

Issue 176 - £3.50
June 2014

for Coaches **Code**

The BCU's magazine for coaches

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BEYOND FUNDAMENTALS

Coaching Momentum



Welcome

Welcome to Code 176.

Already well in to the year and we hope you are enjoying the summer season now with us, and that your own coaching activity is gaining momentum. Taking a break from our run of articles on maximizing your coaching we take a look at the bigger picture of coaching momentum to paddlers and looking beyond the fundamentals and working with students to better understand the white water environment.

We will of course return to the issue of maximizing your coaching in the remaining editions of Code for 2014 with articles on the Focus of Attention, Giving Feedback and a A dynamical systems perspective.

Finally while not wanting to wish the year away check out the date for this years British Canoeing Conference. Returning to Wyboston Lakes this year here's your chance to get the date in your diary and to be sure not to miss this great conference opportunity.

See you next time

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Canoe England Coach Updates

■ Eastern - Chelmsford, Essex 28th June 2014

Details available from Clive Marfleet
clive.marfleet@tiscali.co.uk

■ West Midlands - Burton Canoe Club, Staffordshire 14th September 2014

Details available from Mark Brian
coaching.staffordshire@canoe-england.org.uk

■ North West - Crosby Lakeside Adventure Centre 21st September 2014

Details available from George Haisman
ghaisman@talktalk.net

■ London - Location TBC 11th October 2014

Details available from Mickey Gordon
coaching.london@canoe-england.org.uk

■ South East - Wey Kayak Club Guildford 26th October 2014

Details available from Andy Hall
coaching.southeast@canoe-england.org.uk

■ West Midlands - Wychavon, Worcestershire 15th November 2014

Details available from Ian Dallaway
coaching.westmidlands@canoe-england.org.uk

■ South West - Launceston 23rd November 2014

Details available from Warren Joy
coaching.devonandcornwall@canoe-england.org.uk

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Coaching Momentum

This article looks at how coaches can use the “fundamental” alongside a bigger picture view of what we do as white water kayakers/coaches. I hope that this will help coaches break away from a prescriptive manner of teaching technical skills and help us see that getting students to understand our environment is key to success.

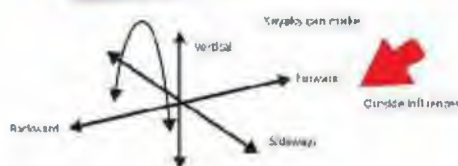
PROJECT OVERVIEW

The aim of this project is to give further structure to how we, as coaches might look at coaching the technical and tactical aspects of coaching momentum in White Water kayaking. These aspects can be coached once a feel for the basic strokes has been achieved by the student. The concepts are aimed to give a further framework for coaches to use. It is envisaged that these concepts would be used alongside the fundamentals (Posture, Connectivity, Power Transfer and Feel) to help the paddler increase their understanding of how to handle their WW kayak in an ever changing environment of our rivers.

There are a couple of key concepts that are easily overlooked when coaching WW kayaking and the aim of this project is to highlight those. We can all get drawn in to working on the technique of kayak skills, and overlooking the importance of taking time to get students to think about how some of the outside factors that will effect their boats! Although these ideas are not going to be new to everyone I feel that there are a few simple points that may go against what we believe to be true to us as white water paddlers. As coaches we are partly responsible for the progression of our sport and taking time to consider what we know as “true” and modify our practices to help us serve our sport much better. Small change in our coaching behaviors can make big difference in our coaching. Thinking about our momentum and helping highlight its effects to paddlers can help them in the understanding of the different ways to handle their white water kayak while river running and creeking.



BOAT HANDLING MOMENTUM BASICS



If we were to simplify the movements our kayaks can make in isolation then they would be:-

- Forwards
- Backwards
- Sideways
- Spinning
- Rolling
- Outside influence

So why is this important? As these simple axis of movement build up how we control our kayak, taking time as a coach to consider how they work in isolation and how we can blend these movements together to tackle the rivers environment is key to our student success.

Although rolling is mentioned in the direction of momentum I am not going to cover it in this project as it is generally a result of a mistake and not a planned action. Instead I am going to take a look at the outside influences effecting the kayak.

