

for Coaches **Code**

The BCU's magazine for coaches

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developing performance

Continuing our look at coaching practice for Level 1 and 2



Welcome Coach Updates

Welcome to CoDe 168, now in its new format. We hope you enjoyed the December issue and look forward to receiving more thoughts and articles from all of our readers.

With regards to our planned programme for 2013, we will be putting together a series of articles on Safety issues both for paddlers and coaches. Additionally we will continue with our articles on supporting coaches with information and ideas regarding coaching practice. Again these will hopefully stimulate thinking and opportunity for each of us to review our coaching delivery.

With these subjects in mind, please feel free to submit any articles and comments you feel may assist you in the pursuit of best practice.

In the meantime let us all take an opportunity, as always, to pause and reflect on our preparation for paddling, directing all of our efforts to making ourselves safe.

Know your limitations and work within them.

Enjoy this edition of Code.

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Coach Updates 2013

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South East – Wey Kayak Club, Guildford 10th March 2013

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East Midlands – Lincoln Canoe Club, Brayford Pool, Lincoln 28th April 2013

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South West – Wiltshire 25th May 2013

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West Midlands – Wychavon, Worcestershire 15th September 2013

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East Midlands – Boat House, Barrow Upon Soar, Leicestershire 29th September 2013

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Developing performance

part 8 - developing performance by Ed Christian
Continuing our look at coaching practice for Level 1 and 2 Coaches

In the previous section we looked at the coaching process in some detail in terms of teaching and learning. This section is an extension of the last and deals with specific areas of the process which we need to understand to maximise our coaching

8.1 Demonstrations

The proverb "A picture paints a thousand words" has never been more appropriate than in sports coaching. Research suggests that:

- 83% of learning occurs through showing
- 11% of learning occurs through hearing
- 6% of learning occurs through other senses

This shows just how powerful and effective demonstrations are. We have

already looked at demonstrations as a form of communication and how useful they are at getting information across to our learners but we really need to understand why.

Since birth we have learnt to do things by imitation our childhood and even adult life is characterised by watching others reproducing their actions. The beauty of demonstrations is they are effective at every stage of motor learning; for novices they give a general model of movement and for experts they highlight specific points in a technique or skill. Demonstrations give information to learners that cannot be conveyed verbally, they allow us to perceive information on the timing and flow of a movement. This picture is encoded by the brain and turned into a physical representation of what we have seen.

To maximise the effectiveness of demonstrations there are several key points to remember.

Position

Make sure all the participants can see the demonstration and any feature of equipment or environment that it relates to. You may need to repeat the demo at different angles or on different sides for the learner to get the best image of the movement.

Silence

When taking in visual information your students will be fully occupied with processing it. Talking over the top of your movement will only distract them. Allow a decent length pause after the demonstration before you talk through it. This allows time for the movements to register in the observers mind.

Accuracy

It is essential that your demonstration is accurate. Any inaccuracy in your performance will be reflected in your students. We have already looked at how difficult it is to unlearn bad habits. You may wish to highlight a particular point of the demonstration, do this at

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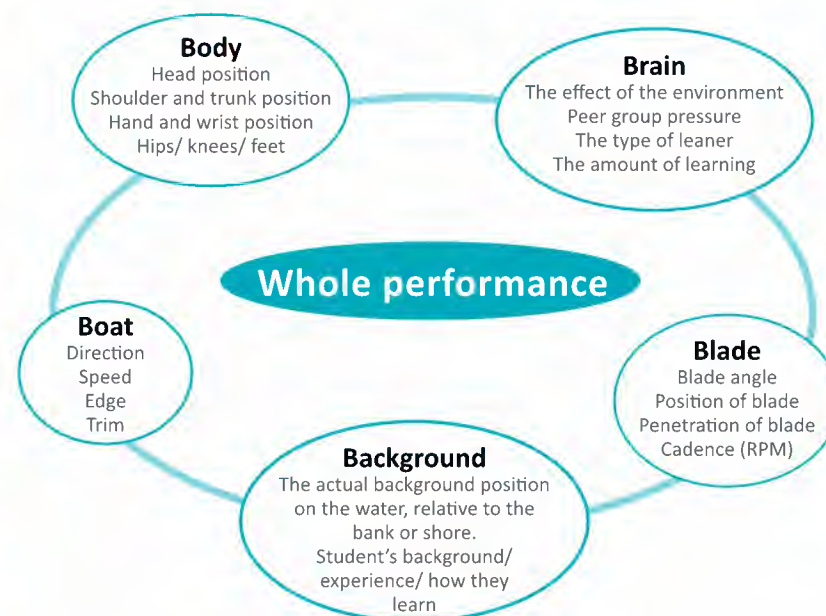


the start so they know what to look for prior to the movement. For example you might say "I want you to watch the position of my top hand through the turn".

