

BCU Awarding

Level 1 Certificate in Coaching Paddlesport

Unit Specification

Introduction

This document provides an outline of the Level 1 Certificate in Coaching Paddlesport syllabus. The guidance should be read in conjunction with the Qualification Specification and the appropriate Candidate Pack (Level 1 Course Guide and Assessment Portfolio).

The aim of the BCU Level 1 Programme is to provide an introduction to safe, ethical, and effective paddlesport coaching. The course covers the following areas of learning:

- Unit 1: Introduction to Coaching Paddlesport
- Unit 2: Prepare for the Delivery of Coaching Activities (UKCC Section A)
- Unit 3: Deliver Prepared Coaching Activities (UKCC Section B)
- Unit 4: Evaluate the Effectiveness of Coaching Activities (UKCC Section C)

The learning outcomes, indicative content and Assessment criteria for Level 1 is mapped out on pages 6 through 18.

The Level 1 Coach is trained and assessed to operate as an assistant in whatever environment best suits their personal experience, the venue, coaching group and the Level 1's area of interest. However, they have been trained specifically to coach paddlers in their first year of activity (See Long Term Paddler Development Statement, page 3) to run taster sessions and coach skills from the 'Technical Syllabus' on pages 4 and 5.

The content of this award has been written in conjunction with the UKCC requirements in order that all coaches who successfully complete the Level 1 BCU Award will be recognised by the UKCC framework. The proposed learning outcomes, content and assessment criteria for the BCU award have been mapped against the UKCC requirements to ensure parity.

Long Term Paddler Development

Level 1 Coaches recognise the importance of the BCU Long Term Paddler Development (LTPD) pathway when working with any paddler new to the sport. When working with children in the Paddlesport Start Stage (i.e. boys aged 8 to 11, and girls aged 7 to 10, who have just started paddling) the Level 1 Coach appreciates the importance of:

- making all paddling activity fun!
- playing other sports
- developing a broad base of sporting experience, not specialising
- appropriate volume of activity
- spending more time practicing than performing (75:25)
- varied paddlesport craft and experiences
- appropriate sized equipment
- high quality skill development
- developing water-, self-, and movement-confidence
- recognising their own coaching limitations when working with this target group
- knowing about other opportunities available to participants within their locality that promote LTPD (within paddlesport and other sports)
- linking activity to the paddler's individual aspirations and capacity

The Level 1 Coach also appreciates how these components apply to adults and adolescents who have just started paddling.

BCU Level 1 Technical Syllabus

What you coach

BCU Level 1 bank- and boat-based Coaches have been trained to coach the following skills, to paddlers in any type of paddlesport craft (canoe/kayak, straight running/flat hulled, crew/solo) in a sheltered water environment, in a way that promotes quality skill development, lifelong learning, and fun!

Topic	Components
Lifting, carrying & launching	Safe lifting and carrying principles from a variety of platforms (e.g. trailers, with assistance, varied underfoot conditions, wind etc); launching into a floating boat (unless bank conditions/craft spec. prevent); adjusting seats/footrests where appropriate; appropriate storage/care of boats and equipment.
Readiness	Correct boat outfitting, correct paddle grip, active posture.
Forward paddling	Coaching participants to control the kayak or canoe in a straight line over a distance of 100m, with: <ul style="list-style-type: none"> ▪ Upright active posture ▪ Appropriate stroke length and effective catch ▪ Basic body rotation using the larger muscles of the body ▪ Maintenance of forward movement whilst coping with directional instability ▪ The use of steering solutions while under momentum
Steering & controlling	Coaching participants to steer and control the kayak or canoe, by: <ul style="list-style-type: none"> ▪ Turns to the left and right with the boat tracking a course and maintaining forward movement; using a combination of sweeps and forward strokes or a rudder/edge to affect these controlled turns ▪ Reverse paddling over a distance of approximately 5m, to a fixed point, using the non-drive face and turning the trunk and looking over shoulder(s). (Extreme accuracy is not necessary – approximately 1 meter from buoy would be deemed sufficient.) ▪ Stopping both forwards and backwards within 4 strokes ▪ Spinning 180 degrees in both directions using forward and reverse sweeps, with body rotation ▪ Moving sideways
Returning to the bank & getting out	Coaching participants to return to the bank and get out, with: <ul style="list-style-type: none"> ▪ A controlled and appropriate approach to the bank or shore ▪ A controlled and safe method of getting out of the boat ▪ Safe method of taking the boat out of the water

