



CoDe

No 128 April 2006 £1



**Long Term Paddler Development
The BCU / UKCC - an introduction
Equity and Coaching Activity Survey Questionnaire.**





CoDe

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No 128 April 06 £1

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Dear Code

Diary Date..

BCU Level 5 Conference
2/ 3rd December 2006
Venue: Glenmore Lodge Scotland
Keynote Speakers / Practical
Workshops / Paddling Opportunities

A must for all L5 Coaches so get the date in your diary now!! - Full details in next issue of Code.

**BCU L 5 Conference 2006 -
Organised and Supported by
Glenmore Lodge**

**BCU Surf Weekends - North East -
6th / 7th May 2006**

Following the success of previous events we are again supporting a weekend of surf training opportunities...

**Bottom turns and Shoulders - A surf skills development course.
4 Star Assessment / Level 3 Training and Assessment
5 Star Training and Assessment**

A weekend of BCU courses promoted directly by the BCU. For more details contact maria@bcu.org.uk

THE AIM OF THE BCU COACHING SERVICE IS:

To promote the sport and recreation of canoeing and to ensure that newcomers are introduced to canoeing in a safe and enjoyable way and that they and those already in the sport are assisted to progress to whatever level and in whichever discipline within canoeing suits them best.

CoDe is the official magazine of the BCU Coaching Service. Members are free to express their views within its pages. Articles and comments therefore reflect the thoughts of the author and do not necessarily state the policy of the National Coaching Committee. CoDe is programmed for publication in February, April, June, August, October, December. Final copy date: 1st of previous month. Contributions, including pictures, are welcome. Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

Editor: Mike Devlin, UK Director of Coaching.



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LTPD FOCUS ON FUNDAMENTALS - Introduction

Lara Tipper, BCU LTPD Project Officer.

The FUNdamental stage is the first stage in the BCU Long Term Paddler Development Model. It aims to help children develop the key movement skills that they need to enjoy an active life, to pursue a future in sport, and to realise their physical potential.

The FUNdamental stage applies specifically to children:

	Age at Start of Stage	Age at end of Stage
Boys	5-7 years	8-10 years
Girls	4-6 years	7-9 years

The key focus of the stage is to develop a range of fundamental movement skills in a positive and fun environment. This is achieved through participation in a wide variety of sports with an emphasis on core movement skills such as running, jumping, throwing, balance, agility, co-ordination etc.

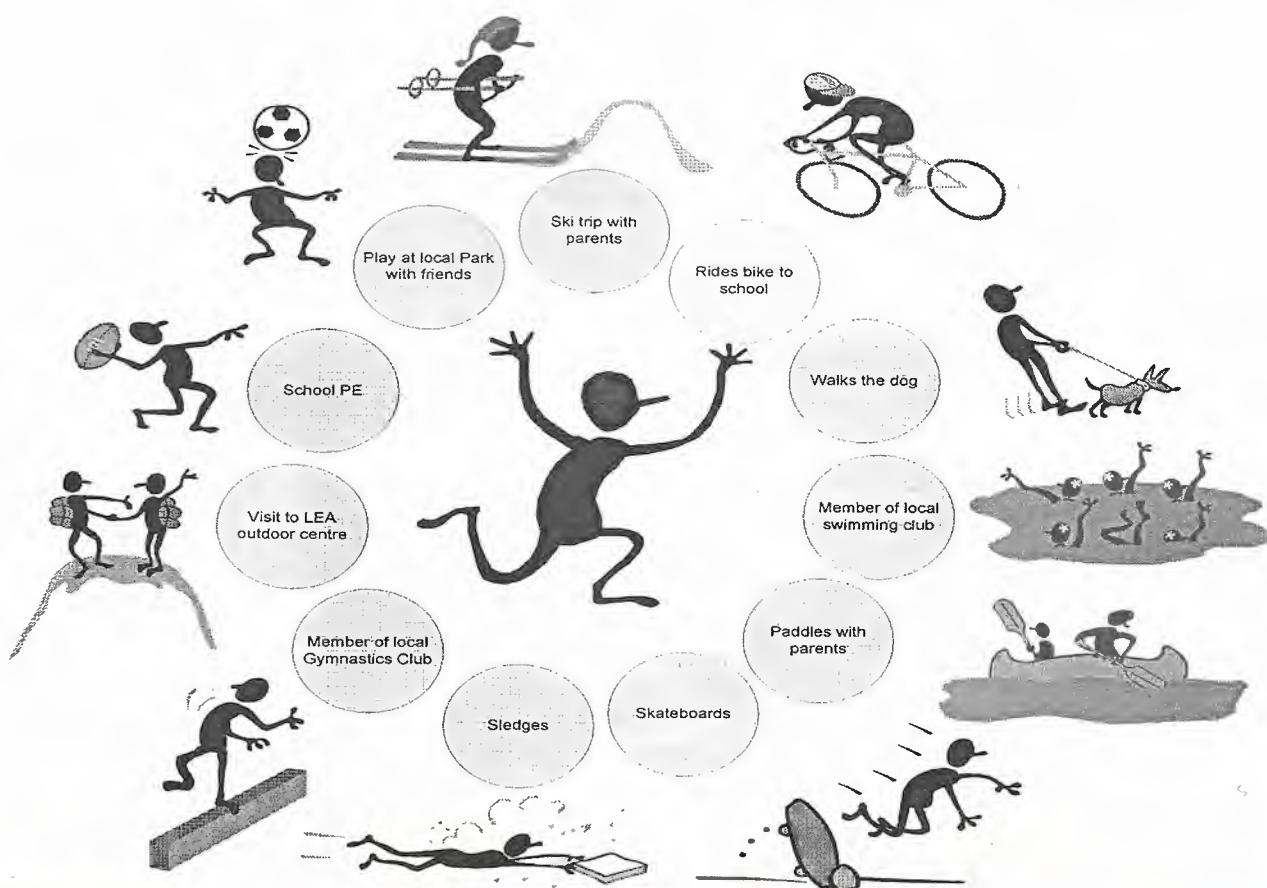
Generally as paddlesport deliverers we do not work with children this young, we therefore need to rely on other providers. Fortunately for us, many children are being exposed to the concepts of FUNdamentals through a variety of opportunities. For example, many sports are developing LTAD models with the same FUNdamentals base (i.e. cricket, football, swimming, tennis, netball, rugby, hockey, gymnastics, badminton and judo). Alongside this the government is investing in school sports with a strategy based on providing quality physical education, this includes channelling increased expertise into primary schools and also in the development of multi-skills clubs.

