



BRITISH CANOEING PADDLESPORT INSTRUCTOR PRE-COURSE INFORMATION

Dear candidate,

Welcome to your British Canoeing Paddlesport Instructor course. This is your first step in your journey to becoming an instructor/ coach of paddlesport and we look forward to helping you develop. I hope this document provides you with all the information you need to help you prepare so you get the most out of what will be a very busy two days. Please read the following information carefully.

Best wishes,

Andy Lawrence (Centre Manager) and Ed Christian (Lead Trainer)

Prerequisites and registration

It is your responsibility to make sure you are registered with British Canoeing before the course starts. You will be asked to show that you are appropriately registered at the start of the course. Failure to do this may result in you not being able to take part in the course. Details of how to register (including a video guide) can be found [here](#).

We strongly recommend that you register **at least 10 days** before the start of the course.

What are the Prerequisites?

The candidate entry requirements are as follows:

- Full National Association Delivery Centre Membership.
- National Association Delivery Centre registration.
- British Canoeing Awarding Body Foundation Safety and Rescue Training.
- Personal paddling and rescue competence (see appendix 2, page 8).
- 14 years of age, or older. Candidates under 18 years of age should check the suitability of the course with Explore Activity Centre before attendance.

The Basics

Timings: Please arrive at **8.30am for a prompt 9am start**. We will finish by 5pm.

Venue: Explore Activity Centre, The Quays, Coleford Bridge Road, Mytchett, Surrey, GU166DS

Parking: On-site

Food and drink: Please bring enough food and drink to sustain you throughout the day. There is also a small Tesco & Co-Op locally to buy lunch from. Tea and coffee making facilities on site.

Equipment: You are expected to provide your own personal protective equipment. A range of appropriate craft will be available for use. Alternatively, you are welcome to bring your own craft. Please dress according to the conditions.

Medical information: Please make us aware of any illnesses or allergies that you may have before the course. If you require any medication for these, please bring them along.

Specific learning requirements: If you have any specific learning requirements, please contact us and provide us with as much information as possible. We will do everything reasonably possible to accommodate your learning needs.

Feedback: We are continually trying to improve our courses, facilities and delivery. As such, we will ask you to fill out a feedback form at the end of the course; but if you would prefer, please email us with any feedback you may have.

Contact: If you have any questions or queries before the course, please email: info@exploreactivitycentre.co.uk

The Course

The British Canoeing Awarding Body Paddlesport Instructor is an entry level qualification.

The qualification will support the instructor with practical skills such as kitting up a group and getting afloat, initial familiarisation activities, games and activities to support learning and how to use mini journeys to support learning, inspire adventure and exploration. This will be enhanced with support on how these sessions can be delivered in a way that is enjoyable, safe and rewarding.

The Paddlesport Instructor qualification is designed for instructors running paddlesport taster/starter sessions within the safety management systems of clubs, centres or other organisations in:

- Very Sheltered Water environments
- Craft deemed suitable for a first-time experience

The process of completing the qualification aims to help prepare candidates for their first paddlesport instructing role; 'primed and ready'.

Follow this link for more information: <https://paddlesuptraining.com/courses/paddlesport-instructor/>

What do we cover?

The content of the course will cover:

- Practical skills, including games and activities to aid learning
- Engagement and relationship building skills
- Professional standards of a Paddlesport Instructor
- Personal and rescue skills

For a detailed outline of the course, see appendix 1.

Method of assessment

There are three specific assessment tasks that are completed during the course:

- Professional Standards
- Rescue Skills
- Personal Skills

For detailed assessment criteria, see appendix 2.

Paddlesport instructor eLearning

This eLearning package covers a range of relevant syllabus topics. It provides information on content that will be covered on the course and provides additional content to support instructors in the field. It is open access and gives a flavour of some of the content you are likely to cover on the course. We strongly recommend you complete the eLearning package before you attend the course. It's free and can be accessed [here](#).

