadership style and behaviours applied will meet the needs of participants, the task and the environment. The Leader will empower their group, when appropriate, but may also need to be more controlling at times to ensure safety.

Equipment

The Leader ensures that personal, group and safety equipment is suitable for the planned journey including craft choice and outfitting, clothing and supplementary resources to provide a safe and enjoyable trip.

Environmental Impact

The Leader manages themselves and the group to reduce any negative impact on the environment, local communities and other water users.

B. Personal Paddling Skills

Leaders need efficient and effective personal skills to facilitate safe, quality, enjoyable sessions in a sheltered water environment. They will need to show the application of technical and tactical skills, the underpinning physiological attributes, psychological skills and the judgement and decision making to perform safely and in control, within the stated environments.

Applied Technical and Tactical Skills

The emphasis is on the ability to effectively and efficiently control their craft in real situations, with consistency, in a sheltered water environment. Skills should be assessed holistically throughout the duration of the assessment; with manoeuvres and actions applied tactically in the given environment and framed within the context of being able to fulfil the given leading responsibilities.

Leaders need to show consistency in their ability to achieve a desired outcome. It is expected that they can control/manoeuvre their craft without having to think too much about it, by using effective and efficient actions to achieve the outcome. While technical correctness is not emphasised, poor practice that puts the body at risk of injury is not acceptable.

Throughout the duration of the assessment, Leaders should demonstrate the following personal skills in sheltered water, both wind affected and slow moving water:

- The Leader should be in control throughout the journey, key features should include their ability to stay relaxed and have their body and craft best set up for any manoeuvre.
- The Leader will need to demonstrate an understanding of the environment and plan ahead to use external forces to their best advantage, demonstrating the ability to move their craft forwards skilfully and efficiently, as well as manoeuvring in tighter places and stopping.
- The Leader shows the ability to launch and land effectively and efficiently in a variety of situations and conditions.
- The Leader can manage a portage either to or from a location or around a section of water that is not going to be paddled. The Leader understands and can select and use techniques that are best suited for paddling on the upstream and downstream side of the craft.
- The Leader demonstrates appropriate use of skills beyond the paddle to compliment the effective undertaking of the journey.
- The Leader will need to demonstrate control and efficiency in both wind and flow, applying appropriate decision making both technically and tactically, changing tactics appropriately throughout the journey.
- The Leader demonstrates efficient and effective self-rescue techniques in both wind-affected and slow moving water environments. Support from others is permitted to stabilise the craft but **no** physical assistance should be provided to get back in/on their craft during a self-rescue.

Physical and Mental Awareness and Wellbeing

The Leader demonstrates the ability to respond to, and manage, the physical demands associated with leading a session. For example, the Leader is aware of their individual capabilities and can apply techniques and tactics to fulfil their leadership responsibilities within their physical limitations.

The Leader demonstrates the ability to respond to, and manage, the psychological demands associated with leading a session. For example, the Leader is able to perceive, understand and manage their emotions and arousal levels appropriately.

The Leader can manage themselves within appropriate safety frameworks. For example, an appropriate attitude to risk and personal hydration, nutrition and warmth.

C. Rescue Skills

To ensure the Leader'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 various craft, in sheltered water, that is both affected by wind and in slow moving water environments.

The emphasis for the Leader is that they have accurate judgement of personal skills and can be an effective Leader, so they can look after themselves and others while on the water. To support appropriate manual handling, assistance can be obtained from others in the group when emptying the craft.

Assessment session/s must be planned for the Leader to perform the necessary rescues. Realistic scenarios should be set-up to evaluate the Leader's ability to assess the situation, make appropriate decisions throughout the rescue, and

maintain their responsibilities. It is likely that the assessment of criteria will be blended together through a range of practical scenarios and questioning.

Scenarios: It is the Leader's safety management and leadership skills that are the main priority to ensure that life threatening scenarios are not at all likely. Scenarios should reflect the typical incidents that the Leader is likely to have to deal with, whilst operating within the scope of their remit.

The Leader must demonstrate application of appropriate underpinning principles, knowledge and understanding, to inform effective actions during a rescue scenario; this includes:

- accurate assessment of the situation
- appropriate choice of rescue, appropriate tactics used
- effective execution of rescue (including safe, management of equipment/people and recovery of the swimmer)
- effective recovery of casualty (and equipment) to a stable environment
- application of shout-reach-throw-row-go principles
- application of self-team-victim-equipment protocol
- appropriate selection/use of rescue equipment
- avoidance of hypothermia
- appropriate first-aid response
- understanding of sheltered water features and hazards
- understanding the effect of weather conditions
- appropriate personal safety precautions taken (including safe moving and handling)
- appropriate manner (calm and in control)
- appropriate support for the person being rescued and the other group members
- maintaining group management responsibilities.

The Leader can carry out emergency procedures when necessary. This will include, for example:

- following organisational procedures
- assess – consider options – raise alarm – stabilise – execute plan
- being able to evacuate from the water
- knowing when to take an individual out of a session
- having knowledge of the nearest phone, help, vehicle
- calling for qualified assistance where required; understand who to call and with what information they may need
- giving accurate information when calling for qualified assistance

The Leader should be prepared to demonstrate rescue skills in sheltered water, both wind affected and slow moving water, at the top end of the remit for the award.