Meet Jo

This is what he was up to when he was 8 a perfect start based on the principles of the FUNdamental stage.....

Lots of people influenced his development:

- His parents made sure he had plenty of opportunity to experience a wide range of sports and activity in formal and informal settings.
- His parents, PE Teacher, outdoor ed teacher were inspirational role models.
- His PE teacher helped develop quality movement patterns, taught him some basic rules and ethics.
- The local gymnastics and swimming clubs developed his movement skills.
- The one visit to the LEA outdoor centre inspired him to do more outdoor sports.
- His best friend challenged him on the skateboard and was a good companion for lots of active play.
- His dog taught him how to cope with changes in forces and how to throw the Frisbee.

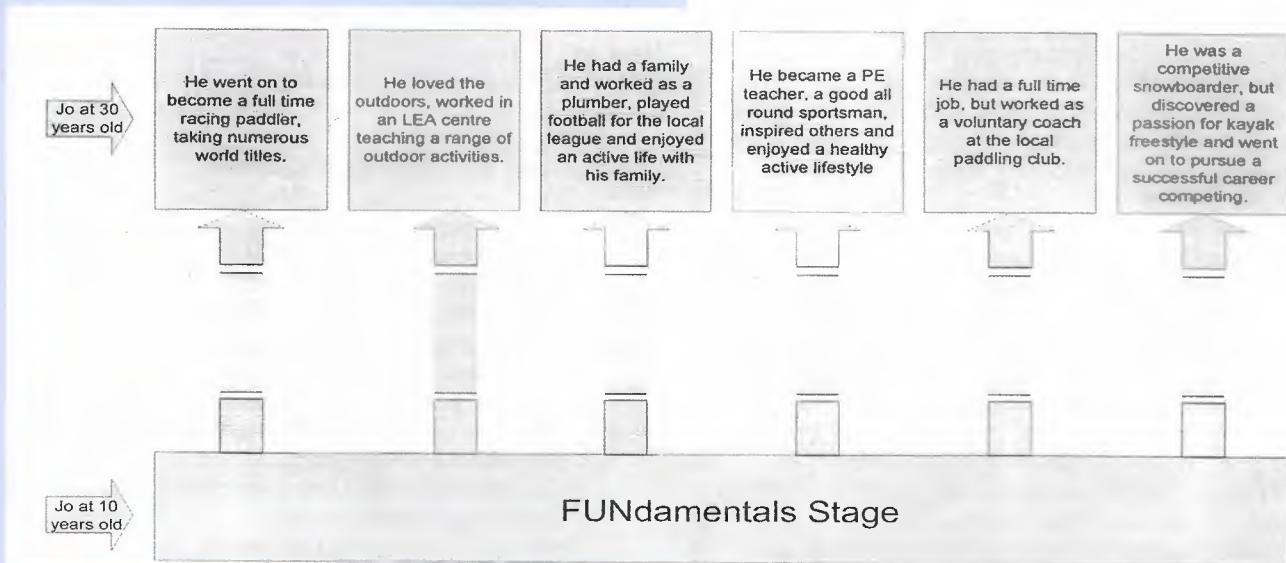




What characteristics did he develop (these are the key qualities we aim to develop through the FUNdamentals stage):

- He loved sport and physical activity
- He was a confident and able mover, **on the land and in the water**.
- He could adapt his skills to pick up most sports
- He was a good team player
- He was the ideal pupil, being able to concentrate, was motivated to improve and understood simple rules and ethics.

As he had begun to develop such a sound base of foundation skills the world was his oyster!



Although this is a little tongue in cheek, I hope it illustrates the concepts behind the FUNdamentals stage. As paddlesport providers we have three main responsibilities within this stage:

1. Help children in this age range develop the FUNdamentals, even if we only see them once or twice we can still play our part in their overall development.
2. Recognise if a paddler (over the age of 10) has any gaps from this stage.
3. Help the paddler fill any gaps they may have.

The following articles should be able to help you with these three responsibilities:

- FUNdamentals for the recreational club
By Sid Sinfield (WCA Coaching Development Officer)
- FUNdamentals for the discipline specialist provider
By Graham Campbell (Former Racing Coaching Development Officer)
- FUNdamentals for the outdoor centre
By Nigel Timmins (Northern Region, Coaching Development Officer)
- FUNdamentals for parents
By Sue Hornby (Head of BCU Young Peoples Programme)
- Using warm-ups / remedial work to develop the FUNdamentals
By Richard Ward (English Coaching Development Manager)

In the next issue of CoDe we focus on Paddlesport Start, this is the next stage on from FUNdamentals and is applicable to anyone starting out **in** our sport, whatever age.

BCU LTPD Pathway Document:

Comprehensive information of what to do at each stage is detailed in the LTPD pathway document, available to BCU members for £5. Just send a cheque for to BCU, Coaching Supplies or order online at www.bcu.org.uk



LTPD e-news:

This electronic email based newsletter is sent out quarterly to keep interested parties up to date with what's happening on the LTPD project and provide useful information for coaches, clubs, centres etc. To subscribe simply drop a line to laratipper@btopenworld.com

BCU LTPD Project Officer

Lara Tipper is the BCU LTPD Project Officer. If you have any queries please contact her on laratipper@btopenworld.com or 07793817155.



As a parent you are probably only too well aware of the physical changes that children go through – they all too soon outgrow the latest pair of shoes or clothes you've bought them! The BCU also recognises that children are growing and developing – and our Long Term Paddler Development framework can provide a guide for what sort of exercise and sport your children should be doing as they grow up.

The **FUNDamental** stage (Boys 5-10 years of age, girls 4-9 years of age) is the time to encourage participation in a wide range of activities to help children develop good all round physical skills. It is an important stage in their development and may not be met by the PE they receive at school.

