

Issue 175 - £3.50  
April 2014

# for Coaches **Code**

The BCU's magazine for coaches

## this issue

- MAXIMISING YOUR COACHING SESSIONS
- WHO IS MOST AT RISK
- U CANOE PROGRAMME
- NEWS ROUND UP

# Maximising your coaching sessions

Conveying Information



## BCU Star Award Updates April 2014

Following the launch of the revised BCU Star Award Syllabus, Training and Assessment notes in October 2013, we have a few amendments to make. On the whole these amendments are in response to feedback or questions that have arisen in the initial roll out of the updates.

### Updates to the Sea Kayak 4 and 5 Star Awards VHF Radio Licensing Requirements for BCU 4 and 5 Star Sea Leaders:

The need for candidates to show evidence that they meet the VHF Licensing requirements has been removed. This has been removed from the Assessment Prerequisites and does not need to be checked by the provider or the Home Nation at registration. Licensing is a legal obligation; the responsibility lies with the candidate.

The following change has been made to the 4 and 5 Star Sea Kayak Syllabus:

*"All candidates are required to carry a VHF radio. The provider will assess radio protocol and that UK residents are aware of licensing requirements."*

### Self-rescue for 4 Star Sea Kayak Leaders:

Clarification has been made to the environmental conditions required for the self-rescue. Page 2 of the Assessment Notes have been updated to:

*"B2. Self-rescue: Paddlers must be able to get back into their kayak from the water unaided in sea state 2-3".*

The above changes have been made to the Sea Kayak 4 and 5 Star Syllabus, Training Notes, and Assessment Notes (all now V3-1).

### Update to the Touring 4 Star Syllabus

The page numbering has been corrected in BCU 4 Star Touring Leader Syllabus, now V3-1.

### WWSR (AdWWSR) Requirement for 4 (and 5) Star White Water Awards:

The need for candidates to complete the prerequisite WWSR (AdWWSR) within 3-years before 4 (5) Star assessment has

been amended. The WWSR (AdWWSR) training is still required; however, the 3-year time limit no longer applies. Candidates need to ensure their safety and rescue skills are current and up-to-date before presenting for an assessment; it is strongly advised that they attend the BCU WWSR (AdWWSR) training to ensure this is the case. Changes have been made to the 3, 4, and 5 Star WW and OC1 Syllabus (all now V3-1).

## BCU Star Award Provider Updates

As advised in the February 2014 CoDe the BCU have just concluded a review of the Star Award Provider requirements. Full details are available on the Home Nation Association Websites; see the document 'Becoming a BCU Star Award Provider'.

**Paddlesport Start, 1 Star and 2 Star Providers:** The changes at Paddlesport Start, 1 and 2 Star are minimal and come into effect immediately. There will be a short cross over period to phase out the current requirements (these being stopped 30th June 2014).

**3 Star Providers:** All new BCU 3 Star providers need to complete a provider logbook, these are available from the Home Nations on request. Coaches who have already been issued a BCU 3 Star Provider logbook can continue to work through this and submit it to their Home Nation Association once completed.

**4 and 5 Star Providers:** All new BCU 4 and 5 Star providers need to complete a provider logbook and attend provider orientation. The next round of Home Nation orientations are planned for this Autumn, and the new requirements will apply. Any aspirant provider who has already completed their orientation can continue with their current logbook and submit this to their Home Nation once complete.

There are some fast track routes for new providers of 3 and 4 Star Freestyle; 3, 4, and 5 Star OC1; and 4 Star Touring. Further details of these are available from the Home Nation Associations.

## 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, we can arrange one for you. For clubs, or groups of four or more booking 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.

When you get here you'll be convinced you made the right choice because everything we provide is first class, from the coaching, boats and equipment down to the facilities, food and accommodation.

So if you are looking for somewhere to improve, expand or enjoy your paddling, you'll find we tick all the right boxes.