Timing

Make sure you tell your learners when the demonstration has started and when it is finishing.

In addition to these you may wish to use other students to give demonstrations. This can be good as removes the element of learners feeling intimidated by copying an expert. If another learner gives the demonstration it can seem much more achievable.



8.2 Observation and Analysis

Observation and analysis is the central element of your coaching interventions. All of your corrective and developmental coaching will stem from what you see your learners doing.

When analyzing performance make sure that you take time. Some errors are temporary or can be corrected by the paddler themselves. Try not to intervene until you are sure that an error is consistent. It's always better for a learner to correct themselves as this leads to longer term learning and **coach independence!**

The key to effective observation and analysis is to know what the action should look like when performed correctly but even more importantly to understand the cause of performance errors so they can be corrected. The process could be compared to a doctor diagnosing a patient and prescribing a cure. In this context you are the doctor, your paddler is the patient and your coaching is the cure!

Having a structure for observation helps you focus on specific elements of what you see the following example (*shown above*), devised by Loel Collins, is an excellent example.

This model is an extension of the 3 B's (**Body, boat, blade**) incorporating **brain** and **background** which are less observable but require just as much analysis.

Sometimes performance errors will be immediately obvious and jump out at you others may be more subtle and require you to draw on your experience to detect the cause of the error. The following are some tools which may help your observation skills.

Flags

Flags are physical indicators that pop up as a consequence of an action. They are immediately visible and give you information on whether something is or isn't happening. For example, watch the thumb of the top hand when teaching a 'J' stroke in a canoe. If the thumb points up at the end of the stroke then they are doing a 'goon' stroke. Asking them to turn the thumb down towards the water will change this into a 'J' stroke.

Markers

Markers are also physical indicators and allow for accurate measurement of performance. Putting tape on the hull of the kayak where you want the student to place the paddle at the start of a stroke would be a marker.

Noise

Noise can tell an observer a lot about performance. For example, is the paddle entering the water quietly or making a lot of splash?

Rhythm

Is the paddle stroke rhythmic? Are the bow waves even?

Shape

What shape does the boat or paddle make in the water? What does the shape of the body tell you? Can you see the correct shape of the elbows in the low brace turn?

8.3 Practice

We have already mentioned the importance of practice for committing movements and strokes to long term memory you have probably heard the saying "**practice makes permanent**". This makes practice vitally important in coaching and an element that we need to allocate plenty of time to. Practice can come in many forms. Playing games is a good example of practice; a simple tag game allows



learners to practice turns, edge control, balance, forward paddling etc.

As coaches we can structure practice in different ways, which will have different results. The two main methods are blocked and random practice.

Blocked practice

Blocked practice is where the same stroke or action is performed over and over. For example, high bracing in a swimming pool; if a paddler performed 100 braces in a row this would be blocked practice. This method is really effective for acquiring a skill as it 'grooves' the movement into memory in a short time but we run the risk of learners losing interest. Research shows that while block practice is good for skill acquisition, learning might not last long as it is not particularly secure. Also it lacks a real life context and can be difficult to apply to different environments when it's needed.

Random Practice

This is where more than one task is given to the learner at a time. After the stroke is introduced and practiced a couple of times the coach will set a

context in which to practice it. An example would be teaching a bow cut and a stern pry in a canoe. After the initial teaching a circuit can be devised that makes the paddler use the different turns at different points, you might throw in some bracing or other skills as well. Although skills generally take longer to acquire than in blocked practice, random practice has been shown to provide longer term learning and retention. This is possibly because we have to work harder to remember thus we create a stronger movement pattern. It's also more engaging and is more 'real life'.

Blocked and random practice are two ways of structuring practice sessions. Play with each and see what works for you. The following are some other factors to consider when structuring practice.

Practice where you paddle

There is no substitute for practicing in the environment in which you paddle. A surf kayaker might learn to roll in a pool but unless she can roll in the surf the skill is of little use.

