

Moderate Water Endorsement Assessment Guidance

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Introduction

This document provides specific guidance for candidates, trainers, and assessors on the standards and knowledge required for the British Canoeing Moderate Water Endorsement. It links directly to the British Canoeing Moderate Water Endorsement Candidate Assessment Day Pack.

The British Canoeing Moderate Water Endorsement Tutor and Assessor Notes provide further advice regarding the general requirements for running courses. The Moderate Water Endorsement Course Guide provides an overview of the qualification.

It is important to note that the assessment should be framed by the remit and operating environment of the coach

The remit of the Moderate Water Endorsement Coach

A Coach with Moderate Water Endorsement is trained and assessed to plan, deliver and review a series of six progressive coaching sessions, in the specific moderate water conditions of their discipline. They are able to coach the personal paddling skills required for the specific moderate water environment, taking into account the technical, tactical, physiological, and psychological requirements. British Canoeing recommend the Moderate Water Endorsement Coach is the right

qualification for coaches working in a moderate water environment with craft relevant to the discipline award taken. The Moderate Water Endorsement Coach has been trained and assessed to work without supervision.

Operating Environment

Definitions extracted from British Canoeing Terms of Reference

Moderate Inland Water (relevant to Open Canoe, Touring, and Sea): Large areas of open water; up to 500 metres off shore and in wind strengths that do not exceed Beaufort force 4. Canals and ungraded sections of rivers, faster flowing, but not involving the shooting of, or playing on weirs or running rapids are also included.

Moderate White Water (relevant to Open Canoe and White Water Kayak): Grade 2 white water or equivalent weirs for open canoe. Grade 2(3) for white water kayak.

Sheltered Tidal Water/Sea (relevant to Sea and Touring): Small enclosed bays, enclosed harbours, where there is minimal possibility of being blown offshore; defined beaches (a short section of beach with easy landing throughout, no tide races or overfalls beyond the beach), in conditions in which swimmers and beach craft could be happily operating winds not above Beaufort force 3 (Beaufort force 2 if offshore when greatest of caution must be exercised); the upper reaches of some suitable, slow moving estuaries during neap tides. In all cases the wind and weather conditions must be favourable.

Moderate Tidal Water/Sea (relevant to Sea): A stretch of coastline with available landings every one to two miles or one hour paddling, including areas where it is not easy to land. Crossings not exceeding two nautical miles. Up to 2 knots of tide (but not involving tide races or overfalls). Winds not exceeding Beaufort force 4. Launching and landing through surf (up to 1 metre, trough to crest height).

Moderate Surf (relevant to Surf):

Area: Sections of sandy beaches free from significant hazard (e.g. rocks and strong rips) and with easy access.

Character: Gentle, sloping and spilling waves, preferably peeling. Not pitching or dumping.

Height: Wave height should be no more than double overhead i.e. the height of the surfer when seated in a kayak in the trough of the wave (head high for a stand up surfer).

Practical Assessment

Personal paddling, safety management and leadership skills will be assessed alongside session planning, preparation, delivery and understanding of performance. The assessment criteria identified on the following pages are assessed through:

Observation of coaching: Candidates will deliver two coaching sessions (normally 30-60 minutes each) working with a 'real' group (maximum of 4) of paddlers who are comfortable paddling

moderate water as part of a led group. Sessions need to be targeted to meet learner needs and environmental conditions. Where possible this would usually involve a journey and the use of sites to provide suitable progressions and coaching for the learners. Candidates are expected to be able to coach the personal paddling skills required for the specific moderate water environment, taking into account the technical, tactical, physiological, and psychological elements of performance. For Touring this needs to include the coaching of both Canoe and Kayak paddlers. Candidates are not required to produce formal/written session plans as part of the assessment.

Observation of personal paddling: Candidates personal paddling skills will be observed throughout the duration of the assessment.

Review of written session plans/reviews: Candidates are required to bring written session plans and reviews for six progressive coaching sessions delivered prior to assessment. These sessions may be run with a consistent group of paddlers e.g. six evening sessions, or block courses over a few days. They may also be run with different paddlers over a range of separate sessions, with each session working with paddlers at different levels and covering a wide spectrum of abilities within the remit of the award.

Assessor questioning: Assessors may ask Candidates specific questions throughout the course of the assessment to clarify understanding of the various assessment criteria.

