

W O D S



Establishing a Safe Coaching Environment
Coaching Women - Part 3
The Safe person Concept - Safety Info
Canoe England L3 Programme
Regional Information



Coach, you're the best! £1,000 of sports equipment for the winner.

**'Coach, you're the best' is a
new competition from
Perkins Slade.**

We're asking people to nominate
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nominated coaches.

How to nominate a coach or instructor

If you'd like to nominate a coach
or instructor,
simply click on the
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button
to email us the name of the coach,
a brief post
(about 150 words) explaining why
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**For more info or to nominate a
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Read our full competition terms
and conditions.
Permission must be granted by the
person being nominated.

Dear CODE

I read with great interest Stephen Banks' article 'Out of Style' (Code October 2011). But I am not quite sure I understood exactly what he was saying - what his main point was. I was not sure if he was making the point that because leaning style tests are unreliable (or even useless) that we should be very weary of placing any faith in them. Or if he was making some larger point - something along the lines that we should not consider differences in learning styles when we teach and coach.

If he was simply making the first point then I don't think anyone would have much disagreement with him. Undertaking any brief questionnaire, observation or other assessment, using a lot of ambiguous terms, is not going to give any great insight into anything very much about ourselves. However, if he was making the larger, more significant point - that when we teach or coach we should not entertain the notion that we ought to try and accommodate people's different learning styles - then I think we ought to pay a bit more attention. Because as he says our 'own British Canoe Union has them as a central tenant of coach training, assessment and practice'. If he is saying - and it turns out to be the case - that different people do not have different learning styles then I for one would like to know this - so that I can modify my practice. However, I am not sure that is what he is saying - it is just that I am not clear.

Now it may be that I am simply unscientific or 'intuitive' but it does seem to me that there is something plausible about the notion that different people learn most effectively in different ways. It may be that the same person learns in different ways depending on what they are learning and the situation in which they are doing that learning. It also seems to be the case that is not just me (or the BCU) that thinks this. When people on courses, that I have been involved in, are asked to consider that there are different learning styles, or are just introduced to the notion that different people like to receive information and learn skills in different ways, then there is a general agreement that this would seem to be the case. We recognise that some people like to know all about it before they try it, some like to just get in there and give it a go, some like to see a demonstration and others seem to want verbal instructions etc etc. The fact that we can't administer a simple test to find out what an individual's learning style is, is of course unfortunate - but that may simply be the case and we have to muddle through as best we can. Just because we don't have a good test to measure something - does not mean that that thing does not exist. What is important is that we have a range of teaching and coaching styles and that we use them all - and that we let the people who are doing the learning say (or demonstrate) what works for them!

I look forward to future articles about the many 'contemporary, evidence based tools to better enable effective learning,' to which he refers. Because 'effective learning' - for myself and the people I teach - is what I am striving to achieve.

Johnny Weinstock

'Go Canoeing' Leaders Wanted



Canoe England is seeking to appoint a number of 'Go Canoeing' Tour Leaders to support the Canoe England 'Go Canoeing' programme. Places are limited and only the very best candidates with a passion for providing exceptional Canoeing experiences need apply.

2012 sees the introduction of a series of Go Canoeing Tours within England. Safe guided tours for individual or family groups of improver paddlers offered throughout England and accessed via a web based booking system.

Applicants should be approachable, friendly, and welcoming and you should be at ease working with young people, families and adults as these qualities which are vital to ensuring the positive customer experience of a Go Canoeing Tour. In addition applicants will need to possess a clear working knowledge of the flora, fauna and wildlife associated in, on and around the Waterways environment.

Applicants must be at least 18 years old and have over 6 years of canoeing experience. You will be currently active and as a minimum be a confident BCU 3 star ability paddler as well as a gold standard administrator providing accurate and timely web based and paper driven administration.

The Go Canoeing Tour Leader role is a leadership role, rather than a coaching role and while successful candidates may hold a coaching award this is not essential and all successful applicants will be required to meet the overall role requirements above and successfully complete a training course.

**For further details and an application form please contact
Jenny Spencer - gocanoeing@canoe-england.co.uk**



The third of a series of articles taken from the BCU's Level 2 Coach Support Book.

Supporting Coaches develop and improve their coaching practices.

ESTABLISHING A SAFE COACHING ENVIRONMENT

The safety of our participants and ourselves is of paramount importance when coaching. As a Level 2 coach you will be responsible for leading and coaching groups on sheltered water venues.

