

for Coaches Code

British Canoeing's magazine for coaches

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Developing the use & understanding of Transferable Skills in the Coaching Process

WELCOME TO THE WINTER 2016 EDITION OF CODE

We can only begin to anticipate what a new year will bring, however, we can be reasonably certain, from a Paddlesport point of view that it will be yet another busy and exciting one. Indeed, and it hardly seems believable that it's four years since London, we have another Olympic Games to look forward to over the summer – a fantastic opportunity to showcase Paddlesport as a whole and to excite and encourage future generations to our sport.

Opportunities for us all to look to new ways in which we can develop our offerings to beginners and enthusiasts alike.

From a coaching learning point of view we can again look forward to a year packed full of Home Nation and regional coach updates, Paddling / 'Paddlefest' style events, a full programme of Coaching Award Courses and an exciting round of Home Nation Coaching Conferences. We hope to see you there.

On a cautionary note, and with yet another wintery season of torrential rain lets all be careful in our planning, preparation and decision making. As always Safety first should be our maxim. Participant, Coach, Client, Student - all play a part in ensuring safety out on the water. Know your limitations and always work within them.

Enjoy this edition of Code and we'll see you next time.

Coaching Matters Events 2016

NORTH

■ Cumbria - Settlebeck School, Sedbergh

6th February 2016

Details available from Mike Sunderland
coaching.cumbria@britishcanoeing.org.uk

■ North West - Halton Mill, Lancaster

13th March 2016

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

CENTRAL

■ West Midlands - Chasewater (near Brownhills)

19th March 2016

Details available from Dave Bateman
coaching.birmingham@britishcanoeing.org.uk

■ East Midlands - Rutland Water

10th April 2016

Details available from Peter Dunlop
coaching.rutland@britishcanoeing.org.uk

■ Eastern - Bedfordshire, TBC

22nd May 2016

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

■ West Midlands - Tewkesbury

11th September 2016

Details available from Dave McEneaney
coaching.herefordshire@britishcanoeing.org.uk

■ West Midlands - Trentham, Staffordshire

12th November 2016

Details available from Mark Brian
coaching.staffordshire@britishcanoeing.org.uk

SOUTH

■ Southern - Oxford

27th February 2016

Details available from Alex Shiell
coaching.southern@britishcanoeing.org.uk

■ Wessex - River Barle, Somerset

29th March 2016

Details available from Darren Sherwood
coaching.somerset@britishcanoeing.org.uk

■ South East - Seapoint Canoe Centre, Kent

2nd April 2016

Details available from Andy Hall
coaching.southeast@britishcanoeing.org.uk

■ South West - Exeter Canoe Club

17th May 2016

Details available from Chris Waters
coaching.devonandcornwall@britishcanoeing.org.uk

■ Eastern - Essex/Suffolk, TBC

19th June 2016

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

■ South West - Tamar Canoe Association, Saltash

18th September 2016

Details available from Chris Waters
coaching.devonandcornwall@britishcanoeing.org.uk

■ Eastern - Cambs/Herts, TBC

2nd October 2016

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

■ South East - Wey Kayak Club

9th October 2016

Details available from Andy Hall
coaching.southeast@britishcanoeing.org.uk

■ Southern - Berkshire

15th October 2016

Details available from Alex Shiell
coaching.southern@britishcanoeing.org.uk

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Developing the use & understanding of Transferable Skills in the Coaching Process by Anthony Ing

My aim is to develop a robust & practical method for coaches to use a students existing skill set from other activities or sports to accelerate their development, not only their acquisition of techniques but also their skillful application.



The aim of this article is to develop methods of transferring skill sets from either different sports or a persons normal working environment. By doing this I would like to present a coaching process which will help coaches to develop and accelerate student performance over a short period of time, but also as part of the individuals long term development. Linking attributes that the student already has in an activity with a generic link between the two activities and delivered through the correct method, will speed up the learning process of a new skill. By already having these attributes, using my coaching process should link transferable skills more successfully. This will be aimed at coaches that already understand basic questioning and coaching processes, this should help them develop new understanding of their skill set.

