



**BCAB Level 1 Stand Up
Paddleboard Instructor Award
Assessment Guidance**

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Introduction

This document provides specific guidance for learners, tutors and assessors on assessment and the criteria and standards required for the BCAB Level 1 Stand Up Paddleboard Instructor Award. The assessment criteria are summarised in the 'BCAB Level 1 Stand Up Paddleboard Instructor Award Learner Development Pack' 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 the:

- BCAB Level 1 Stand Up Paddleboard Instructor Award Learner Development Pack;
- BCAB Level 1 Stand Up Paddleboard Instructor Award Qualification Specification;
- BCAB Level 1 Stand Up Paddleboard Instructor Award Course Guide.

The 'Course Guide' provides details of the award and its general requirements, whilst the accompanying 'Tutor Notes' expand on the organisational matters relating to training and assessment. Further detail of the content associated with the underpinning knowledge and understanding is provided through the BCAB Instructor eLearning package, Tutor Programme and Lesson Plans, and Qualification Specification.

Environmental Range

The BCAB Level 1 Stand Up Paddleboard Instructor Award qualification/course (and all assessment activities) is framed by Stand Up Paddleboard (SUP) taster/starter sessions being delivered in **Very Sheltered Water** conditions.

The **Very Sheltered Water Definition** includes:

- quiet canals with easy bankside access and egress;

- small lakes, which do not have difficult landing areas and are not large enough for problems to occur should there be 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.

Boards

Stable SUPs that are generally quick to learn to control should be chosen, as these are most appropriate for SUP taster/starter sessions where the emphasis is on 'going paddling' rather than 'learning to paddle'.

Note that windsurf boards are not considered a suitable alternative to stand up paddleboards.

Assessment Criteria

By the end of the course, learners are required to have demonstrated knowledge and skills as identified in the following three areas:

1. Professional Standards
2. Personal Paddling Skills
3. Rescue Skills

1. Professional Standards

By the end of the course, the learner is expected to demonstrate a range of professional standards characteristic of the Stand Up Paddleboard Instructor role.

Formative assessment methods are used to provide the learner with qualitative feedback about their behaviour and attributes. This should help to prepare them to work within clubs, centres, or with other paddlesport providers; helping the learner to develop themselves as a deployable instructor. The formative assessment will include elements of:

- self-assessment;

- peer assessment and discussion;
- assessor observation and professional discussion.

The Learner Development Pack provides essential support materials for this element of assessment.

The following attributes are considered essential to the Stand Up Paddleboard Instructor role and will form the basis of this formative assessment:

1.1 upholding the reputation and standing of the profession and the sport:

It is important that the instructor appears:

- clean, dressed appropriately;
- punctual;
- calm;
- to follow relevant codes of conduct;
- as a positive role model.

1.2 working as part of a team to facilitate paddleboard activity:

It is important that the instructor:

- works as part of a team, preparing for and clearing up the practical sessions;
- shows a professional approach to how they treated others (polite, helpful, supportive, attentive, respectful, equitable);
- stimulates the trust and respect of others;
- is generally cheerful;
- uses clear and effective communication.

1.3 selecting behaviour that avoids causing a negative impact on the environment and other users:

It is important that the instructor:

- avoids/minimises litter and erosion;
- avoids causing distress to wildlife and other users through sensitive site selection, use of shared bank areas and noise level;

- follows any relevant codes of conduct.

1.4 actively engages in their own learning to develop their own professional skills and attributes:

It is important that the instructor:

- actively engages in all aspects of the BCAB Level 1 Stand Up Paddleboard Instructor Award course;
- shows the motivation and curiosity to continue their personal development beyond the course.

2. Personal Paddling Skills

By the end of the course, the learner is expected to be able to demonstrate that they have the required personal paddling skills to support their future instructional duties. This element of assessment is assessed holistically throughout the duration of the BCAB Level 1 Stand Up Paddleboard Instructor Award course.

The instructor is required to show efficient and effective personal skills on a Stand Up Paddleboard, in a Very Sheltered Water environment. This is framed by the requirement for the instructor to be able 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.

The instructor is required to:

2.1 select and set up their board:

The instructor demonstrates the ability, judgement and decision making to select an appropriate board from which to instruct, matched to their personal competence and experience. They will need to correctly set up their board (e.g. leash, fins, inflated appropriately, etc.).

2.2 use safe lifting and carrying techniques:

The instructor consistently shows safe lifting and carrying techniques to move boards between vehicle/trailer/storage and the launch site.

2.3 effectively launch and land:

The instructor consistently shows they can launch and land from a range of reasonable access/egress points with the board afloat (e.g. pier, steps, slipway, beach).

2.4 safely and effectively manoeuvre and control their board:

Personal skills are assessed holistically throughout the duration of the course in the very sheltered water environment. The instructor should be able to manoeuvre their board accurately and effectively around the environment and in doing so, draw from a repertoire of skills.

It is reasonable to expect the instructor is standing and can apply skills from their repertoire that will enable them to **consistently and accurately:**

- maintain control in a straight line, using appropriate correction strokes;
- paddle a course that is reasonably straight, with occasional gentle turns;
- stop in a controlled manner within a minimum number of strokes (approximately 4);
- make effective tight turns around a point, followed by acceleration in a new direction;
- able to make an open turn around a point without losing speed.

Note that this should not be seen as a tick list of techniques.