Specific tasks: Assessors may ask Candidates to perform specific tasks to give them the opportunity to demonstrate their skills if they have not otherwise being evident.

Standard

By the end of the assessment the assessor must have enough evidence in all of the assessment criteria to make a decision. Questioning, specific task setting or observations from other times during the assessment can be used to gain more evidence in the case of shortcomings. The following pages provide guidance on the type of skills, knowledge and/or understanding required.

Session Planning Skills – The Coach;

The following planning skills and knowledge are required;

Collected necessary information about the group, individuals, equipment, venue and conditions

- collects necessary information about the participants;
 - technical, tactical, physical, psychological profile (including previous experience)
 - age/stage of development, gender
 - lifestyle/medical
 - information from previous sessions
 - aspirations
- collects necessary information about the environment;
 - venues available, access, changing/toilets
 - access and egress points
 - identification of suitable coaching sites
 - places to stop and rest
 - other water users
 - weather considerations and environmental conditions
 - transport options/arrangements
 - equipment available
 - risk assessment / operating procedures in place

Analysed collected information to establish participants needs and session aims

- identified goals for the session that meet the needs of the participants, the group, and the environment, these goals should;
 - relate to improving technical, tactical, physical or psychological (TTPP) performance
 - provide enjoyable, motivating activity
 - should be working towards the participants long/medium-term goal(s)
 - be appropriate for the coaching environment

Planned coaching sessions that meet participant needs

Identified safe, enjoyable, effective coaching activities

- identify appropriate coaching activities that are safe, enjoyable and promote learning to achieve session goals, at appropriate sites/venues
- take account of participants technical, tactical, physical and psychological capabilities when planning session content and structure
- collect and review relevant information about the participant(s), venue, facilities and previous coaching sessions
- work towards appropriate session and series goals
- decide what to focus on to achieve sessions goals (Technical, Tactical, Physical, Psychological)
- construct the session/s (progressive structure); using structures such as;
 - whole-part-whole
 - IDEAS

- WASP (Watch, Analyse, Set Goals, Practice)
- chaining and sequencing
- record the plan

(Further evidence can be gathered through the prerequisite Session Plans and Reviews)

Identified a range of coaching styles to manage safety, enjoyment and promote learning

Identified suitable coaching styles to meet participant needs, the task and environment

- identify appropriate coaching styles to manage safety, enjoyment and promote learning
- the range of coaching styles to use include;
 - command (Coach led)
 - practice
 - reciprocal
 - self-check
 - inclusion
 - guided discovery (Participant led)
- the coach uses coaching styles on the participant led end of the spectrum to encourage ownership of learning (this would include at least two from reciprocal, self-check, inclusion, and guided discovery)



Allowed enough time for each element of the session

Used sequences to provide logical learning steps, at a suitable level for participants

Planned intensity and duration to match the session aims, and the weather/environment

- activities should also be sequenced to provide flow and variety to the sessions

Identified the resources required

- for example;
 - venue
 - participants equipment
 - coaches personal equipment
 - safety equipment
 - coaching props
 - support from other staff

Identified appropriate content and the key learning points

- the coach is able to identify suitable progressive activities for coaching sessions to develop participants performance in the moderate water environment; using activities that are matched to participants needs (TTPP, stage of learning, ability, learning style), and the environment.

Identified relevant health and safety requirements

- for example;
 - check environment and weather forecast

- fit and check participants equipment
- provide an appropriate safety brief for participants
- carry appropriate safety equipment
- suitable choice of activities, matched to participants TTPP profile
- follow any specific safety guidelines for the session/activity

Kept the session within the boundaries of their competence and remit

Planned alternatives to deal with predictable/changeable factors

- plan alternatives for predictable external influences that may compromise participants safety, enjoyment or learning. e.g. alternative venues, activities, or coaching style/delivery

Structured sessions to minimise risk of injury to participants

- check participants equipment before they get on the water
- perform dynamic risk assessment before and during activity
- start the session with an appropriate warm-up and safety brief
- include appropriate activities for the given weather conditions
- pitch the level of activity appropriately for the group's ability
- ensure activities are appropriate for participants skill level
- allow adequate rest, food and hydration
- avoid physically hard sessions when tired
- ensure nutrition and hydration requirements are met