Capsize and be rescued or swim to shore		<p>Coaching participants the capsize drill and to:</p> <ul style="list-style-type: none"> ▪ Discuss and demonstrate the procedure during and after a capsize ▪ Remove spraydecks or straps, if worn, during the capsize ▪ Perform a calm and relaxed exit ▪ Collect the boat and paddle ▪ Swim to the shore ▪ Be rescued <p>(The use of a swimming pool is acceptable for this exercise)</p>
Emptying capsized boats		Coaching participants to empty partially filled and swamped boats, with appropriate safe lifting techniques for the specific craft.
<p>Personal risk management</p> <p>Awareness of others</p> <p>Being a safe member of a group</p>		<p>Coaching participants to understand the following safety and journeying skills:</p> <ul style="list-style-type: none"> ▪ Basic communication signals ▪ Looking out for each other ▪ What to do in the event of a capsize ▪ Individual responsibilities ▪ Appropriate use of buoyancy aids and helmets ▪ Knowledge of appropriate personal clothing ▪ Recognising hazards ▪ The need to warm up and cool down ▪ Hygiene ▪ Basic hydration and nutrition needs, in relation to the demands of the activity
Theory	Equipment	Features of, appropriateness/necessity and correct fitting.
	Hypothermia	Basic signs and symptoms, how to avoid.
	First Aid	The role of the qualified First Aider and recognising when one is required.
	Access	Understand the need to check access, and who to check with.
	Environment	Have a basic appreciation for the need to protect the environment in which we paddle.

BCU Level 1 Coaching Syllabus

How you coach

The 'How to' coaching skills are divided into 4 units:

Unit 1: Introduction to Coaching Paddlesport

Learning Outcome 11: Understanding Paddlesport and the BCU

Learning Outcome 12: Understanding Paddlesport Coaching

Unit 2: Prepare for the Delivery of Coaching Activities (UKCC Section A)

Learning Outcome 1: The coach must be able to prepare for activities, taking into account participants' needs and motives

Learning Outcome 2: The coach must be able to establish a safe working environment

Unit 3: Deliver Prepared Coaching Activities (UKCC Section B)

Learning outcome 3: The coach must be able to establish working relationships with the participants and others

Learning outcome 4: The coach must be able to prepare the participants for the coaching activities

Learning outcome 5: The coach must be able to support participants' behaviour

Learning outcome 6: The coach must be able to deliver prepared activities

Learning outcome 13: The coach can appreciate/execute effective and appropriate bank and water based rescues

Learning outcome 7: The coach must be able to conclude the activities

Unit 4: Evaluate the Effectiveness of Coaching Activities (UKCC Section C)

Learning outcome 8: The coach must be able to review the activities

Learning outcome 9: The coach must be able to contribute to the evaluation of Participants'

Learning outcome 10: The coach must be able to continuously develop personal practice

Learning Outcomes 1 – 10 map directly to UKCC Standards

Learning Outcomes 11- 13 are British Canoe Union Specific Standards

The following table details the assessment criteria, an outline of the content covered, and how the element is assessed:

Unit 1: Introduction to Coaching Paddlesport

Learning Outcome 11: Understanding Paddlesport and the BCU			
Assessment Criteria		Content	How it is assessed
11.1	The coach can identify the different disciplines within Paddlesport	Description of each of the different paddlesport disciplines, including the boats used, and the ways you could participate.	1. Written Paper
11.2	The coach understands the importance of a 'paddler centred' approach	Paddler-centred vs coach-centred and the benefits/challenges of the paddler centred philosophy.	1. Written Paper
11.3	The coach can identify the phases of the BCU LTPD pathway	An overview of the BCU's Long Term Paddler Development philosophy, the Fundamentals to Performance opportunities that exist within the sport, and the cross over between recreation and competition. Specifics regarding Paddlesport Start.	1. Written Paper
Learning outcome 12: Understanding Paddlesport Coaching			
Assessment Criteria		Content	How it is assessed
12.1	The coach understands the structure and aim of the BCU Coaching Pathway	The BCU Coaching Scheme Pathway explained with an outline of the aim and remit of the various levels.	1. Written Paper
12.2	The coach understands the aim and remit of the Level 1 Paddlesport Coach	An overview of the Level 1 Coach award. The aims of the award and the Level 1 Coach role in the coaching continuum.	1. Written Paper 4. Coaching plan and delivery
12.3	The coach is able to map their existing skills against that of the Level 1 Coach	See Workbook Task 3b - Self Profiling Exercise.	3a. Self Profile
12.4	The coach has observed or paddled a range of paddlesport craft appropriate to their normal coaching environment	Explore the potential of the candidates coaching environments, identifying what type of boats they could use to benefit the paddlers they might work with.	3b. Logbook
12.5	The coach has observed or paddled straight running & flat hulled boats, canoe & kayak, solo & crew boats	See Workbook Task 3b – Paddlesport Discipline Experience. This should be relevant to the candidates normal coaching environment.	3b. Logbook