The term 'sheltered water' should not give the impression that the environment does not contain an element of danger. In fact there are an abundance of hazards and risks to safety that exist in such environments, it is your duty to manage them and maintain the safety of those in your care.

by Ed Christian

Introduction

The safety of our participants and ourselves is of paramount importance when coaching. As a level 2 coach you will be responsible for leading and coaching groups on sheltered water venues. The term 'sheltered water' should not give the impression that the environment does not contain an element of danger. In fact there are an abundance of hazards and risks to safety that exist in such environments, it is your duty to manage them and maintain the safety of those in your care.

This section is designed to help you consider how to establish and maintain a safe environment for your coaching, some of the concepts you may be familiar with from level 1 but are worth revisiting. The crux of establishing a safe environment is the issue of risk assessment and management. Although this may not be new to you it is important to remember that risk management is a skill that becomes more automatic the more you do it. Before we look more closely at risk assessment we should remember who we are responsible for when involved in coaching.

4.1 Duty of Care

The plain truth is that we have a duty of care to everyone we come into contact with or have an effect on. The level of this responsibility increases as we take on more responsible roles, such as being a coach. It also increases in specialist environments if we have a greater level of knowledge or ability, than those around us. Duty of Care is a legal commitment to being responsible. It is not something that we can choose, to avoid by writing disclaimers, or something we can duck by being an amateur coach.

A good definition of Duty of Care is:

"The duty which rest upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of any person involved in any activity for which that individual or organisation is responsible"

(Phil Hadley, BCU Coaching Handbook)

An important part of the definition is "to ensure that all reasonable steps are taken". We should also consider the notion of 'foreseeability'. Simply put, if it would be obvious to other level 2 coaches that something could go wrong then it is reasonable that you should consider it too and do something about it. Diving into dark coloured water has sadly, resulted in numerous injuries where people have hit the bottom because it was difficult to tell how deep it was. So, if someone did something similar without checking the water depth first then maybe they should have known better. A coach encouraging novices to do this could be thought to be negligent in their duty of care because it was an accident waiting to happen (Foreseeable).

4.2 Risk Assessment

Risk assessment encourages the identification of items and situations that may cause accidental injuries or health problems, and the development of a measured and appropriate response.

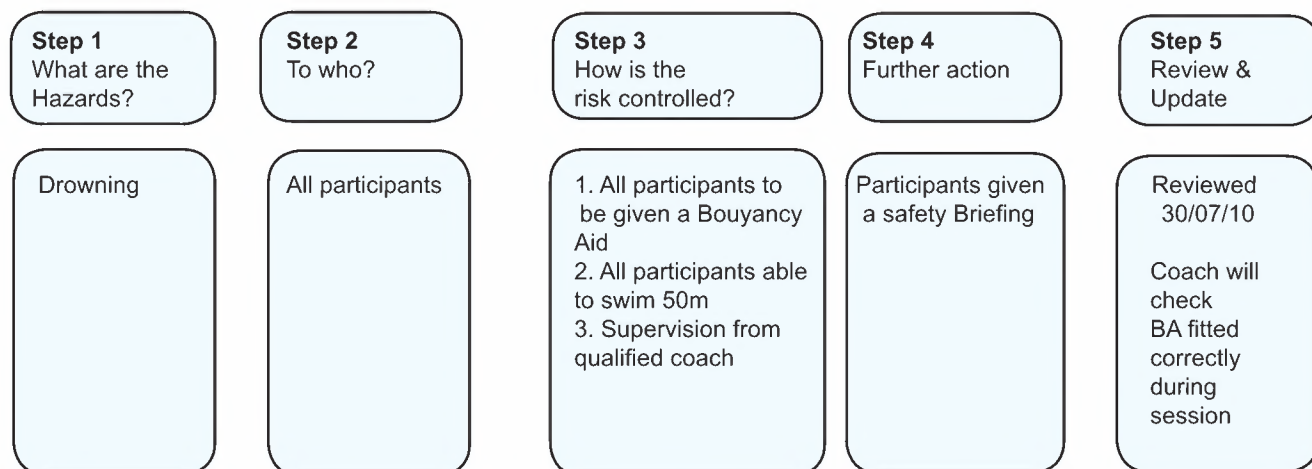
Production of a risk assessment is a legal requirement and is part of the Management of Health and Safety at Work Regulations 1999. Every location that is used for coaching should have a risk assessment analysis and we should hold a copy of each. In addition to this we should also conduct dynamic risk assessment on the day taking into account the environmental conditions at the time. We will talk more about dynamic risk assessments later.