Learner Development Pack

The learner development is designed to help you reflect on your current skills and to help you identify areas that would benefit from further development. It also provides you with a record of your achievement once the assessment has been completed. Please download and/ or print off a pack and bring it with you to the course. You can find the pack [here](#).

Cancellation policy

In the unfortunate event that weather conditions conspire against us on the weekend and create a situation where conditions at the venue exceed the Very Sheltered Water remit, we will have to cancel the course and either refund the cost of the course or plan to run the course on an alternative date. We would only do this if completely and absolutely necessary.

British Canoeing Educational Philosophy

All British Canoeing courses are based within its educational philosophy. Please take some time to familiarise yourself with the following statement:

“British Canoeing Educational Philosophy British Canoeing believes in a participant led approach when creating and enabling experience from which people will enjoy, learn and develop through paddlesport. The Coach Award courses are designed to support coaches to deliver safe, engaging, empowering and enjoyable paddlesport 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 coaches' experience through the Coach Award pathway should also be safe, engaging and enjoyable; with the coach being able to guide their own learning and development. Our course Tutors and Assessors should deliver the programme using a supportive and empowering approach to instil an active passion for both paddlesport and coaching. Whilst meeting individual needs, fostering a sense of a paddling community, and developing understanding and respect for the environment in which paddlesport takes place."

Other Information and policies

Complaints and appeals

If you have a complaint about the way the course staff treated you or the way the course was conducted, please contact info@exploreactivitycentre.co.uk. We hope you would never need to but if you would like to appeal an assessment decision from the course, you can find Paddles Up Training's [Appeals procedure here](#).

Equality and diversity

Paddles Up Training (PUT) recognises it is essential to provide equal opportunities to all people without discrimination and we are committed to encouraging equality and diversity among our workforce, learners, community and eliminating discrimination. Please click [here](#) to find Paddles Up Training's [Equality and diversity policy](#)

Reasonable Adjustments

Paddles Up Training supports the promotion of paddlesport for people of all abilities and encourages them to take British Canoeing Awarding Body Personal Performance Awards, Safety training, Leadership Awards and Coaching Qualifications. This policy provides guidance to Tutors, Assessors and Providers on how they can best support people with special educational needs, disabilities, temporary illness or injury or other adverse circumstances outside their control, to ensure they are not unfairly disadvantaged when undertaking training and assessment. This policy details appropriate modifications or adjustments that can be made to both Training and Assessments. Please click [here](#) to find Paddles Up Training's [Special considerations and reasonable adjustment procedure](#).

Appendix 1: Paddlesport Instructor Programme

Day one

Session	Time	Session Outline
Session 1 Classroom	0900 – 0945 (45-minutes)	Course Introduction <ul style="list-style-type: none"> • Course introduction • Introductions to each other • Introduction to the Paddlesport Instructor (the role, skills required, qualification)
Session 2 Bank-side	1000 – 1115 (1¼ hours)	Getting Ready <ul style="list-style-type: none"> • Session preparation (before the group arrives) • Meeting the group • Kitting up (clothing and buoyancy aids) • Moving boats/boards
Session 3 Bank-side and On the Water	1115 – 1245 (1½ hours)	Getting the group on the water <ul style="list-style-type: none"> • The bank-side briefing and warm-up • Helping people launch • Initial familiarisation activities • Helping people with the very first basics (using a paddle, feeling stable, posture, basic paddling)
Lunch		
Session 4 On the Water	1315 – 1445 (1½ hours)	Introducing Some Basics <ul style="list-style-type: none"> • Introduce beginners to some basic skills to control their boat/board • Identifying common/typical errors beginners make • Strategies to help participants fix common/typical errors
Session 5	1445 – 1615 (1½ hours)	Games (and Rescues) <ul style="list-style-type: none"> • 'Games with aims'