Unit 2: Prepare for the Delivery of Coaching Activities:

Learning outcome 1: The coach must be able to prepare for activities, taking into account participants' needs and motives			
	Assessment Criteria	Content	How it is assessed
1.1	Identify the roles and responsibilities of a coach	<p>The role of coach, plan/do/review, teacher/motivator/scientist/friend/social worker.</p> <p>Responsibilities of coach – appropriate relationships, codes of practice (inc. coaches' code, duty of care, and child protection), minimise risk, promote safe practice, respond to individual needs, manage equipment, deal with injury/illness, maintain records, work within boundaries/remit, deal with confidential information and data protection (personal details and medical information), disclosure of information and facts, safe/enjoyable/learning, take responsibility, report injuries and illness, record attendance/non-attendance of participants.</p> <p>Equity principles and the implications to coaching; differentiation for individuals within a group.</p> <p>Identify why people take part in paddlesport and match session content to enhance motivation.</p> <p>Personal appearance/manner, good first impressions, polite, helpful, supportive, attentive, safe, in charge, calm, clean, and tidy.</p>	1. Written Paper
1.2	Identify the needs of a range of participants	<p>Identify basic needs including physical, medical, behavioural, social, learning, educational and intellectual needs of: males and females, children, youths, adults, veterans, vulnerable adults, able/disabled, individuals and groups, novices/experienced and elite.</p> <p>Identify others needs: parents, carers, other coaches, support staff, facility staff.</p>	1. Written Paper 5. Verbal Questions
1.3	Identify and collect relevant information about the participants and the selected activities	<p>How to collect information about participants: questioning, forms, discussions.</p> <p>What information to collect about participants: age, gender, ability level, medical conditions, motivation, and previous experience.</p> <p>What information to collect about session: required resources, aims and objectives, structure and content, timing and sequencing of activities, technical content, activities and practices, support required for the delivery.</p>	4. Coaching plan

1.4	Deal with confidential information using appropriate guidelines	Dealing with information - data protection (personal details, medical history), disclosure of information and facts.	1. Written Paper
1.5	Identify responsibilities for arranging and delivering the activities	Who is responsible for: children, participants, setting up session, clearing up the session, delivering elements of the session, first aid, checking access, and risk assessment.	1. Written Paper
1.6	Check that the activities meet different participants' needs	Check with participants, supervising coach, significant others i.e. teachers, parents. Using question and answer, discussion, and observation of behaviour.	4. Coaching delivery
1.7	Identify a range of coaching styles to promote safety, enjoyment and learning	Practice style, instruct, self-check and guided discovery, through an IDEAS framework.	1. Written Paper 4. Coaching plan
1.8	Identify methods to evaluate activities	Observation of performance, using BCU Performance Awards, question and answer dialogue, group discussion, self-reflection, comparisons with previous evaluations, and evaluation forms.	1. Written Paper
1.9	Identify the importance of evaluation for both the coach and participants	Evaluation for short, medium and long term participant development, to influence the coaching activities, to guide the development of new skills and techniques, for motivation, to identify participants' achievement and progress.	1. Written Paper