The key thing with using this method is it should not only be used for students that have a practical relationship with sport, but also students that have a strong psychological bond. i.e. reaction speed for students who play computer games or the ability to process information in a technical manner. Mental skills are always more challenging to link compared with motor skills which naturally merge, these are easy to recognise as the similarities between motor skills are much more apparent.

It's normal coaching practice for coaches to draw similarities and links between similar sporting activities. For example: 'board sports' like snowboarding, surfing, skate boarding and wake boarding, all share common attributes such as edging a board to affect a turn or change direction. It is also applicable in paddle sport because edging or leaning rigid hulled

craft will also affect a turn or change of direction.

This is a good coaching process because the existing skill allows you to use something that the student is already familiar with whether it is an action, movement or skill to fast track the process of acquiring the new skill.

I feel that coaches are using the process above already but they need to delve deeper into the students background experience, because it is possible to relate to a whole manner of skills, whether they be physical, mental or practical, particularly where there's not an obvious link. This allows the coach to relate to the students existing skill set. Regardless of the background experiences there is always a link which could be leveraged to fast track a development of new skills. It is important that if the student is coached over a long term period then it will be necessary for the coach to gain a heightened technical understanding of the students motor/mental skill. This could be through more research in the area of their skill base or further questioning with the student at different stages of the paddlers development. The reason for this is to enhance your understanding of the sport (movement) and can then help them to find similarities.

It is essential that the student is an integral part of this process of developing the link from existing knowledge or skills to the new skill that they are attempting to acquire.

When we are starting to develop your student, talking with them and making it apparent that you are interested in their background is very important. With the use of unbiased open ended questioning

potential motor/mental skills should be revealed. The motor/mental skill that we are trying to extract from student will need to have a viable link between what they do and what we want them to be able to achieve. So when questioning we are mostly interested in linking attributes of different elements of skill sets of sports, hobbies, jobs or any autonomous skill performed regularly. Further questioning can then be used when trying to identify more specific areas of their motor/mental skill. Remember that the motor skill could be a very simple one like changing gear in a car or a very complex skill like a bow jam in a canoe.

The specific phase is next, this is named for various reasons. As already stated, by the student feeling ownership over the relationship of the two sports and also the in depth (specific) nature of the transferable skill in which the coach is finding the similarity between. This bonds them with the new skill which makes a reliable and memorable action. They will be able to pull their motor/mental skill up from their long term memory quickly. Over various sessions you will probably find that the student will be finding their own specific movement that transfers without you even implementing it. This is showing how powerful this phase can be. The more you can get your student to click with the relationship between skills they already have and new skills they are trying to achieve, the quicker they will start performing the new skill more autonomously.

After finding the generic relationship between the activities and knowing a specific element, we can then build an activity based session revolving around

this process. This session should not be without the fundamental elements that the coach will need to cover for the movement/skill they are teaching. But the key element of this session is to get the student to relate their transferable skill and feel the positive nature of knowing they already have the motor skill in place to succeed in the movement. This should enhance the transferable skill but in their new surroundings. By putting this coaching process into practice we can speed up the development of the student's new skill in their new environment. Depending on your questioning it might be necessary that you need to do more research on the their skill base. This might be because you haven't gained enough information from your initial questioning or need to find out more specific information. It is important that the activity can mould and adapt to how the student feels their skill relates the best. This might mean very small changes to the activity but could trigger the direct link between the two.

Through questioning the student, you will get the information which generates the link from the existing knowledge. You can then use that to generate or drive the activity which allows them to feel ownership over the activity because its related to the specific information that they have given you.

This means that it is specific to them and their relationship with the movement or skill. This will take place when learning is in process. After the questioning phase it is then important that you can start to take the information that you have been given and relate it to a type of movement that is relevant to the activity/skill that you are improving them in. By looking at this it will determine the success of the skill transition and if the coach is unsure of the link then further questioning should take place before the start of the learning process.