Session Preparation – The Coach;

Prepared the necessary resources for the session

- participants equipment is appropriate for their size, ability, and the activity
- necessary safety equipment must be available to match the risk assessment and risk management strategies
- coaches personal equipment is suitable for their safety and comfort
- the venue is appropriate for the planned session
- coaching props used to promote learning as required
- additional support is identified if required

Made sure participants had the correct clothing and equipment, correctly sized and fitted

- check participants have the required clothing and equipment for the planned session
- boats, paddles, buoyancy aids and helmets are fitted to individuals as per health and safety guidelines or manufacturer's instructions
- issue participants any additional equipment they may need for the planned session
- ensure clothing and equipment is correctly sized and fitted before starting the session
- know how the equipment works, know what condition it should be in and what to do if it is not
- make regular checks

Managed equipment to get the group effectively on the water

- safe manual lifting and handling techniques are used and promoted
- equipment is managed/prepared effectively to get a group on the water in a timely fashion

Checked (and amended if necessary) the planned session content and delivery to make sure safety, enjoyment and learning were appropriate for the conditions at the time

- check the environment on immediate arrival for hazards and local conditions
- check the planned session maximises safety, enjoyment and learning given the hazards/conditions, amend if necessary

Made sure participants had the information required to get ready for the session

- prior to the session participants have information regarding;
 - session logistics (cost, booking, transport, timing, food/drink etc.)
 - facilities (changing rooms, toilets etc.)
 - equipment required
 - what they will be doing
 - who the session is open to

At the Start of the Session – The Coach;

Was punctual

- on time, and ready on time

Made everyone feel welcome and at ease

- use effective communication skills to ensure participants are made to feel welcome and at ease

Checked attendance, and that everyone was able/ready to participant

- recorded attendance in line with relevant procedures;
 - written records if and when required
 - if provided with an attendance list, ensure mismatches are dealt with appropriately
 - on-going head counts
- use appropriate methods to check participants level of experience, ability and physical readiness will enable them to participate safely, for example;
 - gather relevant information before the session
 - use information gathered to plan appropriate activities
 - deliver appropriate warm-up activity
 - observe performance
 - amend planned activities if required

Made sure clothing and equipment was correctly sized and fitted before starting the session

Provided an introduction to the session and the session aims

- share/agree session goals with participants at the start of the session/activity
- provide clear information to participant(s) about the planned paddlesport activities

Made sure everyone was suitably warmed up

- the coach delivers appropriate warm-up activities to prepare the participants for the session; this may include for example;
 - activities that raise the heart rate and warm the body up
 - mobility exercises
 - practice relevant movements
 - activities to psychologically prepare the participant
 - bank and/or boat based warm up activities
 - combining warm-up activities with the start of the body of session

Provided necessary safety instructions

- provide clear instructions to participants about the rules of the activities they are going to participate in and check they are understood

Communicated necessary ground rules

- set/agree specific ground rules at the start of a session
- provide appropriate instructions to participants about the rules of the activities they are going to participate in;
 - some of these rules may come from operating procedures or competition rules
 - some of these rules may be made by the coach to manage safety, enjoyment, or learning
- explain rules clearly and check they are understood

During the Session the Coach Communicated Effectively - The Coach;

Used effective communication skills to establish rapport with participants

- learn and use individuals names
- smile and make eye contact
- coach the person rather than the sport
- show interest in and respect for participants/others

Used a range of visual, audio and kinaesthetic communication skills effectively

Used clear, simple and concise instructions, explanations, and demonstrations

- use effective listening skills;
 - pay attention
 - use body language to show that you are listening
 - check you have understood and ask questions if necessary
 - allow the speaker to finish, don't interrupt
 - respond appropriately

- use language that is appropriate to the participants;
 - select language from the participants normal vocabulary
 - introduce new terminology clearly
 - be consistent with use of terminology
- use a range of VAK techniques to meet participants sensory preferences (scattergun or individualised approach)
 - visual (like to gain information by watching): e.g. body language, smiles, thumbs-up, drawing pictures and clear accurate demonstrations
 - audio (like to gain information by listening): e.g. concise simple instructions and explanations
 - kinaesthetic (like to gain information by feeling): e.g. relate explanations and feedback to kinaesthetic experiences
- use introductions, demonstrations and explanations effectively so participants understand the activity
- demonstrations are normally effective when;
 - all relevant parts can be seen by the observer
 - they can be copied by the observer (i.e. they are at an appropriate level)
 - done silently
 - done in real time
 - the observer knows what to look for (signposting specific points)
 - they have a definite start and finish point