Practice on both sides

Canoeing is a bilateral sport. We need to be able to perform all our strokes on either side of the canoe or kayak this makes it important to practice on both sides of the body. Students will invariably practice strokes on their stronger side which will lead to that side

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Try and promote an ethos of practicing weaknesses rather than strengths. This leads to enhanced learning and a greater skill set.

becoming dominant. Try to avoid this and encourage an ethos of training weaknesses rather than strengths. Practicing on the weaker side will not only even the skill balance but has also been shown to improve the stronger side as well.

Stress proofing

It's all very well practicing skills in a controlled environment and in our own time but unfortunately this is not where we are likely to really need them. We are most likely to need skills like rolling or bracing when we are under pressure i.e. being capsized! To simulate this kind of pressure try playing a fun game at the end of a session. Shout the names of the skills you have taught in that session out loud, the group has to perform the stroke immediately or they get splashed. Start slow then speed up, if part of the movement is wrong they also get a splash. Try and make it as fast and furious as you can to get them to practice the strokes under pressure.

Mental practice (Imagery)

Paddlesport is a mixture of Technical, Tactical, Psychological and Physiological elements (TTPP). The psychological element often involves feelings of anxiety and arousal. Imagery is a tool that we can use to get the mind into a position for the body to perform. It involves mentally rehearsing a performance and can be done on the bank or in a car park etc. Imagery involves imagining what a successful performance of a task will feel like. Some people like to hold the paddle and physically go through the motions; others prefer to build a picture in their

Sessional staff required

Islington boat club is recruiting sessional staff for the new season.

Applicants must have at least 2 of the following:

- Clean Minibus driving licence,
 - Level 2 Kayak coach (or above),
 - RYA Powerboat Instructor,
 - RYA Sailing instructor
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For more information, please visit www.islingtonboatclub.com.

Please submit a CV to: leocollier@islingtonboatclub.com or post to: Islington boat club, 16-34 Graham Street, London, N1 8JX.

We look forward to hearing from you.

Applied activity

Look at the 5 coaching scenarios below. Try and match each scenario to a practice type. You may find that a particular type of practice might suit more than one scenario. In your opinion which practice type is most applicable to the scenario? The first one has been done for you. You may want to talk this through with a partner or trainer. It is important to be able to justify your answer so think about why you would match the scenario with the practice type.

Scenario	Type of practice
1 You are coaching year 7 school children on a one off taster session. You want them to be able to turn the boat using a sweep stroke.	
2 You are running 6 session block of work for aspiring three star paddlers. The theme of your session is 'Turns on the move'	Stress proofing
3 You are working with an individual who has a strong bow rudder but only ever performs it on the left side.	Imagery (Mental rehearsal)
4 You are teaching a student to roll. Every time they capsize they become so disorientated that the attempt fails.	Random practice
	Blocked practice
5 One of your students seems to be able to brace well in the pool with you positioned in the water. On open water they nearly always fail.	Bilateral transfer (Practice on both sides)



VARIETY is the key word in practice. Try using as many variations as you possible can to really ingrain learning.



Forward, backward, eyes closed, talking, singing, standing up, different boats, different places, with a single/double bladed paddle, with edge, with no edge, trim forward, trim backward, on the bank, etc.

minds. It is especially useful for teaching skills like rolling which is a complex movement and can be very intimidating for some learners. The best way to learn to use imagery is just to give it a go and explore what works for you.

Variety

'Variety is the spice of life' it is also the spice of practice and is the main contributor to a flexible and adaptable performance. Generally speaking the harder it is to learn something the more secure the learning is. That's why we

should teach (and learn) in as many contexts as possible. When structuring practice let your imagination go wild! Get students to practice forward, backward, blindfolded, in silence, while singing, while saying the alphabet backward, in different boats, with hands not paddles, with no edge, with lots of edge, leaning forward leaning backward etc.

If you can do a hanging draw paddling backwards, while blindfolded and singing the alphabet then you have truly learnt it!

The importance of practice as part of the coaching process cannot be over emphasised. As a level 2 coach you will not only need to allocate extensive periods of time for practice but also structure it according to the required outcome. The great thing about structuring practice is that there is no right or wrong, you are restricted only by your imagination.



Performance profiling

A Level 5 training project by Steve Graham

I now use Performance profiling extensively with my long term students and all courses subsequently. One of the surprising developments was how effective an exercise it is, even when meeting paddlers for a one or two day personal skills clinic. I have now developed a shorter version that I have used on Sea Kayak Symposiums

Have you ever been faced with the scenario of an individual or a group that you are about to coach, and you ask those immortal words, "what would you like to work on today?" Responses can be varied from the:

- "Don't know... what do you think?" to the
- "I would like to be a better paddler." to the
- "I'd like to work towards my 5 star."

