

WODCO



'Decision Training' to enhance paddler Generated Feedback.

Transferring to the BCU UKCC Scheme

BCU UKCC Level 3 versus BCU Moderate Water Endorsement

Canoe England BCU (UKCC) Certificate in Paddlesport Courses

Level 2 Coach - Training

11-Apr-2011 - Bedford, Eastern, Leo Hoare	email: leohoare@mac.com
14-Apr-2011 - Seapoint Canoe Centre, London, David J. Barker	email: davebarker@cheritonbaptist.co.uk
16-Apr-2011 - Guilford, London & South East, Owen Burson	email: enquiries@iow-seakayaking.co.uk
16-Apr-2011 - Nene Whitewater Centre, East Midlands, David Balazik	email: dave@balazik.wanadoo.co.uk
24-Apr-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
03-May-2011 - Weymouth, Southern, Paul Hurrell	email: p.hurrell@dorsetcc.gov.uk
03-May-2011 - Oxford, Southern, Robert A Yates	email: rob@elements.eu.com
09-May-2011 - Worcestershire, West Midlands, Philip A Hadley	email: phil@philhadley.co.uk
14-May-2011 - Cobnor Activities Centre, London & South East, A. Hall	email: debofdene@hotmail.co.uk
15-May-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
16-May-2011 - London, London & South East, Robert A Yates	email: rob@elements.eu.com
16-May-2011 - Surrey, London & South East, Owen Burson	email: enquiries@iow-seakayaking.co.uk
21-May-2011 - Southwater, London & South East, Andrew Pearson	email: a_pearson7@hotmail.com
23-May-2011 - PGL Boreatton Park, West Midlands, Darryll Shaw	email: darryll.shaw@pgl.co.uk
30-May-2011 - Reaseheath College, Nantwich, North West, Leo Hoare	email: leohoare@mac.com
10-Jun-2011 - Hampshire, Southern, Owen Burson	email: enquiries@iow-seakayaking.co.uk
25-Jun-2011 - Clitheroe CC, North West, Andrew Noblett	email: a.noblett@tiscali.co.uk
09-Jul-2011 - Southwater SWC, London & South East, Andrew Pearson	email: a_pearson7@hotmail.com
10-Jul-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
16-Jul-2011 - Hampshire, Southern, David A White	email: dawhite1979@mac.com
10-Sep-2011 - Adventure Dolphin Pangbourne, Southern, K. Dennis	email: kdennis@westberks.gov.uk
18-Sep-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
08-Oct-2011 - Nene Whitewater Centre, East Midlands, David Balazik	email: dave@balazik.wanadoo.co.uk
19-Nov-2011 - Cobnor Activities Centre, London & South East, A. Hall	email: debofdene@hotmail.co.uk
28-Nov-2011 - West Reservoir Centre, London & South East, Elizabeth Ettinger	email: bethettinger@hotmail.com

Level 2 Coach - Assessment

03-Apr-2011 - Leamington, West Midlands, Darryll Shaw	email: darryll.shaw@pgl.co.uk
09-Apr-2011 - Cumbria, Stephen D Banks	email: steve@stevebanksoutdoors.co.uk
10-Apr-2011 - PGL Boreatton, West Midlands, Darryll Shaw	email: darryll.shaw@pgl.co.uk
01-May-2011 - Hampshire, Southern, David A White	email: dawhite1979@mac.com
01-May-2011 - Cumbria, Sean McGrath	email: sean@wildriver.co.uk
07-May-2011 - Clitheroe CC, North West, Andrew Noblett	email: a.noblett@tiscali.co.uk
08-May-2011 - Mepal, Cambridgeshire, Eastern, David Savage	email: david@mepal.co.uk
10-May-2011 - South Cerney OEC, South West, Lee Pooley	email: i.c.g@live.co.uk
11-May-2011 - South Cerney OEC, South West, Lee Pooley	email: i.c.g@live.co.uk
04-Jun-2011 - Adventure Dolphin Pangbourne, Southern, K. Dennis	email: kdennis@westberks.gov.uk
04-Jun-2011 - Nene Whitewater Centre, East Midlands, David Balazik	email: dave@balazik.wanadoo.co.uk
19-Jun-2011 - Mepal, Cambridgeshire, Eastern, David Savage	email: david@mepal.co.uk
02-Jul-2011 - NW Lancs, North West, Andrew Noblett	email: a.noblett@tiscali.co.uk
30-Jul-2011 - Adventure Dolphin Pangbourne, Southern, K. Dennis	email: kdennis@westberks.gov.uk
13-Aug-2011 - Mepal, Cambridgeshire, Eastern, David Savage	email: david@mepal.co.uk
03-Sep-2011 - Southwater WSC, London & South East, Andrew Pearson	email: a_pearson7@hotmail.com
24-Sep-2011 - Adventure Dolphin Pangbourne, Southern, K. Dennis	email: kdennis@westberks.gov.uk
19-Nov-2011 - Nene Whitewater Centre, East Midlands, David Balazik	email: dave@balazik.wanadoo.co.uk

