

# W O R K



- Reviewing Participant Needs
- Safeguarding and Protecting Children Update
- Cadet Leaders Carving their Way
- Equivalents to Star Awards for Competition based Paddlers/Coaches
- Courses

## Canoe England BCU (UKCC) Certificate in Paddlesport Courses

### Level 2 Coach - Training

10-Jun-2011 - Hampshire, Southern, Owen Burson  
 21-Jun-2011 - Dallam, Cumbria, Benjamin J Daines  
 25-Jun-2011 - Clitheroe CC, North West, Andrew Noblett  
 25-Jun-2011 - Laburnam Boat Club, London, Elizabeth Ettinger  
 28-Jun-2011 - South West, Simon J Hammond  
 29-Jun-2011 - Sunderland, North East, Kenneth Hughes  
 04-Jul-2011 - Heninsbury Head, Eastern, Ian W Cave  
 09-Jul-2011 - Southwater SWC, London, Andrew Pearson  
 09-Jul-2011 - Woodbridge/Oulton Broad, Eastern, Adrian Slim  
 10-Jul-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 16-Jul-2011 - Hampshire, Southern, David A White  
 01-Aug-2011 - Pensarn, Harlech, Wales, Leo Hoare  
 10-Sep-2011 - Adventure Dolphin Pangbourne, Kevin C Dennis  
 18-Sep-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 08-Oct-2011 - Nene Whitewater Centre, East Midlands, David Balazik  
 07-Nov-2011 - Hayle, South West, Andrew Davey  
 19-Nov-2011 - Northwest Lancs, North West, Andrew Noblett  
 19-Nov-2011 - Cobnor Activities Centre, London, Andrew Hall  
 28-Nov-2011 - West Reservoir Centre, London, Elizabeth Ettinger

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### Coach Educator Scheme - Level 2 Coach - Training:

2-3-July-2011 - Trentham CC, West Midlands, for more information email: stuart.briggs@canoe-england.org.uk

### Level 2 Coach - Assessment

04-Jun-2011 - Adventure Dolphin Pangbourne, Kevin C Dennis  
 04-Jun-2011 - Nene Whitewater Centre, Northants, David Balazik  
 19-Jun-2011 - Mepal, Cambridgeshire, Eastern, David Savage  
 02-Jul-2011 - NW Lancs, North West, Andrew Noblett  
 30-Jul-2011 - Adventure Dolphin Pangbourne, Kevin C Dennis  
 13-Aug-2011 - Mepal, Cambridgeshire, Eastern, David Savage  
 14-Aug-2011 - Shropshire Paddlesport, West Midlands, Darryll Shaw  
 21-Aug-2011 - Shropshire Paddlesport, South West, Darryll Shaw  
 03-Sep-2011 - Southwater WSC, London & SE, Andrew Pearson  
 04-Sep-2011 - Woodbridge, Eastern, Adrian Slim  
 24-Sep-2011 - Adventure Dolphin Pangbourne, Kevin C Dennis  
 19-Nov-2011 - Nene Whitewater Centre, Northampton, David Balazik  
 26-Nov-2011 - Northwest Lancs, North West, Andrew Noblett

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### Level 2 Coach - Transfer

03-Jul-2011 - Northwest Lancs, Andrew Noblett  
 08-Jul-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 29-Jul-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 26-Aug-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 29-Aug-2011 - Herefordshire, West Midlands, Richard Watson  
 02-Oct-2011 - Northwest Lancs, North West, Andrew Noblett  
 05-Nov-2011 - Nene Whitewater Centre, Northants, David Balazik  
 27-Nov-2011 - Northwest Lancs, North West, Andrew Noblett

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### Coaching Processes:

18-Jun-2011 - Cumbria, North West, Stephen D Banks  
 05-Aug-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 16-Sep-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 09-Nov-2011 - Plas-y-Brenin, Wales, Dean Sinfield

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The first of a series of articles taken from the BCU's Level 2 Coach Support Book.

Supporting Coaches develop and improve their coaching practices.