Then begins the minefield of trying to interpret your performers "Wants" from their "Needs." If you are lucky or exceptionally talented as a coach you might get there straight away; but for us lesser mortals, I would like to improve our chances, of not only pitching our

sessions at the right level, within the right environment, but getting an increased buy in from the performer.

This is where performance profiling has its potency. I would argue that with a bit more creativity and time spent on the process of completing a performance profile the likelihood of getting the balance between Needs and Wants would be greatly enhanced. Much of the writing on performance profiling within the paddlesport coaching literature is often simplified and therefore only a small percentage of the benefits of profiling can be achieved;

"To fill it in (the performance profile) just write the thing you are profiling on the outside of the section and shade in how many levels you think represent your current ability."

Level 2 Certificate in Coaching Paddlesport: Candidate support Pack 2008

Performance profiling straddles all strands of paddlesport coaching, from the seasoned elite racing coach to the newly qualified level 2 coach running their first sessions, because if the level 2 coach is going to "...plan, deliver, review a series of 6 progressive sessions safely and effectively." They will need to know where the performer is at and at what level of attainment they are striving for. Equally, within the Long Term Paddler Development model, Dr Istvan Balyi states that, "Adopting a long term, staged and individual approach to the all round development of canoeists will ensure that they excel throughout their life as aspiring performers and or/as confident, competent recreational paddlers."

As coaches, as paddlers and within our world of work and home life the benefits of performance profiling can give us our aims, goals and motivation to succeed.



Through the Long Term Paddler Development Pathway we as coaches are aiming to promote and achieve,

- Increasing enjoyment levels from the sport
- More paddlers realising their dream
- More paddlers retained in the sport
- More outstanding performance i.e., first descents, open crossings, etc
- Generally a higher standard of performance

(LTPD 2005)

With the key focus on the Recreational Pathway for paddlers to identify their needs and goals, develop an awareness of what motivates an individual to participate in paddlesports and a needs analysis of where they are now, and where would they like to take their paddling, a more accurate performance profile would support development. It goes further than that, the traditional model of the coach organising all the training sessions, venues and equipment used, may at times limit progression and development, with the paddler perceiving that their needs are not being accommodated and therefore become de-motivated and performance levels drop or an involvement in the coaching process curtailed, if not paddling altogether.

So what is performance profiling? At its simplest, a paddler will list all the important attributes for their success. This could be a wide focus, such as wanting to achieve the 5 star award or a very narrow focus, improving forward paddling. The paddler will need to think about all the various components of the paddling performance wanting to be developed. It is here, that using the model of Physical, Psychological, Tactical, Technical elements can be deployed, in an attempt to get the paddler to understand the wider demands on achieving the set goal. The paddler then needs to rate their own performance out of 10 for each of the attributes and then

importantly set a target/importance score out of 10. This, should then provide a clear indication of the athletes perceived strengths and weaknesses and what they value as being important to succeed in the task/goal. Later in the article I will develop this model to gain maximum effectiveness from the intervention.

As coaches it is important we understand the importance of performance profiling if we are to utilise the technique. Research conducted by Butler&Hardy (1992), concluded that if an athlete has a very passive role in the design and implementation of a training intervention, this may lead to problems of “adherence and effectiveness.” They argue that the use of a performance profile (Butler 1989), can overcome this.

Performance profiling was developed from Personal Construct Theory (Kelly 1955), who advocate that people view situations and make decisions about events “through their own eyes” These, they then internalise which then give them their perceived identity or ability. The performance profile provides a visual representation of where the paddler perceives themselves in relation to set goals. This can lead to problems where the paddler and coach perceive their ability differently. However, through negotiation a greater understanding can be reached.

Butler and Hardy (1992), proposed that by using a performance profile this would, “help athletes become more involved in the evaluation of their performance capabilities, help them identify their perceived strengths and weaknesses and facilitate greater engagement and adherence to future training.”

This was further highlighted by 56 British and Exercise Sciences accredited Sports Psychologists, who believe that profiling to be useful for.

- Helping to provide a basis for goal setting
- Identifying athletes strengths and weaknesses
- Raising an athlete’s self awareness
- Facilitating discussion
- Helping Athletes focus on what is important

(Western,N;Greenless,ITheIweii,R)

So, as paddlesports coaches how can we get maximum value from this technique. Firstly, to gain maximum benefit, there is a time implication. Once paddlers have become accustomed to the technique, this reduces, but of all the paddlers and coaches I have trailed this with, the value of quality time to analyse individual perceptions has been welcomed. The model I would advocate has only been used with recreational sea kayakers, however I am confident it could be applied to all disciplines of paddlesport.

