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for Coaches **Code**

The BCU's magazine for coaches

this issue

- MAXIMISING YOUR COACHING SESSIONS
- STAND UP PADDLE BOARDING AND CANOE ENGLAND
- SHOULDER INJURIES IN PADDLERS SURVEY
- NEWS ROUND UP

**Are you maximising
the effectiveness
of your coaching
sessions?**



Welcome

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UKCC Level 3 and Intermediate Modules

Canoe England is running a series of UKCC Level 3 Core Training and Intermediate Modules across the country. To book onto any of the following courses or for further information, please contact Iveta the Devonshire at Canoe England (iveta@canoe-england.org.uk).

Team South, location is to be confirmed	MAY
Intermediate Coaching the Mind	09
Intermediate Optimising Fitness and Performance 1	10
Intermediate Optimising Fitness and Performance 2	11
UKCC Level 3 Core Training	12-14
Team North, location is to be confirmed	SEPT
UKCC Level 3 Core Training	05-07
Intermediate Coaching the Mind	08
Intermediate Optimising Fitness and Performance 1	09
Intermediate Optimising Fitness and Performance 2	10
Team Central, National Water Sports Centre, Nottingham	NOV
Intermediate Coaching the Mind	06
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UKCC Level 3 Core Training	10-12

Canoe England Coach Updates

North West – Halton Mill, Lancaster

1st March 2014

Details available from
Kevin Beattie - coaching.kevinbeattie@canoe-england.org.uk

Cumbria – Settlebeck, Sedburgh

8th March 2014

Details available from
Mike Sunderland
mikesunderland@riscall.co.uk

North East – Newburn Leisure Centre

9th March 2014

Details available from
roo.northeast@bcu.org.uk

West Midlands – Edgbaston Reservoir, Birmingham

9th March 2014

Details available from
Dave Bateman
dave.bateman@powers-adventure.co.uk

South East – Bexley Water, Kent

9th March 2014

Details available from Andy Hall
roo.southeast@bcu.org.uk

Southern – Dinton Activity Centre, Berkshire

15th March 2014

Details available from Alex Sweet
coaching.berkshire@canoe-england.org.uk

Eastern – Grafham Water Centre, Perry, Cambridge

23rd March 2014

Details available from
roo.east@bcu.org.uk

London – West Reservoir Centre, Green Lane

6th April 2014

Details available from
Wesley Gorman
roo.london@bcu.org.uk

Cumbria – High Berrans Outdoor Education Centre

11th April 2014

Details available from Gary Powell - canoeandpaddling@pyb.co.uk

Eastern – Location TBC

April/May 2014

Details available from Gary Denton - roo.east@bcu.org.uk

West Midlands – Staffordshire

14th September 2014

Details available from Ian Gurnaway - roo.westmidlands@bcu.org.uk

North West – Crosby Lakeside Adventure Centre

21st September 2014

Details available from George Homan - g.homan@talisker.net

London – Location TBC

11th October 2014

Details available from Miley Gordon - roo.london@bcu.org.uk

South East – Wey Kayak Club Guildford

26th October 2014

Details available from Andy Hall
roo.southeast@bcu.org.uk

West Midlands – Wychavon, Worcestershire

15th November 2014

Details available from Ian Gurnaway - roo.westmidlands@bcu.org.uk

South West – Launceston

23rd November 2014

Details available from Darren Roy
roo.southwest@canoe-england.org.uk

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

This year we're running more courses, on more dates, than ever before. Making it easier for you to choose a date that fits in with your schedule. We run a full range of BCU qualification courses including the new Level 1, 2 and 3, throughout the year. What's more, if you can't find a course date that suits you in our brochure or on our website, you can arrange one for you. For clubs, or groups of four or more looking together we can programme a bespoke course date specially for you. But we know it's not all about gaining qualifications, which is why we run a huge range of recreational

courses, holidays and expeditions too, including paddling holidays for families.

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This is the second article in a series of four that relate to maximising the effectiveness of your coaching sessions. The first article was intended to be thought provoking and act as a catalyst for you to play with some of the key concepts in future coaching sessions. If you have not read first article and find that this one does not quite make sense by itself, you can find part one in the February 2014 edition of CoDe.

Are you maximising the effectiveness of your coaching sessions?

What will be covered in the series of articles?

As coaches we aim to increase the learning, or skill acquisition, of those we are coaching by manipulating their learning environment. To help us do this we have a number of coaching tools at our disposal. These include: **1. Structuring practice** (choosing the right environment, task(s), level of performance, and order of practice); **2. Conveying information**; **3. giving feedback**; and **4. Directing the performer's focus of attention**. Over the next few editions of CoDe we will look at how the current movement (motor) learning literature suggests we can use these tools more effectively.