## REVIEWING PARTICIPANTS' NEEDS

by Ed Christian

### Introduction

In this section we will look at reviewing the needs of participants. It is essential in coaching to keep the needs of our learners central to all our coaching activity as it ensures that our coaching is relevant and we are giving our learners what they really need. We will start by considering the kind of information we need to find out about our learners then explore how to collect, record and review in order to make plans based on it. We will also consider the needs of specific participants and how they affect our coaching.

### Gathering information

In order to begin planning coaching sessions you will need to gather as much information as you can about the group you will be working with. This will allow you to meet the needs of the group and help you structure your sessions.

This information should include detail on:

- Who the group are and their names
- Their previous experience and abilities
- How many participants
- Their ages
- Gender
- Any particular needs
- Medical information on participants
- Behavioural / social needs
- What they want to achieve
- Evaluations of previous sessions

You may also need to consider other people's needs at this stage, for example: parents, carers, other Coaches, support staff, facility staff, etc. The more information you can find out about the whole picture, the better.

### Dealing with Confidential Information

As a Coach working with a group for a series of sessions it is reasonable to assume that at some point you will be responsible for handling confidential information about your participants. Being in a position of responsibility you have a duty to handle this information discretely and sensitively.

Information that might be considered confidential is:

- Family / social history
- Medical history
- Financial background

Confidential information could be presented in different ways and from various people. Information that is recorded on paper should be kept locked away in a filing cabinet / office.

Within the BCU Coaches Code of Conduct it states that:

1.18 BCU Coaches inevitably gather a great deal of personal information about participants in the course of a working relationship. Coach and participant must reach agreement as to what is to be regarded as confidential information, i.e. not divulged to a third party without the express approval of the participant.

1.19 Confidentiality does not preclude the disclosure of information, to persons who can be judged to have a "Right to Know", relating to participants when relevant to the following:

- a) Evaluation of the participant within the sport for competitive selection purposes.
- b) Recommendations concerning participants for professional purposes.
- c) Pursuit of disciplinary action involving participants within the sport.
- d) Pursuit of disciplinary action by the BCU involving fellow Coaches in alleged breaches of this.

We also have a responsibility to the Data Protection Act (1998) that states:





- Only relevant and necessary information should be held
- Information is only be used for the purposes stated
- Information is not kept for longer than required
- Information is secured in a safe place (e.g. locked cupboard / box)
- Information is disposed of securely (e.g. shredded)
- Information is not passed on without consent
- Information is kept for an appropriate length of time

### Collecting and Handling Information

Information is available from a number of sources:

#### - The person/s who organised the session:

This person should be able to tell you how many people there are in the group, roughly what experience they have and the age range. They may also be able to tell you the time, venue and equipment available. They will also have organised any assisting Coach, and direct you to the risk assessment and local operating procedures. Sessions are often organised by a number of people; find out who has been involved with setting the session up and try and find out as much detail about the group as you can. The fewer surprises you have when you meet the group the better!

#### - Medical declaration forms and parental consent forms:

These will provide details of any pre-existing medical conditions and the participants' age if under 18.

#### - The group:

Question the participants and group leader directly. You can find out what experience and skills they have, what they would like to achieve and if they have any specific needs. This information gathering may be via a written questionnaire and/or verbal questioning (group or individual) depending on the logistics of your session.

#### APPLIED ACTIVITY

Think about the main coaching activities that you are currently involved in. List all the information about participants you think is most important to you and identify sources you would gather this information from.

### Specific Participants' Needs

We keep talking about making sure our sessions meet the needs of our participants. We can expect certain groups of participants to display certain characteristics. Whilst we mustn't make too many assumptions we can take these basic expectations as a starting point for our session planning. As you spend time with individuals your knowledge of their needs can become more accurate by watching them perform and through conversation. We will look at some generalised characteristics of a few groups:

- Beginners, intermediates, and advanced paddlers
- Children, adolescents, and adults
- Males and females

#### - Beginners:

Beginners are often learning completely new skills and techniques, they have to think about movements and have to

build-a-picture of what the skills look like. When they try and perform a new skill the movements are often jerky and awkward, and unsuccessful. The performer doesn't naturally correct their actions. With practise, coaching and observation they will begin to understand new skills, but won't necessarily have the ability to apply them.