Learning outcome 2: The coach must be able to establish a safe working environment			
	Assessment Criteria	Content	How it is assessed
2.1	Check with others that the planned use of the coaching environment is in line with good practice	In relation to safe, enjoyable, learning. Is the planned use of the environment OK? Impact of environmental conditions on the planned site, e.g. wind direction, harsh sunlight, heat/cold, low water temperature, wind-chill, lightning, rain and snow! For indoor activities is the temperature, lighting and space OK? Are there any trip hazards? Operating procedures for specific sites. BCU Terms of Reference. Legislation, i.e. ALAA.	4. Coaching plan
2.2	Check equipment used in the activity to ensure that it meets relevant health and safety standards	Including boats, paddles, buoyancy aids, helmets, personal clothing, safety kit. Include own kit, participants' kit and any props.	4. Coaching delivery
2.3	Identify potential risks within the coaching environment	Carry out a basic risk assessment using the appropriate checklist, report any concerns to a supervisor, identify potential hazards within the coaching environment. The difference between a written and dynamic risk assessment. The link to operating procedures. Reporting problems and reviewing procedures.	3c. Risk Ass. 4. Coaching delivery 5. Verbal Questions
2.3.1	The coach can name the effects of weather on coaching sessions	Effects of wind on group control (esp. in open canoes). Effects of wind-chill on air temperature. Effects of wind on normally calm water (waves) hazard to open cockpit boats. Effect of heavy rain on river levels. Effect of cold on choice of activity, participants' performance and enjoyment. Effect of heat on choice of activity, participants' performance and enjoyment. What to do in the event of a lightning storm. What to do in poor visibility.	1. Written Paper
2.3.2	The coach can name effects of cold water immersion	Slow reactions, involuntary gasps for air, loss of physical strength and confusion.	1. Written Paper
2.4	Identify relevant information for participants and others on health, safety and emergency issues and procedures related to the coaching environment	An appropriate safety brief that links to the written and dynamic risk assessments.	4. Coaching delivery

2.5	Set up and lay out equipment for the activities safely and effectively	Avoiding any trip hazards, creating a safe working area, setting up props. Using the setup of equipment to manage group control and increase activity time.	4. Coaching delivery
2.5.1	The Coach uses safe lifting and carrying techniques	Lifting and handling procedures for various different craft: Principles of slide, share and spine in Line. Assessing the situation (weight & route). Managing different challenges, e.g. off roof racks, from boat storage, containers, and different bank conditions. Managing rescues using safe moving and handling techniques.	4. Coaching delivery 2. Rescue
2.5.2	The coach knows what basic safety equipment should be available during a coaching session	Link to risk assessment: what are the potential problems and have you got the kit to deal with them? Participants get too cold or too hot, tired or hungry, injured or ill. Kit: spare clothing, hot drink, emergency food, First Aider, towline.	1. Written Paper 5. Verbal Questions
2.6	Report any problems with equipment to a responsible person	The type of problems to report: health or safety issues of environment or equipment, inappropriate behaviour, near misses, and accidents. Who to report them to? Supervising coach, parents or facility staff.	5. Verbal Questions

Unit 3: Deliver Prepared Coaching Activities:

Learning outcome 3: The coach must be able to establish working relationships with the participants and others			
	Assessment Criteria	Content	How it is assessed
3.1	Create and maintain positive relationships with participants and others using agreed guidelines and codes of practice	<p>Equitable practice - open access and inclusion, paddler-centred, Coaches codes of practice, punctuality and good time-keeping.</p> <p>Customer service – meet & greet, polite, helpful, sound individual appearance, and supportive.</p>	4. Coaching delivery
3.2	Identify the relevant organisational guidelines relating to the protection of children and vulnerable adults from abuse	BCU Guidelines for the Protection of Children and Vulnerable Adults from abuse. Procedures for dealing with and reporting abuse, and criminal record checks.	1. Written Paper
Learning outcome 4: The coach must be able to prepare the participants for the coaching activities			
	Assessment Criteria	Content	How it is assessed
4.1	Explain to participants and others their roles and contribution to the activities	Philosophy of participation by choice. What will be expected of the participants?	4. Coaching delivery
4.2	Check that participants and others equipment and dress are suitable for the activities	Appropriate dress and equipment for the coach, participants and others; safety, comfort and suitability.	4. Coaching delivery
4.2.1	The coach can recognise safety features of buoyancy aids and helmets	<p>Buoyancy aids: straps, buckles, etc. to tighten, correct fitting, minimum buoyancy, CE markings, and assessing if one is needed.</p> <p>Helmets: shell, straps, cradle or padding, and assessing if one is needed.</p>	1. Written Paper
4.2.2	The coach can recognise safety features of different boats	Buoyancy, end grabs, and sound construction.	1. Written Paper
4.3	Check participants' readiness to participate in the activities	Physical, mental and emotional readiness for participation. Correct outfitting in craft. Using preparatory exercises and warm-up.	4. Coaching delivery
4.4	Use appropriate communication methods to check participants' understanding of the planned activities	<p>Verbal methods - question and answer, listening and responding to questions, discussion.</p> <p>Non-verbal methods - body language and observation of performance.</p>	4. Coaching delivery