For a free 72-page colour brochure telephone us on 01690 720214 or e-mail us on [brochure@pyb.co.uk](mailto:brochure@pyb.co.uk)



# 3

This is the third article in a series of five (1a, 1b, 2, 3, & 4) that aims to examine how current motor (movement) learning literature suggests we can best maximise the effectiveness of our coaching sessions. The first two articles covered some basic theory of motor learning and examined how structuring practice can promote long-term learning together with the ability to transfer that learning to novel situations. Having spent a considerable amount of time thinking about the order of the articles I am still not sure that I have got it right. However, the reason I chose to write them in this order was because I thought that the background information covered in structuring practice would be helpful in understanding the research about conveying information. If you have not read the first two articles and find that this one does not quite make sense by itself, you can find part 1a in edition 173 (December 2013) of CoDe and 1b in edition 174 (February 2014).

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

### Part 3 – Conveying Information

#### 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.



### A quick re-cap of what we have looked at so far

- ❖ Learning is a 'problem solving' process (Schmidt, 1975).
- ❖ There is an optimal level of challenge that facilitates learning (Guadagnoli and Lee 2004).
- ❖ As coaches, we need to be able to identify the skill level of the performer, the functional task difficulty of the skill we are coaching and the added challenge of the environment.
- ❖ By manipulating the practice environment effectively (using contextual interference and variability of practice) we can further influence the overall challenge (task difficulty) and facilitate learning.
- ❖ Systematically increasing the contextual interference in practice sessions facilitates the greatest learning (Porter and Magill, 2010).
- ❖ A detailed explanation of contextual interference, variability of practice, generalised motor programmes, and schema development was presented and an understanding of them is assumed in this article.

## Conveying Information

Information can be given to performers through instructions, demonstrations and feedback. As paddlesports coaches we usually convey this information by giving a silent demonstration, often with some added verbal instruction and then setting up some structured practice. The performer will then receive some intrinsic feedback as a direct result of what they have just done and some extrinsic feedback from the coach. Putting aside feedback for now, how do we decide what information our performers actually need? If we are trying to move the performer effectively from a cognitive to an autonomous stage of learning (Fitts and Posner, 1967) what needs to change?

### Stages of Learning

There are many theories and models of learning. I have chosen Fitts and Posner's as it is useful, robust and most likely to be familiar to you. According to Fitts and Posner (1967), performers move through three distinct phases of learning. The first phase is called the cognitive or verbal phase and is where they learn 'what' to do and 'how' to do it. This verbal stage is where the learner is acquiring the basic movement patterns, often has a very 'busy head', asks lots of questions, and is inconsistent in their performance. The second phase is the associative phase and is where the performer learns to associate and effectively use the information in the environment that facilitates/ regulates movement and goal outcome. The basic movement pattern is well established and performance becomes more consistent. Finally there is the autonomous stage (which not every performer will get to) where goals are achieved consistently, efficiently and without conscious thought.

Paddlesports are performed in constantly changing environments where outcome is more important than 'form'. As a coach we therefore need to enable our performer to identify and use the relevant information in the environment to execute a movement pattern that achieves their outcome goal. The key here is that although there is definitely 'good' and not so good technique, the focus is on successfully achieving an outcome, not on performing a particular 'stroke' or set movement pattern.



## What has this got to do with how we convey information?

If we accept that our goal as a coach is to facilitate the learner towards being able to accurately identify and use movement relevant information from their environment to achieve outcome goals without conscious thought then the information we give them should be support this

## Instructions

The action-effect principle (Prinz, 1997), states that actions are best planned and controlled using the movement outcome, or effect, rather than the actual movement form. Verbal cues that were related to effects that our movements have on the environment (e.g., the movement of the blade, the movement of the boat, the movement of the helmet we are wearing) have been found to be constantly more effective for learning than cues related to the movement of the body (e.g., the movement of the arms, the movement of the hips, the movement of the head) (Lawrence, Gottwald, Khan & Kramer, 2012; Wulf, Hob, & Prinz, 1998). Focus of attention will be covered in detail in a future article, but there is clear evidence that asking performers to focus on the effects of their movements (movement of the blade) is more beneficial to learning and performance than focusing on the movement itself (movement of the arms).