They may have skills and experiences from other sports that they can learn to apply to Paddlesport. The beginner will need a lot of support from the Coach to help build accurate pictures through precise demonstrations, feedback and careful questioning. The Coach can simplify a skill by breaking it down into logical components to help the beginner with bite-size chunks of information, as it's important not to overload the paddler with too much information.

The paddler will need positive feedback to let them know when they have done something right – they might not know. As a Coach, don't worry too much about the outcome, focus instead on the actions, it will take the paddler sometime before they can put it all together to get the desired outcome!

#### Top Tips when coaching beginners:

- Don't use technical jargon – keep your language simple
- Keep instructions short and simple – don't overload
- Relate your explanations to things they can already do in other aspects of their life
- Provide lots of demonstrations
- Build skills up, bit by bit
- Build solid foundations and don't try and progress or pressurise skills too quickly
- Keep activities short and change them frequently; beginners will often expend a lot of energy and tire quickly

#### - The Intermediate Paddler:

As participants develop they begin to apply skills with more consistency and adapt them to fit different situations, although they still require practise and thought. The paddler begins to have a mental picture of what the skill should look and feel like. They can normally cope with more technical feedback from the Coach and use this to help correct mistakes, they will also be able to reflect on how a move felt and use that to improve their own performance. Coaches should encourage this self-analysis through questioning.

The Coach can help develop skills through practices that challenge the paddler to use the skill in different ways – the Coach sets the challenge, the paddler finds the solution. The Coach and paddler can use sequences to help them learn complex skills, for example, the bow rudder: plant – squeeze – pull...

#### Top Tips when coaching intermediates:

- Back to basics
- Variety
- Develop self analysis and encourage independence
- Work with individuals motivations and interests

#### - The Advanced Paddler:

Advanced paddlers perform skills automatically; they don't need to think about what to do, it comes naturally. This allows them to focus on other elements such as overall outcome or tactics.



Advanced paddlers will still be learning and adapting to ever increasing challenges – the learning never stops! Paddlers at this level can usually detect and repair their own errors. Goal setting becomes crucial to continue development and performance through focussing on the finer points and maintenance.

### - Children

As children are developing both physically and psychologically at such a rapid rate, and with the sporting activity they do having such an influence on their long-term development, it is quite a responsibility working with them! Children enjoy sport because it's fun, they get to be with friends, to learn and be challenged, and to achieve success! We can use a few strategies that help us make the most of this in our coaching:

- Make your sessions FUN! This is what motivates children to play sport and also how they learn best!
- Keep the atmosphere positive, using lots of achievable (yet challenging) goals and heaps of success!
- Build in lots of variety, don't let them get bored!
- Include a variety of competitive / non-competitive activities, group / individual / partner work and some free play with minimal adult direction.
- Ensure equipment is suitably sized.
- Use activities that maximise every child's involvement. Games where the weaker participants become excluded or over emphasised should be avoided.
- Use the activity as an opportunity to develop attributes such as fair play, discipline, being a good sport, appreciation of personal responsibility, and responsibility for others.
- Children are great copiers! Demonstrations work really well, and be aware of the impact of role models – they will copy you and those around you who they respect, use these to your advantage! This goes for the technical stuff, but also general attitude.
- The social element is important to children, they need time to be with their friends. Think about how you group them.
- Develop quality skills – what the child learns is likely to stay with them through their sporting career!
- Variety through a range of sports is important for children, we should encourage them to participate in a range of different sports.

Remember, whilst we can make these assumptions, children are individuals and we need to bear in mind personal physical and mental characteristics and continually evaluate our sessions to make sure we are doing the best job for them!

### - Adolescents:

Adolescence is the period of transition from childhood to adult maturity. It is a period of rapid physical and mental change and creates a number of challenges for us as Coaches.

- Physical proportions change, this can lead to clumsiness.
- Self identity is being established, what their friends think is really important, and tension can exist between adults and adolescents as the young person is beginning to form independence and their own

opinions.

- It is important to engage the young person in decisions and allow them to take an appropriate level of responsibility for their own performance, whilst maintaining session safety.
- The young person is coping with a change in how they manage relationships with the opposite sex.
- Sport can be viewed as a masculine activity, with a large drop out of female participation at this age. However, many girls enjoy the social aspect of participation. Try to establish what the participants enjoy, and base your sessions around this.