Think back – when you were a kid what range of activities did you do during a day?? Did you walk or bike to school? Did you play in the street – climb trees – go to a play area with climbing frames?? How does that compare to the opportunities your child has? If it's the same – then well done!



But in many cases children have less opportunity than 30 years ago to develop through playground activities such as skipping, hopping and the activities mentioned above – so it's important for you to help them in this by encouraging participation in other sports and allowing them to access a wide range of activities –such as biking, rollerblading, skateboarding and of course swimming! These activities in particular will help to develop a feel for moving over a surface and develop water confidence which will help them in Paddlesport. I know a family who regularly used to take their 5 year old children body surfing at a local leisure centre play wave. Later on when those children got on moving water they were "born naturals"!!

Many National Governing Bodies of Sport are including the FUNDamental aspects of physical development in their coaching so through other sports your child should get lots of support with this. In addition there are new Multi Skill clubs which just focus on basic skills such as running, jumping, throwing, balance, agility, and co-ordination.



Starting in Paddlesport

Most children will start in Paddlesport at the end of the FUNDamental phase (unless they have been lucky and you have been able to take them out at a younger age!). Many clubs and centres will run courses for children from the age of 8 and this is a good time for children to learn to paddle and start to develop foundation techniques. Balancing in the boat comes naturally at this age and it is so much easier to learn to paddle than after puberty when their centre of gravity is suddenly changed.

It is really important at this age that they have appropriate junior equipment to suit their size – otherwise their skill development will be compromised. So check that the centre or club they go to provides good junior kit which includes boats, paddles and buoyancy aids. The sign of a quality junior club is one that has achieved Top Club and Clubmark.

At this stage children should try out as many different types of Paddlesport as possible to give them a wide base of experience and skills to help them develop and select which route they will take to progress in the sport. This can add to the fun and will certainly provide variety.

LTPD and the Outdoor Centre.

Susy Hornby



In the broad scheme of things outdoor centres will deliver many of the main requirements for LTPD. Mainly because they are introducing youngsters to a wide range of outdoor sports and this diversity is crucial at this early age. The problem for outdoor centres is the short time they will work with students, possibly a weekend to a maximum of 3 weeks on an 'Outward Bound' style course. What can the instructor do that will benefit the student in their development of 'achieving their full potential'?

Having a good understanding of the different phases of LTPD is vital, particularly the FUNDamentals and Start and Develop phases. By doing a range of activities the student will naturally gain some benefit in the FUNDamentals and being introduced to paddling will further help with both the FUNDamentals and obviously Paddlesport Start and Develop.

The FUNDamentals. Male 5-10 years of age Females 4-9 years of age.

It is clear from the ages mentioned above, this stage should already have been covered by other agencies e.g. school. However it is clear that for many people it is not, or aspects





have not been fully covered. So all students should be introduced to this aspect. Perhaps more importantly it is FUN and that is the key objective when introducing someone to paddlesport whatever age he or she is!

Developing the FUNdamentals in a boat.

Water based sessions need to be FUN and develop the basic movement skills. Once afloat explore the balance principal. Rock the boat from side to side. Help paddlers appreciate how this is done and the important connections they need to make with the boat. Use this to help them understand the principle of pulling the boat past the paddle, when moving forward or backward. If appropriate get them to move the boat without a paddle first i.e. use their hands. They will quite quickly move into the turning, sliding, balancing, and twisting aspects of the basic movement skills. Any games or activities that accentuate these will always be useful in a paddling session. It is easy to waste the opportunity that a game gives us for developing quality movement, try to link the games you use to good skill development.

For example, any game that involves wobbly boats can be used to teach paddlers how to grip with their knees, feet and how to use their stomach muscles to hold the boat stable.

Check out the new Games book by Loel Collins as this highlights the key fundamental skills with each game suggested. Ball games such as simple tag are good, relay race type games or 'British bulldog' type games etc.

Water confidence is also important, so in the summer there really is no shame in getting wet. Splashing games accentuate the fundamental skills. Actually, teach people how to splash by rapid movement of the paddle across the surface but only burying the blade a few cm's into the water. This is quite an important manipulative skill.

Paddling with legs out of the boat, encourages balance – even paddling standing up or kneeling facing backwards in a kayak are good balance skills – though somewhat easier in a canoe? Paddle with people hanging onto the front and back of a boat, or even on top of it. How many people can you actually get in an open boat?

All good exercises that encourage water confidence but are great FUN! Though of course safety has to be paramount and due regard to this needs to be taken into account with each exercise.

I am sure for many of you these games and exercises are in fact commonplace, but having an understanding of LTPD will help you justify why you are doing some things, importantly to yourself, but also to other people. Fun is clearly important but introducing people to canoes and kayaks is a good way of encouraging people to experience the wide range of paddling disciplines. If you have other discipline specific boats then do try to use them as well.

Your warm up exercises can also be used to develop the FUNdamental movement skills. For example, have them walk, run, leap, hop and spin (again use some ideas from the Loel Collins games book). A good fun game that helps develop these skills is the penguin game; basically everyone is in a circle and you get them to follow actions whilst making the noise of a penguin walking by slapping their hands on their thighs. You can describe imaginary obstacles they have to encounter, which will cause them to replicate the above movements.

The use of a ball in a warm up game is great and again a good one that helps you/ them learn the names of the group is to stand in a circle and throw the ball to one person. That person then has to say their name and then throw it to someone else. This repeats until all people have had a turn. Then they have to say the name of the person they are going to throw it to. Gradually this should be speeded up. Clearly throwing and catching are key here. Keep the circle small so the task is at first easy. You can always widen it later.

Another useful game at a later stage (perhaps as a break from paddling) is to introduce the throw line. This is a classic example of an exercise that lots of adults fail at, simply because they have not had fundamental training at an early stage. To make things easy don't throw the line, just throw the bag so saving the tiresome job of re packing! 2 lines of people about 5m apart – throw it back and across the gap. A more advanced stage is to get the groups moving in a circle so having to throw and catch on the move.

Many people struggle at throwing so introduce the different ways of throwing – over and under arm and from the side. Ensure when they throw by whatever method they end up pointing at the object they want to throw at. This simple technique often cures 90% of all throwing problems.

