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for Coaches **Code**

The BCU's magazine for coaches

this issue

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- STAR AWARDS 06
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Coaching Women A distinct skill or just good practice?

Are women different to coach in the
White Water environment?



Welcome

Welcome to the October edition of Code.

As our 'endless summer' seemingly comes to an end we are sure you will be reflecting on those great times out on the water while also looking forward to autumn club events, races, tours and white water trips as well as those all important club and paddler coaching sessions. As we do, however, let's all remember to take a pause and make sure we're prepared. In Paddlesport we work and play in an inherently dangerous environment. We go there for adventure and it's not always possible or desirable to take away all of the dangers from the environment. The alternative is to direct all of our efforts into 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.

Close on the heels of this edition will be the release of the updates to the BCU Star Awards as signposted in our April edition. These routine updates follow an evaluation of the awards following their launch in October 2007 with a view to keep the awards current and now as promised these will be posted to your Home Nation website from the 31st October so be sure to check them out and see how they shape up with the amendments highlighted. In the meantime, however, we have an introduction for you here in Code so check that out too.

Take care and great coaching - see you next time !

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Upon Soar, Leicestershire
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To make gaining awards easier, we've introduced multiple choice.

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Coaching Women

A distinct skill or just good practice?



Are women different to coach in the White Water environment?

As coaches we coach the individual or group we work with, avoiding stereotypical conclusions. There is however evidence to suggest that some of the generalisations we draw upon that could assist us all in getting more positive outcomes for the female paddlers we coach.

At the time of writing we have 3421 members of the SCA, of which 926 are women. This represents 27% of the membership. When we look at coaches

the total is 1380 of which 396 are women. This filter lowers the percentage to 22%

When looking at the performance and leadership awards, 4* and 5*, a gatekeeper of higher grade coaching, then the percentages of women to men drops even lower to 14%.

The statistics show that the ratio women to men is low overall for paddlers, however as we progress through coaching and leadership awards far fewer women are successful.

From observation I see many women who are technically very good paddlers, but what hinders performance in leadership and in coaching.

The question that puzzles me is why?

This paper aims to explore the barriers to skill development women face in a White Water environment and what we as coaches can change to increase performance and leadership.

The contextual environment is specifically moderate and advanced water coaching, where there is the added aspect of real and perceived risk however the learning from the White Water environment are as equally applicable in other moderate and advance water environments.

Firstly let's take a little time to explore the neuroscience.

The corpus callosum is a large banana shaped rope of densely packed neurons which connect the right and left hemispheres of the brain. This route allows communication between both hemispheres. (Koib and Wishow 1996)



The corpus callosum is the main connection that links the two hemispheres of the brain, running from the front to the back of the head. 200 million fibres allow for rapid exchange of information between the left and right sides of the brain.

The female corpus callosum has up to four times as many connections, scientists suggest that in parts it is larger as well.

Researchers believe that this combination of size and connectivity makes women more perceptive, articulate, and verbally fluent. (N Cowie, Chaos Game, 2007)

According to the theory of left and right brain dominance each side of the brain controls different types of thinking, someone left brained is often said to be logical, analytical and objective whereas right brained thinkers more intuitive, subjective and artistic.

Modern thinking on right and left brain has evolved from medical research by American neurobiologist R.W Sperry. His work established that severing the corpus callosum in patients with epilepsy could treat the effects of seizures.

However patients also experienced other symptoms. Patients found great

difficulty matching names to objects which were processed by the right side of the brain but could name those processed on the left. This suggested that language is a left brain process.

Some researchers say we have a natural tendency towards one dominance but recognise that the two sides of our brain work together.

The right brain of the brain focuses on the visual, and processes information in an intuitive and simultaneous way, looking first at the whole picture then the details. The focus of the left brain is verbal, processing information in an analytical and sequential way, looking

first at the pieces then putting them together to get the whole.