### - Adults (Males and Females):

Men tend to be physically stronger and more powerful than women and will often use this to achieve desired outcomes. On the other hand, women tend to show more caution and focus on good technique. Neither approach is better than the other; the male 'go for it' approach can lack finesse and lead to poor technique development, but with speed and high levels of confidence; whilst the female develops much better feel and technique but often lacks the confidence to use it! When coaching skills we need to ensure the individual is appropriately challenged so the level of 'over powering' or 'lack of confidence' doesn't negatively impact the skill development or session enjoyment. You can also use activities to develop greater sensitivity and technique, or confidence where an individual shows these traits.

### Participants with Individual Needs

Coaching participants with disabilities can be extremely rewarding and offer a challenge that many of you will want to tackle. You don't necessarily need any special training to work with disabled paddlers, but will require sport specific knowledge and the ability to adapt your work to safely cater for specific disabilities.

### Some of the considerations we need to be aware of are as follows:

- Know and understand the particular need
- Provide adequate access to facilities
- What medical considerations need to be accounted for
- Information on individual participants needs
- Additional assistance that may be required
- Specialist equipment requirements
- Specific safety issues
- Availability of first aid equipment
- Emergency evacuation procedures

With this information in mind we can start to think about how we can support participants with particular needs. There are no hard and fast rules to how we support particular needs; applying common sense and making subtle alterations to sessions are the main priorities. Some ways that we can support participants are:

- Adapting coaching styles
- Use of verbal and non-verbal communication





- Use of assistance from others (lip-reading, signing)
- Visual cues and aids (green flag for go, red flag for stop)
- The Coaches position within the group
- Changing or adapting rules to accommodate needs
- Modifying equipment (rafting canoes together for stability)

### Child Protection

As a sports Coach you are deemed to be in a position of responsibility for the welfare of young people in your care. This means that we, as Coaches, should have a good working knowledge of child protection issues, be able to identify signs of child abuse, know which relevant authorities to contact if we suspect a child is being abused, know what information to pass on, know how to respond to an allegation of child abuse and know what situations to avoid to ensure your actions are not open to misinterpretation.

We also have a responsibility to attend regular Good Practice and Child Protection courses in order to keep up-to-date with current issues and legislation.

There are 5 main forms of child abuse:

- Neglect
- Physical
- Sexual
- Emotional
- Bullying and/or harassment

Signs of abuse:

- Unexplained bruising
- A normally extrovert child becoming withdrawn
- A normally introvert child becoming aggressive and extrovert
- Flinching on or near contact
- Sexually explicit language

When listening to a child disclosing information:

- Listen actively
- Do not make judgements
- Use an open door policy
- Write down an account of the conversation as soon as possible after the disclosure
- Don't promise not to tell anyone
- Let the child talk, do not interrupt

Relevant authorities to contact when responding to child abuse:

- Police
- Social services
- NSPCC advice and helpline (0808 800 5000)
- BCU Child Protection Officer

Information you would seek to pass on to the relevant authorities if abuse was suspected:

- Only what you have observed, know, or have been directly told by the child
- Dates, times, location, and the people involved

Responding to an allegation of a Coach abusing a child:

- Pass on the information to the authorities as soon as possible
- Do not confront / talk to the Coach concerned
- Do not undertake the investigation yourself
- Pass the information onto the professionals

Situations the Coach should avoid to ensure that his/her actions could not be open to misinterpretation.

- Being alone with the child
- Taking a child in their car
- Taking the child to their home
- Sharing a room with a child
- Physical contact with a child

## APPLIED ACTIVITY

Digesting information related to reviewing your participant's needs will be a lot easier if you can apply it into the context in which you work. With a partner or in a group discuss the following scenarios and write down what action you would take in the situation

### Scenario 1:

You have been working with 13 year old Helen as part of a summer holiday programme for young people in the community. She is staying at a friend's house over the summer as her parents both work long hours. Recently she has begun to withdraw from the group and appears to have lost interest in the sessions.

At the end of today's session she has confronted you alone in the activity store and appears to be very distressed. She asks you if she can talk to you alone.

