

W O O D



Canoe England Coach Conference
Out of Style
Coaching Women - Part 2
1 and 2 Star Assessor Guidelines for
Racing Paddlers
Regional information



Canoe England Coach Conference



**Saturday 3rd & Sunday 4th
December 2011
Wyboston Lakes Conference Centre,
Bedfordshire**



Expanding your Knowledge

Paddlesport is enjoyed by people with a massive range of motivations...this year our conference focuses on developing your knowledge base and skills to help you expand the breadth of who you can engage with, and how to better support those who you normally coach. This two day Coach Conference aims to capture the imagination and help with the continuing development of **all** Paddlesport Coaches working across every aspect of the sport to help ensure we maximise our impact.

On Saturday we've got some exciting keynote presentations focusing on our role within talent development. We kick the conference off with a presentation looking at the role of coaches working with newcomers to the sport; whilst at the end of the day we'll be taking a view from high level performance. Hopefully these two presentations will help you in your normal coaching environment, whilst also giving you a perspective of the two extremes and how you fit in!

In between these keynotes, we have an exciting programme of about 15 different and optional workshops. The selection is designed to provide options for everyone involved in coaching Paddlesport; from those just starting out, to those with many years of experience, with lots to offer both competition and recreational coaches.

Here's a flavour of what's on offer;

- 2 Olympic themed workshops (what's it all about, and promoting our sport)
- BCU Qualifications – my coaching pathway, what should I do next?
- Coaching paddlers when they are out of their comfort zone
- Developing your Level 2 Assessment Portfolio
- Paddlesport & outdoor education
- Understanding our environment
- Talent Identification
- Hydration & nutrition
- Biomechanical assessment
- The art of assessing
- Mentoring coaches
- Coaching children
- Coaching females

On Sunday there are half and full day options with more practical activity for paddlers across the disciplines.

Registration: Registration is opening mid October, download a booking form from our website, or contact maria.winfield@bcu.org.uk

Keeping informed: If you would like to join our email distribution list to be kept up-to-date with current developments please email karen.bagshaw@canoe-england.org.uk

Venue: Wyboston Lakes, Bedfordshire www.wybostonlakes.co.uk

Cost: The conference packages range from £45 to £135 depending workshop/meals/accommodation options

Check out our website for more information

<http://www.canoe-england.org.uk/coaching/canoe-england-coaching-conference/>

Out of Style

Learning Style tests are endemic throughout all facets of education in the UK and abroad.

They have become an embedded element of teaching and coaching practice; unquestioningly utilised in the intuitive belief that they must certainly benefit learners. As we all know, our own British Canoe Union has them as a central tenet of coach training, assessment and practice.

Many of my colleagues and peers in the training and assessing community place great store by them and, only the other day, I was told by a Level 5 assessment candidate how they had been required to, very quickly, visually assess their clients' learning preferences.....

Stephen Banks

It is easy to argue that we may often be victims of our interest or desire to 'know' more about ourselves, and this narcissistic tendency may draw us to such tests. There can, however, be no argument that we are not all individual or that we clearly exhibit a wide range of mores and preferences. It is completely understandable that we should assume that we learn more effectively when in an educational environment that accesses our 'style'. So, is there any evidence to support the widely held and deeply ingrained view that learning style assessments have value and that learning is more effective when we work to individuals' preferred style?

The hypothesis that working to and with an individual's 'learning style' will enhance their learning is an academic one and clearly testable in a scientific manner. Firstly, we need to identify a learning style inventory to test. It turns out that there are at least 71 widely used and accepted instruments all vying for our use and business (Coffield et al, 2004a; 2004b). This seems odd as surely such a diversity of assessment tools will lead to a wide range of results for any given individual; how then do we come to choose which one to use? Which one or ones are the most accurate and effective and how do we know this?