Working with these fundamental principles of movement we need to improve how we can best exploit them.

PERFORMING SWEEPS WITH AND WITHOUT MOMENTUM

"Strokes work differently when stationary compared to when in motion"



Strokes work differently when stationary compared to when in motion, the addition of directional momentum will make strokes feel and work differently. This is often overlooked by us as coaches and we

can find ourselves watching student still struggling to control their kayak when paddling forward even though we have just observed them performing good control of their spin during any of our sweep stroke drills we do when the boat has no forward momentum.

Once a paddler adds forward momentum to their boat the stroke they have just learnt will work differently now the boat is moving, this is a hurdle we need to help the students overcome quickly.



EXERCISES TO IMPROVE STUDENT UNDERSTANDING

Splitting the sweep stroke in two parts, a bow and stern sweep when the kayak is stationary gets the student to think about how the stroke feels in the bow compared to the stern and on the move compared to when stationary. Creating opportunity for students to compare and contrast these strokes is key to them developing well as a paddler.

For the student to really understand how to handle the boat they need time to experiment with the kayak as they travel forward.

As coaches we need to further the understanding of their sweep stroke with guidance on how and when to use different parts of their sweep stroke, such as the advantage of sweeping in the bow only to keep power on and keeping the kayak driving forward and when to use a stern sweep to recover the stern of the kayak and allowing the paddler to keep control. The later of this sweep break down is key in helping our students in the early stages of their learning.

UNDERSTANDING FORWARD CONTROL

Choose a rapid you and your students are happy to race down, now head down and try to paddle the whole rapid with only forward strokes in the front of your boat.

Next try the same but using a stern sweep for correction if necessary. Which feels easiest?

BASICS

Two things that help turn the boat effectively, distance of the blade from the centre line of the kayak, and where the stroke is taken along the boat. In a WW kayaking this works best when the boat is flat.

Although I believe the above statement to be true, this does not rule out that a paddler shouldn't learn to control their boat when spinning, with a vertical paddle to both the on side and off side as well as with edge and with out edge as a successful performance will rely on being able to adapt techniques to a range of conditions.

WHEN THE BOAT IS MOVING FORWARD:

As the bow is pushed through the water the increase of resistance moves the pivot point forward. It is important to realize that this makes the tail loose and easier to correct if the boat goes off course.

This makes strokes taken in the front of the boat good for direction and keeps speed on which is good for more advanced paddlers. Strokes in the back of the boat are good for correction, as the tail is loose and will be easily brought back in line, this is key for helping beginners keep their boat on course and is a good step towards helping more developed paddler working on stern squeeze!

4 STAGES OF MOMENTUM

Some definitions of what is meant by the terms below.

DIRECTIONAL SPINNING SLIDING CARVING

SPINNING

= turning the boat on the spot.
(Flat) SPINNING momentum

DIRECTIONAL

= Forward, backward, sideways
DIRECTIONAL momentum

The above two states of momentum combine to give us:

SLIDING

= SPIN + DIRECTIONAL MOMENTUM
Good for adjusting ferry angle
(boat float)

CARVING

= SPIN + DIRECTIONAL MOMENTUM
+ EDGE!
Gives 'bite to turn'

With an understanding of these principles and good applications of the fundamentals we are much better placed to coach our students in the river environment.

As white water kayakers we are constantly using the boat through these states, taking some time to think about how your boat is travelling through the water can give us an understanding of boat control that will in the long run lead us to becoming better and more confident paddlers.

EXERCISE FOR COACHING AN EARLY UNDERSTANDING OF MOMENTUM

This can be introduced as soon as the student has basic forward control and has done some basic edge exercises. It is worth working with your students with these simple practice and developing them as they develop to work a wide range of boat control that underpins how we use our WW kayaks. Keep an open mind and eye on the fundamentals, and allow your students to explore a range of ways for keeping the momentum on the boat.