Stability skills involving balance, bending stretching, twisting, starting and stopping etc. are very important to paddlers and doing some basic exercises on this is always useful. E.g. stand on



Illustration
by Carol
Davies



Dave Leathborough

one leg, and bring the lifted foot in line with the 'standing' knee. You can practise paddling whilst doing this or simply do some movement e.g. put the lifted leg out to one side or behind you or hop etc.

Lastly, the Centre needs to have good information available to give to students interested in further developing paddlesport once they get home. Ideally, direct links to a club should be available and encouraged. For those promising students who have a natural flair for one of the disciplines then again direct contacts should be made available. At the very least give them the BCU web site address www.BCU.org.uk

Nigel Timmins

Wanted

FUNDamental Paddlesport Skills Workshop Deliverers

This practical (3-hour) workshop addresses the fundamental elements of quality skill development. It covers the topics active posture, being connected to the boat, being powerful and being able to feel through the boat and paddles.

It is ideal for anyone coaching paddlers in their first three years of paddling, and for any discipline (Slalom, freestyle, canoe, WW etc). The workshop explores how these elements are performed in a range of skills, how we observe and coach them. The workshop is aimed at any discipline level 1 – 3 coaches.

The BCU have developed this workshop as part of the LTPD project to ensure that quality skills are being taught to paddlers in their first few years of paddlesport activity.

We are looking to recruit and train a team of deliverers who will be available to roll out this workshop in the Autumn 2006 and beyond.

Skills required:

- A high level of understanding of the basic skills in your discipline.
- The ability to develop understanding in coaches of any discipline.
- The ability to develop coaching observation techniques.
- The ability to facilitate the application of this to a practical coaching setting.
- High quality practical delivery skills.

For more details please contact laratipper@btopenworld.com

Lara Tipper, BCU LTPD project officer.

LTPD and the recreational club

For most recreational clubs it is unlikely that they will have many youngsters within their ranks that fall completely into the FUNDamental age range - Male 5-10 years of age Females 4-9 years of age – that said however, they may have some, they may also get youngsters or even adults joining who are technically outside the age range but in need of some remedial "catch up" in the FUNDamental skills.

Those youngsters that are within the FUNDamental age range and within a club are most likely to be with their parents or carers who are the people best placed to get the overview of the youngster development at this early stage. In addition it is well reported how little physical activity youngsters get exposed to and so it is incumbent on anybody who does get to be involved with the little activity that occurs to really maximise the opportunities for the youngsters long term development.

To ensure that these relatively few opportunities are not missed but maximised. For these reasons it is essential that coaches and all adults involved with youngsters are familiar with the needs of the FUNDamental age range.

So what do we mean in practise? Well as you will have read elsewhere at this stage in their development youngsters need a wide variety of activities so that they can develop their physical literacy – lots of running, jumping, skipping, sliding, building water confidence, etc. But also as indicated by the name – FUNDamental – we want to leave the youngster with the overriding feeling that sporting activity is FUN. This translates in practice to lots of short burst of varied activity – it may even be that the "Warm Up" and "Warm down" periods are actually longer and more varied than the perceived paddlesport activity!

Create lots of opportunities for the youngsters to experience sliding and gliding motions, building water confidence by climbing in, out and over boats – nice warm pool sessions "playing" around boats are ideal.

Throw in some balls to throw and chase, some hand paddles and fins for their feet so that they can begin to appreciate the sliding, softness of water and yet also begin to feel its resistance. Goggles and nose clips may help to keep in feeling pleasant, relieve the stress of sore eyes, water up the nose etc.

When you're outside with them get them to move around in an open canoe or sit-on-top. This will help them to develop their balance etc. Our aims being to help them develop the subconscious understanding of how to control the sliding, balancing and wobbling effect of something afloat. Paddling on their own as well as sharing a boat with somebody else will add variety to balance, gliding and wobbling.

The possibilities for maximising paddlesport activities for developing physical literacy are only limited by our imaginations. But if you consider "Variety" and "Fun" as the underpinning principles you really can't go far wrong.

Sid Sinfield



LTPD / UKCC and change....

There is little doubt that these are busy times for sport and in particular sports coaching. All of us are aware of how this translates to paddlesports. Indeed over the last eighteen months or so we have heard and seen much about Paddlesport Review, Long Term Paddler Development, the UKCC and a Star Test review. All are important to the future of our sport and as such are interlinked.

All suggest change and the thought of change can for many be a little uneasy. While we appreciate this, along with the individual concerns that people may have and the perceptions brought about via the rumblings of change and of what is happening it is important that the more significant aspects of the developments are both appreciated and better understood before we promote what would inevitably be seen as a 'done deal'.

Both in terms of the coaching award changes and the star award changes discussion is taking place around a number of suggested options and pathways, some of which **may** become part of our future, none of which are final and none of which are secret. Indeed they have been the subject of forum and RCO debate and will need finally to be agreed by the Home Nation bodies as well as the United Kingdom Coaching Committee.

'Throwing stones at Sacred Cows' - Some of the outcomes will not please everybody. We may all dis-agree with aspects of the changes, however, it is important that the changes reflect the big picture perspective of developments within our sport and within coaching and that they provide the optimum environment for both paddlers and coaches to flourish. To achieve this we do need to be challenging in our discussions and in the suggestions for providing improved pathways and outcomes to learning and skill development. As a sport we are fortunate that our past enables us to do this. We have been very successful and through the efforts of a vast army of coaches we have established a very solid base from which we can achieve the necessary progressions to meet the challenges of the future - but only if we are all prepared to engage in the issues and think out of the box and beyond our own immediate interests or involvement.

For our part we encourage positive engagement either through the forum discussions that continue to take place or via your own RCO or National / Regional Development officers. We do however reiterate that the specifics of change are still being debated and that anything you may believe to be agreed is yet to be confirmed.

What we are able to do right now is to provide a summary of where we are in terms of discussion and debate around LTPD, the UKCC and Star award Reviews and begin to provide an outline of the structure of the new UKCC endorsed BCU Coaching scheme.

Summary

It was found through the early consultation process of the LTPD project, BCU development plan and paddlesport review that it would be beneficial for paddlers starting out in our sport to be exposed to a variety of different disciplines and that this would help them develop into a better paddler.