Professor Coffield, at the University of London, and his colleagues were tasked by the Learning and Skills Research Centre to tackle exactly this and other questions. It is abundantly clear from their research that outcomes, and therefore subsequent educational approaches, can vary widely due to the different beliefs and approaches of the producers of such measuring tools. Writing in *The Times* in 2004 he states:

"...we found that none of the most popular learning style instruments have been adequately validated through independent research. The quality of the leading models varies markedly. It matters which instrument tutors choose to use with students. Some of the best-known and commercially successful instruments have such low reliability and negligible impact on pedagogy that we are recommending their use in research and in practice be discontinued." January 2nd, 2004,

What Coffield has found here then is that there is a wide range of instruments available, usually at a cost, all of which are couched in language designed to sound very 'sciencey', which have no underpinning, scientifically rigorous evidence base to support their use or claimed benefits. The array of, apparently, academic research is actually based on a flawed premise – that the assumed benefits of working to an individual's preferences exist in the first place. A further damning fact is that they are rarely, if ever, mentioned in serious psychological literature or texts – precisely because of their invalid and unreliable nature.

What Coffield's reports do not do though, is to test the claimed benefits of working to any assessed style - however that may be arrived at.

Pashler et al. (2009) have done just this and highlight and use precisely the experiments required to assess the merits of learning styles tests. Their research is unequivocal in finding no evidence whatsoever that working to an individual's learning preference is in any way beneficial to their actual learning. In addition to supporting Coffield's (2004) findings, that there is a complete lack of validity and reliability in the learning styles instrumentation, they extend this by actually running rigorous, peer reviewed studies which demonstrate the non-existence of the positive outcomes claimed by the peddlers of learning styles tests. The only slight effect that Pashler and his colleagues actually found was a detrimental impact on learners due to working to their 'style'.

"We conclude therefore, that at present, there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice. Thus, limited education resources would better be devoted to adopting other educational practices that have a strong evidence base, of which there are an increasing number. However, given the lack of methodologically sound studies of learning styles, it would be an error to conclude that all possible versions of learning styles have been tested and found wanting; many have simply not been tested at all." 2009, p105.

I include this last sentence as whilst it is certainly true that there is not a shred of evidence to support the use of learning styles in any form of education at present, this does not mean that future research may not find some. But, beware of thinking that this somehow leaves the door open to their use due





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to the lack of research evidence. 'Ah,' I hear some of you saying; 'You don't actually know that they don't work, therefore it is reasonable for us to continue using them'. Unfortunately (for those who would say such a thing) this is a 'logic trap' as to continue to use a method when the claimed benefits have not been shown to exist, on the grounds that their lack of existence has not been proven, is completely irrational. This then is not a valid defence or argument, though it is, unfortunately, one which I hear frequently in regard to critical information on learning styles and other issues which are, to borrow a term from Al Gore, 'an inconvenient truth'. Whilst it may be discomfiting to have our beliefs and practice challenged, it is important that we only use approaches and methods that have a strong evidence base.

The other common type of comment I hear from teachers and coaches when this and other similarly inconvenient issues are discussed is, 'I use this approach all the time and I know it works'; actually, no, you don't.

We all use this type of inductive reasoning in our day to day lives whereby we base decisions on observations though without taking into account all the variables and confounding factors which could be implicated in each event. We have to do this or we would never get anything done – it's also a perfectly reasonable way of operating when precision is not so critical and when cause and effect are obvious and unquestionable and the consequences are slight. In the case of a concept such as learning styles and their claimed benefits, we can do no such thing if our intention is to deploy them in our educational institutions. The only way we can ever say with any kind of conviction whether they are effective in the manner claimed, is to control all other variables which could affect learner performance so that only the impact of working to learning preferences is measured. When this is done, in the manner Pashler et al explain and demonstrate (2009, p110-116), there is neither correlation nor causal link evident.

Don't forget that the salesmen and women who are keen for us all to be lured by the intuitive benefits of such testing have no qualms about making bold and completely bogus claims on the basis of no scientific evidence whatsoever. Whether this is done in a premeditated manner or in blind ignorance, the sale of pseudoscientific psychometric tests is big business and millions of pounds have been made by the producers and vendors of them. They clearly have a significant vested interest in their use being accepted without question. The burden of proof lies with those who would make such claims, and, until they have conducted rigorous research to show the efficacy of their learning style tools and demonstrated the claimed positive benefits of working to individual styles, we should not use them. If any such research is ever conducted (there is no sign of this at present as business is booming) their work can be peer reviewed by the scientific community. Then, and only then, should we consider including them in our educational practice.