SLIDING PRACTICE FOR FLAT AND EASY MOVING WATER

Ask the students to build up some momentum and when the kayak is moving well stop paddling and keep the boat flat and let the kayak spin. This needs to be carried out a number of times by each student. The outcome at this point is broad, students should be asked to think about how the boat "feels" once it's left to slide. There are no wrong results, this is about building a student's experience in the range of possible outcomes. During this stage some of the students are likely to catch an edge, this is unlikely to result in a swim, but is maybe a good opportunity to praise the student for keeping good "posture" and staying upright. Also engaging students to think about the directions of travel at the end of the slide will give them something to compare with at the end of next practice.

Advance paddle practice: use the practice above but on faster sections of river with more advance paddlers, it will be key to look at the paddlers connective and power transfer to have success in this practice, the student will need to find positive blade

pressure to make use of the power transfer and connectivity. Finding this in itself is a skill that may take some time to master!

CARVING PRACTICE FOR FLAT AND EASY MOVING WATER

Ask the students to build up some momentum and when the kayak is moving well, stop paddling and add a degree of edge they feel comfortable with and let the kayak turn.

Giving the student time to consider how this "feel's" is vital. Students will quickly get feedback from the kayak in this practice. Students should be encouraged to start comparing the two ways of turning their kayak on the move.

There is often a preference to turning the boat on its edge once the student have tried both ways. Remember that we are not looking for a right answer but aiming to give the student a range of skills that we can help them to use in the WW environment.

Again at this stage it is still important to have a broad range of successful outcomes, the boat may carve on its inside or outside edge these are both skills a paddler will need as they develop. It is fair to say that a paddler in their early stages of river running will want to concentrate on turning on their side inside edge and this can be encouraged at this point.

Both the above practices of sliding and carving build towards two of the most fundamental skills we use in river running, ferries and eddy turns.

FERRY'S WITHOUT EDGE!

TO EDGE OR NOT TO EDGE?

Ferry gliding is in essence the ability to slide across the river from one side to the other.

Adding edge gives a kayak turning momentum.

Speed Angle Edge?

Is for a lot of us the 3 things that we chant when teaching ferry gliding.

What if though, It is even easier than that, **SPEED & ANGLE!**

Building on the practice for sliding and carving, the students will be becoming aware that by adding a range of edge to

their kayak they can turn their forward momentum in to a more controlled state turning momentum with the boat carving.

The sharper student may have noticed that when the boat was allowed to slide the angle of the boat changed with little effect on the direction of the momentum. This is key to us when coaching ferry gliding. In short what this means is that when sliding you can change the kayakers angle with little effect on its directional momentum.

PRACTICE FOR COACHING FERRY GLIDING

Although I am suggesting here that we can ferry without edge, it is important that the lower body is engaged in keeping the boat flat, a zero edge position if you like. Maximizing the use of your active blade is also important.

Depending on the groups ability choose a suitable section of flow, if the students are doing a ferry for the first time they are unlikely be aware of a "need" for edge so simply allow them to try and cross the current with a focus on keeping the bow of the kayak position at a suitable angle for the ferry. With the boat flat students will find it much easier to adjust their ferry angle and will generally have quick success!

Why ditch the Edge? By adding edge in the ferry glide the kayak will want to turn down stream if we are edging into our turn and new students are unlikely to have effective enough connectivity and power transfer to overcome this force. I know that some coaches out there will be thinking I have used edging in ferry glides for years and they work fine! If we practice any skill enough we will be able to do it! If you're not convinced try these tasks:

Holding the Line: On a fast stretch of river choose a mark on the far bank, now imagine there's a line running under your arms to the target now try your ferry with and without edge and keep the imaginary line straight. Ask yourself when it was easiest to hold the line.

Still not convinced: Find a jet you're happy to reverse ferrying over, now try it with and without edge and ask yourself when it's easiest to set your ferry angle!

N.B Its important that it is understood that these principles of momentum are applied with the paddler working towards a modern dynamic style, where the boat finds stability through driving the kayak forward, which at its most basic is paddling the kayak forward, through to finding drive with use of positive pressure on the active blade!

BREAKING IN AND OUT WITH AN EYE ON MOMENTUM

Breaking in and out of momentum means we need to be thinking about how we are going to use our directional momentum along with our ability to slide or carve the boat into or out of the eddy.