Hopefully you will start to understand the reasons that the corpus callosum is so important. This increased capacity of this high speed data exchange means that the two hemispheres of the brain can communicate with each other more effectively. If there is a difference in women then what difference is there to us as coaches?

Women quickly move data from one side of the brain to the other by the increased capacity of the corpus callosum, cross referencing the big picture and talking about it

“By improving the coaching we deliver and improving the skills and confidence of our women paddlers”

This is because speech production and language processing occurs mostly in the left brain, and our emotions are mostly processed in the right brain. Women talk about their emotions and thoughts with detail and refer back in to long term memory to link experience, adding further detail and words.

This is demonstrated often at the first look at a significant rapid, the big picture view may quickly be articulated verbally by women in the group whilst male members focus internally working out the logical steps.

Women also attune themselves to non verbal and paraverbal communication by responding to nuances in body language, tone of voice, volume, posture and facial expression.

This allows women to read and interpret a coach, perhaps more accurately than the less able coach may wish them to.

Research across 26 countries identifies that women rate themselves as more verbally expressive of emotion than men. (Pembroke, Rime and Blankenship 1996). Women also use words to express a wider range of emotions than do men in USA and Europe. (Copeland, Hwang and Brody 1996)

This verbal expression of emotion or need to discuss what they see is a key issue in coaching, understanding the need for the expression is one method of building relationship and trust in a coaching environment. Linked to this is the understanding from coaches that emotion is not a sign of poor or limited performance and that display of emotion is not an uncommon event and one managed well will increase understanding of learning zones and tolerance to risk.

Research indicates that men avoid displays of their emotions to reduce the perception of being vulnerable. Boys, as children play in large groups with a focus on competition. Girls play in small intimate groups maximizing co-operation.

Men and boys take pride in being tough and independent whereas girls and women reflect themselves as supportive of their peers and connected within their community.

All features of the ‘old brain’ and gender roles required in hunter gatherer communities to ensure survival.

Women are far more concerned about maintaining relationships and supporting each other to succeed. As football coaches say ‘There is no I in team’. As team players women are highly skilled however White Water is an individual challenge. So how can we create the environment for a team approach on the river, is it possible?

Working in co-operation and support is a second key issue in coaching women. Developing a learning environment which reduces competition and improves co-operation is a fundamental shift in the WW environment and one that takes skilful management of motivation and experiences towards the groups common goals.

What is true is that holistic thinking is important for leadership. Creating an environment where our teams can flourish and motivating and inspiring them is a fundamental of the coach and leader. Relationship built on a solid foundation of trust is a good starting point.

How else do we create this trusting environment which is so important for learning? What are the important traits of a positive environment for adult learning especially in the perceived high risk environment of White Water.

Let’s go back to the basic needs identified by Maslow in his Hierarchy

The principle is that we need to feel safe with our basic needs met before we can think at any higher levels. This is especially true in any environment where there is perceived risk.

If we consider news reports of a warzone, soldiers report that team work, trust and shared responsibilities are a recipe for a working unit.



Let's take a moment to think if our coaching sessions pay enough regard to the following principles for our developing learners?

Safe - do they feel safe and protected by the learning environment, both emotional and physical? Are they hungry or thirsty, warm or cold? Do we as coaches know if they feel scared or really comfortable? What are the signals that tell us?

Achieving - have we set appropriate practice environments and tasks for their skill or risk tolerance?

Active - Are they actively involved or sitting in the eddy. If so why are they not participating and could we reframe challenges, step them up more slowly or look at other options?

Respected - do we respect the right to say no, do we practice participation by choice and support a decision to portage as a positive one? Do we see portage as a failure and a hindrance? Does our body language communicate more than we intend?

Included - do all our clients feel included as part of the team with the skills they bring valued and shared? Do we include those not on the water in safety and rescue? Put those portaging at the bottom to pick up? Do we value emotion and use peer support as a valuable tool of interpersonal and integration.