Session	Time	Session Outline
On the Water		<ul style="list-style-type: none"> - Agility, balance, coordination games - Wet games - Teamwork games • Rescue Assessment
Session 6 Bank-side	1615 – 1645 (30-minutes)	Clearing up and Concluding <ul style="list-style-type: none"> • The end of session wrap up • Clearing up once the group have left • Personal reflection • Discussing session with deployer
Session 7 Classroom	1715 – 1815 (1-hour)	End of Day Review <ul style="list-style-type: none"> • Review/reinforce learning from the day • Reflect and identify areas for personal development

Day two

Session	Time	Session Outline
Session 8 Classroom	0900 – 0915 (15-minutes)	Introduction to Day 2 <ul style="list-style-type: none"> • Pick up questions from Day 1 • Introduce the programme for Day 2
Session 9 On the water	0915 – 1230 (3¼ hours)	Supporting Learning <ul style="list-style-type: none"> • Tools to facilitate learning within introductory sessions • Understanding factors that influence/promote learning
Lunch		
Session 10 On the water	1300 – 1430 (1½ hours)	Journeying <ul style="list-style-type: none"> • Explore use of journeys for different purposes

		<ul style="list-style-type: none"> • Develop repertoire of activities that can be used to journey, exploring: <ul style="list-style-type: none"> - activities for different purposes - group management - group safety - leadership style (controlling/non-controlling) - selecting level of challenge for the group - use of the environment
Session 11 On the water	1430 – 1530 (1-hour)	Rescues <ul style="list-style-type: none"> • Conclude the rescue skills assessment
Session 12 Classroom	1600 – 1730 (1½ hours)	Course Close <ul style="list-style-type: none"> • Review the day • Deployment matters • Action planning • Furthering qualifications/remit • Course close
	As required	Individual Debriefs and Action Planning

Appendix 2: Assessment criteria for assessment tasks

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 Paddlesport 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. You can find the learner development pack [here](#). The following attributes are considered essential to the Paddlesport 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 paddlesport 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 Paddlesport Instructor 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 Paddlesport Instructor course.

The instructor is required to show efficient and effective personal skills in their chosen craft, 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 craft:

The instructor demonstrates the ability, judgement and decision making to select appropriate craft from which to instruct, matched to their personal competence and experience. They will need to correctly set up their craft (e.g. seat, footrest, backrest, airbags, painters, spray deck, paddle leash, etc.).

2.2 use safe lifting and carrying techniques:

The instructor consistently shows safe lifting and carrying techniques to move boats/boards between vehicle/trailer/storage and the launch site (assistance is recommended).

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 boat/board afloat (e.g. pier, steps, slipway, beach), without using the paddle or an assistant.

2.4 Safely and effectively manoeuvre and control their craft:

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 craft accurately and effectively around the environment and in doing so draw from a repertoire of skills.

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

- maintain control in a straight line, with little use of braking correction
- strokes;
- paddle a course that is reasonably straight, with occasional gentle
- turns;
- keep their boat/board straight through a narrow gap;
- stop and accelerate in reverse within 1-2 boat/board lengths;
- 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;
- tighten a turn up or open it out, and carry or lose speed during a turn;
- reverse paddle to manoeuvre their boat/board into a new position;
- accurately move their boat/board sideways (approximately 5
- metres);
- safely recover from a sudden tilt (with the boat/board off balance) on both sides.

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 craft, 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 (as appropriate to the craft);
- 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, paddles and boat/board;
- the points of the body that are in contact with the boat/board, and a basic level of muscle tension through the core are used to 'connect' the boat/board and the body;
- efficient transfer of power from the body and water to create movement of the boat/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 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 3.1–3.6, from whichever craft they choose to paddle. They need to:

- choose an appropriate rescue technique;
- follow the shout-reach-throw-row protocol;
- follow the self-team-victim-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).

See British Canoeing Foundation Safety and Rescue Training Course Notes for details on the execution of each rescue.