Explanations and demonstrations were suitable for participants needs, ability and experience

- coaches need to be able to provide clear and concise explanations that highlight relevant learning points for the participant
- explanations need to be at a level appropriate to the participant, understood, and include only information that is relevant to the individual
- the coach uses following types of demonstration as required;
 - coping models by someone at a similar standard to the observer
 - expert models, a well-refined and accurate picture of the end result
 - breaking the demonstration down into parts
 - simulated demonstration - e.g. standing on a river bank showing how to hold the paddle to move a boat sideways or drawing pictures
- demonstrations are normally effective when;
 - all relevant parts can be seen by the observer
 - they can be copied by the observer (i.e. they are at an appropriate level)
 - done silently
 - done in real time
 - the observer knows what to look for (signposting specific points)
 - they have a definite start and finish point

Gave participants the time, attention, and support they needed

- individual needs are taken into account to ensure that all of the group can take part in the session

- coaches use differentiated activities, or coaching styles to cater for groups with a range of ability levels

Used ground rules and boundaries to manage behaviour

Corrected inappropriate behaviour and rewarded positive behaviour

- manage participant behaviour and any conflict;
 - set/agree ground rules and boundaries
 - communicate and implement sanctions
 - be consistent
 - reward positive behaviour
- agree, identify and communicate appropriate ground rules, e.g.;
 - respect each other, equipment and the environment
 - try your best
 - ask questions if you are unsure or unhappy
 - be on time
 - follow instructions
 - be polite and help others
- encourage and reward positive behaviour;
 - identify and verbally reward positive behaviour
 - use a rewards scheme (badges/certificates etc.)
 - have reward ceremonies at the end of a series of sessions
 - be fair and equitable when rewarding positive behaviour

Developed and maintained appropriate relationships

- agree goals
- identify, respond to, and respect participants individual needs
- be flexible to adapt and make back up plans
- provide discipline and set boundaries
- prioritise health, well-being, and future over performance
- develop independent learners
- set and monitor boundaries between working relationship and friendships (consider appropriate behaviour with children, youth, adults, and disabled participants)
- work to develop mutual trust and respect
- participants are given the opportunity to consent or decline coaching

Appropriately balanced talk:action ratio

- give concise simple instructions and explanations
- know how and when to use demonstrations to provide visual information
- ensure participants are actively involved in activity for the majority of the session, have extra activities planned as a back-up
- keep feedback to the point, positive and constructive
- session structured to suit the aims, activities and participant needs
- session structure shows appropriate balance of verbal instruction, visual demonstration and time to practice

During the Session - The Coach;

Delivered safe, enjoyable, effective coaching activities at appropriate sites/venues

Effectively used coaching styles across the spectrum from coach to participant led

- the coach uses coaching styles on the participant led end of the spectrum to encourage ownership of learning
- used coaching styles to manage safety, enjoyment and learning
- Coaching Styles;
 - Command (Coach led)
 - practice
 - reciprocal
 - self-check
 - inclusion
 - guided discovery (Participant led)



Accommodated different learning styles (TARP)

- Learning Styles (TARP);
 - Theorist (likes to understand the theories behind the actions)
 - Activist (learns by doing)
 - Reflector (likes to sit back, observe, and think about what happened)
 - Pragmatist (likes to see how things work in the real world)
- create activities and structure that will accommodate all different learning styles
- choose sites/venues that will accommodate different learning styles
- use a range of VAK tools within delivery
- start with a scattergun approach when working with an unknown group
- use previously successful approaches when working with a known group
- develop strategies for some common individual needs
- allow individuals to learn in their preferred style

Effectively used practice structures to develop performance

- use different practice structures depending on the type of skill, and the performers ability (massed, random/distributed, variable, bi-lateral)

Provided feedback to participants to develop performance and understanding

- provide external feedback on outcomes and on performance
- feedback should be;
 - given in the right amount (normally simple and concise)
 - positive, informative and constructive
 - appropriately timed and relevant
- feedback should be given in a way that suits different sensory preferences (VAK);
 - Visual e.g. body language, smiles, thumbs-up, drawing pictures or using demonstrations to describe a performance