1. Structuring Practice – Part B.

This article will look at a way of identifying the ideal level of challenge (challenge point framework - CPF) and of matching the transfer needs of a task to what is practised during a coaching session.

In Structuring Practice - Part A, we looked at how, as a coach, we can manipulate the level of challenge by choosing the appropriate environment, task difficulty and the order in which our learners practice those tasks. We also looked at how it is important to understand contextual interference (CI) if we want to skillfully manipulate the order in which tasks are practiced to increase long term learning and adaptability.

A quick summary of contextual interference:

- Contextual interference can **ONLY** be manipulated by changing the order in which skills are practiced. The skill level of the learner and the complexity of the task will influence its effectiveness because these two factors add to the overall processing demands.
- High contextual interference during practice helps increase long-term learning and adaptability.
- Current research suggests that you progressively increase the CI in your practice sessions to keep the learner actively engaged in processing task related information.

Generalized motor programmes and schema

In Structuring Practice – Part A, I avoided explaining what generalised motor programmes (GMP) and schema are to stop your head hurting too much if you are not familiar with the concepts of 'motor learning'. As promised, it is now time to provide an overview of both. This may be a refresher for some, but for those of you who get brain ache, please bear with me!

Unfortunately we can not just cut up the brain and the neural system, have a good look inside, and understand exactly what is happening when we execute a skill. It would just make a big mess. The complexity of our neural system means that, aside from some EEG scanning to look at the general areas of the brain that are active during movement, we can only make best guesses and create theories of what is actually happening. For this series of articles I am going to begin with a well established theory to build our discussion, that being Schmidt's Schema Theory (1975). According to Schmidt movement is produced using a generalised motor programme (GMP) that becomes a blueprint of the invariant features of a class of movements (rhythm of the movement, order of events, relative force and relative timing of muscle contractions). The exact parameters of overall force and timing are then provided by a 'schema'.

There are two types of schema – Recall and recognition. Recall schema are used to produce movement. This type of schema contains information about the initial conditions (environment and start position of body / limbs) and movement parameters (overall force and timing). Recognition schema pick up feedback about the sensory consequences of the

"Schmidt's Schema Theory supports the idea that when variable and novel skilled performance is needed in the future it is important to practice as many variations as possible."





movement and the movement outcome, which is then used to evaluate movement success and refine the recall schema.

To make sense of this, let us look at the following actions. A draw stroke, support stroke and a forward paddling stroke require different GMP's as they do not share the same invariant features (rhythm of the movement, order of events, and relative force and relative timing of muscle contractions). They can therefore be considered as different skills. A short draw stroke, long draw stroke, draw with a different sized paddle, or different speed of water would have the same GMP but will have different parameters (schema) and may be considered as variations of the same skill.

Variability of Practice

If our performer needs to produce several different or novel variations of a skill in the future, it is important that schema are developed which contain a set of 'basic rules'. Building such schema means that it is not necessary to practise every possible variation of every skill as a distinct and individual pattern of movement in order to be able to execute it in the future. If this were the case we would never be able to paddle in open environments or do any of the other novel and variable things that we do every day unless we have practised it beforehand. As a simple example of creating an adaptive schema, imagine that you would like to be good at kicking

a ball any physically possible distance. If you practiced kicking it 1m, 1.5m and 4m it is reasonable to assume that your 'motor system' would start to learn some generalisable ball kicking 'rules' about the relationship between relative force and outcome (distance the ball goes). If it does, you should then be able to kick the ball 2m or 4.5m with a good degree of accuracy even though you have never actually learned to do so.

Schmidt's Schema Theory supports the idea that when variable and novel skilled performance is needed in the future it is important to practice as many variations as possible. These are variations of schema, not of different skills (GMP's). For schema generation it does not really

matter whether these variations are learned as blocked practice (low CI) or in a high contextual interference order.

Putting it all together

Recent research has attempted to look at contextual interference and variability of practice as part of a continuum. The idea is that "motor tasks represent different challenges for performers of different abilities" (Guadagnoli and Lee 2004, p.117). Any task will present the individual with a certain degree of challenge. However, the learning potential from this task difficulty level will differ based on:

1. The skill level of the performer
2. The task complexity
3. The task environment

"Specificity of practice suggests that learning is most effective when the conditions (environment and movement) closely resemble those required for later performance."