The most commonly used format for risk assessment is the Health and Safety Executive (HSE) 5 step to risk assessment.

- Step 1 Identify the hazards
- Step 2 Decide who might be harmed and how
- Step 3 Evaluate the risks and decide on precautions
- Step 4 Record your findings and implement them
- Step 5 Review your assessment and update if necessary

You will probably have seen and used this model in the BCU risk assessment form. The 5 steps offer a simple, user friendly way to identify and manage risks.

An example of this model in a canoeing context can be seen below.



This basic model encourages us to go through the logical process of identifying hazards, considering who might be harmed and ways we can avoid them happening. As your coaching experience grows and you become more comfortable and capable at managing risks you may decide that a certain level of risk is acceptable in your activities. The act of balancing your group's safety, but also providing challenge and excitement comes with experience and a slightly more developed method of assessing risks.

Consequence and Probability

Consequence and probability is all about the potential severity of an accident or incident versus the likelihood of it actually occurring. If we take the example in the risk assessment above, we can think about drowning in terms of consequence versus probability. The consequence of a participant drowning is catastrophic and is almost certainly the worst thing that we as coaches can contemplate. However, the probability of it actually occurring is actually very low. This makes the overall risk pretty low. If we apply a simple numerical scale to this method we can measure the risk and give it an overall grading and allow us to rank order any risks. Our scale might look like this:

Consequence

1. No risk of injury or harm
2. Minor risk of injury or harm
3. Some risk of injury or harm
4. Significant injury or harm could occur
5. Definite risk of major injury or death

Probability

1. No possibility of occurrence
2. Minor possibility of occurrence
3. Some risk of occurrence
4. Significant risk of occurrence
5. Definite risk of occurrence

If we apply the same example again to our scale we can see that the consequence of drowning would certainly score a 5 (definite risk of injury or death) but if we think about the probability of it occurring we might only score a 2 (minor probability of occurrence). If we take the scores and multiply them this gives our overall risk grade. In this example $5 \times 2 = 10$, so our overall risk is 10. On its own that doesn't mean very much but if we think that the highest possible risk would be a score of 5×5 , then we can see that our risk of drowning scores 10 out of a possible 25.

Another example might be; Slips, trips and falls. The consequence of falling over or slipping when carrying a canoe could be pretty bad. It is conceivable that a person could slip and break a bone or cause themselves muscular injury as a result of a fall. Additionally the likelihood of this happening is pretty high as we commonly work on wet ground with wet shoes etc. If we apply our numerical scale to this example we could say that the consequence of a fall might score a 3 or even a 4 and the probability of it occurring could be as much as 4. This would give us a score of 12 or even 16! You can see how we can use this method to rank order risks. The scores that you allocate a certain probability or severity may differ from those of others; this is to be expected and is actually beneficial as it might highlight areas for discussion and justification which will further develop your philosophy of risk.

Depending on the type of participants you are working with you may decide that a certain level of risk is acceptable and this will vary between groups. For example, if you are coaching a group of children you may decide that no risk that scores more than 12 out of 25 is acceptable. This score may go up if you are working with fully grown, able bodied adults.

APPLIED ACTIVITY

You are coaching a youth group (10 to 12 Year Olds) in the Lake District in March. You are operating in a small section of a large Lake where sailing and windsurfing are also going on. It is overcast and there is a slight breeze. Measure and grade the following risks using the consequences vs probability method.

- Hypothermia
- other water users
- Lifting and carrying canoes/ kayaks
- Contracting weils disease.

With a partner or as part of a group compare your results. Be prepared to justify your results

Types of risks

As well as different ways of assessing risk there are also different types of risk that should be identified as part of the procedure.

Generic Risks

Generic risk assessments refer to the risks present in a particular sport or activity. In our case this is Paddlesport. Other examples would be climbing, mountaineering, sailing etc. Generic risks are those that exist in canoeing no matter where you are or who your working with. Examples would be; entrapment, lifting/ carrying, becoming separated from the group etc.