- Audio e.g. verbal feedback throughout, or at the end of the session
- Kinaesthetic e.g. related to kinaesthetic experiences

Supported participants in the use of self-gained feedback

Used questioning to help participants reflect on their learning, and to check understanding

- the coach encourages the use of self-gained feedback to promote learning
- the coach provides, and encourages the use of self-gained feedback to promote learning. For example;
 - Visual / Audio / Kinaesthetic feedback
 - Knowledge of results
 - Knowledge of performance
 - Internal/Intrinsic
 - External/Extrinsic
- the coach uses appropriate questioning to help participants reflect on their learning
- the coach uses questioning to monitor participants development and learning
- the coach uses questioning to check participants understanding
- the coach ensures participants have time to reflect on their performance during activities
- coaches know why self-gained feedback is important;
 - knowledge of the internal feedback the participant received adds to the coaches picture
 - to identify any differences in perspective between the coach and participant
 - to promote confident and independent learners
 - to identify or direct attentional focus
 - to help create a positive learning environment where participants are free to express their thoughts

Involved participants in the evaluation of their own performance

Made sure appropriate levels of success, challenge and enjoyment were achieved

- remain student centred
- support participants to make their own choices
- empower participants to discover their own solutions
- support participants to develop at their own pace and in their own way, within the confines of the environment
- identify and respond to individual needs
- focus on providing a safe, enjoyable learning environment
- give praise when credit is due
- give positive enforcement and feedback
- agree appropriate SMART(ER) goals
- ensure appropriate levels of success are achieved
- manage participants anxiety levels, fear and arousal
- use a range of VAK techniques to meet participants sensory preferences (scattergun or individualised approach)
- allow individuals to learn in their preferred style (TARP)

- use different practice structures depending on the type of skill, and the performers ability (massed, random/distributed, variable, bi-lateral)
- choose appropriate level of challenge for the participants skill level
- understand that when a participant is having fun and enjoying a session, they are more likely to feel motivated, relaxed, and alert
- the session pace is appropriate to participants technical, tactical, physical and psychological needs, and learning style
- use methods for motivating participant(s) appropriate to their needs and in line with accepted good practice, for example;
 - choice of venue/site/activities help the participants feel competent / achieve success
 - participants are involved in their own goal setting and decision making
 - coaching style used helps the participant feel involved
 - participants are encouraged to assume responsibility for themselves
 - positive feedback is given to successful performances
 - coaches use pace and variety to avoid boredom
 - participation is fun!
 - extrinsic rewards are used carefully
- understand the factors affecting skill development
 - participants motivation
 - participants attentional focus
 - participants understanding / knowledge of the skill
 - participants stage of learning;
 - Novice/Awareness (Cognitive)
 - Practising/Improver (Associative)
 - Skilled/Expert/Acquired (Autonomous)
 - transferable skills the participant already has
 - the participants ability to learn a sequence of movements (coordination)
 - the participants ability to learn and develop skills
 - practice structures used
 - feedback mechanisms used
 - the complexity of the skill

Catered for individual and group needs

- identify and try to respond to individual needs
- plan varied methods of delivery to accommodate different needs
- know and understand various methods to deliver the same information
- develop strategies for some common individual needs
- adapt sessions to respond to participants changing needs

Was student centred, recognising and accommodating individual needs

- identify and recognise participants individual needs
- plan to address participant needs in coaching sessions
- ensure delivery is student centred

- adapt sessions to respond to participants changing needs
- do not discriminate based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- accommodate individual needs to ensure all sectors of the community (irrespective of their age, colour, disability, ethnic origin, race, sexual orientation or gender), have genuinely equal opportunities to participate in canoeing at all levels
- identify and respond to individual needs
- support participants to make their own choices
- empower participants to discover their own solutions
- support participants to develop at their own pace and in their own way, within the confines of the environment

Empowered participants to make their own choices and discover their own solutions

- support participants to make their own choices
- empower participants to discover their own solutions
- support participants to develop at their own pace and in their own way, within the confines of the environment
- use participant led goal setting and action planning
- involve participants in session planning
- allow participants time for self-reflection
- gain and respond to feedback from participants

Made sure their activity did not have a negative impact on the environment

- coaches should take necessary steps to look after their coaching environment and minimise any environmental impact their use may have e.g. minimise/monitor damage to launch/landing spots, clear litter etc.