Level 2 Coach - Transfer

02-Apr-2011 - Meapl, Cambridgeshire, Eastern, David Savage	email: david@mepal.co.uk
10-Apr-2011 - Chelmsford CC, Eastern, Andrew Pearson	email: a_pearson7@hotmail.com
15-Apr-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
28-Apr-2011 - Weymouth, Southern, Paul Hurrell	email: p.hurrell@dorsetcc.gov.uk
06-May-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
12-May-2011 - South Cerney OEC, South West, Lee Pooley	email: i.c.g@live.co.uk
21-May-2011 - Nene Whitewater Centre, East Midlands, David Balazik	email: dave@balazik.wanadoo.co.uk
08-Jul-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
29-Jul-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
26-Aug-2011 - Plas-y-Brenin, Wales, Dean Sinfield	email: www.pyb.co.uk
05-Nov-2011 - Nene Whitewater Centre, East Midlands, David Balazik	email: dave@balazik.wanadoo.co.uk



For a whole range of ...

Coach Education Courses, Moderate Water Endorsement Courses, 4,5 Star Leader Courses, FSRT and WW Safety and Rescue courses,

and more go to

www.canoe-england.org.uk/coaching

www.canoe-england.org.uk/coachingcourses-dates

'Decision Training' to enhance paddler generated feedback.

Coach independence is the idea that we equip our learners with the skills to learn and perform autonomously and without the traditional reliance on us to provide feedback all the time.

Although this seems counterproductive, as we are essentially doing ourselves out of a job, research has shown that increasing the performer's cognitive engagement and ability to coach themselves has a huge impact on both long term learning and transfer of learning.

**Craig Lindsay,
Ed Christian and
Chris Hodgson.
University of
Chichester.**

We all know that feedback is an essential element of the coaching process as it provides learners with information about their performance. But, what we might not be aware of is how much influence a coach's feedback has on our performer's long term learning. The question here is whether the style in which we give feedback can be delivered in a way that enhances opportunities for long term learning rather than merely changing paddler behaviour temporarily. This idea is developing momentum in an academic and practical sense in many sports including paddlesport. The coach's aim is to foster greater involvement by the learner/athlete, eventually leading to a reduction in coach dependence.

One possible approach to this is the 'Decision Training' model proposed by the sport psychologist Joan Vickers. Decision Training basically emphasises the development of thought processing skills in the student. Vickers proposed that if the student is not trained to recognise what was good and bad in their performance then they would not understand what to do in order to improve. Vickers suggests that a lack of learners' thinking ability, in regards to their performance, can affect the retention of a skill. For example, with a lack of accurate thought processing skills to correct their own performance the student becomes reliant upon the coach as opposed to becoming coach independent. In her model Vickers identifies a number of decision training tools. This article focuses on the three relating to feedback. The three tools Vickers identifies to increase cognitive engagement and promote decision training are: Bandwidth feedback, use of questioning and the role of video to model performance. It may well be that you already employ a version of one or more of these tools but a fresh perspective on how they can be used together might be worth a play the next time you're out on the water.

Research involving decision training methods in swimming, gymnastics and table tennis has shown that this approach fosters increased coach independence within the athlete. In turn, this can play a pivotal role within our paddler's long term development.

Traditional approaches to coaching assume that the coach will give lots of regular feedback with an abundance of verbal information provided in the early stages. In this instance the coach probably won't engage the student with questions on their performance or expect them to recognise mistakes that they make (the coach is traditionally seen as the person that can do this). Additionally, coaches also rarely use video to model demonstrations for the student to compare against or to let the student view themselves, identify their own mistakes and correct them.

Let's look at the three decision training tools to feedback in more depth.

Less is More

Traditionally the coach would offer lots of frequent feedback regardless of age or ability level. In our experience coaches are prone to giving too much information relating to a performance after each attempt at a skill, this can often bombard the learner and actually be counterproductive. Decision training requires that as skill level improves, a reduction in the amount of feedback and how soon it is given should be considered, this is called Fading. This process makes the student perform independently of the coach and thus aids the development of a state of coach independence. It might be that we still offer a 'thumbs up', or a smile and nod, but look to reduce the barrage of verbal information that can confuse the learner and disrupt autonomous performance.