Why ? Firstly, because the paddler would be able to experience a wider appreciation of some of the skills - for example a paddler destined to become an open boater, would develop a broader appreciation of a boat's balance, by paddling stable and unstable boats - this may be achieved through a racing boat, open boat, specialist WW open boat etc. Whilst a kayaker would develop a better appreciation of how trim affects their boat by experiencing this where it is more apparent in an open boat.

Secondly, it was agreed that by giving an individual a wide base of experience (applicable to where they live, and what is available) they can make informed choices regarding the best route into the sport for them. For example a paddler from your neck of the woods has good opportunity to develop as a recreational open Canoeist or slalom C1/C2 paddler, depending on their personal preferences / qualities.

Having said all that, we are now tasked with trying to create a coaching scheme and personal tests of performance that support these principles. One suggestion is that the new level 2 coach is qualified to coach in any craft (that may be slalom, racing, open canoe, kayak etc). This would not mean that you would have to coach every type of craft - but would not be restricted to one discipline. Specialisation would come at level 3 and beyond, where there would be separate awards for each discipline.

On the tests of personal performance, a similar proposal is being developed. One star being very much introductory, two star developing a broad base and three star and beyond looking at discipline specific skills. At two star there may be elements of the test that are best developed with a single blade, double blade, flat hulled and v-shaped hulled boats. But again this is in the early stages of development. One of the exercises we are doing to test the practicality of this is a survey of boat availability within the clubs and centres.

These suggestions are coming from a group known as the 'National Source Group' a team of individuals mostly employed within the organisation and representative of the whole sport. However, there is still discussion within this group as to the best way forward, especially at level 2!

If you are keen to express your views further we suggest that you contact either a member of the Source group, your RCO or Coaching development officer any of whom who can ensure your views are heard through both the National Source Group and or your home nation body.

Remember these ideas and others you may have heard are in the early stages of development, and nothing is set in stone yet!

However we are able to provide further substance to the structure of the BCU's new coach education scheme.

We've been hearing a lot about the United Kingdom Coaching Certificate (UKCC) (Code.../ / 122.) and the Paddlesport Review along with its review of the BCU's Coach education scheme. Earlier articles have shared with readers the evolving principles behind both projects and have hopefully identified the ways in which the BCU Coach education programme will embrace the principles established through the research phases of the Paddlesport Review and the endorsement requirements of the UKCC

The UK Coaching Certificate is an endorsement of sport-specific, coach education. It ensures that sports are delivering the best available, athlete centred coaching and in due course reap the rewards of sporting success both in performance and recreational enjoyment of sport

Developed by sport, for sport, the UKCC is creating a UK wide coaching infrastructure dedicated to the training of coaches to the development of coaches to the highest level of quality and safety, ensuring that the UK becomes recognised as a world leader in coach development.

The BCU's new Coaching Scheme wishes to Integrate the 'How', the 'Why' and the 'What' of Coaching and aid the Paddlesports Coach at all levels appreciate the role of the Coach and build the Coaching Process and technical skills to assist and enhance Coaching performance in the Paddlesport environment.

In this way the BCU's new Scheme will help place the theory of the Coaching Process in a practical context delivering theory through practice and focusing on the 'how' skills of coaching (the all important coaching process skills), along side the 'what' to coach skills' of Paddlesport.

Based around the Core aspects of generic coaching input, integrating the 'How', the 'Why' and the 'What' of Coaching to aid the beginner Coach appreciate the role of the Coach and begin to build the Coaching and technical skills to assist more experienced coaches in a generic Paddlesport environment.

Within this development the objective of all BCU Coach Education courses is that they should take place in a practical context delivering theory through practice. While the delivery focus for the core modules is on the 'how' skills of coaching (the all important coaching process skills), these are delivered along side the 'what' to coach skills' of Paddlesport.

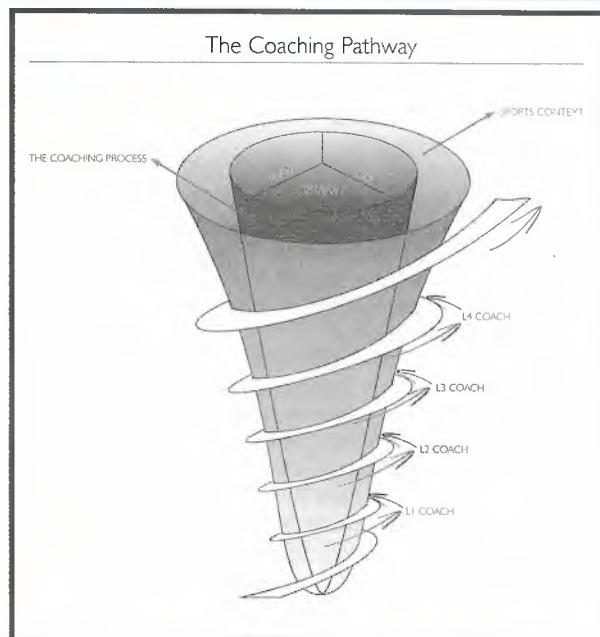
Module Delivery – Focused around modular delivery to provide a flexible and time phased development delivery of the identified Modules and units will be integrated in a **Plan – Do – Review** context which will allow the sharing of experience and feedback in the three areas of **Coaching Delivery, Coaching Context and Technical Modelling**.

The BCU's scheme will continue to consist of five levels, albeit that the Continued Personal Development element of the new scheme will allow coaches to develop their coaching experience without feeling the need to progress up the ladder of levels.

Each of the levels however will ensure that coaches can progress and develop their experience in a 'layered on' way, building the knowledge and experience of the coach towards the autonomous and independence and towards the professionalisation of coaching practice.

The Core areas the courses at each level aim to cover are:-

- Planning sessions and programming
- Health and safety
- Organising people, equipment and resources
- Creating positive learning climates
- Equitable and ethical
- Communicate with individuals and groups
- Observe and analyse
- Select and use coaching styles
- Evaluate performance



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The Structure of the BCU / UKCC

Coaching and the BCU

Paddlesports cover a very wide range of environments and a wide range of crafts. These crafts and environments tend to be grouped into "Disciplines". The BCU Coaching Pathway is structured so that coaches can access training and become qualified in any of these disciplines. This range of awards helps us to ensure that coaching excellence is available to participants in whichever discipline they feel inspired to get involved in.