Learning outcome 5: The coach must be able to support participants' behaviour			
	Assessment Criteria	Content	How it is assessed
5.1	Identify and communicate ground rules for acceptable behaviour during the activities	Where you can go, how to go about it, respect for others and environment, respect for equipment, setting rules for safety, and setting boundaries.	4. Coaching delivery
5.2	Encourage and reward positive behaviour	Providing feedback. Verbal methods: Feedback – timing, purpose, methods to be used, positive and constructive, informative. Non-verbal methods: body language, smiles, thumbs-up etc.	4. Coaching delivery
5.3	Identify the methods that could be used to challenge inappropriate behaviour	Setting ground rules, using sanctions, time outs, individual discussions, dealing with disagreements, using positive reinforcement.	5. Verbal Questions
Learning outcome 6: The coach must be able to deliver prepared activities			
	Assessment Criteria	Content	How it is assessed
6.1	Use appropriate coaching styles to meet participants' needs and to promote learning	Practise style, instruct, self-check and guided discovery, through an IDEAS framework.	4. Coaching delivery
6.1.1	The coach can use appropriate games and activities to coach the technical Paddlepower Passport and 1 Star syllabus	Safe and effective activities, technical activities and practices, timing, pace and sequence. Relevant techniques and skills. See One Star syllabus and Trainer's notes, Paddlepower syllabus and Trainer's notes. Reference made to straight running, flat-hulled, solo and crew, canoes and kayaks.	4. Coaching delivery
6.2	Ensure that all participants are actively involved in appropriate activities to develop performance	Practise methods and observation of practice, how are participants responding? Organising participants within activities, timing of interactions. Stopping participants', bringing them together, 1:1 instructions, or shouting out to whole group whilst mid-activity. Dispersing participants. Spending an appropriate amount of time on activity. Talk:Action ratio.	4. Coaching delivery

6.2.1	The coach can identify the key technical components of One Star and Paddlepower Passport skills, in a range of paddlesport craft.	Understand and identify the technical components identified in the One Star and Paddlepower Passport Syllabi.	5. Verbal Questioning
6.2.2	Use a basic observational and analysis tool to improve performance	Body, boat, blade. Technical/Tactical/Physical/Psychological.	5. Verbal Questioning
6.3	Use realistic timings and sequencing to deliver activities	Using the IDEAS model. (Introduction, Demonstration, Explanation, Activity and Summary) IDEAS	4. Coaching delivery
6.4	Provide technically correct explanations and demonstrations at appropriate times during the activities	Communication: use of voice, engaging with group, timing. Link to IDEAS. Technically correct demonstrations and explanations.	4. Coaching delivery
6.5	Identify procedures for dealing with minor injuries, illness and accidents in line with the health and safety guidelines	Dealing with injuries, illness and other problems - role of coach, behaviour of coach, identifying qualified assistance, offering comfort and reassurance, using correct organisational procedures, data protection and issues of confidentiality, when to take an individual out of the session, self-team-casualty protocol. Reporting incidents to the right person. Emergency procedures.	5. Verbal Questions
6.6	Deal with problems when they arise and refer those that cannot be resolved to a responsible person		4. Coaching delivery