All this has obvious implications for us as assessors, trainers, coaches and students of canoeing. Our systems of coaching are becoming increasingly centralised and homogenised so that we are all encouraged to operate in a common manner. This is not necessarily a bad thing unless there are errors within the information we are expected to work with. The notion of working to students' learning styles is one such error which we should challenge vigorously.

In my long experience of education and, specifically, the coaching of canoe-sports, I have never once observed a coach actually attempt to measure a learner's 'style' using a commonly available test. I do however, frequently experience coaches of all levels discussing such styles and deciding whether their charges are visual, auditory or kinaesthetic learners by observation and verbal assessment alone. I also come across trainers extolling the virtues of working to student styles and assessors demanding this approach from candidates.

When I researched the VAK model as favoured by the BCU, it turns out that there is no standard test and that many people (none of them scientists as far as I could discern) have devised their own with widely differing structures, questions and scoring systems in an apparently arbitrary manner. A simple internet search will demonstrate this. Out of interest I completed five online versions as honestly as I could and twice was found to be a kinaesthetic learner and three times of the visual persuasion. I suspect it would not have taken many more attempts before I could have achieved the full set. So not only do we have upward of 71 different inventories to choose from, there is plenty more choice within many of these too.

The crucial points here though are that if there's so little test consistency that it's actually impossible to establish an individual's 'learning style' in the first place, what are the chances any of us could do that accurately without the use of any test at all? And, most damningly, which of the learner's styles should we work to when they are assessed, given that different tests appear likely to produce different outcomes?

We should perhaps be less keen to compartmentalise learners into a small range of learning style (or any other) 'boxes' in the belief that this somehow makes us a better coach or helps those in our care. The persistence of pseudoscientific, though intuitively appealing, approaches in education and beyond is heavily reliant on their not being questioned and challenged and on our lack of ability to identify valid evidence. There is an abundance of serious psychological, sports science and motor learning research which provides us with a great many contemporary, evidence based tools to better enable effective learning. Many of these are poorly understood in our coaching community – or not understood at all. If you're ever in doubt as to the veracity of information you're being given or encouraged to use, and you cannot extract an evidence based justification to satisfy you, check any modern academic text or highly regarded journal in that field; if you can't find any reference to it you should be extremely suspicious. As for learning styles, it's about time they went out of style.

References:

Coffield, F. 2004. Revealing figures behind the styles. The Times Higher Education Supplement, January 2nd.

Coffield, F., Moseley, D., Hall, A. and Ecclestone, K. 2004a. Learning styles and pedagogy in post-16 learning: A systematic and critical review. Learning & Skills Research Centre, London

Coffield, F., Moseley, D., Hall, A. and Ecclestone, K. 2004b. Should we be using learning styles? What research has to say to practice. Learning & Skills Research Centre, London

Pashler, H., McDaniel, M., Rohrer, D. and Bjork, R. 2009. Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest, 9 (3), p105-119.

About the author.

Steve Banks is a qualified teacher and has worked in all strata of education over the past 22 years. He holds multiple degrees in education and in recent years has been actively involved in research into motor learning and skill acquisition. He is currently pursuing a long term research project. Steve has upward of 29 coaching qualifications covering 15 different sports. He is passionate about learning and coaching and is qualified to run virtually all of the BCU's available courses; he is a provider of Coaching Processes courses. If you are interested in discovering more about critical issues in learning and coaching and don't mind having your beliefs challenged then you might consider attending.

www.stevebanksoutdoors.co.uk

Canoe England Coach Updates 2011



Northamptonshire- Nene WWC
2nd October 2011
Details available from Colin Broadway
rco.eastmidlands@bcu.org.uk
Tel 07768 876756

Derbyshire- Derby
9th October 2011
Details available from Colin Broadway
rco.eastmidlands@bcu.org.uk
Tel 07768 876756

Shropshire-Oswestry
15th October 2011
Details available from Ian Dallaway
rco.westmidlands@bcu.org.uk
Tel 07715 005153

Bedfordshire-Kempston Outdoor Centre
30th October 2011
Details available from Chris Davies rco.east@bcu.org.uk
Tel 07756 115480

London- Hillingdon Outdoor Activity Centre
6th November 2011
Details available from albert.donovan@gmail.com
Tel 07903 823178

Cumbria-Water Park
21st November 2011
Details available from gavinsmallbone@hotmail.com
Tel 07766 90 0125

Canoe England Coach Conference 3rd and 4th December 2011





Coaching Women

Very little research existed on coaching women, and so little was known about the experience of female athletes – both good and bad. In 2010, Women Sport and Fitness Foundation (WSFF) and Sports coach UK (ScUK) carried out some bespoke research to better understand this experience and produced a series of 6 fact sheets. Each one explores a different area surrounding women in sport, which may help inform your approach to your current coaching practice. (Full versions of the fact sheets can be found at www.canoe-england.org.uk/our-sport/women-and-girls).