After setting out this coaching process I then tested it on some example cases. First I looked at a competition free runner that had very high levels of physical technical ability. As a free runner he had a great range of motor skills that were obviously relevant but he determined what moves he linked the most with. Secondly I used a former gymnast, I didn't cross reference her with kayaking but with snowboarding as she had no previous knowledge in this sport. Again there were lots of obvious similarities between these but always focusing on the most important and relevant, not just the most obvious. This specific element was brought out in the questioning stage.

Then for my last example I did a session with a computer enthusiast and website code righter. This was very different so I wanted to take it back to its most simplest form. I did this by the activity only being throwing a ball into varied targets and using his mental processing skill rather than the other examples that were all motor skills that I was working with.

Skills Transition

Overview of the Coaching Process

Questioning

Find out what skill comes automatically and is practiced regularly. (Job or hobby). You are looking for a skill that the student finds autonomous in their perfected movement. (tennis player autonomous at holding the racket with the correct grip.)

Examples of questions

- ▶ What do you do on a regular basis for work or leisure?
- ▶ A question that narrows what your searching for.
- ▶ Explain to me the steps of the movement of your motor skill.

Generic

Find the generic similarities between their motor skill and the activity you are looking to improve, whilst understanding the similarities of the transition. (e.g. leading with the head for kayaking and snowboarding).

In depth questioning on components of a motor skill. How and why do you do the motor skill? How does it feel? This will help you find out more how they see it, not how you think they feel whilst doing the movement.

Specific

Get specific technical information about the motor/mental skill in their activity i.e. percentage of pressure, speed, anything that is specific just to their activity. It is key that the student feels ownership of the linking process as this will make it specific to them.

Using the information you've acquired after retrieving specific technical information you should have a specific understanding of a motor skill or mental skill in which a component of it can be used with the generic phase.

Activity

By using the first two phases we can create an activity to enhance the improvement of the movement you are trying to achieve. By getting them to have

ownership of this it is then specific to only them and creates a great bond. Key fundamentals must be in place but the focus of the activity is to relate their transferable skill to the new movement.

By successfully using this coaching process it will speed up the development of the students new skill.

Example case 1

Name

Study 1

Motor or Mental skill

Competitive free runner leap

Activity

Breaking in and out of the flow

Study 1 is a free runner that I had for a session and developed some very specific skills with. We mainly looked at breaking in and out of a simple piece of flow but then progressed in future sessions.

Questioning

Q. Why did you get into freerunning?

A. It was for the adrenaline of the sport and how it looked very fluid and controlled.

Q. In free running what is your favourite move to do?

A. Im not into flips so much but a leap is definitely my favourite, this move launches your body from one place to another with great precision sometimes leaping from one bar to another with up to a 3 meter gap in between.

Q. If you were going to break down the different elements to that move, what would you say are the most important bits?

A. The placement of your feet and the drive which you need to push through to them. It is vital that you don't just push through your whole foot but through to your toes. Also a big part of it is the swing of your arms to create the launch, this helps accelerate the move and gain drive and height.

Q. When doing the move how do you feel and what are you most concentrating on?

A. In the move the important bit is that you are always trying to look for your landing and you are after trying to be really precise with your landing the fluidity of the move will determine your success.

Generic relationship

- ▶ **Fluidity through movement**
- ▶ **Requires high technical understanding**
- ▶ **An adrenaline movement**
- ▶ **Precision for a greater technique**
- ▶ **Driving through your feet**
- ▶ **Markers for launching and landing**

Specific

- ▶ **Timing of looking for launching and landing**
- ▶ **Percentage of drive through the feet**

By linking the generic phase with more specific understanding on the water this will make it very specific to how Study 1 is going to relate the two movements.