Specific Risks

These are risks that are specific to a certain location or population. For example, an overhanging tree on a particular lake or risks associated with a group who have a hearing impairment. It is wise to consider specific risks when working in a particular location or a particular group for the first time.

Dynamic risks

As mentioned earlier dynamic risks are those that are likely to change during the course of the day or session and they demand extra consideration. British weather is notoriously changeable and just because it was sunny when the session started doesn't mean it will stay like that! Dynamic risks require you to be flexible and adapt your coaching as they unfold. Examples of dynamic risks are; water levels, wind, weather, individual's behaviour or damage to equipment.

Risk assessment is a large part of the coaching process at level 2 and is a skill that will develop with experience. The ability to identify and control risks is central to the process as is the abilities to grade risks. With experience coaches generally need to write less on paper but have a mind which is constantly asking;

**what might happen? Is it likely to happen?
How can I stop it happening?
What will I do if it does happen?**

The next instalment of Establishing a Safe Coaching Environment Ed Christian looks at Equipment Checks, Moving and Handling, Environmental Awareness, Safety Briefing and Journey Management.

Canoe England Coach Updates 2012



North East- Adventure Sunderland
18th February 2012 Details available from
Ken Hughes rco.northeast@bcu.org.uk
Tel 07890 139908

Cumbria- Water Park
4th March 2012 Details available from
Gavin Smallbone rco.cumbria@bcu.org.uk Tel 07766 900125

East Midlands- Leicestershire
10-11 March 2012 Details available from Colin Broadway
rco.eastmidlands@bcu.org.uk Tel 07768 876 756

Eastern- Hertfordshire
14th March 2012 Details available from
Gary Denton rco.east@bcu.org.uk Tel 07795 561741

South East-Sussex-Cobnor
17th March 2012 Details available from Graeme Moss
grahamemoss@clovers.fsnet.co.uk

West Midlands- Birmingham
24th March 2012 Details available from Ian Dallaway
rco.westmidlands@bcu.org.uk Tel 07715 005153

Yorkshire- Aldwark
31st March - 1st April 2012
Details available from John Lucas rco.yorkshire@bcu.org.uk
Tel 07884 18828

London- Leaside
1st April 2012
Details available from Andy Noakes andy.noakes@gll.org
Tel 02084428116

South West- Weymouth
22nd April 2012 Details available from Paul Hurrell
P.Hurrell@dorsetcc.gov.uk Tel 01305 777633

South West- Devon
28th April 2012 Details available from Darren Joy
rco.devonandcornwall@bcu.org.uk Tel 07946 763667

Eastern- Suffolk
9-10th June 2012 Details available from Gary Denton
rco.east@bcu.org.uk Tel 07795 561741

North West- Manchester
16th June 2012
Details available from Kevin Beattie kevin@venture-out.co.uk

South West- South Cerney
16th June 2012 Details available from Gavin Lewis
Gavin.Lewis@gloucestershire.gov.uk Tel 01285860388

North East- Ellerton
5th August 2012 Details available from Ken Hughes rco.
northeast@bcu.org.uk Tel 07890 139908

For further dates see page 8



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 3: What to consider when coaching female athletes

There is evidence to suggest coaching is still delivered in a way that assumes gender neutrality; i.e. female and male participants being coached as though their needs are the same. However, very little research exists that describes the female athlete experience and examines whether her needs really are the same as those of a male athlete. To better understand the female experience, WSFF and ScUK spoke with a number of female athletes about their current coaching experiences and what they wanted from a coach. From these discussions, we have highlighted the elements that constitute good coaching experiences and the attributes of a great coach.

Get to know the individual

As might be expected, athletes have different views on what they want from their coach and how they want to be treated; no two people are ever the same. As such, one of the key requests by female athletes is for the coach to get to know them as individuals. This includes understanding their personalities, what motivates them in their lives and in sport, what their goals are, and which methods will bring out the best in them. This is not to say that all the athletes interviewed wanted their coach to be their friend, but they needed the coach to understand the type of relationship they did want. The female athletes also wanted their coaches to appreciate that they have lives outside their sport, which they have to juggle with their training. The athletes we spoke to acknowledged they sometimes brought their problems into training, as some said they found it hard to 'switch off'.