As I explained in Structuring Practice – Part A, increasing the task difficulty may increase long-term learning. However, increased task difficulty is also expected to decrease performance. Thus, an optimal challenge point exists when learning is maximized and the detriment to performance in practice is minimized.

Have a look at the table below. Assume the cross in the middle is a graph where one axis represents a continuum of contextual interference levels (manipulating the practice order of different skills/ GMP's) and the other axis represents variability of practice (skill variations/ schema). This would suggest that for novices and children constant and repetitive practice is most effective when they are making large errors. At the other extreme; for elite performers who need to react quickly in changing environments, random practice structures and lots of variability would be most effective.

Any space within the table can be used. Think about students you are coaching and mark where they would be on the framework and what the implications are for how you structure their practice sessions.

Challenge Point Framework

High contextual interference	
	Elite/Experienced (reducing reaction time and increasing adaptability)
Constant practice Novices: Children (reducing errors and creating GMP's)	Variable practice
Low contextual interference	

The next article will look at ways of conveying information and why we must challenge the idea of using VAK and learning styles by questioning if they are useful tools for coaching motor skills.

Please let me know if you would like any further information, academic references or recommended reading. Any feedback you have about this article would be greatly appreciated. I would also like to thank Mark Tozer for his proof reading and suggestions.

Marianne Davies
Coaching Workforce Manager,
Canoe Wales

Paddle-Ability

Intermediate Paddle-Ability Module

Following a review of the content of the Intermediate Paddle-Ability Module we are currently offering the opportunity to be the first people in England to attend the new style module on the 8th of March at the National Watersports Centre. If you would like to attend this module please contact natasha.devonshire@canoe-england.org.uk.

Paddle-Ability Tutors

We are looking for consultants for both the Foundation and Intermediate Paddle-Ability Modules. If you are interested please email alison.white@canoe-england.org.uk for more information.

Stand Up Paddle Boarding and Canoe England – a paddlesport coach's perspective

Paddlesport is an ever evolving creature with new ideas and technologies continually changing the way we, as paddlers, can access the water. Enter on the scene the activity of stand up paddle boarding (SUP).

For those who have yet to experience it, imagine a wide and long surf board and your single blade, open canoe paddle length extended to above head height. Stand on the board and paddle around using the long blade and there you have it! Except it is never that simple. This is a paddlesport that started life in Hawaii, where it is called 'hoʻi nalu', and was used by many of the fishermen looking to position themselves about the surf when photographing top surfers. Of course, the likes of Laird Hamilton and crowd started to see potential to take the gear further and before you know it big waves are being surfed, flat water races are organised and people start looking at committing ocean crossings!

So what's this got to do with the BCU? Well, whilst this activity takes place on a large surf board, it uses a paddle – thus it is readily classed as a true paddlesport. Paddlesports already have a national governing body (NGB), with the result that Sport England has not been keen to support a new NGB for SUP. This has caused some upset in stand up paddle board circles but this article will not investigate the politics behind such decisions; there are many far more qualified to do so. It does mean that the BCU has had to look at how SUPs fit into their own programmes and qualifications. This job fell to the Emerging Disciplines Committee (EDC), chaired by Owen Burton (of Isle of White Adventure Activities) and this article focuses on the positive approach taken by the EDC in developing an SUP training programme.

As a paddlesport coach and provider of some coach education courses, I was interested at having a go at SUP whilst learning how its recognition as a paddlesport would affect the courses I run. Luckily for me I met Owen at the Canoe England National Coaching conference back in November where we were both running workshops. We had a good chat and knowing that an outdoor education centre I work with was looking to develop SUP provision, suggested they get in contact with Owen. As a result, Owen came down to Briham to run the new one day (six hour) SUP Foundation Module, which he was instrumental in developing.

"The Stand Up Paddle Board Foundation Module is aimed at all BCU coaches, whatever their level, who want to transfer their existing group management and coaching skills and knowledge to SUP."



Grenville House DEC is perfectly located for the delivery of SUP courses, having its own slipway into sheltered water and access to local coves and beaches. Several of the staff were already keen SUP paddlers making it a small step to adopting SUPs when looking for something new to add to the centre's activities. We had been out on stiff paddles to work on personal skills and to share experience; I was yet to be convinced this was a discipline for me. With the budget approved, the centre had identified the kit they wanted and AALA (Adventurous Activity Licensing Authority) had advised on coach qualifications and training. Enter Owen and his trailer of boards and paddles, together with experience as an established SUP coach and trainer - holding qualifications with both the British Stand Up Paddle Association (BSUPA) and Association of Surf Instructors (ASI) - ready for two days of training for both permanent and freelance centre staff.