This approach is the start of Bandwidth feedback. 'Bandwidthing' essentially means that we set an imaginary parameter for acceptable performance around a skill. In the picture below you can see that the dashed line represents the coach's imaginary parameter of what is acceptable for this particular performer at their skill level (as the skill develops this imaginary parameter will get progressively smaller). If the performance of the skill falls outside of this imaginary parameter (trial 1) then the performer will receive corrective feedback. However, if the next attempt (trial 2)





falls within the Bandwidth the performer receives no corrective feedback from the coach. The paddler should then understand that they have performed well and think about what they need to do to repeat this (it should have been made clear that verbal feedback will not always be given for good performances). This is where the cognitive engagement of the learner increases as they have to think hard about what was good in that attempt.

Use of Questioning

Using the decision training approach problems can occur when feedback is reduced. The student might feel neglected by the coach and may not know how to go about improving their performance. Also, the coach may find it difficult to determine what decisions the athlete is making whilst developing their own performance. This is where the second decision training feedback tool of questioning comes into play. Decision training uses effective questioning to provide continued communication between the coach and the performer, thus reducing the sense of not being coached. It also engages the student in active learning through problem solving and discovery. For example;

"What edge rating on a scale of 1-5 were you holding on that ferry glide?"

"Which points of contact did you have with the boat during that roll?"

"How much did you feather your blade during the bow rudder?"

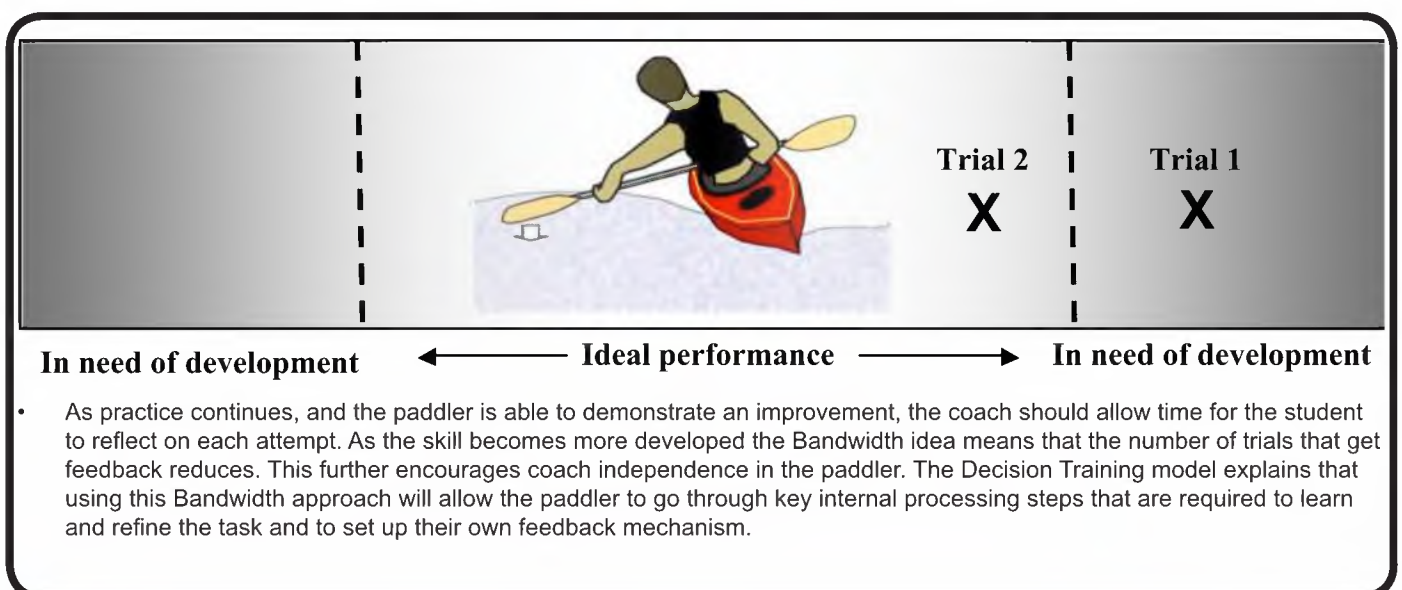
Decision training methods encourage utilising open ended questions like these. This invites the student to engage in active thought processes and promotes internal awareness, which in turn should lead the learner towards coach independence. Another example might be a paddler's transfer of a skill from kayak to canoe. In this instance, for example during ferry gliding

skills, the coach could ask questions of the student instead of providing corrective feedback of their performance. Questions regarding when student thought they crossed over the eddy line, whether they thought that they were trimming correctly, or which angle to hold the boat at would remove the need to provide excessive external feedback and allow the coach to assess and monitor the student's level of thinking. Questions might draw out the paddler's perception of the similarities and differences between the two craft. This would also reinforce the ability to correct themselves and problem solve. Thus leading to a more coach independent paddler.