Your communication style and approachability

Linked very closely with understanding the individual and her motivations, is how you communicate with your athlete, the frequency at which you meet with her and your coaching style. Presently, female athletes experience a variety of coaching styles ranging from autocratic and distant to approachable, jokey and easy-going. People will respond to different styles, depending entirely on their own personalities and what motivates them. The female athletes we spoke to wanted to

feel like they could talk to their coach about anything. They acknowledged that they often wanted to know 'why' more than male athletes and demanded more discussion.

Constructive and positive feedback

Regardless of the coach's style, athletes want their coach to provide them with personalised feedback. If the athlete does something wrong, she wants to correct it based on her coach's observations. Female athletes don't want constant praise, but they do want to hear it when it is well deserved. Well-placed praise boosts motivation and confidence among female athletes.

Support the person: the coach as a mentor

For many athletes (particularly younger athletes), the coach can play a significant role in their lives, both in and out of sport. Some athletes talk of being taken to training or helped to find somewhere to live and work. Support like this can be invaluable for many athletes and enable them to continue to take part in their sport. Many female athletes say their ideal coach would also be a mentor, someone they could go to when they had problems and provide guidance in their lives.

Commit to the athlete and her goals

Female athletes want to believe their coach is committed to them and believe they have what it takes to improve and

develop. For some athletes there will be times in their sporting careers when they experience self-doubt and lose confidence, so they will look to their coach for support. Athletes want to know their coach sees their potential and has high, yet achievable, expectations of them.

Approach coaching as a joint endeavour

Some athletes described their coach's style as autocratic ('my way or no way'), which can prove frustrating. As a coach, you should never underestimate the power you have in the eyes of your athlete. Female athletes respect a coach who is in control and leads the team and the training, but this should be balanced with flexibility and some negotiation with the athletes themselves. This is because female high-performance athletes are at a level in their sport where they have developed considerable knowledge and are aware of their bodies' limitations and strengths. As such, they want to feel as though the coach will listen to their ideas and suggestions and contribute towards their training and development.

The training session

Elite athletes are at a level in their sport where they expect to train hard, but still want it to be enjoyable and varied. In addition, they want to know everyone in the training group is working hard and taking it seriously. Sessions should be well organised and tailored to their current training needs. A good coach will vary the training exercises and environment, and take charge by ensuring everyone is pulling their weight and the sessions have a purpose.

The significance of the coach's gender

From the athletes we interviewed, there was a general preference for a male coach. When asked to consider why this might be, the following explanations were provided:

- ☐ Their preference for a male coach was due to their lack of experience with female coaches
- ☐ Male coaches may have performed at a higher level than female coaches
- ☐ They associated 'good coaching attributes' with masculine traits (i.e. dominant, controlling and inspiring respect). However, these traits are not exclusive to men; female coaches can also apply them to their coaching. Similarly, the female athletes acknowledged that female coaches can bring other qualities to coaching, such as sensitivity or empathy and open communication, and that a good coach does not necessarily have to have played at the highest level.

The significance of the athlete's gender

Many athletes see themselves as athletes first and women second. They want to be pushed as hard as male athletes and demand the same expectations. That said, the athletes we spoke to acknowledged that women are different to men; for example, women can be more emotional, they will talk more and are more inquisitive. As such, the coach may need to tailor the way he or she communicates with the athlete or team to meet these needs, but still train them as hard and with the same technical rigour.

What makes an ideal coach?

Someone who:

- ☐ is highly qualified and continually learning
- ☐ is organised and in control
- ☐ respects and listens to the athlete
- ☐ provides regular feedback, both constructive and positive
- ☐ supports the individual as an athlete and as a person
- ☐ understands what makes their athletes tick and what motivates them
- ☐ can adapt the training to an athlete's needs
- ☐ makes training sessions hard, but fun and varied
- ☐ is committed to the athlete and the athlete's goals
- ☐ has high expectations of the athlete and challenges them
- ☐ can be a role model
- ☐ can be a mentor.