The factsheets include:

- Coaching Female High-performance Athletes
- Coaching Myth Buster
- Developing Female Coaches
- Female Psychology and Considerations for Coaching Practice
- Female Physiology and Considerations for Coaching Practice
- Socially Inclusive Coaching

It is important to be aware that although the information contained within the factsheets has been academically evidenced, ScUK and WSFF recognise that there are generalisations. All people are individuals and it is for you, the coach, to contextualise the information to your own coaching environment.

Part 2: Female Psychology- Considerations for Coaching

This factsheet aims to provide some of the evidence on differences in how men and women think to allow you to develop your coaching style and bring out that extra potential in the women you are coaching. The difference between coaching male and female athletes has long been the subject of speculation, debate, discussion and certainly despair for some male coaches, who, unable to understand 'what women want', have decided to stay away from coaching the opposite gender altogether. Attitudes like this have not helped the development of female sport. If anything, they have contributed to create stereotypes and perpetuate a number of myths that hinder the opportunities for women and girls to access quality sports coaching. It is only recently, however, and thanks to new technology and research, that some of these myths and stereotypes surrounding women and girls have been disproved to great effect.

Here is a summary of how some women's actions and reactions may differ from a man's:

- The female brain has a higher level of sensitivity to stress and conflict
- Women use different areas of the brain to solve problems, process language or experience and store strong emotions
- The brain centres for language, hearing, emotion and memory formation are bigger in women
- Men have larger processors in the more 'primitive' areas of the brain that register fear and trigger aggression compared to women
- In the main, women have outstanding verbal agility, an ability to connect deeply in friendship and an almost psychic capacity to read faces and tone of voice.

So what does this mean for you?

Generally speaking, this research shows that a woman's approach to most things is different to that of a man. Drives and motivations, and the way in which these are fulfilled are, for the most part, different for men and women. For women, and without trying to oversimplify female behaviour choices, this translates into an overall attitude to life based on the following concepts:

- Putting the greater good before their own
- A need to make the environment they work in as safe and appealing as possible
- Added significance to how things and people look
- Thorough decision-making and risk-assessment processes
- A tendency to take responsibility for everything
- Relationships (making and fixing them) matter above everything else
- Collaboration over competition is the main drive within groups.

As a coach, you have to ensure you get to know your athletes or team as individuals and 'tailor' your interaction with them to suit their specific needs. It is clear, however, that knowing about some of these proven female 'tendencies' or 'traits' could be useful in finding the right strategies to engage with different athletes and groups. Your job as a coach is to use this evidence and find the right strategies to engage with different athletes and participants. Think about how you could change your approach to your coaching sessions. You don't have to be able to identify with everything on this factsheet, but the differences you will achieve from changing a minor part of your coaching methodology could bring great results.