Use of video

The third and final feedback tool within the decision training model is video feedback. Coaches have found that use of video, especially at the formative stage, to be very time consuming and so very rarely use it. Decision training proposes that the use of video feedback can be a useful tool to allow the student to view others performing a new skill or to observe themselves whilst performing a new skill. With the development of new technology, and advances in waterproof cameras, it is relatively easy to keep a camera in your buoyancy aid. This allows the coach to provide feedback on the water and in real time. There is further explanation of the use of video in the chapter written by Leo Hoare called 'Use of Video' in the BCU Coaching Handbook, a philosophy that is consistent with a decision training approach.

Vickers noted that applying an approach like Bandwidth feedback, or questioning to the use of video, can remove some of the problems associated with it and enhance the usefulness of the tool. Initially the coach could be responsible for identifying the critical time to initiate the low brace turn to break out into



an eddy and suggest improvements such as face into the turn or which edge to hold. Following this the students would be encouraged to analyse their own low brace turn in comparison to a model demonstration and, through questioning, identify errors and improvements themselves. Finally the students would be able to observe and be critical of their own low brace and of others and be able to make corrections without the assistance of the coach. As coaches it is possible to enhance long term paddler development and move paddlers towards coach independence by applying the three tools to decision training feedback. This can be achieved by

- 1). Reducing the amount of feedback given and how often it is given.
- 2). Engaging the student through the introduction of questioning to develop independence and understanding in recognition of errors and how to solve them.
- 3) Including the use of video feedback to enhance the development of the paddler's self awareness and critical observation skills.

The decision training model also provides a means to address practice design and instruction as well as feedback. If you are interested in reading further details on these aspects of the decision training model to coaching you can refer to;

Vickers, J. N. (2007). Perception, Cognition and Decision Training. Human Kinetics.

The decision training approach is a significant shift from many traditional views of what we think of as coaching. We really should not be concerned that coaching for independence is coaching for redundancy however! Coaches are still necessary but the way in which we are needed is different.

Craig Lindsay, Ed Christian and Chris Hodgeson
University of Nottingham

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Canoe England RCO Elections and Vacancies

The position for RCO for the Southern region is currently going through the postal vote with those eligible to vote within the region receiving further details and voting forms in the post.

Ian Bell, has been re-elected unchallenged as North West RCO, as of 1st March 2011.

LCO elections and vacancies

At the time of going to print the LCO positions for Norfolk; and Greater Manchester are going through the process of a postal vote, those eligible to vote will have received voting forms and further details about the candidates and process directly.

Following an advert in the previous edition of CoDe for the position of LCO for Buckinghamshire, of which there were no nominations, the region has decided to hold a vote at their Regional Coaching Panel and AGM, due to take place on Thursday 7th April 2011 at Longridge, Quarry Wood Road, Marlow, Bucks SL7 1RE. Details of this meeting have also been circulated to those up-to-date coaching in the county.

The following LCO positions are up for re-election in May 2011 and we invite alternative nominations, these are as follows:

Hertfordshire LCO – Robin Oakley / Berkshire LCO – Malcolm Clark / Isle of Wight LCO – Kevin Richardson
Devon LCO – split between Gary Peverill and Andy Wright
Gloucestershire LCO – Gavin Lewis

The LCO position for Bedfordshire and Luton – currently held by Gary Denton – is also up for re-election in June 2011 and we are inviting alternative nominations. There are also outstanding vacancies for the position of LCO in both South London and Somerset.

Please get in touch!

If you (or someone you know) are interested in taking on this role please get in touch with Simon Hitchcox at Canoe England (simon.hitchcox@canoe-england.org.uk) who can help answer your questions and help ensure the required nominations are received.

All applications must also be proposed by two current LCO's, or by five other updated and active Canoe England Coaches registered within the region – these individuals must hold current comprehensive Canoe England membership, be up to date with their coaching qualifications, and be working or living in the area – these all need to be received by Simon Hitchcox in the Canoe England Office by 4:00pm on Friday 29th April 2011– so please don't hesitate to get in touch if you are keen.

Note - before nominating anyone, please ensure you have discussed this with them and that they are willing to stand.

PYB Add
??????

My name is Chris Proffitt and I am a BCU L3 Kayak and L2 Canoe coach and a member of Oldham & District Canoe Club where I mainly use these qualifications. In 2009 I attended a number of coach update days and coaching weekends where the new UKCC coaching scheme was explained in detail. Initially I had little interest in transferring as I am a club coach and as long as I kept updating every three years my qualifications would remain valid.

