



Leadership and Raft Guide Awards
Raft Guide
Assessment Guidance

Raft Guide Assessment Guidance

Introduction

This document provides specific guidance for Tutors, Trainers, Assessors, Deployers and Aspirant Guides 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 Raft Guide Skills Checklist
- British Canoeing Awarding Body Leadership and Raft Guide Tutor 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 Tutor 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 and Raft Guide sample training course programme.

Assessment Format

Assessments must include the guiding of a suitably sized group (minimum of 3 people in the raft).

Notes:

1. The assessor can be one of those being guided.
2. The candidate does not count as one of those being guided.

The British Canoeing Awarding Body Raft Guide qualification is appropriate for guiding a full raft of clients in the natural white water environment. The group of students organised for assessment should reflect this demand whilst remaining within the Assessor's own risk management requirements.

The Raft Guide Assessment will run over 1 session (minimum of 2 hours). This does not include the rescue and skills element of the assessment and additional time must be arranged for this part of the assessment.

Assessment locations chosen by Raft Guide Tutors must include a reasonable range of options for the Raft Guide to choose from.

Assessment Methods

Each Guide must be seen **guiding a raft (minimum of 3 people in the raft)** in conditions at the top end of the Raft Guide white water environment:

- Raft Guide (Grade 2) – Grade 2 natural white water river
- Raft Guide (Grade 3) – Grade 3 natural white water river
- Raft Guide (Grade 4) – Grade 4 natural white water river

Observation of practical guiding 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 white water environment, not just those experienced during the practical assessment.

Assessment Criteria

A. Participant Focused Leadership Skills

Guides should understand and skillfully 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 Guide uses effective judgement and decision making. Decision making is an essential skill for Guides. 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 clients.

Venue Selection

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

Safety

The Guide designs and implements effective safety frameworks by undertaking sound risk assessments throughout, hazard awareness, pitching activities to suit both the client's aspirations and challenge. The Guide 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 client's aims and objectives.

Vision

The Guide 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 Guide provides empathetic social support in a positive atmosphere, recognising individual needs, differences, strengths and abilities. The Guide creates a supportive climate to encourage teamwork. At times, the Guide 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 clients, the task and the environment. The Guide will empower their group when appropriate but may also need to be more controlling at times to ensure safety.

Equipment

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

Environmental Impact

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

B. Personal Rafting Skills

Guides need efficient and effective personal skills to facilitate safe, quality, enjoyable sessions in a white 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 the raft in real situations, with consistency, left and right in a white 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 guiding responsibilities.

Guides need to show consistency in their ability to achieve a desired outcome. It is expected that they can control/manoeuvre their raft without having to think too much about it, by using the clients to execute 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 assessment, Guides should demonstrate the following personal skills:

- **Ferry glide:** The Guide must be able to perform forward and backward ferry glides, showing effective and efficient control of angle and momentum.
- **Breaking in and out:** The Guide must demonstrate the ability to break in and out with control and appropriate judgement, avoiding aggressive dipping of tubes.

- **Surfing waves and holes:** Guides should show a clear use of applied momentum and appropriate angle to drive through waves and holes as required, for the planned exit and setting up for future water.
- **Stroke work:** Guides should demonstrate efficient use of strokes to correct boat angle including pry, draw and sweep with power.
- **Control of raft using clients:** The Guide should show continual evidence of client safety with get downs, overs and paddle positioning.

Guides should demonstrate the appropriate use of clients to manoeuvre the raft to avoid or deliberately bounce off of obstacles as planned.

Physical and Mental Awareness and Wellbeing

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

The Guide demonstrates the ability to respond to, and manage, the psychological demands associated with guiding a session. For example, the Guide is able to perceive, understand and manage their emotions and arousal levels appropriately. The Guide 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 Guide's own safety and the safety of others, they need to show they can deal with a range of rescue situations relevant to the raft and the white water environment.

The emphasis for the Guide is that they have accurate judgement of personal skills and can be an effective team Guide, so they can look after themselves and others while rafting at the venue.

Assessment session/s must be planned for the Guide to perform the necessary rescues. Realistic scenarios should be set-up to evaluate the Guide's ability to assess the situation, make appropriate decisions throughout the rescue, and maintain their responsibilities. It is likely that the assessment of criteria are blended together through a range of practical scenarios and questioning.

Scenarios: It is the Guide'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 Guide is likely to have to deal with, whilst operating within the scope of their remit.