The Stand Up Paddle Board Foundation Module is aimed at all BCU coaches, whatever their level, who want to transfer their existing group management and coaching skills and knowledge to SUP. Over the six hours of course we learned some of the background to the sport's development and how the kit evolved from adapted boards and paddles to equipment that is now discipline specific. On the water we had time developing our personal technique and enjoying the types of games and activities we might run with our own students. It was easy to see the links with more familiar disciplines, especially open canoeing. There were a lot of paddle techniques that crossed over, as well as balance skills very similar to traditional poling. Dry-land time allowed for considering risk assessments specific to the activity and quizzing Owen about

subjects such as how SUPs fit into Foundation Safety and Rescue courses. Inflatable boards were tried and compared to soft-top and good quality hard-top boards. Paddles from £30-300 were played with; everyone found their favourite board/paddle combination.

"Would I recommend this course? Absolutely. As coaches we are encouraged to look at our own development and to update regularly. This was a great way to do just that, whilst learning enough about a new paddlesport to be able to run simple flat water sessions."

By the end of the course all agreed they had had a great time on and off the water. Feedback revealed that most of what the coaches had wanted to experience had been addressed, and Owen was careful to take onboard suggestions for tweaking the programme. After all, this is a new module and it would be surprising if everything were perfect from the start.

Would I recommend this course? Absolutely. As coaches we are encouraged to look at our own development and to update regularly. This was a great way to do just that, whilst learning enough about a new paddlesport to be able to run simple flat water sessions.

There are those out there who question whether the BCU is the right organisation to provide training for SUP. I for one think that provided those writing the programmes and delivering the training are truly SUP enthusiasts (Owen definitely fits this ilk), this is a sensible way forward. SUP is so accessible its popularity is increasing fast and many will look to paddlesport coaches for guidance in getting on the water. The BCU network of coaches is well-established across the four nations making it easy for potential clients to find a coach in their area. So if you are one of those likely to be approached, get yourself involved for a day and complete the Stand Up Paddle Board CPD Foundation Module - hate to say it, but I am hooked!



Owen Burson is Chair of the Emerging Discipline Committee of the BCU. He is part of the management team at site of Aight Adventure Activities and when not at work can be found on his SUP somewhere around the shores of the site. www.aightadventureactivities.co.uk



Baz Bazeley is proprietor of Baz Coaching, providing personal development programmes in the outdoors from a base in Brixham, Devon. www.bazcoaching.co.uk

Grenville House Outdoor Education Centre provides a wide range of adventurous activities and outdoor learning experiences from its location near Brixham Marina, Devon. www.grenvillehouse.com

Shoulder Injuries in Paddlers Survey

It is known that the shoulder is the most common site/location of injury in paddlers, but that is about all that is known. These injuries can be very severe with debilitating pain and extensive tissue trauma that sometimes requires surgery and may involve months of missed participation. However, there is almost no proper scientific or medical information on the specifics of shoulder injuries that occur in paddlers.

We have the impression that acute injuries such as shoulder dislocations (see picture above) are quite common in white-water paddlers and overuse injuries are common in flat water paddlers but how true this is, and if there are specific groups most at risk (e.g. males/females, young/old, certain paddling disciplines or activities) is unknown.

We have spent some time developing a survey questionnaire on shoulder injuries in paddlers, and are now asking paddlers to fill it in so we can gather as much good quality information as possible on shoulder injuries.

For the survey to be as useful as possible we want to get as many paddlers as we can to complete it. That includes paddlers who have had shoulder injuries AND paddlers who haven't (else we get a skewed impression) and from all areas and disciplines of paddlesport.

The questionnaire is quite thorough and takes 15-25 min to complete (depending on the number of shoulder injuries you have had).

"We have spent some time developing a survey questionnaire on shoulder injuries in paddlers, and are now asking paddlers to fill it in so we can gather as much good quality information as possible on shoulder injuries."



Please go to:
www.surveymonkey.com/s/Q8FQH2K
and fill it in as carefully as you can.

We also have a paper based version and will be attending a range of events to raise awareness of the survey.

Stephen Collins, Iain Wilson,
Dr Hilary McDermott &
Dr Jonathan Folland.