The bad news here is that there is no one right answer on how to do this. The success of our students depends on their ability to use the skill they have learnt effectively in a wide range of ever changing situations. In an advance performance we would see the paddler adjusting though the range of the skills discussed, from keeping the kayak flat as the boat crosses the eddy line and keeping the power on to drive the boat deep into an eddy before applying edge.

How a paddler chooses to use their momentum when leaving or catching an eddy will depend on a range of factors so its worth each individual have a short flight plan to have between each eddy. For us as coaches we may at this point need to think about the tactical factors our students are going to need to start making these choices for themselves. Although there are many technical factors that can limit a students performance when working on eddy turns this project focuses on the tactical aspect of how we might catch momentum.

BREAKING IN PRACTICE

The pros and cons list is to help us coaches think about some of the advantage and disadvantages our students may face in each situation.

Pros

- ◊ Time to think about whats coming and prepare for it.
- ◊ Time to gauge speed and angle required for best results whilst still in the eddy in relative safety.

Cons

- ◊ Space may be limited to set up good angle to leave.
- ◊ Can be tricky to gain momentum.

THINGS TO CONSIDER FOR PRACTICE

Once we are working with students on eddy turns the gross skills should be understood by the paddler and although we will see some individuals that may still need some technical input, our input as coaches can

shift to developing a tactical awareness for positioning, timing and river reading skills to break in and out effectively.

Air Traffic Controller: From a straight forward eddy set your students a simple task of choosing the distance they intend to go from the eddy once they leave. The student will need to tell you – the ATC, how far they intend to get from the eddy. This allows you as the ATC to choose two students with different plans and allow them to leave together or as close as possible. Once the students work out the game they will quickly see the importance of sticking to their chosen line, providing the coach and the students with an opportunity to assess their ability to carry out, plan or deal with unforeseen circumstance.

On each attempt we can gauge if they are developing an understanding of the factors that impact on this move. The students should be encouraged to use a range of edge, angle and speed throughout the exercise to help build practical experience of possible outcomes.

BREAKING OUT OF PRACTICE

Pros

- ◊ Plenty of space to set entrance angle.
- ◊ Easy to have momentum.

Cons

- ◊ When approaching an eddy from in the current, the time you have for decision making is limited. If you miss it do you have a back up plan?

Tips & Tales:

The student uses the current with side of the eddy line to spin the boat in circles, the student should aim to keep the boat in the eddy. This works on improving a students understanding of the flow, position of eddy line and forces involved. This can be used with a wide range of students, for stronger students just use more challenging eddys.

Eddy Left:

A simple game requiring the student to catch on just one side of the river. The aim of the task is to get the student working against their natural momentum. Picking a good location is key to get success here, ideally if the eddys are on the left the flow of the river would be trending off to the right, driving the students kayak out into the river at each break in. This will force student to do one of two things, think about the technical skill they are using to make the eddys or get them to think about their momentum. The objective of the task

is not totally about the student being successful, if they're not we have a coaching opportunity!

Zig Zag:

The task is simple, get the student to chose eddy on alternate side of the river. This is likely to have students working with their momentum. Its often the case that student will work hard at get across the river in this task and an effort should be made to rise the students awareness that their directional momentum is now focused to the sides of the river and little if any is used to travel down the river. This could be used to help a student compare and contrast this exercise with the previous task to create some discussion topics between you and your student.



FLIGHT PLAN

What does having a plan have to do with momentum? Taking time before running a rapid to consider where the river might take you as well as where you intend to end up is vital to your students success.

Visual sation is commonly discussed among coaches and widely used among advanced paddlers, however, how often do we encourage our students to visualize their route? By asking are students to take a look down the river and come up with a flight plan this will encourage them to think about what is coming up ahead and get them thinking about the eddy they want to hit, rocks and trees they want to avoid and any wave or features of interest they may want to take in the next visible leg of the journey. If a paddler has taken time to scout a rapid from their boat or the bank this gives them a heads up to the as to the different features they may encounter. An experienced paddler may be able to judge how the features will effect them as their boat travels through it. Our students may not have gained that experience yet so spending time thinking

through the effects is a vital tool for learning.