Activity

Looking at breaking in and out of a simple flow relating the generic phase across the two sports and getting Study 1 to feel all the similarities. By then specifically looking at what he does autonomously in this relevant move we will then bring this out in his kayaking. Then looking at the specific phase we will enhance his understanding of the movement and accelerates this performance.

Overview

After doing more sessions with Study 1 he found that other skills that we perform in kayaks link directly across into other tricks that he does for example, when going over a drop it is exactly like a (kong). This is where he launches himself into a move by bringing his knees close to his chest and drives through his arms. With then looking at specific things involved in the kong he could perform the skill of going over small drops very proficiently over a very small space of time.

Session 1

Study 1 doing a leap from one log to another. Driving off his toes to create maximum drive. The use of his arms to accelerate his body through the air creating distance in his leap.



Study 1 finishing his leap by spotting his landing, this has to be precise and done at speed.



Using drive through his toes to accelerate the boat and getting him to throw his outside arm to accelerate his body rotation through the turn.



Spotting his landing exercise. Looking for future water before he lands his move (every time). This became autonomous after a very small space of time.



Session 2

On the first session we had been working on a simple flow looking at breaking in and out of the flow.

The second session we looked at running down drops and Study 1 related this to a move that he already does called the (Kong). Study 1 found the similarities between the two movements and explained to me why they were so similar. After the session, I asked Tommy to perform the Kong and as you can see there was a match in body shape, this meant greater muscle memory.



Study 1 going down drops looking for the landing like he was in previous sessions, he had not yet been exercised in drive or related two any other transferable skill. At this point he was doing what felt natural to him.



After looking further into the movement we then repeated the process of going over drops and and put the move into place. This was very easy for Tommy as he imagined himself doing the Kong as he got to the drop and even started self analyzing as he could tell that it didn't feel right when his timing was off. This was extremely interesting as once the relationship was made between the two movements Study 1 then started to improve himself just relating it to how it should normally feel to him.



Example case 2

Name

Study 2

Motor or Mental skill

County gymnastics spin on the toe in a floor routine

Activity

A toe to heel turn in snow boarding

Study 2 is a gymnast that I had for a session and I developed her snowboarding. We mainly looked at toe to heel turns but then progressed in future sessions.

Questioning

Q. Why did you get into gymnastics?

A. I did it from a very early age, and it was very enjoyable and fun.

Q. What is your favorite move to do?

A. I like the floor routines the most as they have lots of variety and you get to do lots of tricks and express lots of moves that you can do with your body.

Q. If you were going to break down the different elements of the floor routine, what would you say are the most important bits?

A. You have to be always in control over all the continuous movement that you are doing and concentrate on the next part of the sequence so it flows together without hesitation.

Q. How do you keep the control through the different moves that you do? for example the spins that you do in your routine.

A. Being aware where you need to keep your center of gravity so you are stable through the move. I find that pointing my toes and fingers through the move can help in being precise in the movement and keep me balanced.

Generic relationship

- ▶ *Fluidity through movement*
- ▶ *Requires high technical understanding*
- ▶ *Both are motor skills*
- ▶ *Head, shoulder and arms lead the move*
- ▶ *A set sequence that you follow*

Specific

- ▶ *The use of pointing the fingers and toes*
- ▶ *Awareness of center of gravity for balance*

By linking the generic phase with the more specific understanding on the snowboard, this will make it very specific to how Lianne is going to relate the two movements.

Activity

The activity was looking at doing a toe to heel turn relating the generic phase across the two sports and getting Study 2 to feel all the similarities. Then specifically looking at what she does autonomously in this relevant move and bring this out in her snowboarding turn. Then looking at the specific phase to enhance her understanding of the movement and accelerate this performance. By getting Lianne to bring her arms up whilst learning the turn and pointing her fingers she felt a direct comparison between the two moves and this made her take ownership of the activity.

Overview

As Lianne was a beginner in the snow we implemented this after she had the fundamentals that she needed to start the move of the turn. We then had some brilliant stages of learning, looking at her center of gravity on the board compared with a gymnastics spin.