## Demonstrations

Demonstrations provide the learner with a visual template or criterion for a movement pattern. These include speed, timing, accuracy, form, and the ability to link tactical information to movement outcomes. Demonstrations have been shown to be most effective when the learner needs to replicate a new and specific technique or form.

The research into observational learning (OL) has found that watching performers of the same skill level facilitates learning as it allows active engagement in identifying and correcting errors (Wulf & Shea, 2002). Learning was further enhanced when the observer was able to hear the outcome feedback associated with the performance they were watching. This would support the information about practice structure and general motor programme/schema development that we looked at in the first two articles (for definitions of generalized motor programmes and schema please see article 1b in the February edition). Watching a demonstration by someone of the same gender has also been found to be more effective although not as important as the same skill level (Gould & Weiss, 1991; Griffin & Meaney, 2000).

Watching a demonstration may trigger the planning aspects of movement production, but not muscle recruitment. Shea et al. (2000) showed that for a laboratory task, transfer to a task of the same general motor programme was better with practice and observational learning than practice alone. OL may free up processing space to allow more attention to be paid to movement outcome, third person perspective and strategy, all of which help to build recognition schema. This may be more effective for complex skills and during the cognitive stage of learning where there could be an information overload during actual performance.

There are inconsistencies in the findings however. These may be due to the skill level of the performer; possible constraints of movement pattern production if that demonstrated is not best suited for the learner, and / or cues used to illicit an internal focus of attention (Williams & Hodges, 2005). It is also possible that OL could assist in the ability to use imagery and vice versa (see Lawrence, Callow & Roberts, 2012).

Although there is clearly much to be gained from using demonstrations there are also some caveats and concerns. There is a general consensus that verbal cues should be used to direct attention towards the goal of the action and not the actual movement produced to ensure that the learner does not constrain normally automatic movement processes (Lawrence et al., 2012; Wulf et al., 1999).

## A few questions to ponder!

1. If we assume that the information above is correct, what would be the most appropriate ways to convey information to a performer in the cognitive phase of learning? Why?
2. What learning style would a performer in the cognitive/ verbal stage exhibit?
3. What effect could being labeled an 'auditory' learner (due to being a novice) have on how a coach conveys information to a performer and how a performer may evaluate and structure their own practice and learning?
4. How could demonstrations be structured for maximum effectiveness?

## Summary:

- Verbal instructions should be related to intended outcome rather than form or kinesthetic information.
  - Try to match the skill level for demonstrations then gender if possible.
  - Frame a demonstration so that the learner can focus their attention on the required information. Include verbal cues and outcome related feedback.
  - Match the information you give to the needs of the performer. For example; what stage of learning are they in? Are they able to produce the basic movement pattern, sequence and timing of events? Are they focusing on and utilizing the relevant information from their environment?
  - Remember that we are usually aiming to help our performer produce a kinesthetic skill, in a constantly changing environment, with as little conscious control as possible.
- If you would like a full reference list please contact Marianne at [marianne.cavies@canoe-wales.com](mailto:marianne.cavies@canoe-wales.com)

Marianne Davies Coaching Workforce Manager, Canoe Wales.

Dr Gavin Lawrence Motor Control and Learning

School of Sport, Health, and Exercise Sciences Institute for the Psychology of Elite Performance Bangor University

# WHO IS MOST AT RISK?

It turns out it's near impossible to operate an iPhone through a drycase with cold wet hands. Ramming it back into the pocket on my buoyancy aid, I pop my spray deck and try to locate the VHF radio I have wedged somewhere behind my seat. After a few minutes, and with more luck than judgement, I manage to free the corroded karabiner securing it to one of the seat adjusters.

