

Issue 181 - £3.50

July / August 2015

for Coaches Code

British Canoeing's magazine for coaches

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AND PADDLESport
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Performance Profiling and Paddlesport Coaching



 **BRITISH
CANOEING**

WELCOME TO CODE 181

While we seem to be having a somewhat indifferent summer, weather wise at least, we hope you are making the most of each and every opportunity to get out paddling and coaching. As you do so maybe taking a look at this months main article on performance profiling will enable you to reflect on the added value you can bring to your sessions and to the experiences of your students.

Following the competitive or non competitive theme from our last issue performance profiling straddles all strands of paddlesport coaching, from the seasoned elite racing coach to the newly qualified level 2 coach running their first sessions. Check out the articles messages and reflect on how you might enhance your own coaching approach through a profiling approach to your sessions.

Finally, please take note of the date and early details for this autumns coaching conference.

Happy paddling.

Coaching Matters Events 2015

NORTH WEST

Halton Mill

26th September 2015

Details available from Ian Bell
coaching.yorkshire@britishcanoeing.org.uk

CENTRAL

Eastern - Lee Valley

4th October 2015

Details available from Gary Denton
coaching.eastern@britishcanoeing.org.uk

East Midlands - Nene White Water Centre

25th October 2015

Details available from Jim McCarthy
jim.mccarthy@dsl.pipex.com

West Midlands - Shropshire

13th September 2015

Details available from Charlie Miller
cswm@freenetname.co.uk

West Midlands - Leamington

15th November 2015

Details available from Charlie Miller
cswm@freenetname.co.uk

SOUTH

Southern -

Woodmill Outdoor Centre

17th October 2015

Details available from Stephen Moore
coaching.hampshire@canoe-england.org.uk

South West - Gloucestershire

26th July 2015

Book online at Coaching Matters South West or further details are available from Tom Mellor
coaching.gloucestershire@britishcanoeing.org.uk

South West -

Tamar Canoe Association, Saltash, West Cornwall, PL12 6BJ

5th September 2015

Book online at Coaching Matters South West or further details are available from Steve Hopkin/Jane Evans
secretary@canoe-england-southwest.org.uk

South West -

Kingston Maurward College, Dorset

18th October 2015

Details available from John Purse
coaching.dorset@britishcanoeing.org.uk

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Performance Profiling and Paddlesport Coaching

By Steve Graham

Have you ever been faced with the scenario of an individual or a group that you are about to coach, and you ask those immortal words, “what would you like to work on today?”

Responses can be varied from the, “Don’t know ... what do you think?” to the “I would like to be a better paddler.” to the “I’d like to work towards my 5 star.”

Then begins the minefield of trying to interpret your performers “Wants” from their “Needs.” If you are lucky or exceptionally talented as a coach you might get there straight away; but for us lesser mortals, I would like to improve our chances, of not only pitching our sessions at the right level, within the right environment, but getting an increased buy in from the performer.

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

“To fill it in (the performance profile) just write the thing you are profiling on the outside of the section and shade in how many levels you think represent your current ability” Level 2 Certificate in Coaching Paddlesport: Candidate support Pack 2008

Performance profiling straddles all strands of paddlesport coaching, from the seasoned elite racing coach to the newly qualified level 2 coach running their first sessions, because if the level 2 coach is going to”.

“... plan, deliver, review a series of 6 progressive sessions safely and effectively.”

They will need to know where the performer is at and at what level of attainment they are striving for. Equally, within the Long Term Paddler Development model, Dr Istvan Balyi states that,

“Adopting a long term, staged and individual approach to the all round development of canoeists will ensure that they excel throughout their life as aspiring performers and or/as confident, competent recreational paddlers.”

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

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

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

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

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

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

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

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

Butler and Hardy(1992), proposed that by using a performance profile this would,

"help athletes become more involved in the evaluation of their performance capabilities, help them identify their perceived strengths and weaknesses and facilitate greater engagement and adherence to future training."

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

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

(Western,N;Greenless,I,TheIwell,R)

So, as paddlesports coaches how can we get maximum value from this technique. Firstly, to gain maximum benefit, there is a time implication. Once paddlers have become accustomed to the technique, this reduces, but of all the paddlers and coaches I have trailed this with, the value of quality time to analyse individual perceptions has been welcomed. The model I would advocate has only been

used with recreational sea kayakers, however I am confident it could be applied to all disciplines of paddles port.

Setting the scene:

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

Many paddlers when introduced to profiling , tend to concentrate on the technical aspects of performance, strokes used, types of rescues etc. To help broaden the qualities required for the desired level of performance use the



Tactical/Technical/Physiological/ Psychological components of paddling performance model (Fig 1). As the facilitator ask the questions of the paddler,

“What tactics were required of that paddler to make that breakout, in the video you just watched?”