Setting the scene

Butler&Hardy (1992), state that, whilst introducing the performance profile it is vital to raise the athletes awareness of what constituents elite performance, and where they sit personally in relation to these qualities. This should create a greater awareness of the skills and techniques required and provide a useful basis for goal setting. Paddlesport coaches working within the recreational domain can still use this structure of introduction. The use of video footage of good paddlers, paddling similar rivers, sea states to the goals of the recreational paddler, the use of photographs of paddlers in environments that the paddlers wish to enter, modeling the skills required to achieve a 3 star. It is then vitally important that the paddlers use their OWN words to internalise the qualities required to reach that standard of performance, this promotes ownership and understanding.

Many paddlers when introduced to profiling, tend to concentrate on the

technical aspects of performance, strokes used, types of rescues etc. To help broaden the qualities required for the desired level of performance use the Tactical/Technical/Physiological/ Psychological components of paddling performance model (Fig 1).

As the facilitator ask the questions of the paddler:

- “What tactics were required of that paddler to make that breakout, in the video you just watched?”
- “What stroke combinations did they use?”
- “How much strength to flexibility was required to complete that roll?”
- “What would your head be telling you in that environment?”

It is important that the paddler gets a complete picture of the skills and techniques required to achieve their stated goal. The other benefit of taking your time with this process, is that it starts to build a real picture of the paddlers understanding. Equally, as the coach it is worth noting how the paddlers start to perceive this information and how they preferred to receive the stimulus. Was it in a Visual way (video, pictures), Audio (talked through scenarios, wanted to listen to the coach, asked lots of questions), or Kinaesthetically (watch as they perform techniques with their hands and bodies)? These are vital clues that can enhance our coaching delivery, modifying our coaching style to the needs of the performers.

Completing the profile:

The paddler then charts their chosen attributes to achieve their set goal. Paddlers would ideally conclude with 10-20 of their most important attributes for success. For more elite paddlers this would need to be very specific; breaking down the very technical elements of fin placements, in relation to type of waves being surfed in competition for example. For the beginner surfer it might be an awareness and an opportunity to try a range of surf craft.

The paddler then needs to rate themselves out of 10 for their current ability within each attribute and then set a realistic, ideal target out of 10 for each attribute, to achieve within a set period.

The paddler then subtracts the current rating from the realistic target. In theory the higher the score the greater the

Attributes	1	2	3	4	5	6	7	8	9	10	Difference
Technical											Target minus current rating
Target											
Tactical											
Psychological											
Be accurate with the use of GPS in open crossings											4
Improve my catch phase when forward paddling											5
Gain confidence in my roll in rougher conditions											3
Develop my paddling fitness											2

Fig.2 Performance profile (part of) of paddler aiming for 5 star award sea

paddler perceives they need to work on that attribute to achieve success.

With the example above, of a paddler aiming to achieve her five star award in sea, as a coach I have very definite aims and goals to work with. It is important that the paddler has a real notion of what the target looks like. An example for the rolling, was the ability to roll in tide races, surf and open water. The paddler had identified pictures during the performance profile exercise of those conditions in which she aimed to roll in successfully.

Discussion with the coach

It is of vital importance that the performance profile is then discussed with the coach in detail. It is important to remember, that the profile is only an indication of the paddlers own perceptions of their ability. These perceptions could be very accurate or skewed towards more or less ability. It is then the ability of the coach to negotiate or illustrate perceived differences in performance. The discussion also allows the coach to understand what components are involved in achieving the realistic target. In the example above, the paddler had a really strong roll on sheltered water and whenever had rolled in rougher water had always come back up. However, “I’m just not confident I could do it every time,” came out in the discussion. Structurally the technical aspects of the roll were in place, this was about psychology. The coaching interventions were predominantly along developing positive psychology, as opposed to reconstructing the roll.

It is within this discussion that the

paddler may revisit the profile and alter scoring or wording further. The coach and paddler can then start to devise a programme to achieve the stated goals.

In presenting profiling in this format, as the coach it was noted that the paddlers had real ownership of the learning process. The paddlers would often bring their profiles to sessions and request that they work on “this element of the profile today.” I also found that by engaging with each other’s perceptions of abilities, I was able to challenge some assumptions about the paddler’s performance.