Once a paddler is practiced at this, it can be done in an instant when looking at section of river. As the grade increases its worth taking more time to come up with your flight plan.

Depending on the stage of the students, this may incorporate specific skills they have been working on.

unnoticed eddy line that we hit that can trip us up!

These zones of transition can vary massively in size shape and each one will effect you differently depending on your boat type, the position, angle and speed at which you hit it.

Taking time to anticipate these effects can help us greatly with how we can apply our technical skill base.

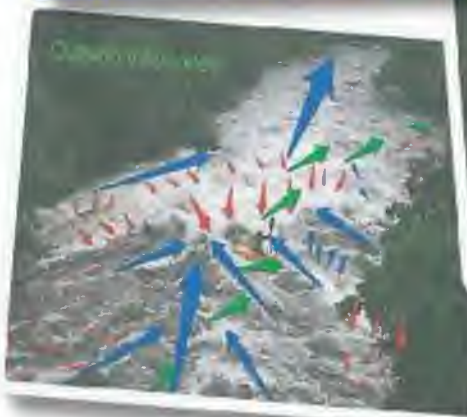
Getting our students to experience as many zone of transitions as possible will help build a catalog of experience that they will be able to draw on as they develop as paddlers.

Playing simple games in and around these features will help raise student awareness.

Games that allow the student to experience different features with out them effecting the out come will give good feed back on how these zone effect different boats.

Once students are able to anticipate the outcome of different river features we can start to work with them to chose there desired out come.

OUTSIDE INFLUENCES



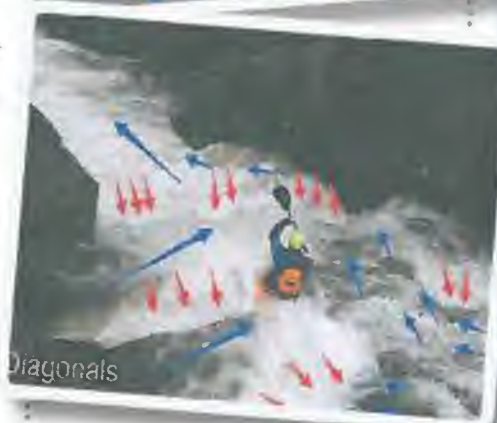
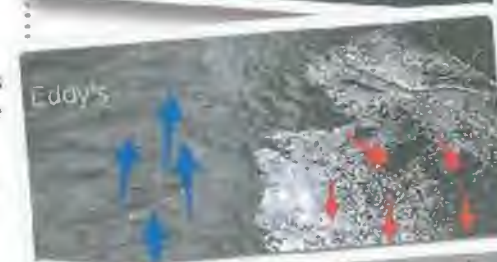
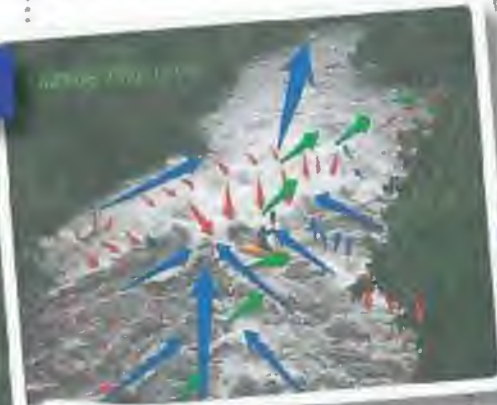
The river has a big say in how we use our momentum and the momentum it will give us. So understanding what effect the waves, eddy, boils and stoppers will have on us is vitally important.

One of the key facts that keeps us engaged in WW kayaking is the open environment that we use to take part in our sport. The ever changing state of the rivers we paddle can make it difficult for us as coaches to help our student make sense of the skill we teaching them. Taking time to explore the concept above will help our paddlers improve quickly when they're moving up through the grades but we can't talk about momentum without considering what the river will throw at us. Being able to anticipate where our kayak may gain or lose momentum can be key to our students success.

KEY RIVER FEATURES

Zones of transitions is maybe a good phrase that cover all river feature such as stoppers, waves, eddies, cushion waves, boils, rock and so on.