### Scenario 2:

Working as a freelance Coach, you have been approached by the PE teacher of a local school. The teacher has asked you to run a series of canoeing sessions as part of an outdoor education programme at the school. All the young people involved display emotional and/or behavioural difficulties ranging from aggressive behaviour to attention deficit hyperactivity disorder (ADHD).

Identify what kind of issues you might encounter with such a group and discuss what action you could take to resolve them. Don't forget to think about what other support might be available to you from the school.



**Criminal Records and Vetting and Barring schemes – England and Wales**

Our update in April covered the Government announcement in February of their plans to scale back both the vetting and barring and criminal records scheme. Many of the changes are linked to the Protection of Freedoms Bill which is due to receive Royal Assent in November this year. Whilst many of the proposed changes have been generally welcome, sport does have concerns over certain areas which have been forwarded to the government as part of the consultation process.

We will have a clearer idea later in the year what the implication of the new legislation will be to sport and our current policies and procedures and will update you then of likely changes. It is important for all coaches, volunteers and clubs to note that all policies and procedures remain current at this point in time.

In the meantime, following the announcement that CRB's will be portable in the future, we have investigated what we could introduce in the interim to help volunteers and coaches who have to undertake numerous CRB checks. As a result of this we have introduced a Portability Process with effect from the 1st April 2011 – full details are available on the Safeguarding section of our website.

In addition, as noted in the last edition of CoDe, Coaches in England and Wales who do not hold a BCU CRB as per our policy, will no longer be classified as an active updated coach from 1st January 2012.

**Child Protection Training – all home nations**

Following a review of the timeline for Child Protection Training Requirements for Coaches by the BCU Child Protection Steering Group the deadline for undertaking training has been extended to the 31st December 2011. This decision reflected the issues and time commitments involved on the part of Coaches in trying to complete the training. Coaches will need to have completed the appropriate training by the new deadline in order to remain a current updated coach from 1st January 2012. Details of training requirements and availability of courses can be found on our websites.

**Coaches are encouraged to undertake the required training asap and not wait until December!**



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## Cadet Leaders carve the way

Southern Area Sea Cadets took to the surf this spring to develop future surf Kayak Leaders for the Sea Cadets. This development programme is funded by Sport England and supported by the British Canoe Union.

The first part of the programme involved training for the BCU 4 Star Surf Leader Award. The group headed to Cornwall from their Sea Cadet Units in Surrey, Sussex and Hampshire to meet Sam Roberts, a BCU Level 5 Surf Coach, who provided expert coaching for the weekend. The training started by the group putting their 'Surf-leader-hats' on and reviewing the local breaks, assessing surf conditions and making a risk assessment. From this Wide-mouth was identified as the most suitable location and the group spent the morning looking at personal equipment, communication in the surf and their personal paddling.

The surf and offshore wind conditions allowed the group to show off their surfing skills though a mixture of sessions afloat, followed by time on the beach for reflection, refreshments and further coaching. The conditions provided an ideal opportunity for the group to try out the Sea Cadets' new surf kayaks, which are fast but prone to capsize! For some, these initially proved a bit of handful, but with further coaching on trim and edge, the big grins soon returned. The session finished with some kayak-to-kayak and kayak-to-swimmer rescue scenarios, which proved a fun (but tiring) way to end the day.

By the second day, the swell had reduced in size and the wind had turned onshore making the conditions smaller and less consistent, therefore the group moved to Summerleaze for some shelter to complete the leadership section of the course. Each member took a turn to apply their new leadership skills and take control of the group in the surf zone. For some this was their first taste of being in charge of a paddling group in moderate conditions and a real eye opener, with the group surfing between the breakwater rip on one side and Cross Rock on the other. The day finished up in the sea pool at Summerleaze Beach with a look at rescue techniques for surf kayaks with short tails and fins.

In all an excellent weekend of surf and leadership training, combined with ideal conditions, great coaching and some new kit to try out. The group left the course ready to apply their new skills and gain further experience, and are looking forward to the second part of the training in the Autumn.