I thought I was prepared for the worst, but when it came to the crunch and I needed to call in the cavalry, I very nearly ran out of luck despite all my preparation and confidence. Although a one off for me, recent research from the RNLI shows this is maybe not quite as uncommon as we might hope.

Last summer the BCU helped the RNLI with a piece of work to understand who is most at risk when kayaking on the sea.

A quick survey and some background research confirmed a preconceived notion that those most at risk were individuals who paddled outside of any formal structure like a club or centre, had limited training, but were ambitious in their activity. This group includes the archetypal bloke in his 30's or 40's with a boat bought off eBay, ready to take on the world. So it comes as no surprise to hear he is sometimes a little underprepared for the change in weather as he paddles off on his adventure.

What was more of a surprise was the group that came out second

highest at risk – the expert thrill seekers. OK, maybe it isn't such a surprise to hear that those well qualified, well informed, (stashed deep in their boat in a drybag), experienced paddlers with an appetite for adventure put themselves in risky situations. But that's ok isn't it? We know what we're doing - this is calculated, measured, planned for, risk; not the unconscious incompetence of those rather ambitious novices?

There was a great article in the December edition of Code by Martin Chester, looking at common decision traps we can fall into as paddlers. It absolutely nails the point around our tendency to make bad decisions when we should and do know better. If you haven't read it, it is available on the BCU website and well worth a read. It does however beg the question, what happens if we do get it wrong? This is where I think this recent

*'We just got hit by a squall; we have half our group in the water. We're just outside the harbour entrance with a strong ebbing tide. We should be able to sort this out but I'll call you back in 20 minutes to confirm, over.'*

research picks things up nicely. Paddling in challenging environments is a good thing when combined with preparation, planning and a suitable level of experience. But of course we do get it wrong, make misjudgements or just have bad luck. It's so often not the big things that catch us out, but little things stacking up that cause us the most difficulties. Looking through the causes of serious accidents over the last 4 years, there are some trends which stand out. It is interesting to see that in every single fatality over the last 4 years, the casualty was unable to call for help, either because they didn't have a means with them, or it was inaccessible. We train from day one on guiding principles to protect ourselves and others when paddling. From

'all in' rescues on an FSRT course, to age old mantras like 'less than three there should never be'; we work hard to set parameters to ensure we stay safe on the water.

But what happens when these are broken? We find ourselves separated from the group, or unable to get a friend back in their boat after several attempts. We put lots of time and effort into making groups self-sufficient, able to rescue each other,

carrying throwlines, towlines, repair kits, first aid kits, the works. This is all good stuff! BUT, what happens when we reach our limit, when we can't fix it, when we need external assistance?

Obviously, if we are simply not carrying a means of calling for help such as a VHF radio, a Personal Locator Beacon or at least a mobile phone, then we are asking for trouble. Thankfully, with the cost of technology dropping these are available at a reasonable price nowadays and are seen as an essential piece of kit by the majority of serious paddlers on the sea.

Our message to those ambitious novices, paddling outside of the more formal structures, is to carry a means of calling for help and keep it immediately available should they need it.

But I think for those of us who paddle regularly, often in more structured environments too, it is worth taking it a little further.

**RESPECT  
THE WATER**



Calling for help is generally considered the last resort. This seems to make sense, but it also means, when we make the decision to call it is usually at a point where things are really critical and so is done under high pressure and with no further margin for error.

*When we make the decision to call it is usually at a point where things are really critical and so is done under high pressure and with no further margin for error.*

It is too late to discover our VHF battery is flat or we don't have any signal on a mobile phone. We need our systems to work, *now!*

So, what if we change our mind-set a little and consider communication as an earlier part of the process. Consider your first aid training where we are taught Danger, Response then Call for Help, before starting to deal with the incident.