Whilst learners need to be consistent and accurate in their ability to effectively manoeuvre their board, it is recognised that their techniques may still be in the practice stage of learning. The instructor might need to think about the specific technical points, may be inconsistent and/or may

need reminding. They should be aware of the elements of a quality performance, able to implement them within their performance at least some of the time and show the motivation to continue their learning and development in areas as required.

The following qualities are expected, although an intermittent performance is acceptable:

- an active posture using the larger muscles of the body;
- muscle tension and 'readiness' throughout the key muscles, with a basic level of tension and efficient and economical movements;
- balanced, supple and controlled movement of the body, paddle and board;
- efficient transfer of power from the body and water to create movement of the board;
- co-ordinated and efficient strokes using the feet, legs, torso, upper body;
- application of power to move up to the paddle, beyond it, or around it (not trying to pull the paddle through the water);
- balance and stability when power is applied to strokes;
- use of trim, tilt and/or edge (use of rails) to aid efficiency.

Inconsistencies within techniques are inevitable in the practice stage of learning. However, poor practice that puts the body at risk of injury is not acceptable and must always be corrected and action planned.

2.5 manage themselves within self-selected safety frameworks:

For example:

- show an appropriate attitude to risk and personal hydration, nutrition, warmth;
- show an awareness of risk factors, alert to relevant/changing factors;
- use skills, techniques and tactics used that minimise risk of injury to oneself.

2.6 present themselves as a positive role model to follow:

For example:

- lead by example and behave like they want their group members to behave;
- care about and respect the environment;
- care about and respect other paddlers;
- show passion and enthusiasm for paddlesport, for the activity, for the task at hand;
- look after equipment;
- show good practice and competence within personal paddling skills;
- show they are open and committed to learning;
- stimulate the trust and respect of others;
- is generally cheerful and a pleasure to be around.

3. Rescue Skills

By the end of the course the learner must have shown that they have the competence, judgement and decision making skills to safely deal with a range of rescue scenarios. Learners are required to demonstrate competence in **all** of the scenarios identified in 3.1–3.5, they need to:

- choose an appropriate rescue technique;
- follow the self-team-casualty-equipment protocol;
- give clear and correct instructions;
- effectively execute the rescue;
- effectively recover the casualty (and their equipment);
- take appropriate personal safety precautions (including safe moving and handling);
- demonstrate an appropriate manner (calm and in control).

Scenarios typical of an SUP taster/starter session will be used, performed in a very sheltered water environment. The tutor must undertake thorough risk assessments before deliberately putting paddlers into high risk situations, and choose scenarios that enable them to assess safely and effectively. Tutors can

supplement their observations with questioning to further explore the learner's ability to perform rescues in real situations.

The following rescues are required:

3.1 Recover a paddler and their equipment from deep water:

Learners are required to show that they can rescue a stand up paddleboarder from deep water:

The learner must start from 10 metres away and must show that they can right a board that is upside down, and help a participant who is in difficulty get back onto their board from deep water. Being able to recover the scenario without retreating to shore is considered a core skill for Stand Up Paddleboard Instructors. This skill must be practised and action planned for development if required.

The learner should have stabilised the situation within 3-minutes of the swimmer falling into the water, including:

- the swimmer is out of the water;
- the swimmer's board is under control;
- the swimmer's paddle is under control;
- the board has been righted.

Scenarios should reflect common situations that might take place in a SUP taster/starter session. This may include a swimmer in a varying state of calm/anxiety, or with varying degrees of flexibility or agility.

The learner must choose the most appropriate method of rescue for the particular situation.

3.2 Recover a swimmer to shore using a prone board-based rescue:

Learners are required to paddle prone 50 metres to rescue a swimmer from deep water. Once they have got to the swimmer, return to the shore without using the paddle over a 50 metre distance within 3-minutes of them having entered the water.

3.3 Recover an incapacitated paddler to the shore:

The instructor is required to recover a conscious, but incapacitated, paddler to shore (covering a distance of at least 10 metres), using an appropriate method, e.g.:

- nudging/pushing the paddler to shore;
- bringing the paddler onto their own board;
- use of slings, webbing or other improvised systems for towing.

The learner can choose their preferred towing system. The learner should have recovered the paddler to shore within 2-minutes from the start of the rescue.

Scenarios should reflect common situations that might take place in a SUP taster/starter session. For example, to help someone who is injured, tired, struggling to manoeuvre or has lost their paddle.

3.4 Stabilise an unconscious person in the water:

Learners are required to show that they could stabilise an unconscious paddler in the water. Learners are expected to respond safely and quickly:

- turnover and stabilise the unconscious paddler;
- maintain an airway;
- call for help.

The rescuer should have stabilised the situation within 1-minute of the incident, including that an unconscious paddler would have an open airway and the situation has been stabilised. It is expected that the learner can then return to the shore no more than 10 metres away with the casualty.

Role play scenarios should reflect situations that may occur in a SUP taster/starter session. For example, injury or illness resulting in loss of consciousness. Whilst this should be an unusual occurrence, the actions of the instructor could be lifesaving.

In the scenario, it is acceptable for the rescuer to be positioned close to the unconscious paddler, to focus on the assessment of their ability to

stabilise (rather than their manoeuvring skills which are assessed elsewhere).

3.5 Fall off the board and get back on in deep water:

The instructor is required to demonstrate the ability to recover if they fall off their board in deep water whilst in charge of a group.

When falling from the board in deep water, learners must flip their board upright and get back onto their board without assistance.

Learners must be able to recover themselves to the point where they can continue their instructional responsibilities.

Scenarios should reflect situations that may occur in a SUP taster/starter session; for example, accidentally falling into the water whilst playing games.