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.

www.wsff.org.uk

www.sportscoachuk.org



Canoe England Coach Updates 2012



North West- Lancs

9th September 2012 Details available from
Ian Bell rco.northwest@bcu.org.uk Tel 07768 088876

East Midlands- Lincolnshire

15th September 2012 Details available from Colin Broadway
rco.eastmidlands@bcu.org.uk Tel 07768 876756

West Midlands- Staffordshire

16th September 2012 Details available from Ian Dallaway
rco.westmidlands@bcu.org.uk Tel 07715 005153

Eastern-Cambridgeshire

22nd September 2012 Details available from Gary Denton
rco.east@bcu.org.uk Tel 07795 561741

London- Shadwell

29th September 2012 Details available from Luke Smallman
luke@smallman.org

Yorkshire- Manvers

6th October 2012 Details available from John Lucas
rco.yorkshire@bcu.org.uk Tel 07884 18828

East Midlands- Nottinghamshire

7th October 2012 Details available from Colin Broadway
rco.eastmidlands@bcu.org.uk Tel 07768 876756

South East-Shoreham

21st October 2012 Details available from Chris Childs
chris-alison@lineone.net Tel 01273 554688

West Midlands- Warwickshire

10th November 2011 Details available from Ian Dallaway rco.
westmidlands@bcu.org.uk Tel 07715 005153

North East- Northumberland

10th December 2012 Details available from Ken Hughes
rco.northeast@bcu.org.uk Tel 07890 139908

Are you a Coach taking income from your coaching activities?.....

Tax Catch-up plan for Coaches and Tutors

As of October 2011 HMRC have launched a Tax Catch Up plan for tutors and coaches, to ensure that any income from coaching sessions is being declared correctly.

If you are paid for providing coaching, instruction or tuition and tax is not deducted, this must be included on a tax return, or you will need to have a tax code adjustment. If you do not currently use any of these methods, then you will need to use the Tax Catch Up plan to Notify HMRC that you intend to make a disclosure by the 6th January 2012. Your disclosure and payment will then need to reach HMRC by the 31st of March 2012.

The employment status (employee or self-employed) influences the way National Insurance and Tax are paid. The Sports Coach UK 'Quick Guide: Employment status of coaches' provides a series of checklists for clarifying employment status and additional information for how employers/deployers and coaches will need to proceed in light of the Tax Catch Up plan. This document can be found at www.sportcoachuk.org

Please refer to

<http://www.hmrc.gov.uk/ris/tcup/introduction.htm> for more information and the relevant guidelines or phone the Tax Catch Up plan helpline on Tel 0845 601 8817 (+44 120 258 5415 from outside of the UK).

The price of becoming an Olympic Champion - from the aspect of a coach

A study paper by Attila Szabó - sztorony@t-online.hu University of Szeged Faculty of Art Graduate School of Educational Sciences

As a world champion canoeist Attila Szabó himself took part in the Olympic Games and has acknowledged that his greatest coaching achievement was to gain the Olympic champion title in 2000 along with successes in European and World Championships.

In his paper, available on the Canoe England website, Attila summarises the experience gained during these years of coaching. Attila highlights the importance, to both coach and paddler, of effective decision making. It may determine early and career success as well as influencing life style success as well. Such decisions concern every aspect of our lives.

The work of a coach is not only to consider all the alternatives but to make the right decisions based on individual athlete age and needs.

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



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uk/coaching
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Canoe England's BCU UKCC Level 3 Regional Programme

9

Canoe England and Plas-y-Brenin enter in to delivery partnership

Canoe England have teamed up with Plas y Brenin, the National Mountain Sports centre, to jointly deliver a programme of BCU (UKCC) Level 3 training and assessment courses across England. This partnership arrangement offers coaches the opportunity to train as a BCU (UKCC) Level 3 coach closer to home. As a Sport England funded facility Plas-y-Brenin, Sport England National Mountain Centre, are the ideal partner to coordinate the delivery of this programme on Canoe England's behalf and maximise the funding support provided to both organisations.

The administration of the courses will be taken care of by Plas y Brenin and the courses will be staffed using a combination of Plas y Brenin coaches and local coach educators. Future Level 3 courses will be programmed according to the interest registered by coaches within the Canoe England delivery team areas. Courses will then be being offered within each region to suit the demands of the specific discipline.

This programme will operate all-year round in a variety of locations. You will need to book two months in advance to ensure that the course has sufficient numbers to run. Courses that fail to meet the minimum numbers will unfortunately not be able to run.