Ok, before you start thinking I'm some risk adverse safety nut, I am not suggesting you call the lifeboat every time your boat wobbles. However, consider whether making earlier communication with a contact outside of your group could add reassurance should things escalate. It could be another group on the water or a friend ashore. Either way, a preliminary call is an easy safety net to put in place and doesn't in anyway reduce your ability to resolve things within your group either.

You now have someone outside of the group keeping a closer eye out if needed.

When was the last time you tried to contact another group close by or ashore only to find they didn't respond straight away? Better to deal with that when a situation is not urgent than when it really is time critical, surely?

Much of the good practice within the sport has been built before VHF radios and Personal Locator Beacons became more available and mainstream. The strong focus on the need to be self-sufficient is well founded, but technology is developing fast making it easier and more practical to keep in touch throughout a trip and, should the worst happen, make that call to get help.

## Chris Adams

*is a Coastal Safety Manager for the RNLI. He has over 10 years' experience coaching paddlesport through the BCU schemes in addition to 20 years' experience kayaking in the UK and overseas.*



U Canoe is a Canoe England programme which provides a unique and fresh opportunity for 14 – 25s to take part in Paddlesport and sustain their participation.

Whilst a young person's first experience of canoeing may have been through a uniformed group, school or holiday, U Canoe is aimed at encouraging young people to interact socially in a relaxed and fun environment whilst participating in game related activities. Aimed to help progression of an individual, or group into regular participation and reduce the leakage from the sport in this age range, whilst increasing the number of canoeists paddling more regularly.



U Canoe Wired aims to provide the initial excitement of canoeing in virtually any setting. By using the latest kayak ergometers and software, participants who may not have easy or regular access to canoeing on the water can undertake a range of challenges, learn technique, challenge their friends or simply canoe at their School, College, University or Uniformed Group.

Trained BCU Endorsed 14-25 year old Tutors and Activators can provide a safe, comfortable and informal setting, for participants to start to enjoy the wide variety of benefits canoeing has to offer without leaving their environment.



This exciting new offer is available to clubs and centres across England looking to enhance their offer to 14-25 year old young people participating in canoeing. Unleashed sessions are primarily aimed at beginner paddlers and can provide a great starting point to progress further in the sport through PaddlePower/Star Awards etc, through fun, informal activities that inspires the participants in a socially engaging environment.

The programme has a range of activities put together in an easy to use resource, enabling the young people to choose their own outcomes and 'canoe your way'. Enthusiastic, young people minded 'Activators' from clubs and centres appropriately qualified for the body of water they're on, can use the resource pack supported by a U Canoe Unleashed kit bag which is available to purchase.

It's easy to get started. Just fill out the registration forms and return them to Canoe England. A Canoe England Development Officer will visit your club or centre to go through the resources and train your club or centre coaches to become 'Activators'.

[www.canoe-england.org.uk/ucanoe](http://www.canoe-england.org.uk/ucanoe)



# 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:

**Devon & Cornwall**   **East Midlands**  
**North East**   **Southern**  
**Yorkshire**   **Channel Islands**

The position of North West RCR and South East RCR are up for reelection and we invite alternative nominations.

Our thanks go to Colin Broadway, East Midlands RCR, Darren Joy, Devon & Cornwall RCR, and Ian Flanders, Southern RCR, for all their hard work.

### Area Coaching Representative Elections & Vacancies

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

**Team North:**   **Team Central:**  
 Cheshire   Bedfordshire & Luton  
 Durham   Lincolnshire  
 Northumberland   North Nottinghamshire  
 North Yorkshire   South Nottinghamshire  
 Tyne & Wear   Suffolk

**Team South:**  
 Central London  
 Devon  
 Dorset  
 East London  
 Gloucestershire  
 Oxfordshire

The North Derbyshire ACR, Hertfordshire ACR and Somerset ACR are up for election and we invite alternative nominations.