Anticipating how those zones will affect our boat is a fundamental to our success in white water. It's not always the big features that get us it's often the



SUMMARY

In summary, the key factors to take away from this is that the boat will be in at least one or more of these 4 states of momentum as well as being effected by outside influences. For us as coaches having an understanding of that your students will need to be able to exploit these states of momentum along with the ability to anticipate the effects of any outside influences in a range of situations is what will help our students to become successful paddlers. Paddlers with a good applied understanding of these principles will make hard rapids look easy, make difficult ferries with ease and preform effortless eddy turns!

Remember learning is not a linear activity!
There is no real beginning or end to what we can learn as kayakers or coaches. Success depends upon our ability to deal with adversity!

British Canoeing Coaching Conference

Dynamic Coaching – An expanding skill set

We are delighted to announce that the theme for the
2014 British Canoeing Coaching Conference is **Dynamic Coaching – An expanding skill set**



**22nd & 24th
Nov 2014**

**Wyboston Lakes
Bedfordshire**



Taking place at the excellent facilities offered by Wyboston Lakes, this year's coaching conference will turn the spotlight back on to **developing coaching skills and behaviours**.

The event will offer a range of workshops which look at taking existing skill sets to the next level or applying existing skill sets into new contexts, as well as offering development in some new areas.

Booking for this event opens on the **15th September**, until then you can register your interest here to receive exclusive updates and offers, including confirmed speakers and workshops ahead of the full programme announcement.



CanoeEngland
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Can You Help?

We are exploring what influences a student's engagement with their coach

Researchers at Bangor University are looking at the coach/athlete relationship and student engagement. In training coaches, it is easy to get sidetracked into the technicalities of coaching process i.e., the practice structures, demos, when and how to give feedback etc., but the best coaching processes in the world will have little effect, if the student is reluctant to engage fully with the coach, because they have a poor relationship with their coach. With this in mind the research team are specifically looking at how a coach's leadership behaviours may influence coach/athlete relationship and subsequent student engagement.

We need 60-80 coaches, who have 3 or more long term students (known for 6 months or more), to help explore this question and provide empirical evidence supporting our hypotheses. Alternatively, if you are a student who has a long term coach either at your club or in college, can you pass this to them?

Coaches: Involvement consists of answering a short questionnaire about each of your students' engagement during sessions and your students completing a questionnaire about you and their perceptions of your leadership and of the relationship they have with you. Simply follow the link below to complete a questionnaire (one per student) and have your students follow the student link to complete their questionnaire about you.

COACHES link to their questionnaire
<https://www.surveymonkey.com/s/7YDNZGS>

STUDENTS link to their questionnaire
<https://www.surveymonkey.com/s/9KZWMR2>

All participants who take part in this study will be entered into a prize draw to win a new Palm FXr personal flotation device (donated by Surf-lines Ltd, a partner in this research). Every coach that gets involved will (upon request) receive a summary of the results found in the study and a booklet regarding the theory behind coach-athlete relationships and transformational leadership and how best it can be applied to the paddlesport coaching environment, providing new tools to take their coaching beyond pure coaching process.

Thanks so much for your time and help – Trys

Trys Burke is a BCU Level 5 coach and is currently undertaking a Masters in Applied Sport and Exercise Psychology at Bangor University, North Wales.



PRINCE OF
BANGOR
UNIVERSITY



A New Look For Canoeing

The BCU is launching a new look and feel for canoeing.

After months of research, talking to both paddlers and non-paddlers up and down the country, we've developed a new look, which goes right to the heart of what our sport is all about.

We want to help & inspire you to go canoeing and our new look is all about using inspiring and enabling imagery to help make that happen. We want to make sure that the BCU is relevant to you and new paddlers.

As part of our rebrand, Can Do is our new brand campaign.

And we're getting a new name too.

Going forward, the British Canoe Union, Canoe England & GB Canoeing will be known collectively as British Canoeing.



**BRITISH
CANOEING**

Here's our new logo.

Introducing the new brand will be a gradual process. We don't want to spend thousands of pounds on redesigns and reprints so, for the next year or so, you'll see both the old and new look. But this does mean we'll be saving money and using resources where it matters – in helping people to enjoy canoeing!