Developing - do we set tasks for the group to develop their skill as a leader and problem solving ability? Can we let go of control to allow mistakes to happen where they are safe but manage a positive reflective de-brief to support learning outcomes?

Research has also consistently shown that the male brain has advantages in spatial awareness, like maths and map reading. Media usually reports this as the reason women are poor at parallel parking however being aware of your position in white water in relation to features is a key skill, as is the ability to read a rapid in the same way as a map

Women also have wider peripheral vision and see better in the dark. Men however have more focused vision with better sight in bright light. In terms of vision, women very often are looking at the whole rapid rather than the narrow focus of the crux move.

Awareness of these differences may give you as a coach and understanding that some women may require greater coaching focus to ensure clarity and understanding for long term learning.

The neuroscience isn't the only physical difference between men and women.

General physiology in sports science tells us that women have only 2/3 of the overall strength and power of men. This further breaks down to women having 60% of the upper body strength of a man and 75% in lower body strength.

This is a fundamental difference when coaching women, if strength can not mask bad technique there is only one way forward! Using the water and developing good technique. This is often masked by the comparison of fit women paddlers and not so fit male paddlers but the strength difference must be allowed for in design of coaching sessions and the content of these sessions.

The difference in strength and muscle bulk is guided by testosterone levels. Women have only around 10% of the hormone which men produce. The level in women varies and it is recognised in sports science that women with higher levels have a greater potential for strength and power development and these same women are recognised as greater risk takers by research in business world.

Women are also noticeably smaller in height and weight with wider hips and narrow shoulders. Taking consideration of the physical size and strength of learners is useful for coaches considering appropriate size of boats, length of paddles and size. Looking first at paddles. If women have 60% of the upper body strength of a man then should the paddle be 40% smaller in length and blade area to allow the learner to maintain cadence?

If women are smaller with wider hips then does the boat design allow their hips to assume a neutral pelvis position and is the cockpit low enough to allow full flexibility and movement for rolling?

As coaches we should recognise the physical difference between men and women and coach to their strengths ensuring equipment fits well and the exercises or drills we set are possible with lower strength.

For a male coach one useful test of any exercises set for your female learners would be to try the exercise paddling only at 1/2 pressure or less. If you can achieve this then it may be achievable for your learners but only if they share your technical ability.

Looking again at body shape and the link to testosterone. Women have less of the hormone testosterone than men. Amounts vary, particularly in women. Not only does testosterone affect strength, ability to build muscle and body type, it has also been linked to sports ability and willingness to take risk.

Some research has been undertaken by using mouth swabs to detect individual's testosterone levels however further medical links have identified that those with higher testosterone levels were exposed to higher levels of the hormone in the womb. The level of exposure in the womb leaves a marker in the length of fingers, predominantly on the right hand. The 2D:4D ratio. This measurement compares the length of the ring finger compared with the index finger. The higher the ratio (longer ring finger) the more willing the individual is to tolerate risk.

The primary research was based around financial market traders and made clear links between those with a high 2D:4D ratio, high risk tolerance and success in the market. Of course a high risk market and noticeably male dominated.

There has been less detailed work undertaken in relation to women and none linked to adventure sport, perhaps a study for the future.

Women are however recognised as having generally low 2D:4D ratios, identifying as you would expect lower levels of risk tolerance.

If women are general more unwilling to tolerate risk then coaches must take steps to minimise the apparent or real risk with students

Try raising the technical input on easier water, ensuring technical competence is accepted by the student and embedded before moving on or raising the difficulty. If this skill level has to be higher to bring the risk tolerance to an acceptable level then you as a coach may have to shift your thinking in what makes a good quality performance and change your coaching benchmarks

But is this specific to women!

After many course working with women and trialling this model with both sexes I would say no. This is just good coaching. Both men and women respond well to a self development coaching environment. There are however key learning from the theory that all coaches could adopt to make their sessions more tailored to the group or individual coaching session and specifically more female friendly.