“What stroke combinations did they use?”

“How much strength to flexibility was required to complete that roll?”

“What would your head be telling you in that environment?”



Fig.1 The relationship between the components of paddling performance

BCU Coaching Handbook 2006

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

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

The paddler then needs to rate themselves out of 10 for their current

ability within each attribute and then set a realistic, ideal target out of 10 for each attribute, to achieve within a set period.

The paddler then subtracts the current rating from the realistic target. In theory the higher the score the greater the paddler perceives they need to work on that attribute to achieve success.

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

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

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

Discussion with the coach:

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

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

In presenting profiling in this format, as

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

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

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

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

References

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Conclusions

Developing skills in critical reflection using storytelling for paddlers poses many questions for the future. Critical incidents seem relevant and useful because they treat someone's experience as a starting point for analysis, which then contributes positively to personal enrichment and development of self-knowledge. Transformative learning implies changing behaviour arising from critical reflections and planned actions resulting from the reflective process. The challenge is to prove this changing behaviour. Storytelling as a technique helps students work towards this challenge. It supports them to construct their own meaning from knowledge they are acquiring by equipping them with the process that provides a model for reflective learning, challenges being creating the time and space for reflection to occur. From this they have the time to build awareness, confidence and understanding of themselves as learners with the support of peers/coach (critical friends). It is evident from my experience that some students find the experience more beneficial than others; several were very supportive and rolled with my attempts others were very dismissive and removed themselves from the process. I started this process with 10 students 5 of whom stuck with it to the end. At times the process moved into what I would call deeper territory with personal issues coming to the forefront of discussions. I did not want to be dismissive of such disclosures and at times felt it very difficult to deal with in a paddling/coaching context. Several times this resulted in a complete character meltdown and the inability to carry on and the want to walk off. I needed to change their focus and get them thinking about what they needed for their own paddling development. On the river bank it is harder to deal with such issues than via e-mail – each presenting their own challenge. It is easier to signpost/direct them via e-mail than negotiate an agreed conclusion on the river bank – the challenge a coach faces. This type of reflective practice will not be suitable for all but it will be the coach who has to decide its usage. Students can get highly absorbed in discussions; their accounts of events are usually extremely personal and emotionally-loaded. Promoting the use of transformative learning through storytelling to other coaches will be a challenge the use of clearer evidence and a broader research pool will aid the process.

Discipline Support Modules

British Canoeing currently delivers Discipline Support Modules across the country to support the specific nature of the multiple disciplines within paddlesport. British Canoeing is committed to developing athletes as individuals and supporting them to become the best paddler they can be. This is achieved within a supportive and empowering environment which instils an active passion for their chosen discipline through highly trained coaches.

The British Canoeing Discipline Support Modules are designed to assist coaches who currently hold British Canoeing (or equivalent) coaching qualifications, and who want to gain more knowledge about some of the more specialist disciplines. The modules aim to set coaches up to help paddlers train and improve.

Our Discipline Support Modules are courses that introduce the discipline's fundamental techniques. Each module links to coaching behaviours covered in our Level 1 and Level 2 coaching Qualifications, and coaches can choose either bank-based or boat-based participation.

Currently modules are available in Slalom or Sprint, Polo, Wildwater Racing, Freestyle, and Surf and are a mixture of classroom theory and practical application to test your preconceptions in coaching.

For Slalom and Sprint we currently have a Part 1 and Part 2 module. Coaches new to Slalom or Sprint techniques are advised to complete the British Canoeing Slalom Discipline Support Module (Part 1) and the associated logbook prior to Part 2. Experienced slalom athletes can by-pass Part 1 with a reference from a current BCU Slalom Support Module Tutor; a reference section is available in the BCU Slalom Discipline Support Module (Part 1) Log Book.

The modules seek to support the continuing process of good coaching practice, with the syllabi written to focus on coaches who are likely to be supporting the early development of discipline specialists. By the close of the course coaches will feel they have enough confidence and knowledge to put the skills into use!

Registration:

Coaches wishing to attend on any individual module are required to register with British Canoeing before they are able to attend the course. It is advisable to do this at least 2 weeks prior to the training

course. At the point of registration the following prerequisites are required:

- Hold a British Canoeing Coaching Qualification
- Are age 16 years, or older
- Register with Home Nation

If you already meet these prerequisites you can register now using the **Coach Registration (CR) Form** and for more information about the registration service please see the **Registration Guidance Notes**.

Certification: After completing the module candidates receive a certificate of attendance from their Home Nation.

For the specific discipline specific content and information and to find dates and venues of upcoming courses please visit the British Canoeing Website.



REGISTER NOW
DON'T WAIT FOR
AN EMERGENCY

Who to call in an emergency in the UK



POOR SIGNAL

If you cannot make voice calls, you can now contact the 999 Emergency Services by SMS text from your mobile phone. Emergency SMS is part of the standard 999 service.