Sports Coach UK has presented a paper titled Identifying Excellent Coaching Practice Along the Sporting Pathway (2012), within this document they note that coaches might be working in different contexts or with different participants (children 5-11, youth 12-18, adult participation, talent development and high performance). The conclusions drawn were that throughout the contexts some key elements were always present. Some key elements from Youth and Adult participation were:

- Guided by a clear big picture
- Develops positive coach – athlete relationship where athletes have input and ownership
- Involves planning for sessions
- Meets athletes needs
- Emphasising development and progression of high quality skills

Through using performance profiling in a more structured, creative way I have found that these key components of “Excellent Coaching” become enveloped within my own coaching practice.

News round-up

TRAINING OPPORTUNITIES FOR SLALOM COACHES

Some training opportunities are available throughout 2013 for coaches involved in or interested in coaching slalom. Some dates are still being scheduled.

The BCU Discipline Specific Module (Slalom) – Part 1 course is designed for those new to slalom coaching. In this one day module you will learn the basics of teaching slalom to paddlers starting out on a slalom pathway. This module is ideal for coaches from other disciplines who wish to start coaching slalom.

The BCU Discipline Specific Module (Slalom) – Part 2 is designed to equip the slalom coach with all the technical knowledge they need to take paddlers from the development level right through to Premier Division athletes. The 2 days comprise a combination of tutor input and practical coaching practice. The core

of the course will be the content of the forthcoming slalom technical manual, shortly to be published by GB Canoeing and the BCU Home Nations. Candidates for this course must have a BCU UKCC Level 1 or 2 qualification and basic knowledge of slalom gained from competing or from the BCU Discipline Specific Module (Slalom) – Part 1. Accreditation of Prior Learning (APL) may be considered.

DATES

- **Slalom Discipline Support Module Part 1 – 5 April (Aberfeldy)**
- **Slalom Discipline Support Module Part 2 – 3-4 April or 22-23 August (both at Grandtully)**

Visit www.canoescotland.org to book.

Canoe Wales 2013 Training and Support Dates

23 -24 Feb	4* Assessor Training	South Wales
16 -17 March	UKCC L3 Discipline Specific Training	Plas Menai, North Wales
19 - 21 March	UKCC L3 Core	Plas Menai, North Wales
22 - 24 March	CTM and OFP	Plas Menai, North Wales
13 - 14 April	Safety & Rescue support/moderation event	Venue TBC
20 April	Coach Update	North Wales
27 April	UKCC L1 Moderation event	CIWW, South Wales
28 April	UKCC L2 Moderation event	CIWW, South Wales
11 - 12 May	WWSR Provider Training	CIWW, South Wales
18 May	UKCC L1 Moderation event	Plas Menai, North Wales
19 May	UKCC L2 Moderation event	Plas Menai, North Wales
24 - 26 Sept	UKCC L3 Core	CIWW, South Wales
27 - 29 Sept	CTM and OFPP	CIWW, South Wales
19 - 20 October	4* Assessor Training	North Wales
9 -10 Nov	UKCC L3 Discipline Specific	CIWW, South Wales



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RCO Strathclyde East	Willie Mcleod	07866 557490	rco.strathclydeeast@canoescotland.org
RCO Lothians	Ian Stewart	07963 750557	rco.lothians@canoescotland.org
RCO Borders	Sam Ritchie	07724 609483	rco.borders@canoescotland.org
RCO Military	Scott Simon	07533 497013	rco.military@canoescotland.org
RCO Tayside	Richie Neill	07747 108902	rco.tayside@canoescotland.org
RCO vacancies in Highlands & Islands, Strathclyde West. See www.canoescotland.org for further info.			

SCA Coaching Matters Series

Coaching Matters is a series of workshops at venues across Scotland, delivered in partnership by some of the leading paddling coaches from sportscotland National Outdoor Training Centre, Glenmore Lodge with SCA volunteer Regional Coaching Officers providing local facilitation and input. This new style of event replaces the previous regional coach update events and will offer a wide range of practical workshops suitable for all coaches. The general idea of the day is to work it in three parts as follows:

- Part 1** - The BCU Coaching Pathway, classroom based. Or if attended Coaching Matters in 2012: Observation of performance, class/practical
- Part 2** - Foundation Safety and Rescue principles. A chance to update rescue skills looking at the similarities of rescue across a range of craft. (wet & dry options)
- Part 3** - Evaluation of performance. Discipline specific coaching and technical update where attendees choose which craft they want to work in.