The BCU Coaching Pathway is made up of 5 levels. These levels reflect the experience and expertise of the coach.

1. **Level 1** is for those new to coaching and these coaches assist more qualified coaches to deliver their sessions. This is a generic award and covers all disciplines.
2. A **Level 2** coach is able to work alone, delivering sessions safely and effectively. Generally these coaches still operate under the guidance of more experienced coaches. This is a generic award to canoes and kayaks.
3. A **Level 3** is an experienced specialist coach who is able to plan, implement and analyse long term development programmes. This is an appropriate level of coach for a person to be in charge of Paddlesport activities in a club or centre or as a working professional.
4. A **Level 4** coach is a very experienced specialist coach with highly developed coaching skills and who can design, implement and evaluate the process and outcomes of long term or specialist coaching programmes in their chosen discipline and in all environments in which their discipline is practised.
5. A **Level 5** coach is an expert in their field or specialism, able to coach to an extremely high standard and offer expert advice about their chosen discipline. A Coach, who generates, directs and manages the implementation of cutting-edge coaching solutions and programmes.

As well as 5 levels of coaching the BCU Coaching pathway also offers routes in the following 10 disciplines:

- Racing
- Slalom
- Wild Water Racing
- Surfing
- Sheltered Water
- Polo
- Freestyle
- Sea Kayak
- Open Canoeing
- White Water Kayaking

The Coaching Pathway at each level

consists of;

At each coaching level there will be 4 Generic 'Core' Coaching Modules that all coaches, whatever their discipline will do. For example a course may have a mix of slalom, white water and open Canoe Coaches on it.

The four 'core' modules will integrate the 'How', the 'Why' and the 'What' of Coaching to aid the beginner Coach appreciate the role of the Coach, and the developing coach appreciate and improve their coaching delivery.

The modules can be offered over a weekend or two day course with a following third day or as part of a 'package' course ...

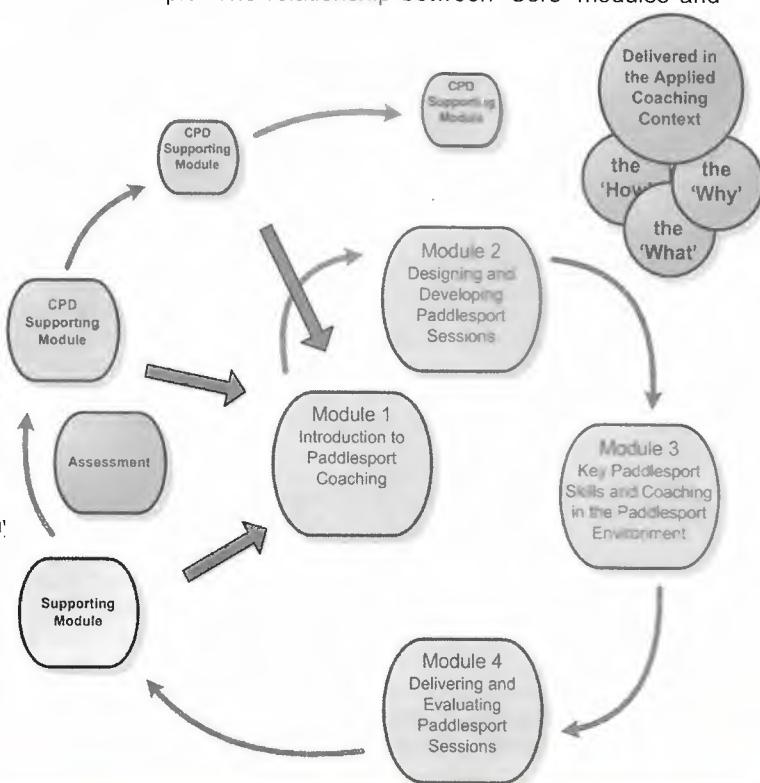
along with, an additional safety and Supporting Modules (Generic and Discipline specific).

At Level 1 coaches can choose between a bank based or on the water routes. Both Level's 1 and Level 2 will essentially be generic with options of discipline supporting modules.

At level's 3,4 and 5 there will be 10 different discipline modules offered to cater for the different disciplines. (slalom, Racing, Polo, Freestyle, WWR, Surf, White Water, Sheltered Water, Open Canoe and Sea).

In many instances access to the 'core' modules can follow on from the supporting units.

Example: The relationship between 'Core' modules and



New BCU / UKCC Implementation Time Scales.

Currently we are aiming to introduce the new BCU / UKCC Level 1 and level 4 awards in March 2007.

This will mean that the existing Level 1 and the current Level 4 endorsements will be phased out in the autumn of this year.

We are aiming to introduce the new BCU / UKCC Level 2 and Level 3 awards in the autumn of 2007.

This will mean that the existing Level 2 and level 3 awards will be phased out in the spring of 2007.

We are then aiming to introduce the new BCU / UKCC Level 5 award in the spring of 2008.

Questions and Answers

NB - The questions and answer given here are for guidance and may vary with the detail of the new scheme.

It is hoped that by the end of April the Web site will carry more info and more detail behind each of the levels and of course the June Code will expand again on the info provided here.

- **As an existing Coach will my award(s) be recognised.**

Current BCU assessed awards will continue to be recognised.

- **Will I need to do anything to transfer my current BCU award to the new BCU/UKCC award?**

It is envisaged that as the new UKCC becomes more established employers and deployers may advertise for BCU / UKCC recognised coaches. With that in mind opportunities through 'Coach Update' will be provided to enable an easy transfer option. With the learning programme developments of the UKCC an assessment would likely be required to make this transfer.

- **How will I be affected as an existing trainee within the current system ?**

Trainee coaches within the current system will be able to transfer to an assessment to the new BCU / UKCC criteria via an additional learning module available from spring 2007.