Example case 3

Name

Study 3

Motor or Mental skill

Computer enthusiast writing code for websites

Activity

Throwing a ball into targets

Study 3 is a code writer that I had for a session and we looked at a very simple skill of throwing a ball into different targets.

Questioning

Q. What do you do as a code writer?

A. I sit at a computer all day and type code for websites looking for mistakes in the code and rewriting them.

Q. What do you enjoy about the job?

A. I like that I am fixing problems and I have to have a very high understanding of the code to be able to rewrite the methods. This can be very difficult sometimes to find, therefore it can take a lot of trying different ways of doing the same thing before you find the problem to then fix it.

Q. If you were going to break down the different elements of your job, what would you say are the most important bits?

A. Understanding the code and what it means, being able to look through lots of the same looking code but finding the differences/(mistakes) in it.

Q. What do you do in your spare time?

A. I play computer games, mainly games that take a lot of concentration to achieve them and a quick decision must be made throughout.

Generic relationship

- ▶ *Problem Solving*
- ▶ *Requires high technical understanding*
- ▶ *Reaction Speed*
- ▶ *Spends a lot of time sitting*
- ▶ *Very used to tasks*

Specific

- ▶ *He uses trial and error until he finds results*
- ▶ *Analyzing complex tasks to build improvement*

By linking some of the generic phase with an activity as simple as throwing a ball into a bucket Study 3 will be more responsive to the activity. With this you can then link the specific phase so he takes on his own relationship with the activity.

Activity

Throwing a ball into a target. Because Matt is a very mentally skilled individual, the task is for him to start relating some of his mental skill into a more motor skilled environment. We can help this with a different delivery of the activity. By looking at the activity and making him relate the information he normally needs for coding and giving him a far greater understanding of this simple task of throwing the ball. As we break down the specific movement to the activity he was feeling what part of the movement was more important than others. By breaking it down like this he then could start analyzing it for himself and when we broke the activity down into sections we also ranked each part for importance. This meant that when we started to specifically analyse the complex elements of the tasks Study 3 then came into his own and started to really get challenged by the task. He then wanted to vary the task to see if his method would work.

Overview

By taking Study 3 on as an example piece I found that it was a lot more challenging to transfer somebody that has a greater understanding of mental skill instead of motor skills. Taking this into consideration I think I would have perhaps received greater results if I linked it to some of the motor skills that Study 3 uses in every day life like driving a car or going for a walk. It is apparent that it is possible to link a mental skill with a motor skill but you have to create a way that the student relates it to the exact way they normally process data information and build on that.

Discussion

By using the examples that I have, I had the chance to experiment with both ends of the spectrum and see what is possible with just using mainly this coaching process. I found that with motor skilled links it was very effective to make it specific to the student and they had an easier time linking the two activities. When linking a mental skill I had to put it into a format that the student could find the link. Almost splitting it up into a code to make it relevant. This was a lot harder for me as the coach but once implemented it had very good results with the student being able to see it in the same light as what he does for fun and work. With linking mental skill I felt it would be more of a challenge to do so to any activity and this would require a very

deep understanding in what the mental skill is that the student uses most and working with that to excel their improvement of the new skill.

After looking into these skill sets and by using this coaching process that I have formatted there is a definite benefit of trying to bring previous experiences, skill set or motor/mental skills transition onto the coaching spectrum. It is a brilliant tool that if implemented in the correct manner can be used in a very strong way. With all of my example pieces there was a great understanding in their new activity almost like they had done it before. This could only have been through the way that it was put across to them as a skill that they already had. Each example had a heightened improvement over very concentrated sessions.

Skill transition has always been around the paddlesport industry, for example relating edging to riding a bike or skiing, but the real transition of linking motor / mental skill in this form is very new and untouched. I see that with the success of my students it is important that as coaches we see this as another very useful process. Especially in circumstances where you have an athlete that is very capable in their own activity, then you can have a far greater improvement over a much shorter space of time. This could be a student that at some point in his or her life was very proficient and practiced at the skill; you can use it to make the link. I discovered that the importance of deeper questioning to find out what the student relates to more than just the overview of what they can do, means you can get a much more precise understanding from them.