### Andy Pearce

Southern Area Sea Cadets - Paddlesport  
<http://www.paddlesouth.hampshire.org.uk/>  
<http://www.flickr.com/photos/paddlesouth/sets/>  
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12-Sep-2011 - Northumberland, North East, Kim Bull  
 10-Oct-2011 - Northumberland, North East, Kim Bull  
 12-Oct-2011 - River Tees, North East, Kenneth Hughes  
 12-Oct-2011 - River Tees, North East, Kenneth Hughes

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**Moderate Water-Canoe (Assessment):**

13-Aug-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 13-Sep-2011 - Northumberland, North East, Kim Bull  
 11-Oct-2011 - Northumberland, North East, Kim Bull  
 14-Oct-2011 - River Tees, North East, Kenneth Hughes  
 14-Oct-2011 - River Tees, North East, Kenneth Hughes

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**Moderate Water-Whitewater (Training):**

05-Jul-2011 - French Alps, Overseas, Stuart Woodward  
 14-Sep-2011 - Northumberland, North East, Kim Bull  
 26-Sep-2011 - River Tees, North East, Kenneth Hughes  
 12-Oct-2011 - Northumberland, North East, Kim Bull  
 12-Nov-2011 - Northwest, North West, Andrew Noblett  
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**Moderate Water-Whitewater (Assessment):**

06-Jul-2011 - French Alps, Overseas, Stuart Woodward  
 26-Sep-2011 - River Tees, North East, Kenneth Hughes  
 28-Sep-2011 - River Tees, North East, Kenneth Hughes  
 28-Sep-2011 - River Tees, North East, Kenneth Hughes  
 13-Oct-2011 - Northumberland, North East, Kim Bull  
 17-Nov-2011 - Northwest Lancs, North West, Andrew Noblett  
 25-Nov-2011 - North Yorkshire, Yorkshire, Terry Hailwood  
 03-Dec-2011 - Plas-y-Brenin, Wales, Dean Sinfield

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**Moderate Water-Sea (Training):**

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17-Sep-2011 - Plas-y-Brenin, Wales, Dean Sinfield

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**BCU Foundation and Intermediate Modules****Foundation-Coaching the Mind:**

16-Jul-2011 - Northumberland, North East, Kim Bull  
 04-Dec-2011 - Plas-y-Brenin, Wales, Dean Sinfield  
 05-Dec-2011 - Plas-y-Brenin, Wales, Dean Sinfield

email: kim@kimbull.co.uk  
 email: www.pyb.co.uk  
 email: www.pyb.co.uk

**Foundation-Coaching Young Paddlers:**

17-Jul-2011 - Northumberland, North East, Kim Bull  
 08-Oct-2011 - Cobnor Activities Centre, Andrew Hall

email: kim@kimbull.co.uk  
 email: debofdene@hotmail.co.uk

**Foundation-Fitness for Paddlesport:**

16-Jul-2011 - Northumberland, North East, Kim Bull  
 08-Oct-2011 - Cobnor Activities Centre, Andrew Hall

email: kim@kimbull.co.uk  
 email: debofdene@hotmail.co.uk

**Foundation-Mentoring Skills for Paddlesport Coaches:**

30-Jun-2011 - Longridge, Eastern, Paul Sutton  
 13-Aug-2011 - Northumberland, North East, Kim Bull

email: paul.sutton25@btinternet.com  
 email: kim@kimbull.co.uk

**Foundation-Outdoor Education & Paddlesports:**

18-Jun-2011 - Sedbergh, Cumbria, Gareth Field  
 13-Aug-2011 - Northumberland, North East, Kim Bull  
 04-Dec-2011 - Plas-y-Brenin, Wales, Dean Sinfield

email: gareth.field@canoe-england.org.uk  
 email: kim@kimbull.co.uk  
 email: www.pyb.co.uk

**Foundation-Performance Planning Skills for Paddlers:**

17-Jul-2011 - Northumberland, North East, Kim Bull

email: kim@kimbull.co.uk

**Intermediate-Coaching the Mind:**

02-Jul-2011 - North East, Kim Bull  
 14-Aug-2011 - Northumberland, North East, Kim Bull

email: kim@kimbull.co.uk  
 email: kim@kimbull.co.uk



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## Equivalents to Star Awards for Competition based Paddlers/Coaches

**Rationale:**

There has been discussion for a while about mapping equivalent standards to Star awards across the competition disciplines. Having to gain a Star Award or indeed 2 x Star Awards to progress past Level 1 Coach is a huge hurdle for paddlers/coaches who are fully committed to their discipline and are not involved in the Star Award Process at all in their general paddling activities.