Area of Difference	Men	Women	How does this knowledge affect the way you coach?
Intellectual function	Analytical, focused, linear, logical perspective	'Whole-brained' perspective	Women generally express emotion in a different, more overt way than men. They should not be considered to be interfering or 'hard to win over'. Women's ability to see the 'whole picture' means they need to understand why they are performing certain tasks and what doing will achieve them.
Base reaction	Action	Feeling	This is not about conscious behaviour, but more about impulsive behaviour. It appears that when things happen, a man's base reaction is to jump into action, while women are more likely to react emotionally. Does this explain why your women athletes may react to certain things in a way that seems alien to you? How are you communicating with your women participants? How can you ensure your athletes use their 'reptilian' brains and act, rather than feel with their limbic brain? What reaction does shouting or raising your voice provoke in women?
Stress response	Fight or flight	Tend & befriend	Under stressful conditions, women tend to respond by forming more connections with others and by looking for support from their community. By contrast, men tend to react with alarm, aggression and individualistic behaviour. When your athletes are under stress, do you know how to provide the right environment to enhance their performance? Do you normally contribute to increase their stress levels or alleviate them? How, and why?
Innate interest	Things	People	While men want to understand how things work, women are more interested in connecting and bonding with people, understanding others' motivations and how they feel. How is your coaching affected by women and girls' natural interest in people? Do you see it as a hindrance to technical/tactical work, or as a great opportunity for team building? Perhaps a team bonding session every now and then might be more beneficial than technical or tactical work.
Survival strategy	Through self-interest, hierarchy, power & competition	Through relationships, empathy & connections	It seems that males strive to survive through self-interest, hierarchy, power gains and competition. On the other hand, women and girls' survival strategy tends to be through the building of relationships, connections and high levels of empathy. In short, for the boys it is all about being the 'alpha' male in the pack, while for the girls, it's more about getting along with everyone in the group. How do your athletes respond to internal and external competition? What is your best strategy for ensuring your athletes are motivated and happy within the group and in relation to the opposition? Creating a climate of cooperation and personal improvement may pay off better than one where internal competition dominates the sessions.
Mental preferences	Hard-wired to systemise	Hard-wired to empathise	For women, it's not only about being emotionally in tune with another person, but also being able to gauge moods, atmospheres and successfully negotiate interactions with people. What do your athletes expect from you emotionally? Do your athletes share the same motivations, drive and picture of success as you do? How does your mood affect the people you coach? Do they pick up on it? Of course they do, and women are more likely to!



1 and 2 Star Award Assessor Guidelines for Racing Paddlers

There has been some concern and questions raised regarding the types of craft that can be used for 1 Star and 2 Star Awards. There have also been comments made about paddlers not doing the awards in closed cockpit craft and therefore have not completed the awards fully.

The Syllabus for each of these Star Awards is quite clear:

This article provides guidelines to both paddler and assessor to assist in ensuring that Racing Paddlers are aware they can take the awards and that assessors are clear how to accommodate paddler in racing boats.



John Handyside
National Competition
Development Coach

The BCU 1 Star:

Craft - The award is obtained by taking the assessment in any style of kayak or canoe (where the test is taken by a doubles crew, a variation of bow and stern positions must be demonstrated). The detail in the syllabus is very generic, there should be no problem with all of these tasks being fulfilled by someone paddling a K1, K2, C1 or C2. The rescue skills would, as stated in the syllabus, have to be dependent on the craft and conditions)

The BCU 2 Star

Craft - The award is obtained by taking the assessment in both a kayak and a canoe (Appropriate aspects will be assessed in either kayak/canoe, please refer to the assessor's notes). Any style of kayak or canoe is permissible e.g. Open cockpit, sit on top, v-shaped hull or flat bottomed etc. Where a doubles crew takes the test, each person must perform each task from both the bow and the stern.

The detail in this syllabus is also very generic and can be applied to any craft that could be used in taking the award. To assist in dealing with the assessment of One and Two Star Awards, the following notes and images may help.

Assessing 1 Star with paddlers in Racing Boats Supplementary Assessor notes

A.1 Lift, carry and launch the kayak or canoe.

Whilst safe lifting and handling techniques are essential, the weight of racing craft does make it easier for them to be carried single handed, particularly if the candidates are physically mature and capable enough. Doubles should always be carried by at least 2 people however. If the kayak has an under-stern rudder, then it 'must' be floating and have enough water underneath when the paddler is in the boat for the rudder to be clear. Alternative locations should be selected if this is not the case or alternative entry methods used such as a knee deep entry into the boat.

A.2 Forward paddling over a distance of 100m.

When paddling a boat with a rudder, it would be expected at 1 star that direction stability was maintained, however, boat stability may not be 100% and a number of support strokes would be allowed providing the boat keeps its forward momentum. In an open cockpit kayak it would be expected that the knees are together and raised along the centre line of the boat. It would also be expected that the first 3 Fundamentals are evident : Posture, Connection and Power Transfer.

If a high kneeling C1 is being used for the award, then it would not be expected that the paddler would switch sides.

*PYB Add
??????*

Assessing 2 Star with paddlers in Racing Boats

Supplementary Assessor notes:

A.3 Steering and controlling the boat.