Conclusion

The link between the skill set that a student has from their previous motor/mental skill delivered in the correct way will improve the speed in the learning from the student. By using in depth questioning to find a generic relationship between the activities and then making it specific to the student, they take ownership of the activity. This will lead to a heightened automatic bond between them and their new skill. The greater the student can make that link the more autonomous the new movement will become and therefore more likely to stay engrained in the students long term memory. I am going to keep using my coaching process and develop it on more varied students relating it to different elements of paddle sports. Through this I will see where it is most successful and useful to coaches in the teaching environment.

FSRT Provider Moderation Opportunities

In 2012 British Canoeing introduced FSRT Provider Moderation events as a way to support FSRT providers in their delivery and to help standardise the quality of the course across providers. In addition to moderation events a series of supporting videos have been filmed and are available on YouTube.

As well as being an opportunity to share practice and ensure consistent delivery standards across the country, attendance at these events meets the CPD element of the Coach Update Scheme for a further 3 years.

British Canoeing is keen to further improve the quality of delivery and will now requires all remaining FSRT providers to attend an orientation or moderation event by 1st January 2017 if they wish to continue delivering the course.



Photo by Paul Taylor



Dates of forthcoming moderation events are:

- 12/03/16 - Haven Waveney Valley Canoe Club, Suffolk
- 21/03/16 - Manvers Waterfront Boat Club, South Yorkshire
- 10/04/16 - Burton Canoe Club, Staffordshire
- 15/04/16 - Wimbledon Park Watersports Centre, London
- 15/09/16 - Longridge Water Sports Centre, Buckinghamshire
- 27/09/16 - Salford Watersports Centre, Salford
- 07/10/16 - Distant Horizons, Cumbria

Moderation events are also available elsewhere in the UK.

Please see www.canoewales.com, www.canoescotland.org and www.canib.org.uk for further details.

For further information or to book your place, please see the British Canoeing website or email karen.bagshaw@britishcanoeing.org.uk

Guidance Notes for Coaches Operating Abroad

Scope

These guidance notes are intended for British Canoeing Coaches (both UK and overseas based) who wish to use their provider status outside of the UK or the Republic of Ireland (but excluding North America), to deliver the following awards:

- British Canoeing Level 1, 2, 3 Coach Awards
- British Canoeing 1, 2 and 3 Star Awards
- British Canoeing 4 and 5 Leadership Awards
- British Canoeing Moderate and Advanced Water Endorsements
- British Canoeing Foundation and Intermediate Modules
- British Canoeing Safety and Navigation Training
- British Canoeing Discipline Support Modules

Note that providers wishing delivering courses in North America should contact Scott Fairty at Paddlesports North America, via: info@paddlesportsnorthamerica.org.

Introduction

British Canoeing Awards are held in high regard within the worldwide paddlesport community and there is a demand from foreign nationals who wish to enjoy the benefits of membership. There has not previously been any formal regulatory system in place to protect the reputation of British Canoeing and its awards.

Requirements

Coaches/course providers resident in the UK (or Republic of Ireland): The table in Appendix 1 outlines the requirements for coaches/course providers normally resident in the UK (based on the address listed on their Home Nation record).

Coaches/course providers resident outside the UK (or Republic of Ireland):

The table in Appendix 2 outlines the requirements for coaches/course providers resident outside UK. All coaches/course providers must demonstrate compliance with the British Canoeing Coach Update requirements and any moderation/minimum delivery requirements are the same as any UK resident coach. It would be the coach's responsibility, with British Canoeing advice, to ensure that this is the case. It should be noted that coaches/course providers resident outside UK will only be authorised to run courses in their own country of residence and where this does not conflict with existing provision in that country.