The Guide must demonstrate competence in a range of specific rescue. This must include the following:

- Flip drill
- Swimming
- Throw lines
- Tensioned diagonal
- Mechanical advantage
- Vector pull
- Foot entrapment

The minimum times for the completion of each rescue given aims to provide guidance to Guides and Assessors regarding reasonable expectations. They are not

intended to be used as a race against the clock. The Guide is required to remain calm and in control, balancing the need for the rescue to be done in a timely fashion but not forgetting the self-team-victim-equipment protocol.

The Guide 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 white 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 Guides can carry out emergency procedures when necessary, this must include:

- 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 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
- ability to rescue and stabilise an unconscious paddler and have an open airway. The Guide is required to explain appropriate further actions after initial stabilisation.

Flip Drill

Guides are required to effectively demonstrate a flip drill.

Minimum requirements:

Grade 2 Raft Guide

The Guide must conduct a Flip Drill within 2 minutes, retaining their guide paddle throughout and show the correct use of their flip line to flip and re-flip the raft.

This should take place on flat water with the Guide starting in the raft.

The flip line can be used as an aid to climb onto, and into, the raft ensuring the guide adheres to the clean line principle and does not compromise safety.

Grade 3 and above Raft Guide

The Guide must conduct a Flip Drill within 2 minutes, retaining their guide paddle throughout and show the correct use of their flip line to flip and re-flip the raft.

This should take place on moving water or a recirculating eddy.

The flip line cannot be used as an aid to climb onto, or into, the raft, if additional aids are used the Guide must adhere to the clean line principle and must not compromise safety.

Swimming

Guides are required to effectively swim and self-rescue in a white water environment.

Minimum requirements:

The Guide must demonstrate safe and effective swimming in moving water. During the assessment, the Guide should select 3 appropriate eddies and demonstrate the ability to swim into/out of these features, managing their own safety in the river. The Guide must demonstrate defensive and aggressive swimming skills and retain their guiding paddle throughout.

Use of a throwline in white water

Guides are required to effectively rescue participants using a throwline in moving water.

Minimum requirements:

The Guide must have the ability to execute an accurate and effective 10m throw line rescue to a swimmer with a re-throw to a second swimmer who has entered the water 30 seconds after the first swimmer. This should highlight dynamic casualty rescue, rope managed in hands at all times not on the floor, appropriate selection of eddys for casualty rescue and appropriate casualty communication.

Tension diagonal

Guides must be able to construct an appropriate tension diagonal.

Minimum requirements:

Guides must build a tension diagonal, in a dry land scenario. Guides must load a distributing anchor from the raft to the bank with a tensioned line, angled as close to the current vector as possible. This must have a clean releasable end downstream and can be a body belay system, no knot or other recognised method.

Mechanical advantage

Guides must understand and be able to construct an appropriate mechanical advantage using pulleys and prusiks.

Minimum requirements:

Guides should be given 5 minutes to build a 3:1 mechanical advantage system that can be used to unpin a raft. This can be dry land based using a load distributing anchor.

Vector pull

Guides are required to demonstrate and understand the use of vectors.

Minimum requirements:

Guides must be able to tension a line and then increase the force by an appropriate vector pull.

Foot entrapment

Guides must be proficient and confident in dealing with a foot entrapment.

Minimum requirement:

Guides must be able to demonstrate a range of techniques to deal with a situation involving a foot entrapment and understand the level of risk that these different techniques involve. This can be completed on dry land.

D. Underpinning Background Knowledge, Understanding and Experience

A wide range of background knowledge, understanding and experience is required to fulfil the Guide's responsibilities and to inform the Guide's judgements and decision making. The assessment of this will be blended throughout the assessment programme, with questioning, discussion, specific tasks and evidenced by the actions taken.

Practical leadership, personal paddling and rescue skills are underpinned by:

- the ability to explain and justify decisions
- an extensive base of background knowledge and understanding
- relevant and adequate experience to support the decision making process
- understanding of deployment matters and Leadership responsibilities
- a commitment to reflective practice and the ability to learn from experience.

Experience

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

It is expected that the Guide's base of experience supports:

- guiding on white water rivers
- rescues in a range of situations
- being able to deal with a range of problems
- working with a range of different people; for example, known and unknown participants with different needs and aspirations.

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

We suggest that candidates who are successful at assessment normally have a minimum of the following experience, gathered through a range of different white water environments:

Raft Guide (Grade 2)

- 10 sessions acting as guide on grade 2 (of at least 2 hours' duration)

Raft Guide (Grade 3)

- 20 sessions acting as guide on grade 3 (of at least 2 hours' duration)

Raft Guide (Grade 4)

- 40 sessions acting as guide on grade 4 (of at least 2 hours' duration)

Deployment Matters and Leadership Responsibilities

The Guide demonstrates an understanding of deployment matters and their Leadership 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.