Learning outcome 13: The coach can appreciate/execute effective and appropriate bank and water-based rescues			
	Assessment Criteria	Content	How it is assessed
13.1	The Coach can describe appropriate safety control measures in their coaching practice	The basic risk assessment and hazards that may be encountered in a sheltered water environment (in relation to the physical environment, the activity, or the participants' behaviour). How to deal with these, i.e. group control, managing the risks inherent in specific games and activities.	5. Verbal Questions
13.2	The Coach can describe what action to take in the event of an incident	Group management in the event of an incident. Assess the situation, consider your options, raise the alarm/stabilise the situation, execute the plan.	1. Written Paper
13.3	The Coach understands the self – team - casualty rescue protocol	Prioritising their own safety first, then the group's, and finally the casualty.	1. Written Paper
13.4	The Coach understands the importance of own skill level, group's skill level and the casualty's skill level in choosing appropriate rescues	Analysis of own skills / team's skills / and casualty's skills when establishing the best course of action in the event of an incident. When do you need to get help?	1. Written Paper
13.5	The Coach can execute effective and appropriate rescues	<p>Bank based rescues:</p> <ul style="list-style-type: none"> • Coach a swimmer (10m away) to shore, with and without an aid • Rescue a swimmer (1m away) with a rigid aid • Rescue a swimmer (10m away) using a throwline (packed and unpacked) <p>Boat based rescues:</p> <ul style="list-style-type: none"> • Rescue a capsized kayaker using a deep water rescue • Rescue a capsized canoeist using a deep water rescue • Recover an upright, but incapacitated paddler to the shore • Rescue an unconscious paddler from their boat • Rescue a conscious entrapped paddler from their boat • In a kayak/canoe approach and transport a swimmer to shore using a tow • In a kayak/canoe approach and transport a swimmer to shore using a carry • Recover an unaccompanied boat to the shore • Capsize, swim and self rescue 	2. Rescue Skills

Learning outcome 7: The coach must be able to conclude the activities			
	Assessment Criteria	Content	How it is assessed
7.1	Identify appropriate tasks to conclude the activities	Examples of safe and effective activities for concluding sessions.	4. Coaching delivery
7.2	Identify and encourage opportunities for feedback appropriate for the activities and needs of the participants	Providing feedback to participants about how well they have done, specific feedback on achievements in relation to session aims and objectives. Well timed, useful, positive and constructive.	4. Coaching delivery
7.3	Identify participants' strengths and weaknesses	Identify what participants have done well, what they are good at and any weaknesses that they need to be aware of.	5. Verbal Questions
7.4	Follow correct procedures for taking down and storing equipment	Stow equipment safely and with the care required. Leave no hazards for others. Use of operating instructions, health and safety, security, hygiene, storing participants' equipment safely and securely.	4. Coaching delivery
7.5	Check coaching environment is suitable for future use	Leave no hazards for others, report any health and safety issues to an appropriate person.	4. Coaching delivery

Unit 4: Evaluate the Effectiveness of Coaching Activities:

Learning outcome 8: The coach must be able to review the activities			
	Assessment Criteria	Content	How it is assessed
8.1	Use information from participants and others to contribute to the review of activities	Using question and answer, and group discussion to review activities. Use evaluation forms to record information. Gain information from participants, coaches and others. Highlight the benefit to participants of self review (improve learning, motivation and ownership).	4. Coaching delivery
8.2	Review the effectiveness of activities in relation to aims and objectives of the session	Compare what you planned to achieve with what you actually achieved. What were interest and motivation levels?	4. Coaching Review
8.3	Identify and propose modifications for future activities	Could you modify coaching style, communication methods, use of equipment and facilities, preparation for activities or choice of content to improve delivery? What would you do differently next time?	4. Coaching Review
Learning outcome 9: The coach must be able to contribute to the evaluation of participants			
	Assessment Criteria	Content	How it is assessed
9.1	Identify participants' achievements and progress	Evaluating what participants have achieved and the progress made through observation of performance, comparisons with previous performance, question and answer, group discussion, self-reflection, evaluation forms, using the BCU rating scales, and tests of performance (e.g. Star Awards or Paddlepower).	5. Verbal Questions
9.2	Identify future coaching opportunities to improve participants' performance	Based on the progress made, what could you do next with the participants?	4. Coaching Review

Learning outcome 10: The coach must be able to continuously develop personal practice			
	Assessment Criteria	Content	How it is assessed
10.1	Use feedback from a variety of sources in order to review current coaching practice	Where to get feedback from: participants, peers, more qualified coaches, self reflection and tutors.	3d. Action Plan
10.2	Record feedback, identifying areas of strength and weakness in coaching practices	Personal Action Plan: targets and objectives, appropriate timescales for personal development, using self-reflection to identify strengths and weaknesses.	3d. Action Plan
10.3	Prepare a personal action plan to develop current coaching practice	Development activities: support from coaches and others, observation of other coaches, acquisition of new skills and techniques.	3d. Action Plan
10.4	Review and update a personal action plan identifying the achievement of development activities	Where to gain additional knowledge: new qualifications, additional courses, books, and DVDs	3d. Action Plan