DATES AND VENUES 2013

- **27 April** – Castle Semple (Lochwinnoch)
 - **28 April** – Lowport (Linlithgow)
 - **27 July** – Glenmore Lodge
 - **24 August** – Dundee (TBC)
 - **2 November** – Lochore Meadows, Fife
 - **3 November** – Firthush, Loch Tay
- The events are subsidised by sportscotland, Glenmore Lodge and the SCA and cost £30 per candidate. Find out more and book online at www.canoescotland.org

Canoe England RCO & LCO Elections & Vacancies

RCO Elections & Vacancies

The following RCO positions are up for re-election and we invite alternative nominations, these are as follows:
Channel Islands; Cumbria; London
South West (Wessex) – up for re-election March 2013.
Current LCO Simon Westerman.

LCO Elections & Vacancies

The following LCO positions are currently up for election and we invite nominations, these are as follows:

- Team North:** Humberside; Teeside; Durham
Cumbria (North) – current LCO John Crosbie.
Cumbria (East) – up for re-election March 2013.
Current LCO Mike Sunderland.
- Team Central:** Shropshire; Rutland; Nottinghamshire
Herefordshire – current LCO Dave McEneaney.
- Team South:** Berkshire; Hampshire; Central London;
South London; Guernsey
Bristol (Avon) – current LCO Mark-Jan Dielemans.
East Cornwall – up for re-election April 2013.
Current LCO Steven Hopkin.

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 applicants must also be proposed by two current RCOs/ LCOs, 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 **1st March 2013** – 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.

Wanted – Volunteer members for BCU Learning and Development Group (LDG) Recruitment

PURPOSE

The LDG will be an experienced group reviewing research and recommending changes to Coaching awards and Coach Educator criteria and training programmes to ensure that the most up to date knowledge on how people learn and develop as paddlers and coaches is available to the BCU and can be cascaded through the system. The purpose of the LDG is to advise CSG on current pedagogical and andragogical best practice and the impact on BCU Coach educator programmes and applied coaching practice if adopted.

POSITIONS AVAILABLE

- 1 x appointed academic representative from within Paddlesport
- 1 x appointed representative external to Paddlesport
- 1 x Industry and freelance representative.

These positions are voluntary positions and the group shall meet on an as and when required basis, which initially is anticipated to be twice a year. All travel and reasonable out of pocket expenses will be covered.

The members of the LDG above must be representative of the communities as stated above and able to show high personal levels of skills, knowledge, competency and expertise, which can be demonstrated by the following;

- Academic qualifications e.g. a Degree or Masters Degree in a related subject
- Professional qualification e.g. a Teaching and or Assessor qualification
- Vocational qualifications e.g. BCU coaching or other relevant sports
- Knowledge of Awarding Bodies EV and Deliver Centres IV procedures
- Ability to write educational modules and units
- Knowledge of Curriculum design, planning and assessment
- Knowledge of the appropriate Coach and Paddler pathways (foundation to elite)
- Knowledge of the BCU coaching support/development infrastructure
- Knowledge of the BCU Coaching Governance procedures
- Knowledge of the current organisational workforce involved in BCU coaching
- Ability to commit to short-term agreed proposals
- Involvement in, and knowledge of, workforce planning and development at all levels of coaching

Application in writing by 31st February 2013.

Interview March 2013.

Send your application to:
The Chair of BCU Coaching Operations Group
C/o Maria Winfield
BCU, 18 Market Place, Bingham, Nottingham, NG13 8AP

Call for BCU Foundation Strength and Conditioning Module Tutors

Canoe England is currently seeking to appoint tutors to deliver new BCU Foundation Strength and Conditioning Module, due for launch later this year.

About the Module

This module is designed to provide an introduction to the basic movements of Strength and Conditioning and to support coaching of all paddlesport disciplines. On completion of this 6 hour workshop participants should be able to do the following:

- Understand what is meant by the term 'strength and conditioning' and be able to respond to concerns regarding the safety of this activity for young athletes.
- Understand how a full body approach to strength and conditioning is likely to be of greatest benefit to paddlers.

- Understand the potential benefits of resistance training for paddlers.
- Understand and be able to coach good form in a range of fundamental strength and conditioning movements.
- Be able to organize these exercises into an effective session.
- Be able to promote an effective and safe coaching environment.
- Understand where the information contained in this workshop fits into the bigger picture of a paddlers overall development.