Our congratulations go to the following newly elected ACRs: Greg Spencer - West Yorkshire, Bob Finch - South Yorkshire, David Hopwood - Teesside, Peter Duniop - Rutland, Cheryl Jenkins - Norfolk and Richard Uren - West Cornwall. Congratulations also go to Kevin Beattie who will be continuing as Greater Manchester ACR and Paul Sutton who will be continuing as Buckinghamshire ACR.

Our thanks go to Simon Joinson, Cheshire ACR, Gary Peverill and Andy Wright, Devon ACRs, for all their hard work.

**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](mailto: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 23rd May 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.



### Regional Coaching Officers

|                                     |                 |              |                                                                                                  |
|-------------------------------------|-----------------|--------------|--------------------------------------------------------------------------------------------------|
| RCO Central                         | Steve Linksted  | 07710 415539 | <a href="mailto:rco.central@canoescotland.org">rco.central@canoescotland.org</a>                 |
| RCO Dumfries & Galloway             | Alex Lumsden    | 07920 528119 | <a href="mailto:rco.dumfries@canoescotland.org">rco.dumfries@canoescotland.org</a>               |
| RCO Fife                            | Ian Vossler     | 07917 044492 | <a href="mailto:rco.fife@canoescotland.org">rco.fife@canoescotland.org</a>                       |
| RCO Grampian, Speyside and Shetland | Lyle Smith      | 07974 431153 | <a href="mailto:rco.grampian@canoescotland.org">rco.grampian@canoescotland.org</a>               |
| RCO Strathclyde East                | Willie Mcleod   | 07866 557490 | <a href="mailto:rco.strathclydeeast@canoescotland.org">rco.strathclydeeast@canoescotland.org</a> |
| RCO Strathclyde West                | Grant Dolier    |              | <a href="mailto:rco.strathclydewest@canoescotland.org">rco.strathclydewest@canoescotland.org</a> |
| RCO Lothians                        | Ian Stewart     | 07963 750557 | <a href="mailto:rco.lothians@canoescotland.org">rco.lothians@canoescotland.org</a>               |
| RCO Military                        | Scott Simon     | 07533 497013 | <a href="mailto:rco.military@canoescotland.org">rco.military@canoescotland.org</a>               |
| RCO Tayside                         | Richie Neill    | 07747 108902 | <a href="mailto:rco.tayside@canoescotland.org">rco.tayside@canoescotland.org</a>                 |
| RCO Highlands and Islands           | Steve Mackinnon | 07775 682034 | <a href="mailto:rco.highlands@canoescotland.org">rco.highlands@canoescotland.org</a>             |

# Canoe England Coach Educator Opportunities 2014

Canoe England is opening applications for Level 1 and 2 Coach Educators at the start of May 2014.

**Applications are invited for the following roles:**

BCU UKCC Level 1 Coach Tutor and Assessor  
 BCU UKCC Level 1 Training and Assessment Director  
 BCU UKCC Level 2 Coach Tutor  
 BCU UKCC Level 2 Coach Assessor  
 BCU UKCC Level 2 Training Director  
 BCU UKCC Level 2 Assessment Director

A full Job Description and Person Specification for these roles together with an Application Pack can be requested from [ryan.sammuth@canoe-england.org.uk](mailto:ryan.sammuth@canoe-england.org.uk). The closing date for submission of applications is the 31st May.

Applications for the Tutor and Assessor roles above will be considered from active and updated coaches with a minimum of BCU Level 3 Coach, or BCU Coach with Moderate Water Endorsement.

Applications for the Director roles above will be considered from active Level 1 or Level 2 tutors/assessors who hold a BCU (UKCC) Level 3 or BCU Level 5 Coach qualification (or are working towards completion of one of these qualifications).