However the more I thought about it and the more I talked to other members of the club, the more I convinced myself that it would be a good idea to at least become a UKCC Level 2 coach. The reasons for transferring were as follows:

- To develop my coaching skills and techniques.
- As a senior coach in the club it would be helpful to have the new qualification so that I could assist the younger members of the club who wanted to become coaches.
- To help with future club grant applications

In late January 2010 I sent off for the new logbook, workbook and folder and I attended a one day BCU Level 2 Coach transfer course run by the North West RCO Ian Bell. I must admit that I had only briefly looked through the folder prior to the course and I thought that the process to become a UKCC L2 coach would be quick and easy. As the day progressed, it became very clear that this was going to take a while and involve quite a bit of work.

Back home after the course I decided to make a start and I started looking at LTPD (Long Term Paddler Development). This is at the heart of the new scheme and there is a booklet which tells you all about it. This is essential reading as one of the pre-assessment tasks is to pass an online test. It definitely needs to be read thoroughly several times as the online multiple choice test is timed and if you do not achieve the required pass mark you have to wait 24 hours before you can retake it (I speak from experience). Once you have passed the test, don't think that this is the end of LTPD as your knowledge of it is also tested on your assessment.

The next task was to identify the people I was going to coach and set about planning a series of linked sessions. As it was still winter, most of our club paddling was indoors at the pool so after searching the BCU website, I thankfully found a pool programme which formed the basis of my kayak sessions with new paddlers who had agreed to be my case study. The pool programme is very good and it certainly improved the coaching at the pool sessions and made it relatively easy to produce session plans that linked together and showed the progression the paddlers were making.

In spring and summer we use a local reservoir for FSRT courses and open canoeing on a regular basis so I then used this as a second case study (kayakers learning to paddle open canoes). This time I used the two star syllabus as the basis for the session plans and followed a similar system to that which I had used in the baths.

The approach I choose worked well for me as it helped to develop my coaching with the kayak and canoe case studies

and my portfolio showed a variety of coaching (both ability and craft).

The session plans can at first seem quite daunting. However if you use the materials in the coaching handbook and the hand-outs provided on the transfer course, it does make things a little easier. Also since the lesson plans are part of a series, once you have got the hang of writing them, the time taken to write them reduces considerably.

One important aspect of the process is the reviewing of the session with another coach. Fortunately two other coaches from my club had also been on the transfer day and so I got one of them to help with the evaluations (thanks Tony). The Health & Safety aspect of the session planning was very straight forward and the two venues I used for my sessions are operated by the Local Authority who already have written risk assessments which have to be adhered to by the club as part of the conditions of use.

Feeling confident that I was ready for assessment I booked myself on a course and started looking through the very useful "How to complete the BCU (UKCC) Level 2 assessment Portfolio – A Guide for candidates" document which can be downloaded from the BCU website.

If you work through this booklet, assembling the portfolio is easy as what is required is explained in detail. Once the portfolio is complete, then send it off. I would recommend you send it recorded delivery (or hand deliver it) as it is cheaper than photocopying it and you do not want to lose this portfolio as you will have spent many hours putting it together!

Before the assessment I would recommend:

- Reviewing material covered in the transfer course – Learning styles etc. Very important and they are tested on the assessment. (Written test)
- Read LTPD again several times. Carry on using the session plan format with groups as it helps prepare for the assessment

On the assessment day the format of the day was:

- Folders
- Written test (Multiple choice)
- Verbal questioning
- Rescues (FSRT rescues)
- Canoe session
- Kayak session

Was it worth it?

In my opinion it was as it has definitely helped develop my coaching skills and looking back on the process, it wasn't that bad or time consuming and thanks to Get Qualified the assessment course didn't cost very much !

What now?

I have decided to go for the new 4* inland kayak assessment and then the moderate water endorsement. When I have done all of that then the new 4* open canoe assessment and may even consider becoming a BCU UKCC L3 coach.



SAFEGUARDING AND PROTECTING CHILDREN

Disclosure Updates

England and Wales

Last year the then newly elected government announced a review of the vetting and barring and criminal records scheme to bring it back to "common sense levels". In February as a result of this review the government unveiled plans to scale back both the vetting and barring and criminal records scheme.

A number of changes will result from this review but it is not clear at this stage exactly how this will affect coaches and volunteers. With ongoing consultation on the details, and necessary changes in law to be included in the Freedoms Bill (expected to become law in early 2012) it is unlikely that there will be any change before next year. In the meantime please note, that all BCU policies and procedures remain in place.