Scenarios typical of taster/starter sessions 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 capsized paddler and their equipment from deep water:

Learners are required to show that they can rescue a capsized canoeist, kayaker and stand up paddleboarder from deep water:

1. recover a capsized canoeist and their equipment from deep water;
2. recover a capsized kayaker (sit on top, closed or open cockpit) and their equipment;
3. recover a capsized stand up paddleboarder and their equipment from deep water.

The learner must show that they can right (and empty) a craft that is upside down, and help a participant who is in difficulty get back in/on their craft from deep water. Being able to recover the scenario without retreating to shore is considered a core skill for Paddlesport Instructors.

This skill must be practiced and action planned for development if required.

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

- the swimmer is out of the water
- the swimmer's boat/board is under control
- the swimmer's paddle is under control
- the craft has been righted and emptied.

Scenarios should reflect common situations that might take place in a 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 craft/situation.

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

Learners are required to use a boat/board-based tow or carry to rescue a swimmer from deep water. The learner should have got the swimmer to shore within 3-minutes of them having entered the water.

3.3 Recover an upright incapacitated paddler to the shore:

1. recover an upright, incapacitated canoeist to the shore;
2. recover an upright, incapacitated kayaker (sit on top, closed or open cockpit) to the shore;
3. recover an upright, incapacitated stand up paddleboarder to the shore;

The instructor is required to recover an upright, 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 into/onto their own boat/board;
- use of slings, webbing or other improvised systems for towing;
- use of purpose made tow lines;
- towing from the body, the boat/board, paired or rafted boats.

The learner can choose their preferred towing system and must demonstrate it being set-up, used, released and reset in a safe/timely fashion. 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 taster/starter session. For example, to help someone who is injured, tired, struggling to manoeuvre or has lost their paddle

3.4 Rescue an unconscious kayaker from an upturned closed cockpit kayak:

Learners are required to show that they could rescue an unconscious paddler from an upturned, closed cockpit kayak. Learners are expected to respond safely and quickly, normally choosing from the following rescues:

- rescuer in/on their boat/board reaches over and rights the upturned kayaker;
- the rescuer enters the water, reaches over and rights the upturned kayaker;
- the rescuer enters the water to recover the casualty.

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. The learner can describe their actions thereafter.

Role play scenarios should reflect situations that may occur in a 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 upturned kayaker, to focus on the assessment of their ability to right the capsized paddler (rather than their manoeuvring skills which are assessed elsewhere).

3.5 Rescue an entrapped paddler from a capsized canoe:

Learners are required to show that they could help an entrapped paddler free themselves from a capsized canoe. Learners are expected to use a problem solving approach that might include, for example:

- quick action to stabilise the situation and ensure the capsized paddler has an open airway;
- giving instructions/support to the person trapped;
- physically helping the person free themselves.

The instructor should have stabilised the situation within 1-minute of the incident.

In the scenario it is acceptable for the rescuer to be positioned close to the upturned canoeist, to focus on the assessment of their ability to rescue the capsized paddler (rather than their manoeuvring skills which are assessed elsewhere).

3.6 Capsize and perform an effective self-rescue in deep water:

The instructor is required to demonstrate the ability to recover if they capsize in deep water whilst in charge of a group. The learner is expected to choose an appropriate rescue for the craft/situation they are in:

- capsize fully (craft upside down/flipped over);
- exit the boat/board in deep water, and get back in/on (without swimming to shore);
- an Eskimo rescue or a roll are also acceptable alternatives.

When exiting the boat/board in deep water, learners must get back on/in without capsizing, they may direct an assistant to help stabilise/empty their craft. Whilst not all of the water needs to be emptied from the boat, it must be stable enough to paddle in control to shore.

For the Eskimo rescue, learners are required to use either a bow or paddle presentation to bring themselves upright after capsize (success should be achieved on the first attempt).

In all cases, 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 taster/starter session; for example, accidentally capsized or capsized whilst playing games.