- ▶ Understand that the connections between left and right brain means that women can and may want to discuss thoughts and feelings of emotional arousal, in particular fear.
- ▶ Recognise levels of risk tolerance.
- ▶ Allow time to discuss these fears and respect that emotional state, take time to work through it reflecting the style the learner use.
- ▶ This may seem like tea and buns at each rapid but will allow the lowering of arousal levels and ensuring a positive environment to support learning.
- ▶ Attend to the fears including rescue options which may seem over stated.
- ▶ Take time to coach route finding and identify key features in rapids.
- ▶ Ensure practice is in a venue that is appropriate to achieve learning outcomes.
- ▶ Support learning by use of literature and video to ensure technical/tactical understanding.
- ▶ Encourage physical strength/conditioning/flexibility through land based training.
- ▶ Ensure the practice sets are achievable by your students.
- ▶ Ensure your non verbal communication supports your verbal communication and is not undermining it.
- ▶ Debrief your group and ensure learning has been identified for each session. Whether planned or unplanned learning. This recap allows the mind to rerun the event and gives a further opportunity to embed the learning in the long term memory store for future use.

What about the women only environment does it really help?

For some women it's very useful and for others it's not as important, what is clear is that good coaching is probably more important alongside a supportive environment.

'the content of the course was more important than the gender of the coach'

'The best thing about the course was the excellent tuition - not sure if this was because they were female or just good instructors.'

'Much more positive than any other paddling sessions I've had'
Scottish Womens Paddle Symposium evaluation responses, 2011

Responses on the learning environment were however consistent. *'Less competitiveness, more relaxed and supportive'*

By improving the coaching we deliver and improving the skills and confidence of our women paddlers, allowing them to develop leadership skills and technical understanding, then we will improve the representation of women as coaches and leaders.

Sports development theory indicates that developing role models is one of the strongest routes to increasing participation in under represented groups.

A cycle of development worthy of attention in our sport. *'My coaches were fantastic supportive, inspiring women.'*

'What we need is better education of all coaches to make the coaching environment more nurturing of everyone.'
Mags Duncan,
SWPS evaluation respondent's 2011

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BCU Star Award Review and Updates

As reported in the April Edition of Code the BCU Coaching Operations Group (COG) initiated a review of the BCU Star Awards. This routine review aimed to evaluate the awards following their launch in October 2007.

As we go to press we can report that with work now complete the revised Star Award syllabi are available on Home Nation websites and go live from 1st November 2013.

The review made a number of recommendations to keep the awards current, including that we should:

- ensure the star awards cater for sit-on-top paddlers, stand-up paddle boarders, and paddlers of inflatable craft as these emerging disciplines are showing considerable growth
- continue to gather more evidence regarding the aim/ethos of BCU 2 Star Award, as the review revealed a mixed opinion as to whether it should continue to include canoe and kayak skills, or whether it should be split into two separate awards
- create specific 3, 4 and 5 Star Awards for paddlers of specialist white water canoe (OC1) paddlers. The current awards require these paddlers to follow the white water syllabus, however the provider requirements are inconsistent with the needs of the discipline
- create a specific 3 Star Sea Sit-on-Top award, as it was felt that the requirements to roll were significantly different for each craft
- develop the 4 Star Leader Award so that it is obviously appropriate for leaders who take full responsibility for leading trips, as well as equipping paddlers with the skills to paddle safely with their peers. Along with this comes the need to strengthen the syllabus so leaders could look after less experienced paddlers in easier conditions, and more experienced paddlers out in the top end of the moderate water definition. The review found that the current 4

Star Leader Award was being used in this way and most providers interpreted the Syllabus as above. However, more clarity was required to ensure that it was clearer to candidates, providers, and deployers

- review the process for becoming a provider of the BCU Star Awards, and how existing providers maintain currency

These recommendations were all accepted, and handed back to the technical groups to bring to a conclusion. This work now complete the revised Star Award syllabi are available on Home Nation websites and go live from 1st November 2013

An expanded version of this article is available to download from your Home Nation website, this includes:

- a summary of the updates expected at each level
- information about the impact these updates have on paddlers working towards specific Star Awards
- information about the impact these updates have on providers
- information about the impact these updates have on paddlers with current Star Awards

For a more complete overview of the review visit your Home Nation Website and Search for 'BCU Star Award Review April 2013 Update'

Insight

What are BCU Star Awards?