One very welcome change is that CRB's will become portable between jobs and a new online system will be introduced to allow checks. Whilst this will not come into force until 2012, the BCU is developing a portability scheme that could be introduced in the interim. As soon as this has been approved we will post details on our website.

In addition, taking into account the changes that are likely to come into place next year we have extended the date with respect to being an active coach pending further information on the new scheme:

Coaches in England and Wales who do not hold a BCU CRB after 31st December 2011 will no longer be classified as an active updated coach from 1st January 2012.

Further support and guidance can be found on each home nation website.

999 Text Service to Assist Hill Walkers and Climbers

.....and Paddlers too!

Mobile phone reception in the Highlands can often be intermittent or non-existent. If you are involved in an incident on the hill and need to call assistance but cannot make voice calls, you may now contact the 999 emergency services using a short messaging service (SMS) text from your mobile phone.

The service was originally set up in 2009 for people who are hard of hearing or who have a speech impediment. The service has been successful in helping identify crime and enabling emergency calls to be made when otherwise contact would have been difficult or impossible for the people involved.

The service will now assist those needing emergency assistance in the hills when mobile reception is poor and there is not enough signal to make a voice call. The benefit is that a text message can be composed and sent in a single operation. You should specify 'Police-Mountain Rescue' when sending the text, and include information about your location, nature of the incident and those involved.

You will only be able to use this service if you have registered with emergency SMS first. Register now: don't wait for an emergency. To register, text the word 'register' to 999. You will get a reply - then follow the instructions you are sent. This will only take approx two minutes of your time and could save your life!

Emergency SMS Website <http://www.emergencysms.org.uk/>

Level 5 Assessment Dates 2011

Date	Venue	Director	Disciplines	Registration Closing Date	Contact
16th / 17th April 11	N Wales	Nigel Robinson	Sea	10th Jan 11	maria.winfield@bcu.org.uk
?Sept 11	TBC	Nigel Robinson	Sea/ Surf	5th July 11	maria.winfield@bcu.org.uk
29th / 30th Oct 11	Devon	Lara Tipper	Kayak / Canoe	30th July 11	maria.winfield@bcu.org.uk
19th/20th Nov 11	Scotland	Gordon Brown	All Discipline s	15th Aug 11	maria.winfield@bcu.org.uk

Level 5 Assessment Dates 2012

April 14/15 / Sept TBC / October 27/28 / November 17/18 Further details available in next edition of Code

With both of these awards now live many coaches are wondering which award is best for them. Both awards allow coaches to work in the Moderate Water environment but in a slightly different way.

A BCU Moderate Water Endorsed Coach can apply the coaching skills from their BCU UKCC 2 award to the moderate water environment providing introductory sessions and short progressive programmes that are safe, enjoyable and promote learning.

The Moderate Water Endorsement (MWE) is a discipline specific award made up of two elements, a one day training course and a one day assessment course. The assessment may be taken on the day after training. However, candidates do have up to three years after the training day to complete the award. Pre-requisites for this award include BCU UKCC Level 2 Certificate in Coaching Paddlesport (or APL*) and BCU 4 Star Leader in the relevant discipline.

BCU MWE Coaches may also register to receive a BCU 3 Star Assessor log book for their discipline. The coach must then observe and be observed delivering a 3 Star Assessment to become an Assessor.

The MWE Coach has a very similar role and remit to the BCU Level 3 Coach in the 'old' scheme. This award will then be very attractive to those who do not wish to develop their coaching knowledge beyond Level 2 but wish to coach and lead in the moderate water environment. It is also the ideal award for those coaching students / athletes on an occasional or short term basis.

The BCU UKCC Level 3 Coach can work in the same way as a MWE Coach but will have a deeper understanding of the coaching process and will also have the skills to plan and implement annual programmes. This award is ideally suited to those coaches working with students / athletes over an extended period (eg in a club setting), rather than a 'one off' or occasional coaching programme.

BCU UKCC Level 3 training consists of 3 main elements:

- 3 day Core Training- looks at the 'how' of the coaching process and building on the coaching tools from Level 2.
- 6hr Intermediate Modules- Candidate who have come direct from Level 2 will have to complete all three modules however those who have completed Moderate Water Endorsement will only have to complete one.
- 2 day Discipline Specific Training- looks at the 'what' of the coaching process as well as the technical and tactical skills required to effectively coach in the chosen environment.

Continued on page 12

Canoe England is just finalising a programme of dates for the BCU Certificate in Paddlesport Coaching Level 3 Courses. This will be published on the website over the coming weeks. In the meantime here are a dates offered by Plas-Y-Brenin.....