We think you'll agree that this is a momentous development for the organisation and canoeing in Britain and we're hope you're as excited about it as we are.

We'd love to know what you think. Join the conversation via email or use #canoeinginspired on Twitter.

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:

North East
East Midlands
Channel Islands

Yorkshire
Devon & Cornwall

The position of Eastern RCR up for reelection and we invite alternative nominations.

The position for RCR for the North West is currently going through a vote, with those eligible to vote within the region receiving further details via email. For more information, please see the Coaching Representative section on the Canoe England website.

Our congratulations go to Alex Shiell who has been elected as Southern RCR and Andrew Hall who will be continuing as South East RCR.

Area Coaching Representative Elections & Vacancies

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

Team North:

Cheshire
Durham
Northumberland
North Yorkshire
Tyne & Wear

Team South:

East London
East Sussex
Berkshire
Gloucestershire

Team Central:

Bedfordshire & Luton
Lincolnshire
North Derbyshire
Suffolk

Central London
Oxfordshire
Dorset

The **Hertfordshire ACR** are up for election and we invite alternative nominations.

Our congratulations go to Drew Cartwright who has been elected as North Nottinghamshire ACR, Dawn Scott as South Nottinghamshire ACR and Jevon Jennings as Devon ACR. Congratulations also to Darren Sherwood who will be continuing as Somerset 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) 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 31st July 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	rco.central@canoescotland.org
RCO Dumfries & Galloway	Alex Lumsden	07920 528119	rco.dumfries@canoescotland.org
RCO Fife	Ian Vossler	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 Dolier		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 Mackinnon	07775 682034	rco.highlands@canoescotland.org

BCU Level 4 Programme Recruitment

The BCU are inviting coaches who may be interested in completing the BCU Level 4 Coach Programme starting in May 2015, to get in touch!

The BCU Level 4 award aims to develop/validate coaching expertise and to develop coaches who would then be in a position to influence the development of the sport going forward.

The learning programme and assessment are based over a two-year cycle (May 2015 – May 2017). The course is made up of a series of distance learning modules, residential 2-day blocks, with integrated delivery and mentoring support from academic and BCU Tutors.

Residential weekends will be held at venues around the UK. A variety of 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 Postgraduate Diploma and a BCU Level 4 Award. An early exit option to Postgraduate Certificate, and the option to continue to an M.Sc. are also integrated. The qualification is being delivered in partnership with Stirling University; the University of Stirling have established expertise in both Coaching Science and in supporting students from all over the world via distance learning.

The May 2015 intake will be the third BCU Level 4 course to run. The first pilot course started in May 2013 and the second has just started. We are also currently going through the UKCC endorsement process in order for candidates to receive the maximum value from their investment. Developments to date suggest this should be in place for the 2015 cohort.



Applications

We will open applications for the May 2015 intake this Autumn.

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 their specialist setting. We expect the course to appeal to a wide range of coaching specialists across the range of disciplines.

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

"We expect the course to appeal to a wide range of coaching specialists across the range of disciplines."

It is estimated that candidate costs will be in the region of £7,500 for the programme, made through several payments during the course of the programme. This includes costs to Stirling, the residential blocks, BCU tutor costs, individual mentoring, and a contribution towards

administration. The exact price will be confirmed prior to applications being opened. Many candidate dates on the current pilot programmes have managed to access funding from a variety of sources to help with the costs of the programme.

For those who wish to seek bursaries, grants or loans these two links provide a good starting point:

<https://www.gov.uk/funding-for-postgraduate-study>

<http://www.stir.ac.uk/scholarships/>

If you are interested in finding out more about the programme please contact your Home Nation Association. Your interest will be noted, and further information sent as soon as possible.

We intend to have course information and the application pack ready by September 2014. With the closing date for applications at the start of January 2015. Successful applicants will be required to accept their place, and make the first payment by April 2015.

A note of caution: the programme is subject to a continuous process of review and is still in its early days of development. The BCU reserves its right to change the contents of the programme or parts of the programme, to discontinue the programme, and to cancel the programme in the event of low enrolment.



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