It is proposed therefore that the achievements by these paddlers in their respective disciplines be recognised in place of Star Awards where a Star Award does not exist.

Wild Water Racing is having Star Awards introduced over a period of time, as is Freestyle, so for these disciplines, where they exist or are about to exist would not be affected, as these awards would count alongside the Recreational Star Awards. The disciplines that would be concerned are Racing, Marathon, Slalom and possibly Polo. Where there is a requirement of having a Star Award as a pre-requisite of becoming a 'Boat Based' Coach the equivalent Ranking or status within their Competition Discipline can be used. The equivalent does not grant the paddler the Star Award itself, it is purely for the purpose of being an alternative pre-requisite.

Evidence of this status would have to be submitted on registration to become a coach and can be taken from Ranking Lists, Year Books, race results or failing any of that evidence supplied by a National Coach for that Discipline. They would not have to currently be paddling at that level but need to have achieved the level at some stage in their paddling career.

For Coach Level 3 Boat Based Status (and presumable higher) that status would be discipline specific.  
For Coach Level 2 Boat Based Status, the equivalent would apply in place of a 3 Star Award  
For Coach Level 1 Boat Based Status, then it would be expected that 2 Star would be achievable by these paddlers/coaches reasonably easily  
All Levels would still have to gain the appropriate Safety Training for their discipline at Level 3 and have FSRT for Levels 1 and 2.

**Suggested Equivalents are:**

**Slalom**

5 Star	Senior National Team/Premier Paddler
4 Star	Division 1 Paddler
3 Star	Division 2 Paddler

**Racing**

5 Star	Senior National Team; Adult 'A' Ranking
4 Star	Junior National Team; Adult 'B' Ranking
3 Star	Adult 'C' Ranking or Junior 'A' or 'B' Ranking

**Marathon**

5 Star	Senior National Team, Division 1 (Men); Division 3 (Women and C1); Sub 18 hours DW Time (Men) Sub 20 hours DW Time (Women)
4 Star	Junior National Team; Divisions 2,3 (Men); Divisions 4 (Women and C1); Sub 19 hours DW Time (Men); Sub 21 Hours DW Time (women)
3 Star	Divisions 4,5,6 (Men); Divisions 5,6 (Women)

**Polo**

5 Star	Senior National Team; Division 1
4 Star	Junior National Team (u18), Division 2
3 Star	Divisions 3 or 4

All of the above would also require a minimum of 2 years ranked at that particular level to ensure that there has been a period of time of involvement.



RCO Central	Steve Linksted	07710 415539	rco.central@canoescotland.org
RCO Borders	Giles Chater	01387 375394	rco.borders@canoescotland.org
RCO Dumfries & Galloway	Alex Lumsden	07920 528119	rco.dumfries@canoescotland.org
RCO Fife	Ian Vosser	07917044492	rco.fife@canoescotland.org
RCO Grampian, Speyside and Shetland	Lyle Smith	07974431153	rco.grampian@canoescotland.org
RCO Highlands and Islands	Ian Murray		rco.highlands@canoescotland.org
RCO Lothians	John Lewis	01506 775390	rco.lothians@canoescotland.org
RCO Strathclyde East	Willie Macleod	07866 557490	rco.strathclydeeast@canoescotland.org
RCO Strathclyde West	Vacant		rco.strathclydewest@canoescotland.org
RCO Tayside	Ben Kellett	07779094667	rco.tayside@canoescotland.org
RCO Military	Scott Simon	07533 497013	rco.military@canoescotland.org