Candidate Fees

Additional candidate fees apply for overseas courses. While British Canoeing is keen to see the continued development of paddlesports worldwide and support members working overseas, it must be recognised that British Canoeing and the Home Nation Associations are financially supported by the various UK Sports Councils and commercial companies alike. It would be inappropriate to use that funding to subsidise other paddlers outside of the UK. In addition, there are additional costs associated with posting registration and certification materials to overseas addresses.

Current Fees

	UK (or Republic of Ireland) Resident		Overseas Resident	
	Member	Non member	Member	Non member
Coach Registration - Level 1, Level 2, Level 2 Transfer, Level 3 Discipline Specific Training	£39.00	£55.00 (Level 1 only)	£60.00	£80.00 (Level 1 only)
Coach Registration - Moderate & Advanced Water Endorsement, Level 3 Core, Discipline Support Modules	£17.50	N/A	£20.00	N/A
1 Star and 2 Star	£6.00	£7.00	£8.00	£9.00
3 Star	£12.00	£25.00	£14.00	£30.00
4 Star and 5 Star Leadership Registration	£12.00	£25.00	£15.00	£30.00
Safety and Navigation Training Foundation/Intermediate Modules	£5.00	£10.00	£7.00	£20.00

Responsibilities and Procedure

British Canoeing's Performance and coaching award syllabi and their conditions of operation have been developed and written with the British natural environment in mind. In some situations coaching syllabi may not readily transfer to another country and

that particular paddling environment. Therefore, it is imperative that coaches considering operating abroad are aware of, and understand the responsibilities that operating overseas brings.

Insurance

Home Nation Association liability insurance normally covers members resident in the UK (and the Republic

of Ireland) for coaching related activity overseas (with the exception North America and Canada). Members are strongly advised to clarify cover with the Insurance company. Please note that non-UK residents are not covered. British Canoeing, Canoe Association of Northern Ireland and the Scottish Canoe Association insurance cover is managed by Perkins Slade; whilst for Canoe

Wales it's the Doodson Broking Group. Further details of the insurance cover provided, exclusions, requirements for the insurance to be considered valid, and the types of activities covered are provided by the insurance companies with contact details available on the Home Nation Websites. Perkins Slade has a specific website designated for British Canoeing (inc. CANI and SCA)

members. This answers many of the frequently asked questions;
www.ps-bcu-insurance.com.

Contact Details

British Canoeing

National Water Sports Centre,
Adbolton Lane, West Bridgford,
Nottingham, NG12 2LU.

Tel: 0845 370 9500

international@britishcanoeing.org.uk

Appendix 1

Requirements for UK (or Republic of Ireland) resident British Canoeing coaches/course providers:

Course(s)	Primary Residence of Candidates	Special Requirements for Course Provider	Course Authorisation	Candidate Registration / Certification Fees
British Canoeing Level 1, 2 and 3 Coaching Awards.	UK (or Republic of Ireland) residents	Apply to Home Nation Delivery Centre for endorsement letter to existing Coach Educator Licence Agreement. This option is only available to Coach Educators who have had satisfactory QA visit.	Follow Home Nation authorisation procedure. Minimum 4 weeks notice required.	Candidates register with the Home Nation Delivery Centre where they are normally resident (i.e. the normal procedure). Registration packs will be sent to their UK address. Normal fees apply (with UK address).
	Non-UK resident	Apply to British Canoeing International Delivery Centre for endorsement letter to Coach Educator Licence Agreement. This option is only to those who have had satisfactory QA visit.	Apply to British Canoeing International Delivery Centre for authorisation. Minimum 4 weeks notice required.	Candidates may join any British Canoeing Home Nation Association but should register (Coach Registration) with British Canoeing International. Additional candidate fees apply – see fee guidance.
3 Star Assessment. 4 or 5 Star Leader Training or Assessment. Safety and Navigation training. Foundation and Intermediate Modules. Moderate & Advanced Water Endorsement Training/Assessment. Discipline Support Modules.	UK (or Republic of Ireland) resident	No special requirements	Via Home Nation	Normal fees apply (with UK address). Certificates (where applicable) will be sent to UK address.
	Non-UK resident	Apply to British Canoeing International Delivery Centre for permission.	Apply to British Canoeing International Delivery Centre for authorisation. Minimum 4 weeks notice required.	Additional candidate fees apply – see fee guidance. Registration (where applicable) minimum 4 weeks.