**The strongest applications will be selected considering the following:**

- Depth and breadth of coaching qualification / experience
- Tutoring qualification / experience
- Assessing qualification / experience
- Knowledge and understanding of the award syllabus
- Fit to Home Nation Delivery Centre workforce demands

Successful applicants will be invited to progress to Orientation on the 9th-10th or 12th-13th July and after which they will be required to working through an individualised action plan supporting delivery on courses and completing a portfolio of evidence tracking their development. A £250 fee is payable by successful applicants wishing to attend the orientation, and contributes to the costs in providing support through the whole process.

## Could you inspire coaches and volunteers to work with disabled people?

Do you have experience working with disabled people or are you a tutor for other coach education modules? We are currently seeking applicants to become tutors for the Foundation Paddle-Ability Module. Successful applicants will be invited to attend orientation to deliver module the on Saturday 17th May 2014. This is to support our delivery team for the module to fulfil the growing demand for the module to support projects such as Paddle-Ability Top Club, Paddle-Ability Centre Approval and Paddle-Ability Starter Sessions

To find out more contact [clarisse.smith@canoe-england.org.uk](mailto:clarisse.smith@canoe-england.org.uk)

## Canoe England Coach Updates

**North East - Durham University**  
**5th April 2014**  
 Details available from [natasha.devonshire@canoe-england.org.uk](mailto:natasha.devonshire@canoe-england.org.uk)

**London - West Reservoir Centre, Green Lane**  
**6th April 2014**  
 Details available from [Gary Archer](mailto:coaching.northlondon@canoe-england.org.uk)

**Cumbria - High Borran Outdoor Education Centre**  
**FULLY BOOKED 11th April 2014**  
 Details available from [Barry Curley](mailto:cumbriacoachupdate@gmail.com)

**South West - Haven Banks Outdoor Education Centre, Exeter**  
**26th April 2014**  
 Booking form available under Coaching, Course Dates on [www.canoe-england.org.uk](http://www.canoe-england.org.uk)

**South West - Wimbleball Lake Country Park, Somerset, TA22 9NU**  
**4th May 2014**  
 Details available from [Mark-Jan Dielemans](mailto:Mark-Jan.Dielemans@canoe-england.org.uk)

**West Midlands - Burton Canoe Club, Staffordshire**  
**14th September 2014**  
 Details available from [Mark Brian](mailto:Mark.Brian@canoe-england.org.uk)

**North West - Crosby Lakeside Adventure Centre**  
**21st September 2014**  
 Details available from [George Halsman](mailto:George.Halsman@talktalk.net)

**London - Location TBC**  
**11th October 2014**  
 Details available from [Mickey Gordon](mailto:Mickey.Gordon@canoe-england.org.uk)

**South East - Wey Kayak Club Guildford**  
**26th October 2014**  
 Details available from [Andy Hall](mailto:Andy.Hall@canoe-england.org.uk)

**West Midlands - Wychavon, Worcestershire**  
**15th November 2014**  
 Details available from [Ian Dallaway](mailto:Ian.Dallaway@canoe-england.org.uk)

**South West - Launceston**  
**23rd November 2014**  
 Details available from [Darren Joy](mailto:Darren.Joy@canoe-england.org.uk)



## Live the adventure

Tollymore National Outdoor Centre, Bryansford, Newcastle, Co. Down, BT33 0PZ

Tel: 028 4372 2158 [www.tollymore.com](http://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



For a whole range of...

**Coach Education Courses,  
Moderate Water  
Endorsement Courses,  
4,5 Star Leader Courses,  
FRST and WW Safety and  
Rescue Courses**

and more, go to...

[www.canoe-england.org.uk/coaching/courses-dates](http://www.canoe-england.org.uk/coaching/courses-dates)



Dŵr Gwyn  
Rhyngwladol Cymru  
Cardiff International  
White Water



### 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](mailto:info@ciww.com)

## Free Qualification Courses<sup>\*</sup>

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

Surf

White water

Sea

Open Boat



<sup>\*</sup>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](http://www.glenmorelodge.org.uk/sources-funding.asp)