E.g. A Level 2 trainee coach + transfer package = assessment at new BCU/UKCC Level 2

- **How will my commitment to Coach Up Date be affected?**

The need for coaches to update will remain as a major focus to ensuring ongoing best practice. The coach Up date forums will continue to provide opportunities for this and to create the 'flocking opportunities' that they have succeeded in providing. These forums will link to the supporting modules of the new BCU / UKCC scheme and will jointly provide for the continued personal development of all BCU Coaches.

- **Will my Assessor Status be affected by these changes?**

Yes - All current assessor status will be phased out and transfer options provided to enable existing assessors to transfer to the new regime. With regard to A2 and above the detail of this is being worked up as we speak and all A2 assessors and above will receive direct communication on this before the end of April 2006.

An audit of current and active assessors will be completed and a re training and orientation programme to the new scheme provided for those meeting the new requirements. An option for APL will assist in the transfer of current status to new scheme status.

NB - The Star test review will also impact on A1* and A5 status in some way, however, this will depend on ongoing discussions.

- **Will I still be able to attend a current Assessor Training Day?**

The current Assessor Training Day will be withdrawn immediately save for any courses currently scheduled and committed to by students. Students attending these courses should be informed that there will be changes to the training of future Tutors and assessors and that although there is relevance in the day and that that may be recognised in transferring to the future equivalent of A1* they will need to meet the new person specifications and be fully inducted to the new regime.

The next Source group meeting is on April 20th. Following this we should be in a better position to provide a more complete outline of the levels and the associated content. Watch out also for the info hitting the website - by the end of April 06

Indicative Overall Timeline:

April 06

CCP 'Notification of Change'
(Individual CCP Circulation)

Assessor 'Notification of Change'
(Individual Assessor Circulation)

BCU / UKCC Website Area

May / June 06

CCP Update Forum
(Training the Trainer info and outline)

Assessor Forums

(Training the Trainer info and outline)

Further Piloting of courses

September 06

Submission of BCU / UKCC for endorsement

October 06

Start of Assessor Re-training and Orientation
(Oct 06 onwards)

Phasing out of Current L1 and L4

March 07

Introduction of New L1 and New L4

Current Trainee L1 and 2 bridging Module

Phasing out of current L2, L3 and L5.

Current Trainee L 3 bridging Module

Sept 07

Introduction of New L2 and L3

March 08

Introduction of L5





Project Officer – Centre Accreditation (Part Time)

The British Canoe Union is seeking to appoint a Project Officer to develop and pilot a new accreditation scheme for canoe centres. Their role will be to research and develop an enhanced accreditation scheme in addition to the current BCU Centre Approval which recognises centres that provide regular paddling opportunities for youth and that have effective school links. We are currently calling this Centre XT.

The key responsibilities of the role will be to:

- ⟨ Co-ordinate the development of a Sport England "Clubmark" equivalent for BCU Accredited Centres
- ⟨ Establish a pilot and create quality resources to support the scheme
- ⟨ Set up the launch of the scheme – aiming for spring 2007.

Our centres play an important role in introducing young people to Paddlesport. Through this scheme we wish to reward those centres that provide quality experiences to young people and opportunities and pathways to develop in Paddlesport. The role will require the successful applicant to have the following:

- ⟨ Degree level education or relevant equivalent
- ⟨ Experience of project work and or producing reports
- ⟨ Experience of working with/at Centres
- ⟨ Experience of any centre/club accreditation/approval process
- ⟨ Excellent communication skills
- ⟨ High levels of self motivation and an open mind
- ⟨ Good IT skills and an ability to learn new ones
- ⟨ Willingness to work outside of normal office hours
- ⟨ In addition it would be useful if the candidate had some club experience and knowledge of the Clubmark scheme.

We are willing to be flexible on hours of work for the right candidate – our current vision is 2-3 days per week or 8 – 12 days per month.

The 12 month project fee / salary will be negotiated according to experience of the successful applicant within a range from £19,000 to £20,000 pro rata.

We would like the person to start as soon as possible.

If you are interested and would like further details please contact youth@bcu.org.uk.

Coming soon - BCU Coaching Handbook



Following on from the very successful edition of the Canoeing Handbook comes the BCU's Coaching Handbook. As with the Canoeing Handbook this work is a collaboration with and published by Pesda Press.

Edited by Franco Ferrero with contributions by experienced world class recreation and competition coaches this is a first of its kind.

Integrating the 'How', the 'Why' and the 'What' of Coaching the BCU Coaching Handbook will aid the Paddlesports Coach at all levels appreciate the role of the Coach and build the Coaching Process and technical skills to assist and enhance Coaching performance in the Paddlesport environment.

This is a book that will support existing Coaches and those coming into Paddlesport coaching for the first time. It will help place the theory of the Coaching Process in a practical context delivering theory through practice. The BCU Coaching Handbook shares the experiences of its contributing coaches focusing on the 'how' skills of coaching (the all important coaching process skills), along side the 'what' to coach skills' of Paddlesport.

With sections covering **Coaching Delivery, Coaching Context and Technical Modelling** and with chapters on Coaching Practice, Physiology, psychology, novice, intermediate, advanced and performance coaching as well as coaching forward paddling, White Water, racing, slalom, rolling and the use of video this comprehensive resource is a must on every coaches bookshelf and will be a major supporting element of the BCU's United Kingdom Coaching Certificate endorsed coach education programme once it goes live.

Available May 2006 - Cost £19.95 + PP £3.50

Advanced Order Opportunity for BCU Coaches
£16.95+ PP £3.50

Please send me one copy of The BCU Coaching Handbook at the special PRICE of £16.95 (plus £3.50 p.& p.) I enclose a cheque or postal order for £20.45 made payable to the British Canoe Union.

BCU number:

Name:

Address:

.....

.....

.....

Coaching Profile Survey -

As an important stage in the BCU's Equity policy roll out coaches are requested to spend just a few minutes in completing and returning the enclosed Equity and Coaching Activity Survey Questionnaire.

Project Officer – BCU / UKCC Training the Trainer Project officer (Part Time)

The British Canoe Union is seeking to appoint a Project Officer to programme and roll out the re-training and orientation for educators and assessors for the BCU / UKCC coach Education programme. Their role will be to co-ordinate the transfer and re-training of current assessors and develop an approach for the future.