Rotating long racing boats through 360° using forward and reverse sweep strokes is not totally practical, nor easy, in a long straight running boat. If turning a racing boat in a narrow space is required, such as a canal or similar width waterway, then a manoeuvre very similar to a 3-point turn in a car is performed. The boat is moved forward with the rudder over to one side, it is then reversed with the rudder the opposite side, then forward again etc. etc. In a racing canoe, then it would be either forward strokes on one side or reverse strokes on that side, depending on the direction of the turn. Switching sides in a high kneeling C1 to get a combination of forward and reverse strokes would not be practical.

Keeping a racing kayak or canoe on course around a 3 buoyed turn so 180° is achieved would more than suffice for this part of the test if the waterway is wide enough.

To assess the capability to reverse, then backing onto a buoy or into someone's hand would replicate the moves needed to come onto some start-lines in races and would be more than adequate at 1 star.

A.4 Return to the bank and get out.

Varying exit methods should be possible, both to high and low banks/pontoons and into water up to knee depth.
1 and 2 Star Award Assessor Guidelines for Racing Paddlers

B.1 Rescue skills.

Candidates could opt for either swimming to shore with boat and paddles and empty the boat there, or they could re-enter the boat with assistance from deep water after it has been emptied there. There are a number of methods that could be used to effect this that are covered in the Foundation Safety and Rescue notes for racing paddlers.

B.2

Care should always be taken with long fragile racing boats, generally they are emptied on their sides first with water being drained through the cockpit with the boat horizontal, after this other methods can be used that do not put a strain along the length of the boat, even 2 people emptying a boat should take care in how it is lifted when there is water in it.

Part C

Questions should be relevant to their discipline so their knowledge of the aspect of the sport they are currently engaged in is being tested. Training sessions in Racing boats are generally an hour long (or more) and would probably be closer to 5 km rather than 3, evidence of this would be enough to satisfy the requirements of a journey

Part D

Questions in this section should be relevant to the discipline being followed by the candidate and the equipment being used.

A.1

Assistance is not essential. It is more than likely that these paddlers in singles will be paddling in Marathon Events involving portages where they have to carry their own boats without assistance.

A.2

Racing Kayaks should be kept in a straight line by use of the rudder with minimum support strokes. Racing Canoe paddlers would not be expected to switch sides if using a 'high-kneeling' position, but would keep the boat on course using steering strokes on one side only and with minimal support strokes. Candidates must: Show the first 3 Fundamentals, (Posture, Connectivity and Power Transfer) in a Racing Boat. Show that the power is coming from the legs or knee drive in kayak or canoe. Be driving the paddle into the water with the top hand through the hand of an extended bottom arm. Have a minimal amount of splash on blade entry and exit.

A.3 - Canoe

Candidates should demonstrate steering solutions using sweep strokes, or forward steering strokes, edging can also be used as a solution in a racing canoe.

A.4

The paddler should be able to reverse up to a point where the stern could be held by another person, thus simulating reversing onto a start pontoon.

A.5

In a racing kayak, the paddle need not be fully submerged, nor need it be vertical during the stroke. In a racing canoe, sideways strokes would be used on one side, a series of forward and backward movements could be used to move the boat sideways away from the paddling side.

A.6

Paddlers should be able to sit still in their racing boats with their blades flat on the water in the low position and prevent the boat from going off balance. In a canoe, support would be achieved with the blade 1/2 buried to give support onto and away from the blade.

A.7

The boat to be turned around a single obstacle or buoy and also a minimum of 3 buoys as in a racing turn on a regatta course with paddling cadence to be maintained throughout. For single Canoes, the turn should be performed both towards the paddling side and away from the paddling side. In a narrow space the boat would be turned using combinations of forward and backward movements of the boat with appropriate use of the rudder.

A.8 - Straightforward as in a portage situation

A.9

Kayaks placed on the ground must have their rudders protected, placing on racks inside the boathouse as well as outside would be appropriate, use of 'V' bars would be expected on the top of cars.



1 and 2 Star Award Assessor Guidelines for Racing Paddlers cont;



Part B Safety and Rescue skills

This should be appropriate to the discipline and the boats being used. Care should be taken with fragile boats when emptying and all the methods used must be appropriate. The swim with a talking rescue may be the most appropriate in many situations.