BCU (UKCC) Level 3 Core Training

– 21-25 March 2011 / 12-16 September 2011

During each of these courses they will be delivering the following Intermediate supporting modules. Coaching the Mind / Optimising Fitness for Performance 1 / Optimising Fitness for Performance 2

Level 3 Discipline specific training

Canoe - 09 -10 May 2011

WW - 09-10 May 2011 / 18-19 June 2011

Sea - 30-1 April/May 2011 / 27-28 August 2011

Level 3 Discipline specific assessment

Canoe – 12 Nov 2011

WW – 12 Nov 2011



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Tollymore Mountain Centre is the Sports

Council for Northern Ireland's National Outdoor Training Centre, and provides a full range of BCU coaching courses, plus personal skills and expedition courses.

'Hands-off' sports coaching: the politics of touch

E·S·R·C
ECONOMIC
& SOCIAL
RESEARCH
COUNCIL

Bill Taylor
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Science
Crewe Campus
Crewe Green Road
Crewe
CW 1 5DU
Office: 01612475146
Mobile: 07779129271

Dear Club Official and/ or Sports
Coach,

Please find below a link to a short
questionnaire we would like you to
complete, it should take no more
than 10 minutes of your time.

Myself and some colleagues are
presently conducting a Economic
& Social Research Council funded
research into the manner in which
elements of physical contact
between coaches and sport
participants have/or have not
changed as a consequence of
various guidelines originating from
bodies such as the NSPCC, sports
NGBs and local authorities.

Your help will add to the emerging
research, would be much
appreciated and may even
influence future policy.

[http://FreeOnlineSurveys.com/
rendersurvey.asp?
sid=5y6n7zx4kongqho868400](http://FreeOnlineSurveys.com/rendersurvey.asp?sid=5y6n7zx4kongqho868400)

Thanking you in anticipation.

Dr Bill Taylor

This research is supported by the Economic and
Social Research Council - RES-000-22-4156

This research project builds on previous ESRC research (rated *outstanding*) which
illuminated tensions in touching behaviours between professionals and children in
education and care settings, and related them to broader concerns around child
protection in an increasingly risk-averse society.

Preliminary interviews and media reporting suggest similar issues in the context of
sports coaching, so that touching young sports people has been redefined as
dubious and dangerous.

As a result, coaches operate within a framework of regulations and guidelines
which create extreme anxiety. For many coaches, a context has been created
which has led them to question the risks and benefits of their continuing
involvement.

In the run-up to the 2012 Olympic and Paralympic Games, and the
Commonwealth Games 2014 in the UK, these developments have the potential to
put at risk the achievement of key aspects of the intended Games legacies -
widened participation and sport for all.

This project aims to broaden the impact of previous work by applying its
qualitative research methods in a new area, and through interview and
observation obtain data which will facilitate and support practitioner debate and
intervention.

The multi-disciplinary, multi-departmental and institutional research team will
ensure that the research and its implications receive widespread publicity and
discussion in contexts where the power to make a difference resides.

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Level 1 Paddlesport Coach Training and Assessment - 2/3 July and 23/24 July
Level 2 Paddlesport Coach Training (Boat based) - 10/11 September and 8/9 October
Level 2 Paddlesport Coach Assessment - a) 4th June b) 30th July c) 24th September
Bell Boat Helm - 15th May @ Eyot Boat Club, Henley
Foundation Safety & Rescue - a) 27th March b) 11th June
BCU Aquatic First Aid - a) 26th March b) 12th June
4 star open canoe leader Training - 4/6 November
4 star open canoe leader Assessment - 4/6 November
4 star white water kayak leader training - 26/27 November

**Sue Lock - Adventure Dolphin
- Dolphin Centre - Whitchurch
Road - Pangbourne - Reading -
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BCU UKCC and 4/5 Star Leader Award Courses in Scotland

Course

BCU UKCC Level 1 Training and Assessment
BCU UKCC Level 1 Training and Assessment
BCU UKCC Level 1 Training and Assessment
BCU UKCC Level 1 Training and Assessment
BCU UKCC Level 1 Training and Assessment
BCU UKCC Level 1 Training and Assessment
BCU UKCC Level 1 Transfer
BCU UKCC Level 2 Assessment
BCU UKCC Level 2 Assessment
BCU UKCC Level 2 Assessment
BCU UKCC Level 2 Training
BCU UKCC Level 2 Training
BCU UKCC Level 2 Training
BCU UKCC Level 2 Transfer
BCU UKCC Level 2 Transfer
4*L Assessment - Open Canoe
4*L Assessment - Sea
4*L Assessment - White Water
4*L Assessment - White Water
4*L Training Open Canoe
4*L Training Open Canoe
4*L Training Sea
4*L Training Surf
4*L Training White Water
4*L Training White Water
4*L Training White Water
5*L Assessment - Open Canoe
5*L Assessment - Sea
5*L Assessment - White Water
5*L Training - Canoe
5*L Training - Sea
5*L Training - Surf
5*L Training - White Water