Adapted the session in response to changing needs

- changes may be required to improve participants safety, enjoyment, or learning. This may include immediate changes, or changes to sessions in the future. For example; change venue, activity, aims, or coaching style/delivery
- reviewing coaching plan
- making the participant at the centre of the plan
- agree the contingencies with the participants
- use the elements of the coaching process cycle to ensure the coach adapts the session to participant(s') changing needs (observation, analysis, goal-setting, planning, monitoring, evaluating, action planning)
- the coach should include progressions or regressions depending on the participants understanding/performance of the activities
- a coach may need to change or adapt a session when the session plan does not suit;
 - Safety - environmental conditions (e.g. weather, space)
 - Enjoyment - how much participants are enjoying the activities
 - Learning - the ability of participants, or the speed at which participants are learning skills or achieving goals

- The physical / psychological state of the participants

At the End of the Session – The Coach;

Allowed enough time to conclude the session

Encouraged participants to provide feedback

- knows how to establish the views of participants about the coaching sessions;
 - verbally (Q&A or discussions)
 - written (feedback forms, flipchart exercises)
 - physical activity ('show me with your hands how much fun you had today')
- knows the importance of gaining feedback from participants;
 - knowledge of the internal feedback that the participant received adds to the coaches picture
 - to identify any differences in perspective between the coach and participant
 - to promote confident and independent learners
 - to identify or direct attentional focus
 - to help create a positive learning environment where participants are free to express their thoughts
- knows how to gather information on current coaching practice through question and answer, or group discussions with participants

Provided feedback to participants

- provide feedback to participant(s) on their performance relating to their goals

Highlighted action points and/or areas to work on

- include avenues for further development
- participant evaluations are used to develop individual action plans to progress or adapt participant(s') goals

Made sure the participants were cooled down

- deliver cool down activities (physical and/or psychological) appropriate to the participant(s) and session

Made sure everyone left safely

Made sure the environment was left appropriately

- followed procedures for dealing with equipment used
- coaches should take necessary steps to look after their coaching environment, and minimise any environmental impact their use may have. Areas to consider include; health and safety – check for damage/hazards; environmental factors – minimise/monitor damage to launch/landing spots, clear litter

Understanding of Performance – The Coach;

Used observation and analysis skills to support participant development

- gather information about performance (observation, discussion, video, notation, field testing)
- compare with intended performance
- identify strengths and weaknesses
- prioritise
- action plan

Used the accurate evaluation/review of participant performance to inform session delivery

- evaluate and review of participants performance (TTPP, as appropriate) through the use of question and answers, objective measures of performance against agreed outcomes, and through observation
- coaches review participants technical, tactical, physical, psychological strengths, weaknesses and areas for improvement

(Further evidence can be gathered through the prerequisite Session Plans and Reviews)

Provided technical correct explanations and demonstrations suitable for participants needs, ability and experience

- coaches need to be able to provide clear and concise, technically correct explanations that highlight the relevant learning points
- explanations need to be at a level appropriate to the participant, understood, and include only information that is relevant to the individual
- coaches can perform technically correct demonstrations
- the coach uses following types of demonstration as required;
 - coping models by someone at a similar standard to the observer
 - expert models, a well-refined and accurate picture of the end result
 - whole-part-whole – breaking the demonstration down into parts
 - simulated demonstration - e.g. standing on a river bank showing how to hold the paddle to move a boat sideways or drawing pictures

Used session content, sequencing and structure to maximised learning in line with session aims

- activities maximise learning in line with session goals, by appropriate;
 - choice of activity
 - difficulty of the activity
 - delivery of activities
- the coach should include progressions or regressions depending on the participants understanding/performance of the activities, using structures such as;
 - whole-part-whole
 - IDEAS
 - WASP (Watch, Analyse, Set Goals, Practice)
 - Chaining and sequencing

(Further evidence can be gathered through the prerequisite Session Plans and Reviews)

Correctly identified the key learning points

- coaches need to be able to identify the relevant learning points to develop participants performance