Contact:
S.Collins-13@student.lboro.ac.uk



News round-up

COACHING REPRESENTATIVE ELECTIONS and VACANCIES

Regional Coaching Representative Elections & Vacancies

The following RCR positions are up for election and we invite nominations:

Channel Islands North East Yorkshire

Area Coaching Representative Elections & Vacancies

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

Team North:

Durham Teeside
Tyne & Wear Northumberland
North Yorkshire South Yorkshire
West Yorkshire

Team Central:

Nottinghamshire
Lincolnshire Suffolk
Norfolk Bedfordshire & Luton

Team South:

Central London East London
Oxfordshire Gloucestershire
Dorset West Cornwall

The North Derbyshire ACR is up for election in March and the Buckinghamshire ACR and Greater Manchester ACR are up for election in April and we invite alternative nominations.

Please get in touch! If you (or someone you know) are interested in taking on one of these roles please get in touch with Natasha Devonshire at Canoe England (natasha.devonshire@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 RCRs/ACRs 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 Natasha Devonshire in the Canoe England Office by 4:00pm on 17th March 2014 – 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.

English Coaching Management Committee Elections

The English Coaching Service invites nominations for the post of Chair and Vice Chair of the English Coaching Management Committee (ECMC) which are up for election in March. The ECMC forms part of the English Coaching Network is a committee which sets out to ensure there is regional and discipline representation in English Coaching developments. ECMC meets four times a year and as part of the role, the Chair attends Coaching Strategy Group and the Vice Chair attends English Council to represent English Coaching views. These are voluntary roles and the elections will take place at the English Coaching ACM on the 22nd March 2014. The Chair will be elected for one year and the Vice Chair elected for two years. For further information and if you wish to put yourself forward or nominate someone else, please contact Natasha Devonshire at Canoe England, natasha.devonshire@canoe-england.org.uk, by 7th March 2014.



Regional Coaching Officers

RCO Central	Steve Linksted	07710 415539	rco.central@canoescotland.org
RCO Dumfries & Galloway	Alex Lumsden	07920 528119	rco.dumfries@canoescotland.org
RCO Fife	Ian Vasser	07917 044492	rco.fife@canoescotland.org
RCO Grampian, Speyside and Shetland	Lyle Smith	07974 431153	rco.grampian@canoescotland.org
RCO Strathclyde East	Willie McLeod	07866 557490	rco.strathclydeeast@canoescotland.org
RCO Strathclyde West	Grant Dolley		rco.strathclydewest@canoescotland.org
RCO Lothians	Ian Stewart	07963 750557	rco.lothians@canoescotland.org
RCO Military	Scott Simon	07533 497013	rco.military@canoescotland.org
RCO Tayside	Richie Neill	07747 108902	rco.tayside@canoescotland.org
RCO Highlands and Islands	Steve Macdonald	07775 682034	rco.highlands@canoescotland.org

Coaching Matters Series - Scotland

Coaching Matters is a series of workshops at venues across Scotland, delivered in partnership by some of the leading paddling coaches from sportsScotland 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.

Outline programme for 2014:

- Part 1** The Coaching Pathway, classroom based or if attended Coaching Matters before: Observation of performance, class/practical
- Part 2** Boat based rescue skills. A chance to update boat based rescue skills across a range of craft. (wet & dry options)
- Part 3** Helping learners learn and coaches coach. Discipline specific coaching and technical ideas where attendees choose which craft they want to work in.

Dates and Venues 2014:

- 31st May Castle Semple
 - 1st June Low Port, Linlithgow
 - 5th July Glenmore Lodge
 - 16th August Monikie Country Park
 - 6th September Firlush, Loch Tay
 - 7th September Lochore Meadows, Fife
- The events are subsidised by sportsScotland, Glenmore Lodge and the SCA and cost £30 per candidate.

Booking Information

To book your place online visit **SCA Self Service** or phone **0181 317 7314** to book by phone.

Most 2012 and 2013 events were sold out well in advance so early booking is recommended to avoid disappointment. Events are open to Full or Junior SCA members (including Family Adult / Family U18). Full payment is required at the time of booking.

BCU Star Award Review Update

The BCU have recently concluded a review of the Star Award provider requirements. Full details will be published on the Home Nation Association websites at the beginning of April for launch later in the year. We are currently concluding implementation

matters such as the production of revised Logbooks and Assessor training/ orientation courses. In the meantime the current requirements for providers still stand; these will be phased out alongside the introduction of the updates.

It is worth noting that the current option for Level 3 coaches to register as 3 Star providers will cease at the end of April 2014. From this point forward they will need to complete the logbook process as is currently required of all other new providers.



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Email: info@ciww.com



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