Dates

April 4-7
April 9-24
April 22-23, May 21-22
April 25-29
April 29 - May 2
May 13-16
May 30
May 3-4
April 29
May 15
May 22
April 29 - May 2
April 29 - May 2
May 16-19
May 2-13
May 13-14
May 30 - June 1
April 4-5
May 7-8
May 28-29
April 16-17
May 14-15
May 15-18
May 21-24
April 11-12
May 11-12
May 28-29
May 13-15
April 6-8
Nov 13-15
April 19-22
April 3-6
May 23-26
April 6-7

Booking Details

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Candidates can take up to 2 years between Core and Discipline Specific Training to complete the intermediate modules and gain 4 Star Leader, if necessary.

Candidates have a further 2 years in which to complete the assessment after Discipline Specific Training. During this period the candidate will also have to complete a number of assessment tasks, including planning and delivering a medium term (1 year) programme to a small group of paddlers and preparing a research paper.

The role, although not the remit, of the BCU UKCC Level 3 coach is very similar to the BCU Level 5 coach in the 'old' scheme.

The most logical route for most coaches, both club and commercial, would be to complete the Moderate Water Endorsement before moving on to BCU UKCC Level 3. The Moderate Water Endorsement will allow the coach to gain valuable experience working in the relevant environment which will be an advantage when completing BCU UKCC Level 3. Completion of the MWE also reduces the length of the Level 3 programme as a MWE Coach would only require one Intermediate Module.

However there are several different routes available to coaches, some may choose to attend Level 3 Core training before completing MWE, whilst others may skip MWE and choose to attend 3 Intermediate Modules as part of their Level 3 progression. Many coaches may also find the MWE meets their needs perfectly and don't need to move to Level 3.

If you would like to find out more about either of these courses please visit your Home nation website where you will find Course Guides in the Resources section of the Coaching pages.

*Accredited Prior Learning (APL)

Some experienced candidates may be able to show APL equivalent to certain pre-requisites. This would most likely include coaches with 'old' BCU Level 3 (or above) who would like to gain AWE in an alternative discipline.

What is Moderate Water?

Moderate Inland Water

Large areas of open water which exceed the sheltered water definition, that are no more than 500m off shore and in wind strengths that do not exceed force 4.

Moderate White Water

Grade 2 white water or equivalent weirs. (This is extended to Grade 2(3) when using white-water spec Kayaks).

Moderate Tidal Water/Sea

The definition involves: A stretch of coastline or estuary in close proximity to the shore, with available landings at every 1-2 miles / 1 hour and areas where it is not easy to land. Up to a maximum of 2 knots tide but not involving, tidal races, or overfalls, winds not above force 4 beaufort sea state 4 (if offshore the greatest of caution must be exercised), or the upper reaches of some estuaries; launching and landing through moderate surf.

Moderate Surf

Beaches that are free of significant hazards (strong rips or undertow, tidal streams, rocks or groynes). An area of beach must be marked out to contain the group and prevent any loss of communication. The area selected must not interfere with other beach users – swimmers and surfers in particular; small to moderate waves – 3 feet maximum.

	Moderate Water Endorsement	BCU UKCC Level 3 Certificate in Paddlesport
Pre-requisites for training	BCU UKCC Level 2 Coach (or APL*) + BCU 4 Star Leader in discipline	- BCU UKCC Level 2 Trainee (or BCU Level 3) for Core - BCU UKCC Level 2 Coach + BCU 4 Star Leader in discipline for Discipline Specific Training (or BCU Level 3)
Training	1 day- Discipline Specific Course (valid for 3 years)	3 day generic Core Training (valid for 2 years) 3x 6hr Intermediate Modules (only 1 if BCU Moderate Water Coach) 2 day Discipline Specific Training (valid for 2 years)
Pre-requisites for Assessment	10hrs Coaching post L2 20hrs Leading post 4*L	Completed Portfolio containing information of a medium term (1 year) coaching programme you have created and delivered, evidence of mentoring others and a research paper.
Assessment	1 day	1 day
Coach can	- Deliver introductory and short programmes in the moderate water environment. - Assess all BCU Performance awards up to 2 star and with log book 3 star in discipline.	- Deliver annual programmes in the moderate water environment. - Assess all BCU Performance awards up to and including 3 star in discipline
Disciplines available	Sea, Surf, White Water Kayak and Open Canoe	Racing, White Water Kayak, Surf, Slalom, Sea, Polo, Wild Water Racing, Touring, Freestyle and Open Canoe