Leaders are required to demonstrate the management of effective rescues of open and closed cockpit kayaks, canoes and stand up paddleboards, as a minimum.

These should be informed by an effective decision-making process.

The emphasis for the Leader is that they can be an effective leader of a team. This includes looking after themselves and others while paddling, in both sheltered water and slow moving water environments.

Sheltered Water – wind affected:

Throughout all the rescues, the Leader should be able to retain all of their own equipment and be able to formulate a plan of what to do next.

- Deep water rescue: Leaders should have the ability to recover a variety of craft and put the casualty back in/on their craft ready to continue. Leaders are required to demonstrate effective rescues of, closed cockpit kayaks, stand up paddleboards and canoes, as a minimum.
- Swamped craft: Leaders need to show that they are aware of the issues and have an appreciation of the dangers involved. Through practical application,

Leaders are required to show that they can rescue and recover a swamped craft.

- Towing including a rafted tow: Leaders are required to demonstrate effective tow systems for different types of craft, including a rafted tow. (Rafted tow is a supported tow rather than that of a raft).
- Carrying a swimmer: Leaders are required to demonstrate an effective carry from their chosen craft.
- Rescue an unconscious paddler: Leaders are required to rescue and stabilise an unconscious paddler and have an open airway. The Leader is required to explain appropriate further actions after initial stabilisation.

Slow Moving Water:

- Rescue of capsized paddler and equipment: Leaders need to be aware of what to do next and what happens with the rest of the group. Leaders are required to rescue a capsized kayaker, stand up paddleboarder and canoeist in a section of moving water from their chosen craft.
- Trapped boat recovery: Leaders have solutions and can demonstrate dealing with kayaks, stand up paddleboards and canoes that are trapped in the current.

Incident Management:

Leaders will show that they have the competence to lead a team of paddlers during rescues and incidents. Leaders are expected to be able to deal with an incident scenario, in both environments. Scenarios will involve incidents that involve people, equipment and/or rescues and may include:

- The process of maintaining an overview of the situation so that the safety and wellbeing of the whole group is never forgotten.
- Various strategies for group control, leadership styles and positioning.
- Moving groups in more challenging situations.

- Ability to judge the conditions and the standard of the group and make appropriate decisions about the planned route, along with the need to modify plans as required.
- Incidents that involve people, e.g. seasickness, hypothermia and physical injuries to group members, etc.
- Incidents that involve equipment, e.g. boat repair, paddle repair, lost hatch, etc.
- The necessity of carrying, and having easily accessible, a suitable means of summoning help in an emergency and a first aid kit, along with familiarity with the use of the first aid kit contents.

D. Underpinning Background Knowledge, Understanding and Experience

Leaders should demonstrate that they are aware of potential risks, safety precautions and safety thresholds pertinent to leading groups on sheltered water, both affected by wind and slow moving water.

Equipment

- Leaders will demonstrate knowledge and experience of using a range of equipment.
- Leaders will know how to evaluate any equipment they use and the importance of how it should be maintained and carried, or worn when in use.

Safety

- Leaders will be able to show they are aware of the dangers and problems associated with paddling on slow moving water.
- Leaders will show that they have an understanding of simple solutions to common problems that they may encounter whilst paddling slow moving water and wind affected environments.
- Leaders should demonstrate dynamic risk assessments for themselves and the group.

Weather, Planning and Navigation

- Leaders should demonstrate an awareness of any likely effect and interaction of current, wind and fetch.
- Leaders can access a variety of sources of weather forecast, be able to interpret such weather forecasts and be mindful of actual conditions.
- Leaders can plan an appropriate safe journey based on the group's aspirations and ability.
- The Leader will navigate effectively and should be able to locate their current position.
- The Leader should be able to work out an appropriate escape route using a map.

Access and Environment

- Leaders can demonstrate that they are aware of the range of access issues that exist and where they can find additional information.
- Leaders demonstrate an appreciation of the environment they paddle and an awareness of how to protect it.
- Leaders have knowledge of typical flora, fauna and historical aspects expected to be found in the trip environments.
- Leaders should promote a positive image for paddlesport with other water users and local residents.

Experience

Quality experience is critical to underpin sound leadership decisions. Assessors must be confident that the Leader has a relevant and adequate experience base upon which to draw upon and support their decision making process. Examples of evidence could include logbook, practical assessment, and thorough discussion and questioning.

It is expected that the Leaders base of experience supports:

- leading at a variety of sheltered water venues
- rescues in a range of situations
- being able to deal with a range of problems
- working with a range of different clients; for example, known and unknown participants, with different needs and aspirations.

This experience may be gained through a variety of different roles within paddlesport and can be supplemented with relevant experience outside of the paddlesport environment.

Deployment Matters and Leadership Responsibilities

The Leader demonstrates an understanding of deployment matters and their responsibilities. For example:

- First Aid training
- Keeping up-to-date with current best practice
- Safeguarding training and disclosure
- Continuous Professional Development (CPD)
- Equality
- Medical declaration, working with injuries, physical competence
- Duty of Care
- Code of Conduct
- Incident reporting
- Injury prevention and manual handling
- Insurance
- Deployer's risk assessment and operating procedures.