HOW DO I USE EMERGENCY SMS?

Register - You will only be able to use this service if you have registered with emergency SMS first.

To register, text 'register' to 999.

You will get a reply (normally within a few hours), once received, follow the instructions you are sent.

IN AN EMERGENCY

Text 999

They need to know:

- **Who is Calling?**
- **What?** Briefly, what is the problem, including the state of casualty.
- **What?** Is required.
- **Where?** Give location as precise as possible, use GPS, Grid Reference or nearby landmark.
- **Now wait where you are for a reply call or text.**

EMERGENCY SMS?

WHAT HAPPENS NEXT?

- The Emergency Service will either ask for more information or will tell you that help is on the way.
- Don't assume that your message has been received until the Emergency Service sends a message back.
- It will usually take about two minutes before you get a reply.
- If you don't get a reply within three minutes, try again or find other ways of getting help.

THINGS TO CONSIDER

In addition to the other considerations for your day (such as clothing, equipment, route, abilities, food, first aid, etc.) you should consider:

- Saving power on your phone
 - if you have more than one phone in the group, think about turning one off to save power.
- Ensure someone knows where you are going, your route and your return time.
- Did I register for the Emergency SMS?

At Sea

Channel 16 VHF
Marine Radio

On the Coast

Dial 999 / 112 and ask for the Coastguard

When Caving

Dial 999 / 112 and ask for the Police and then Cave Rescue

In the Mountains/Rivers/Lakes

Dial 999 / 112 and ask for the Police and then Mountain Rescue

For more information, visit:

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www.lowlandrescue.org

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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, Devon & Cornwall, London, Channel Islands.

Our congratulations and thanks go to Ian Dallaway who has been reelected as the **West Midlands RCR**.

Area Coaching Representative Elections & Vacancies

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

Team North: Durham, South West Cumbria.

Team Central: Suffolk, Lincolnshire, North Derbyshire, South Derbyshire.

Team South: East London, Central London, Oxfordshire, Isle of Wight.

Our thanks go to Peter Pendlebury for his hard work as the **Wiltshire ACR**. Our congratulations and thanks go to Derek Hairon who will be continuing as the **Jersey ACR** and Andrew Pearson who will be continuing as the **Surrey ACR**.

Our congratulations go to John Purse who has been elected as the **Dorset ACR**, following a regional vote. Our congratulations also go to Lizzie Harrington, newly elected **North Yorkshire ACR** and Martin Harrall, newly elected **Wiltshire ACR**.

The **Merseyside ACR**, **Leicestershire ACR** and **Hertfordshire ACR** are up for reelection and we invite alternative nominations.

All applicants must submit a profile (not more than 200 words) and must be proposed by two current RCRs/ACRs or by five other coaches. These coaches must meet the British Canoeing Coach Update Scheme requirements and live, work or be a member of a canoe club in the respective area. These all need to be received by Natasha Devonshire in the British Canoeing Office by 4:00pm on 28th August 2015.

Please get in touch! If you (or someone you know) are interested in taking on one of these roles please contact Natasha Devonshire (natasha.devonshire@britishcanoeing.org.uk) who can help answer your questions.

Note - before nominating anyone, please ensure you have discussed this with them and that they are willing to stand.

Level 4 Programme Recruitment

British Canoeing are inviting coaches who may be interested in completing the Level 4 Coach Programme starting in May 2016, to get in touch!

The course 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 2016 – May 2018). 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 Paddlesport Tutors. Residential events 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 British Canoeing Level 4 Award. An early exit option to Postgraduate Certificate, and the option to continue to an M.Sc. are also integrated. The UKCC endorsed 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.

Applications

Please contact Fiona Fuller at British Canoeing for an Application Pack or more information (fiona.fuller@britishcanoeing.org.uk). The closing date for applications is 30th November 2015.

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.

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, tutor costs, individual mentoring, and a contribution towards administration. The exact price will be confirmed prior to applications being opened. Many candidates on the current programmes have managed to access funding from a variety of sources to help with the costs.

Successful applicants will be required to accept their place and make the first payment by April 2016. 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/>

Please note that the programme is subject to a continuous process of review. British Canoeing 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.

British Canoeing Coaching Conference

'The Multidimensional Role of a Coach'



We are pleased to announce the 2015 British Canoeing Coach Conference will be taking place on the 21st and 22nd November at Cranage Hall in Crewe. Get the date in your calendar as we would love to see you there!

This year's event 'The Multidimensional Role of a Coach' will feature a selection of workshops and speakers focusing on the different parts that a coach will play in the development of their paddlers.

The full programme of workshops and speakers will be available from September when we open bookings. Until then you can register your interest on our website and tell us what topics you would like to see included and to receive updates on workshops and speakers as they are confirmed.





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