If the usual paddling environment and status of the candidate does not dictate that Buoyancy Aids are used, then, providing the Operating Procedures of the venue being used allow for it, then the candidate may be allowed to participate in the rescues without having to wear one. This would apply to all elements of the test as well as the safety and rescue sections.



Part C
Planning a training session of 30 to 60 minutes duration would fulfil this section of the award. Appropriate and relevant questions should be asked about the journeying part of the session and does not need to consider the content of the session.

Part D
Where there are discipline specific implications within the questions, then the answers should be taken in context, for example: Most modern boats are still made of composite materials and not plastic. At a Club the wearing of a buoyancy aid is not the norm. On some waterways where there is multi use by different sports craft in training, then other 'Rules of the Road' could apply.

Level 5 Update

We have recently published the 'BCU Level 5 Assessment Protocol V1-0'. This document provides guidance for Level 5 Trainees, Mentors, Trainers, and Assessors regarding all matters relating to Level 5 Assessments run from 1st October 2011. It is available from your Home Nation Association, or from maria.winfield@bcu.org.uk.

2011 Level 5 Coach Training Dates:

24-30 September: Glenmore Lodge www.glenmorelodge.org.uk

17-23 October: Plas y Brenin www.pyb.co.uk

28 November - 4th December: Tollymore www.tollymore.com

Level 5 Coach Assessment Dates:

15/16 October 2011	S.Wales	Sea and Surf	Registration Closing Date 25th July 2011
29/30 October 2011	Devon	Kayak & Canoe	Registration Closing Date 8th August 2011
19/20 November 2011	Scotland	All Disciplines	Registration Closing Date 29th August 2011
14/15 April 2012	N.Wales	Sea	Registration Closing Date 23rd January 2012
13/14 October 2012	S.Wales	Sea & Surf	Registration Closing Date 23rd July 2012
27/28 October 2012	Devon	Kayak & Canoe	Registration Closing Date 6th August 2012
17/18 November 2012	Scotland	All Disciplines	Registration Closing Date 27th August 2012
Feb 2013	N.Wales	TBC	

Please contact maria.winfield@bcu.org.uk if you wish to book onto one of these assessments.



Live the adventure...

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Tel: 028 4372 2158

www.tollymore.com

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.

RCO Vacancies - London – vacant

LCO Vacancy - South London – vacant

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

Lancashire – current LCO William Hanham / Suffolk – current LCO Keith Shuttleworth
Essex – current LCO Clive Marfleet / Derbyshire South – current LCO Tony Laws

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

Northumberland – current LCO Carl Halliday / Tyne & Wear – current LCO Nicola Smith (standing down)
Teeside – current LCO Dave Hopwood / Cambridgeshire & Peterborough – current LCO Christopher Hill (standing down)
Kent – current LCO Paul Newman/Dave Barker / East Sussex – current LCO Chris Childs
West Sussex – current LCO Grahame Moss / West Cornwall – current LCO John-Paul Eatock

Please get in touch! If you (or someone you know) are interested in taking on one of these roles please get in touch with Karen Bagshaw at Canoe England (karen.bagshaw@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 Karen Bagshaw in the Canoe England Office by 4:00pm on oct 31st 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.

BCU Coastal/Open Water Navigation & RYA VHF-DSC Operators Certificate Courses

8th & 9th October, Dudley, West Midlands.

Saturday 8th October RYA VHF-DSC Operators Certificate / Sunday 9th October BCU Coastal Navigation & Tidal Planning

22nd & 23rd October, Nottingham, East Midlands.

Saturday 22nd October BCU Coastal Navigation & Tidal Planning / Sunday 23rd October Open Water Navigation

19th & 20th November, Nottingham, East Midlands.

Saturday 19th November RYA VHF-DSC Operators Certificate / Sunday 20th November BCU Coastal Navigation & Tidal Planning

17th & 18th December, Nottingham, East Midlands.

Saturday 17th December RYA VHF-DSC Operators Certificate & BCU Coastal Navigation & Tidal Planning

Sunday 18th December Open Water Navigation

If any of the above dates do not fit in with your calendar or you would like a course to run through your own club or centre, please feel free to contact me for availability and price.