Courses scheduled for the first half of 2012

Date	Region	Course Type	Closing date for bookings
Feb 3-5th	NE	L3 Core training	January 5th 2012
Feb 21-23rd	Central	L3 Core training	January 5th 2012
Feb 27-2 March	PYB	L3 Core Training	January 5th 2012
Mar 3-4th	Central	L3 Discipline Specific Canoe	January 5th 2012
Mar 3-4th	Central	L3 Discipline Specific WW kayak	January 5th 2012
Mar 10-11th	Northern	L3 Discipline Specific Canoe	January 10th 2012
Mar 10-11th	Northern	L3 Discipline Specific WW kayak	January 10th 2012
Mar 19- 23rd	PYB	L3 Core Training	January 10th 2012
Mar 31st-Apr 2nd	Central	L3 Core training	January 31st 2012
Apr 21-22nd	Northern	L3 Discipline Specific Sea kayak	February 21st 2012
Apr 27-29th	SW region	L3 Core Training	February 28th 2012
April 28th	PYB	L3 Discipline Specific WW	February 1st 2012
May 5-7th	North	L3 Core Training	March 5th 2012
May 7-8th	PYB	L3 Discipline Specific WW / Canoe	January 10th 2012
May 26-28th	Southern	L3 Core Training	March 26th 2012
Jun 16-17th	Southern	L3 Core Training	April 16th 2012

Please contact Plas y Brenin for further details of the above course. 01690 720 214 www.pyb.co.uk A June - December programme will be published in the February issue of Code along with venue and price details.

If you are looking for a BCU UKCC Level 3 training course and none of the above date's suit then visit the Plas y Brenin website, www.pyb.co.uk/level3 where you will be able to register your interest in the type of courses you're looking for. When there is sufficient interest within a region we will be able to generate a course to meet the demand. If you are a club or centre manager and feel that you'd like to host a course on behalf of Canoe England and/or feel that you have sufficient numbers to generate a course contact Sid Sinfield at Plas y Brenin who is coordinating this programme. Sid.sinfield@pyb.co.uk

*PYB Add
??????*

CANOE ENGLAND RCO & LCO ELECTIONS & VACANCIES

RCO Vacancy - London

LCO Elections and Vacancies

South London – vacant
Hampshire - vacant

LCO positions up for re-election

The following LCO positions were up for re-election in October 2011 and we invite alternative nominations, these are as follows:
Lancashire – current LCO William Hanham

Congratulations to the following:

Suffolk – current LCO Keith Shuttleworth, who will be continuing with his role
Essex – current LCO Clive Marfleet, who will be continuing with his role
Derbyshire South – current LCO Tony Laws, who will be continuing with his role

The following LCO positions were 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, **West Sussex** – current LCO Grahame Moss

Congratulations to the following:

Cambridgeshire & Peterborough – David Savage has been nominated again and will continue with his role as LCO, **Kent** – current LCO Paul Newman/Dave Barker, who will be continuing with their role, – **East Sussex** - current LCO Chris Childs, who will be continuing with his role, **West Cornwall** – current LCO John-Paul Eatock, who will be continuing with his role

The following LCO positions are up for re-election in and we invite alternative nominations, these are as follows:
Cheshire – current LCO Ian McCullen - December 2011 **Dorset** – current LCO Paul Hurrell – January 2012

The following LCO positions are up for re-election as the current LCOs are standing down and we invite alternative nominations, these are as follows: **Shropshire** – current LCO Tobias Date, **Northamptonshire** – current LCO Anthony Bloor, **Berkshire** – current LCO Malcolm Clark, **Isle of Wight** – current LCO Kevin Richardson, **South Yorkshire** - current LCO Heather Slater

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 6th January 2012 – 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.



Live the adventure...

Tollymore Mountain Centre, Bryansford,
Newcastle, Co. Down, BT33 OPT
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.

Incident Information

The newly formed BCU Safety Group (A technical Group supporting ten Coaching Strategy Group (CSG) and the Coaching Operations Group (COG)) are keen to be better able to report and use information from incident and near miss documentation to support safety developments and advice to paddlers. The group are keen to use the pages of CoDe to do this and take this opportunity to remind members of the need to complete BCU incident report forms.

While it is recognised that centre and clubs may already hold information relating to incidents and accidents in their accident and or near miss books, this form is provided for the use of all individual coaches, clubs and centers wishing to report incidents, particularly those operating under the BCU third party liability scheme.

Sharing this information with the BCU will ensure that the information is passed through to the BCU's insurance brokers and perhaps, more importantly the information will enable us to build a database of injuries and incidents that will enable us to further develop future good practice guidelines to help protect those taking part in paddlesports. Individuals reporting incidents in this way need have no fear or concern about action being taken against them.