The Star Awards are a series of personal performance awards best suited to but not exclusive to paddlers aged 16 and over. They provide a series of performance benchmarks to provide paddlers with an indication of their own performance standard.

The 1 star and 2 star awards are generic, encouraging paddlers to experience and benefit from the various disciplines of Paddlesport. The 3 Star awards provide benchmarking or specialisation in particular disciplines. The emphasis of the 1, 2 and 3 star awards is on developing personal skills and gaining independence.

Successful performance at BCU 3 Star level indicates that a candidate can consider themselves an intermediate paddler rather than a beginner. The award is available for white water, touring, canoe, sea and surf.

The 4 Star 'Leader Awards' and 5 Star 'Leader' Awards are leadership awards that enable paddlers to lead groups in appropriate conditions.

What they aren't

A number of misconceptions continue to persist in respect of the Star Awards and it is important that as coaches we recognise that the Star Awards are not simply a series of training syllabi. If treated in this way then student opportunities can be limiting. Our role as coaches should be to provide a range of varied training that provides equally varied experiences across a range of situations and environments in order that participants can benefit from the transferable and variable experiences they provide. This can and possibly should include activity outside of the assessment criteria of a particular Star Award. Star Award syllabi provide us with the 'benchmark' criteria to ensure that when candidates wish to present for an assessment the outcome can be consistent. While a guide to training they are not in themselves a training programme. Additionally Star awards can often be considered as pre-requisites for coaching awards and therefore only relevant to paddlers embarking on a coaching pathway. While true that Star Award standards are used as pre-requisite levels for entry to coaching awards this is not their foremost purpose!

Again as coaches we should encourage the use of the Star Awards, in particular the 1-3 Star Awards, as what they are, benchmarks of paddler performance. They are clearly relevant to all paddlers, not just those looking to embark on coaching awards.

Applications invited for second BCU Level 4 Programme pilot

The BCU are inviting coaches who may be interested in completing the second BCU Level 4 Pilot programme starting in May 2014, to get in touch!

Background information

Over the past three years the BCU have been developing a qualification to follow on from BCU (UKCC) Level 3. A scoping/working group was established to consider the needs of coaches as they develop beyond Level 3, it was agreed that a BCU Level 4 Coach Award would be developed at Post Graduate Diploma Level.

The award aims to develop coaching expertise, with candidates typically coaching at the forefront of their discipline and to develop coaches who would then be in a position to influence the development of the sport going forward.

The qualification is being delivered in partnership with Stirling University. The learning programme and assessment are based over a two-year cycle (May 2014 – May 2016). Modules are taught via distance learning, six residential 2-day blocks with integrated delivery from the Stirling university team and BCU tutors, and mentoring support from both BCU and academic tutors. Residential weekends will be held at venues around the UK. Assessment methods will be used to establish both the coaches knowledge and the ability to apply this in their coaching practice. Candidates who successfully complete all these aspects will achieve a Post Graduate Diploma in Performance Paddlesport Coaching, and a BCU Level 4 Award. An early exit option to Post Graduate Certificate, and the option to continue to an M.Sc. are also integrated.

At this stage of the process we are starting to consider UKCC endorsement in order for candidates to receive the maximum value from their investment. Developments to date suggest this is achievable without any compromise to our needs and that we should begin to explore this avenue for the 2015 cohort.

Applications

Our first pilot course is currently underway and we are now recruiting for the second pilot due to start in May 2014. Applicants will be selected based on their suitability for the programme, but also their ability/willingness to contribute to the pilot process.