Demonstrated understanding of the technical and tactical demands of the activity being coached

- as per the discipline specific requirements in relation to the environment, the session goals, and the participants needs
- progressive coaching activities to develop participants' personal skills
- knowledge of the key learning points
- clear understanding of how the water and environment works, what it is doing, and its effect on the paddler
- able to reinforce the principles of posture, connectivity, power transfer and feel within their coaching
- the candidate should have a wide repertoire of solutions for developing paddling skills in a range of moderate water environments
- candidates should have strategies for developing participants' independence, and choice of appropriate skills to cope with a variety of scenarios
- candidates should have the tactical knowledge to be able to use the environment to make the technical skills as effective and efficient as possible

Demonstrated understanding of the physical demands of the activity being coached

- coaching safe technical templates to help prevent injury
- be able to help paddlers with any physiological issues that they may have. For example, increasing strength, flexibility, or fitness to improve performance
- candidates should be able to provide technical solutions for individuals appropriate for their individual physiology, working towards energy efficient performance

Demonstrated understanding of the psychological demands of the activity being coached

- Confidence
- Concentration
- Emotional Control
- Commitment

Safety - The Coach;

Used and promoted safe lifting and handling techniques

- safe manual lifting and handling techniques are used and promoted throughout all aspects of the session

Identified and assessed hazards; put in place safety control measures to minimise risk

- the coach identifies possible hazards recorded in the existing written risk assessment/s if available
- the coach identifies possible hazards through dynamic risk assessment

- the coach assesses the risk that identified hazards present, including likelihood of occurrence and severity
- the coach assesses how to minimise identified risks
- examples of safety control measures;
 - support participants to make their own choices
 - empower participants to discover their own solutions
 - support participants to develop at their own pace and in their own way, within the confines of the environment
 - identify and respond to individual needs
 - start the session with an appropriate warm-up and safety brief
 - include appropriate activities for the given conditions
 - pitch the level of activity appropriately for the groups ability
 - allow adequate rest, food and hydration
 - ensure activities are appropriate for participants skill level
 - avoid physically hard sessions when tired
 - ensure nutrition and hydration requirements are met
 - use and promote safe manual lifting and handling techniques are used throughout all aspects of the session

Used suitable leadership skills

- Candidates are required to demonstrate sound 4 Star leadership and group management skills throughout the MWE assessment;
 - Skilful application of leadership principles (e.g. C.L.A.P.)
 - Appropriate leadership strategies, positioning, judgement and decision-making
 - Safety awareness and risk management
 - Group control and management
 - Intervening strategies
 - Controlling and managing outcomes

Delivered suitable activities, at appropriate venues for participants skill level

Complied with relevant safety procedures

- follow organisational procedures (e.g. risk assessment, operating procedures, venue/equipment/activity specifics, relevant activity rules/regulations)
- carry out emergency procedures when necessary

Correctly dealt with any problems that arose

- dealt with any problems following the correct procedures (if they arise);
 - limit injury/risk of the participant
 - provide clear and correct instructions to everyone involved
 - assess – consider options – raise alarm – stabilise – execute plan
 - ensure non-injured members of the group are safe
 - offer comfort and reassurance to everyone involved
 - know when to take an individual out of a session
 - carry out your role calmly and correctly

- follow the self-team-victim-equipment protocol
- follow the shout-reach-throw-row protocol
- have knowledge of nearest phone, help, vehicle
- call for qualified assistance where required (qualified first aider or the emergency services)
- give accurate information when calling for qualified assistance

Had suitable safety equipment available

- things to manage paddlers basic comfort e.g. spare clothes, drink, food, shelter
- things to manage accidents e.g. first aid kit, repair kit, throwline, towline, means of communication

Demonstrated the personal paddling, knowledge and rescue skills required to manage a safe working environment

- personal skills: candidates are required to demonstrate sound personal skills throughout the MWE assessment; a sample of the 4 star skills will be assessed
- knowledge: candidates are required to apply relevant knowledge from the 4 Star theory syllabus; e.g. trip planning, access, etiquette, responsibilities, weather
- rescue skills: it is assumed that candidates are able to demonstrate sound 4 Star rescue skills and are expected to deal with any rescue situations if they arise during the coaching practical; assessors are at liberty to sample rescue skills if they have reason for concern