The key responsibilities of the role will be to:

- ⟨ Work with the DoC and Sports Coach UK to establish an agreed approach to APL for existing assessors.
- ⟨ Work with the Director of Coaching to establish a re-training programme for current assessors.
- ⟨ Coordinate the BCU's 'Trainer Team' to roll out the required training for 'coach Educators and Assessors.
- ⟨ Provide a calendar of dates and re-training events to coincide with the need for trainers as per the introduction of the new coaching levels.

The role out of the new UKCC endorsed Coach Education Scheme will be dependant on the successful re-training of our existing assessor workforce. As such this is a very important role and will require an experienced and committed person with extensive understanding of the challenges of change management. The role will require the successful applicant to have the following:

- ⟨ Degree level education or relevant equivalent
- ⟨ Experience of project work and/or producing reports
- ⟨ Experience of working in Coach Education
- ⟨ Experience of training 'trainers'
- ⟨ Excellent communication skills
- ⟨ High levels of self motivation and an open mind
- ⟨ Good IT skills and an ability to learn new ones
- ⟨ Willingness to work outside of normal office hours
- ⟨ In addition it would be useful if the candidate had some club experience and knowledge of the Clubmark scheme.

We are willing to be flexible on hours of work for the right candidate – our current vision is 2-3 days per week or 8 – 12 days per month. The 12 month project fee / salary will be negotiated according to experience of the successful applicant within a range from £19,000 to £20,000 pro rata.

We would like the person to start as soon as possible. If you are interested and would like further details please contact maria.winfield@bcu.org.uk.

The information returned will be a valued contribution towards the BCU achieving the intermediate equity standard and as such we encourage you all to assist the BCU by completing and returning the freepost questionnaire.

While the questionnaire should take you no more than a few minutes we appreciate your time and assistance.

Thank you.

Regional Round Up

SOUTHERN REGION

RCO Andy Maxted tel: 07730 852760 email: morven@ukonline.co.uk

Congratulations to Ann Collins who has been elected LCO for Oxfordshire. Ann can be contacted on 01235 206182, email ann.paddler@gmail.com.

Assessor Training Day – Saturday 13 May at Longridge, Marlow, Bucks. For details contact Andy Maxted as above.

Many thanks

ANDYM

RCO BCU Southern Region

SOUTH BUCKS COACHING PANEL

LCO: Paul Sutton paul.sutton25@btinternet.com
07801 266848

Panel Meeting Thursday 11th May 2006, 7.00pm for 7.30pm at Longridge - Introduction to LTPD and Core FUNdamentals.

Paul Sutton

Coach Educator Trainers Required

The Coaching Service is possibly looking to expand its current team of voluntary Assessor Trainers to strengthen and support the role of the re-training requirements of the BCU / UKCC and to help maintain the system thereafter.

Interested Individuals should already be coach educators and have experience in delivering courses to a high level.
(minimum level 4 A4 or equivalent)

They should also be committed to supporting the roll out of the BCU/ UKCC and appreciate the challenges of change management.

While essentially a voluntary role trainers will be reimbursed when delivering courses.

Expressions of interest with a short profile should be forwarded to maria.winfield@bcu.org.uk. When a more comprehensive outline of the role will be provided.



Dear Code

Dear Code

I am writing to express my disappointment with the listing of courses in the Yearbook. Several years ago Course Providers were encouraged to place an 'advertisement' in the yearbook rather than advertise planned courses, but many course providers preferred to publish courses, as the feedback from candidates had been that it was helpful to be able to look for a specific course on a specific date (fitting in with work and family commitments) - and would travel out of region to undertake the course.

In the 2006 yearbook the failure to separate skills courses from coach training and listing under course provider makes it difficult for prospective candidates to find the course they want on the date they have set aside without wading through pages of mixed courses.

A suspicious person might conclude that the Coaching departments wish to do away with a published diary of courses is being achieved by the underhand ruse of making the listing unusable?

My plea is to go back to the previous spreadsheet format of the diary, sorted by course type and date. Who is actually running the course is immaterial to most people; regular QA visits by RCO's has ensured a consistent high standard of provision across the country.

David Savage (LCO S.Cambridgeshire)

Thanks to Dave for comment on this matter, and highlighting his concerns as to the layout change. Unfortunatley the change of approach was forced on the editor by technical circumstance. We will re look at matters for the next year book 2207

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MEDIA RELEASE March 2006

Recreational Water Users asked to help protect UK salmon stocks

Please help us to protect UK salmon stocks. This is the Environment Agency's message to recreational water users in a bid to help stop the spread of the deadly salmon parasite (*Gyrodactylus salaris*). Wild salmon in the UK are facing a threat due to this tiny European parasite that could start a devastating and deadly epidemic if transferred to our rivers via equipment used in Europe.

The salmon parasite can survive in wet or damp conditions for 5 to 6 days. It can be spread from contaminated rivers in Europe to rivers in the UK on wet or damp equipment and clothing used in water recreation. The parasite is now widespread in Norway, Sweden, Finland and Denmark and has also been reported in France, Germany, Spain and Portugal.

Most affected are recreational water users returning with their equipment from these European countries or foreign competitors entering the UK for events where they intend to re-use their equipment within a week. These users can help prevent importing the disease by doing two simple things before entering the UK:

- Thoroughly drying all equipment for at least 48 hours. Drying in sunlight in temperatures above 20°C is most effective **or**
- Disinfecting all equipment including, water craft, clothing, wetsuits and footwear etc. Simply immersing equipment in salt water (sodium chloride concentration 3%) for ten minutes can kill the parasite.

Anglers and fish importers have already been warned of the dangers of unknowingly carrying the disease back to this country. There remains an element of chance for other recreational water disciplines to inadvertently transfer the parasite and these users are now being asked to also help in an effort prevent it getting to our shores.

To find out more about *G.salaris* visit the recreation pages on our website.

**Low Mill Outdoor Centre, Askrigg,
Leyburn, North Yorkshire, DL8 3HZ Tel
01969 650432 e mail: info@lowmill.com**

Coach Training Courses 2006

**Level 2 Canoe Training
2 – 4 June**

**Level 2 Kayak Training
1 – 3 September**