Each application will be selected on its individual merit, although candidates are expected to evidence expertise at the forefront of their specialism. Applicants should have a relevant coaching qualification and significant experience coaching in a performance setting.

There are no formal academic entry requirements, support will be available for all coaches to develop the academic skills required.

“The award aims to develop coaching expertise”

It is estimated that candidate costs will be in the region of £7,000 for the programme, made through several payments during the course of the programme. This includes costs to Stirling, the six residential blocks, BCU tutor costs, individual mentoring, and a contribution towards administration. The exact price for the 2014 pilot cohort will be confirmed shortly. Most candidates on the current pilot have managed to access funding from a variety of sources to help with the costs of the programme.

We would like to invite interested applicants to contact their Home Nation for further information and an application pack. Completed applications should be received by your Home Nation Coaching Manager by Friday 20th December 2013. Successful applicants will be required to accept their place, and make the first payment by April 2014.

Any comments or questions this update may provoke should be directed towards your Home Nation Coaching Manager who will be able to gain a response on your behalf.



News round-up

RCO & LCO ELECTIONS and VACANCIES

RCO Elections & Vacancies

The following RCO position are up for election and we invite nominations:
Channel Islands, North East

🏁 Congratulations and thanks go to Darren Joy who will be continuing with his role of RCO Devon & Cornwall (SW)

LCO Elections & Vacancies

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

Team North: Durham; Cumbria South

Team Central: Rutland; Nottinghamshire

The following positions are up for election in November 2013 and we

invite alternative nominations
Lincolnshire, Warwickshire,
Worcestershire, Staffordshire
Birmingham & Black Country

Team South:

Central London
North London
West London
Oxfordshire

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 Nov 4th 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

Call for Discipline Support Module Providers

The BCU Discipline Support Modules are designed to assist coaches who currently hold BCU Coaching qualifications, and who want to develop their knowledge and skills in some of the more specialist disciplines.

As the BCU continues to grow the existing portfolio of Discipline Support Modules, we are starting the process of appointing providers for the following BCU Modules:

- 🏁 BCU Freestyle Support Module
- 🏁 BCU Canoe Polo Support Module
- 🏁 BCU Wild Water Racing Module

Applicants who meet the following criteria will be considered;

- Updated BCU Level 3 Coach (or equivalent); Applicants who would like to use their coaching experience in the discipline as equivalence for a Level 3 qualification should utilise the APL process. The next deadline for APL Applications is the 10th September.
- Recent experience of educating Coaches

- Varied discipline coaching experience, including 6 session progressions
- Thorough understanding of tactical, technical, physical and psychological requirements of beginners

For more information and an application forms please contact your Home Nation coaching office.

Call for BCU Foundation Module Providers

🏁 BCU Foundation Module Swimming Pools and Paddlesport

The BCU will shortly be adding the above module to the suite of BCU Foundation Modules. The BCU Foundation Module Swimming Pools and Paddlesport, designed by Steve Newton, offers practical advice and guidance for gaining access to swimming pools, and for getting the most out of pool sessions. It is designed to equip coaches with a good working knowledge

of paddlesport activities taking place within a swimming pool environment.

Applicants are invited from coaches who meet the following criteria:

- Updated BCU Level 3 Coach (or equivalent); Applicants who would like to use their coaching experience as equivalence for a Level 3 qualification should utilise the APL process.

- Recent experience of tutoring and educating coaches
- Extensive knowledge and experience of working in a pool environment

For more information and an application form please contact your Home Nation coaching office.

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Canoe England Coach Conference 2013



Attract. **Retain.** Develop.

Nurturing lasting involvement in Paddlesport



Save the Date!

This year's conference will take place on the
23rd – 24th November at the Alexandra House in Swindon.

Booking for this event opens in September, until then **register your interest** to receive updates on workshops and speakers.



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



Star Award Courses/Coach Education Courses

4,5 Star Leader Courses

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



*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