For more information contact

Howard Jeffs. h.n.jeffs@btinternet.com Mobile 0115-9899156



**FULL RANGE OF BCU COURSES
RIVER • SEA • SURF • OPEN**

**For more details contact 01479 861256
www.glenmorelodge.org.uk**



RCO Central	Steve Linksted	07710 415539	rco.central@canoescotland.org
RCO Borders	Vacant		rco.borders@canoescotland.org
RCO Dumfries & Galloway	Alex Lumsden	07920 528119	rco.dumfries@canoescotland.org
RCO Fife	Ian Vossler	07917044492	rco.fife@canoescotland.org
RCO Grampian, Speyside and Shetland	Lyle Smith	07974431153	rco.grampian@canoescotland.org
RCO Highlands and Islands	Vacant		rco.highlands@canoescotland.org
RCO Lothians	John Lewis	01506 775390	rco.lothians@canoescotland.org
RCO Strathclyde East	Willie Macleod	07866 557490	rco.strathclydeeast@canoescotland.org
RCO Strathclyde West	Vacant		rco.strathclydewest@canoescotland.org
RCO Tayside	Vacant		rco.tayside@canoescotland.org
RCO Military	Scott Simon	07533 497013	rco.military@canoescotland.org

BCU UKCC and 4/5 Star Leader Award Courses in Scotland

BCU UKCC Level 1 Training and Assessment	15-23 Oct	H2O Outdoors	07767 331214 macksteve@btinternet.com
BCU UKCC Level 1 Training and Assessment	22-25 Nov	Abernethy Trust	ardgour@abernethy.org.uk
BCU UKCC Level 2 Support Day	26 Oct	SCA	www.canoescotland.org 0131 317 7314
BCU UKCC Level 2 Training	5 13 Nov	H2O Outdoors	07767 331214 macksteve@btinternet.com
BCU UKCC Level 2 Training	10 Oct	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
BCU UKCC Level 2 Training	25 28 Oct	Abernethy Trust	ardgour@abernethy.org.uk
BCU UKCC Level 3 Core	22-25 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
BCU UKCC Level 3 Training - Surf	30-Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Assessment - Open Canoe	15-16 Oct	SCA	www.canoescotland.org 0131 317 7314 (Candidates must be members of SCA Affiliated Clubs)
4*L Assessment - Open Canoe	27-28 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Assessment - Sea	9 11 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Assessment - Sea	31 Oct -1 Nov	Skyak Adventures	01471 820002 info@skyakadventures.com
4*L Assessment - Surf	16-18 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Assessment - White Water	12-13 Nov	Fife Council	mike.spencer@fife.gov.uk
4*L Assessment - White Water	15-16 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Assessment - White Water	26-27 Nov	H2O Outdoors	07767 331214 macksteve@btinternet.com
4*L Training Open Canoe	16-18 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Training Sea	6-9 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Training Surf	13-16 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
4*L Training White Water	19-20 Nov	H2O Outdoors	07767 331214 macksteve@btinternet.com
4*L Training White Water	22-23 Oct		paddlepowerandadventure@hotmail.co.uk
4*L Training White Water	29-30 Oct	H2O Outdoors	07767 331214 macksteve@btinternet.com female only course, participants and trainer female only
5*L Assessment - Open Canoe	3-4 Nov	Beyond Adventure	01887 829202 email@beyondadventure.co.uk
5*L Assessment - Open Canoe	30 Oct 1 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
5*L Assessment - Sea	26-28 Oct	Skyak Adventures	01471 820002 info@skyakadventures.com
5*L Assessment - Surf	2-4 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
5*L Assessment - White Water	8-9 Oct	Chris Dickinson	Chris Dickinson 01397 713 856
5*L Assessment - White Water	27-29 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
5*L Training - Open Canoe	4-7 Oct	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
5*L Training - Open Canoe	7-10 Nov	Beyond Adventure	01887 829202 email@beyondadventure.co.uk
5*L Training - Sea	11-14 Oct	Skyak Adventure	01471 820002 info@skyakadventures.com
5*L Training - Sea	13-16 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
5*L Training - Surf	27-30 Nov	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk
5*L Training - White Water	6-7 Oct	Glenmore Lodge	01479 861256 enquiries@glenmorelodge.org.uk