Appendix 2

Requirements for British Canoeing coaches/course providers resident overseas (not including North America and Republic of Ireland, which are covered by separate agreements):

Course(s)	Primary Residence of Candidates	Special Requirements for Course Provider	Course Authorisation	Candidate Registration/ Certification Fees
British Canoeing Level 1, 2 and 3 Coaching Awards.	UK (or Republic of Ireland) resident	Apply for Overseas Coach Educator Agreement from British Canoeing (Costs of QA/ IV visits to be paid by provider).	Follow Home Nation authorisation procedure. Minimum 4 weeks notice required.	Candidates register with the Home Nation Delivery Centre where they are normally resident (i.e. the normal procedure).
	Non-UK resident		Apply to British Canoeing International Delivery Centre for authorisation. Minimum of 4 weeks' notice required.	Candidates may join any British Canoeing Home Nation Association but should register (Coach Registration) with British Canoeing International. Additional candidate fees apply – see fee guidance.
3 Star Assessment. 4 or 5 Star Leader Training or Assessment. Safety and Navigation training. Moderate & Advanced Water Endorsement Training/Assessment. Discipline Support Modules.	UK (or Republic of Ireland) resident	Apply to British Canoeing International Delivery Centre for permission.	Apply to British Canoeing International Delivery Centre for authorisation. Minimum of 4 weeks' notice required.	Normal fees apply (with UK address).
	Non-UK resident	Apply to British Canoeing International Delivery Centre for permission.	Apply to British Canoeing International Delivery Centre for authorisation. Minimum of 4 weeks' notice required.	Additional candidate fees apply – see fee guidance. Registration (where applicable) minimum 4 weeks.

News round-up

COACHING REPRESENTATIVE ELECTIONS and VACANCIES

Regional Coaching Representative Elections & Vacancies

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

Channel Islands.

The Cumbria RCR and Wessex RCR roles are up for reelection and we invite alternative nominations.

Our congratulations go to Tom Thomas who has been newly elected as the North East RCR and Chris Waters as the Devon and Cornwall RCR. Welcome to the team!

Area Coaching Representative Elections & Vacancies

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

Team North: North Yorkshire, Durham, South West Cumbria.

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

Team South: East London, Central London, Oxfordshire.

The Humberside ACR, North Cumbria ACR, Herefordshire ACR, South London ACR, Bristol ACR roles are up for reelection and we invite alternative nominations.

Our congratulations go to **Claire McDonald** who has been elected as the **North Derbyshire ACR** and Darren Bridgman who has been elected as **Hampshire** and **Isle of Wight ACR**.

Our thanks go to Cheryl Jenkins, for all her hard work as the **Norfolk ACR**.

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.

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 4th March 2016.

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

Congratulations to ECMC Vice-Chair Clare Morgan

British Canoeing are happy to announce the election of Clare Morgan to the position of English Coaching Management Committee Vice-Chair following on from her previous stretch in the position.



Clare's appointment came following the English Coaching Management Committee meeting on the 16th January 2016. Coaching Representatives unanimously elected Clare Morgan to continue holding the post for the next two years. Clare has been an active member of the British Canoeing community for many years, her additional role as Regional Chair of the West Midlands Development Team brings much experience to the role on the ECMC.

As Vice-Chair, Clare will continue to support the work of the committee and represent the group at English Council. Throughout this work, Clare along with the other members of the ECMC will be developing methods to ensure the delivery of high quality coaching within the UK. The next meeting of the ECMC will take place on: 11th June 2016

For more information on the English Coaching Management Committee, please [click here](#).



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