The details of incidents reported will only be used for the purpose stated and will be held confidentially. The forms purpose is to ensure that reporting requirements are met and that in the unlikely event that a claim is made against you insurers can act speedily to cover the claim.

<http://www.canoe-england.org.uk/media/pdf/BCU%20Incident%20Report%20Form.pdf>

Open Canoe Safety & Advice Notice

A number of hazards associated with Open Canoes on moving water are well documented in canoeing publications. In Path of the Paddle, Bill Mason refers to what is described as a 'Bear Trap', where a paddler becomes pinned between a canoe and an obstacle such as a rock following an upset. The forces involved can be the equivalent of 2 Metric Tonnes.

However, three other equally serious and potentially fatal scenarios are less well known:

- **Rope Snare** - Ropes and water are always a potential hazard and care must be taken to minimise the risk wherever possible. Painters and tracking lines should be stowed effectively. Painters should be daisy chained or bagged at the bow and stern. Where dry bags, barrels and bailers are leashed to thwarts and yoke, ask the question, 'is this a tolerable hazard' 'do I need to lash it in?' Am I carrying an easily accessible knife?
- **Yoke Jam** - If when paddling solo, the canoe stops suddenly after hitting an obstacle, it is possible for the paddler to be thrown forward with considerable force and for their knees and thighs to be pinned under the central yoke.
- **Preacher Pin** - Many touring canoes were not designed to paddle in a kneeling position! The distance between the seat and the hull is too small to allow the lower leg to be freed easily. When paddling solo in a kneeling position the lower legs can very quickly become pinned by the kneeling thwart if the boat starts to crumple as it wraps around an obstacle.

Many experienced coaches carry a readily accessible heavy duty pruning saw for exactly these situations. Please ensure staff working with Open Canoes are aware of these potential hazards and highlight the need to move quickly following an upset!

Matt Ellis - BCU Open Canoe Level 5 Coach

In Paddlesport we work and play in an inherently dangerous environment.

We go there for adventure and its not always possible or desirable to take away all of the dangers from the environment.

The alternative is to direct all of our efforts in to making ourselves safe.

Participant, Coach, Client, Student - all play a part in ensuring safety out on the water

Know your limitations and always work within them.

Prepare yourself, your equipment and others appropriately for each and every trip and journey and undertaking and be particularly aware of and prepared for the prevailing seasonal and weather conditions

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.

Level 5 Coach Assessment Dates:

16/17th June 2012	N.Wales	Sea	Registration Closing Date 31st 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.

RCO Service in Scotland

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

Name and Start Date	Dates	Booking Details
Navigation & Tidal Planning-Open Water	4th Dec 2011	01479 861256 enquiries@glenmorelodge.org.uk
Mentoring for Paddlesport Foundation Module	2nd Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
Coastal Navigation + Tidal Planning	3rd Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
Coaching Young Paddlers Foundation Module	1st Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
Coaching the Mind Intermediate Module	2nd Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
Coaching the Mind Foundation Module	1st Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
Coaching Processes	5-6 Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
Coaching and the Outdoors Foundation Module	2nd Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
BCU UKCC Level 3 Training -Sea	8-9 Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
BCU UKCC Level 3 Training - White Water	8-9 Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
BCU UKCC Level 3 Training - Open Canoe	8-9 Dec 2011	01479 861256 / enquiries@glenmorelodge.org.uk
BCU UKCC Level 2 Assessment	2-Dec-11	01887 829202 email@beyondadventure.co.uk
5* Leader Training - White Water	1-2 Dec 2011	01786 464777 dave@standingwaves.co.uk
4* Leader Training Open Canoe	3-4 Dec 2011	01786 464777 dave@standingwaves.co.uk
4* Leader Assessment - White Water	10-11 Dec 2011	01786 464777 dave@standingwaves.co.uk

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

28th and 29th January 2012, Dudley, West Midlands.

Saturday 28th January RYA VHF-DSC Operators Certificate &/or BCU Coastal Navigation & Tidal Planning - Sunday 29th January Open Water Navigation

11th to 12th February 2012, Nottingham, East Midlands.

Saturday 11th February BCU Coastal Navigation & Tidal Planning
Sunday 12th February - Open Water Navigation

Further dates 17th and 18th March 2012 and 14th and 15th April 2012, Nottingham, East Midlands.

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 0774-0554618