Person Specification		
Experience and Qualifications	Essential	Desirable
Industry recognised qualification in strength and conditioning at Level 2 or equivalent knowledge of the subject	✓	
Teaching Qualification		✓
Experience coaching progressive sessions to improve paddlesport performance by applying the subject area		✓
Experience tutoring or teaching in a classroom environment	✓	
Experience of delivering or tutoring on BCU UKCC Coach Education courses		✓
Current updated BCU Coach, minimum Level 3 or equivalent		✓
Knowledge and Understanding		
Understanding of the application of the relevant sport science knowledge to paddlesport	✓	
Proficient understanding of coaching pedagogy and best practice	✓	
Knowledge and understanding of the UKCC Coaching qualifications		✓
Understanding of both recreational and competitive canoeing disciplines		✓
Skills and Abilities		
Ability to deliver a minimum of 3 courses per annum	✓	
Excellent administration skills	✓	
Proven ability to adapt delivery to the support individuals		✓

If you meet the above criteria and are interested in becoming a recognised tutor for the above module please request an application form from karen.king@canoe-england.org.uk by **Friday 8th March 2013**



Live the adventure

Tollymore National Outdoor Centre, Bryansford, Newcastle, Co. Down, BT33 0PZ
Tel: 028 4372 2158 www.tollymore.com

Tollymore National Outdoor Centre, situated on the edge of the Mourne, is Northern Ireland's National Centre for Mountaineering and Canoeing Activities and is funded and managed by Sport Northern Ireland



Based in Cheshire, Outdoor Approach First Aid offers a range of courses that include the Rescue Emergency Care (REC) Emergency First Aid course; which has been recognised for decades as the 'course of choice' and subsequently accepted by many UK National Governing Bodies such as the Mountain Leader Training (ML, SPA, MIA, MIC, IML and BMG) British Canoe Union (BCU) BASI and the RYA.

Now offering a 12½ % discount for all BCU members when quoting your BCU membership number.

For more information and how to book go to www.outdoorapproach.co.uk or call on 07889 399 747



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FSRT and WW Safety and Rescue Courses

Cardiff International White Water, Watkiss Way, Cardiff, CF11 0SY
Tel: 02920 829970, Fax: 02920 877014
Email: info@ciww.com

Free Qualification Courses^{*}

Offering the full range of BCU coaching, performance, safety & CPD modules

Surf

White water

Sea

Open Boat

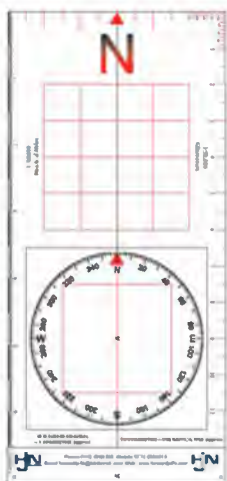


*If funding is a genuine barrier to gaining a qualification we offer a range of potential sources of financial support that could in some cases mean you receive your training free. Majority of funding only available to volunteer coaches or leaders living in Scotland.

www.glenmorelodge.org.uk/sources-funding.asp



Sea Kayak Navigation Aid



The Sea Kayak Navigation Aid (pronounced “SKANA”) has been designed to bridge the gap between professional “Chart Table” navigational instruments such as the Bretton Plotter and Dividers and/or the SILVA (Type 4) Mountaineering style compass used commonly by outdoor enthusiasts.

The Sea Kayaker frequently travels along the coast, requiring not only detailed land information that is usually found on Ordnance Survey maps, but also specific nautical information such as tidal streams, drying areas etc which will be found on marine charts.

The Sea Paddlers chart table is their spraydeck and foredeck, the rigidity of the Breton Plotter and the sharp points of the dividers are not practical here. However the base plate of many mountaineering compasses is frequently too short to draw out an extended course or measure distance quickly and easily. The ability to transfer from one scale (Kilometres) to another (Nautical Miles) is essential!



The SKANA addresses all these points in a simple, effective and robust manner. The base is made of a flexible clear plastic which copes with the undulations and flexibility of the cockpit area. The range of scales and specific dimensions of the instrument allow measurement of distance quickly and accurately. The Compass Rose and Bearing Cord allow angles and/or indented coastline to be measured with ease.

The clear plastic plate is made of UV stable material. The scales and markings etched into the plastic are scratch resistant and also made of UV resilient ink. Its flat profile allows storage under deck elastics and the additional lanyard reduces the possibility of loss. It also makes an excellent kayak repair patch if you are really pushed!



For more information visit:

<http://www.howardjeffs.org/design-manufacture/the-sea-kayak-navigation-aid/>