## BCU UKCC and 4/5 Star Leader Award Courses in Scotland

Course	Displayed Dates	Booking Details
4* Leader Assessment - Sea	27th - 28th Aug 2011	www.canoescotland.org
4* Leader Assessment - White Water	27th - 28th Aug 2011	www.canoescotland.org
4* Leader Assessment - White Water	4th - 5th June 2011	01479 861256 enquiries@glenmorelodge.org.uk
4* Leader Training Open Canoe	8th - 10th June 2011	01479 861256 enquiries@glenmorelodge.org.uk
4* Leader Training White Water	8th - 9th June 2011	01479 861256 enquiries@glenmorelodge.org.uk
4* Leader Training Sea	21st - 24th June 2011	01479 861256 enquiries@glenmorelodge.org.uk
4* Leader Assessment - Surf	24th - 26th June 2011	01479 861256 enquiries@glenmorelodge.org.uk
4* Leader Assessment - Sea	25-26 Jun 2011	paddlepowerandadventure@hotmail.co.uk
4* Leader Training White Water	25-26 Jun 2011	mike.spencer@fife.gov.uk
4* Leader Training Sea	18-20 Jul 2011	info@skyakadventures.com
4* Leader Assessment - Open Canoe	25th - 26th July 2011	01479 861256 enquiries@glenmorelodge.org.uk
4* Leader Training White Water	20-21 Aug 2011	Chris Dickinson 01397 713 856
BCU UKCC Level 1 Training and Ass	8th - 12th August 2011	01479 861256 enquiries@glenmorelodge.org.uk
BCU UKCC Level 1 Training and Ass	22-26 Aug 2011	mike.spencer@fife.gov.uk
BCU UKCC Level 3 Training	Various Dates	www.canoescotland.org
BCU UKCC Level 2 Training	11-19 Jun 2011	01786 464777 paddle@standingwaves.co.uk
BCU UKCC Level 2 Training	15th - 19th August 2011	01479 861256 enquiries@glenmorelodge.org.uk
BCU UKCC Level 2 Training	13th - 17th June 2011	01479 861256 enquiries@glenmorelodge.org.uk
BCU UKCC Level 2 Assessment	2nd - 3rd July 2011	01479 861256 enquiries@glenmorelodge.org.uk
BCU UKCC Level 2 Support Day	Various Dates	www.canoescotland.org
Foundation Safety and Rescue Training	8th - 12th Aug 2011	01479 861256 enquiries@glenmorelodge.org.uk
Foundation Safety and Rescue Training	Various Dates	www.canoescotland.org
Foundation Safety and Rescue Training	11-Jun-11	paddlepowerandadventure@hotmail.co.uk
Foundation Safety and Rescue Training	19-Aug-11	07841353460 mark@paddlelochaber.co.uk
Foundation Safety and Rescue Training	20-Aug-11	paddlepowerandadventure@hotmail.co.uk
Foundation Safety and Rescue Training	20-Aug-11	mike.spencer@fife.gov.uk
Level 1 Moderation Event	11-Jun-11	www.canoescotland.org
Level 2 Moderation Event	12-Jun-11	www.canoescotland.org



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## Skill Development for SCA Clubs

As a result of investment by Sport Scotland the SCA has introduced a new programme to develop volunteer coaches and leaders in SCA Affiliated Clubs. This is a programme of regional courses to support the development of volunteers in personal skills, safety and coaching. Examples include:

- Foundation Safety and Rescue Training (1 day) £15 per candidate
- White Water Safety and Rescue Training (2 days) £30 per candidate
- Coastal Navigation and Tidal Planning (1 day) £15 per candidate
- 3 Star Assessment (Sea, Open Canoe, White Water) - (2 days) £30 per candidate
- 4 Star Leader Assessment (Sea, Open Canoe, White Water) - (2 days) £30 per candidate

This programme has been designed based on the responses to a questionnaire sent to clubs in summer 2010. This helped identify the local needs of coaches and was used to form regional coaching plans for each of the 10 SCA regions. The above events will take place throughout 2011. The events are only open to volunteers in SCA affiliated clubs who are also full or junior SCA members. Places are limited and allocated on a first come first served basis.

In addition to the programmed courses, the SCA offers a separate fund to support volunteers in clubs gain pre-requisites and endorsements to coaching awards. This includes 5 star leader, moderate water endorsement, open water navigation and tidal planning and advanced white water safety and rescue. Candidates must apply in advance. Additional eligibility criteria applies. Find out more and download the application form from the funding page of the SCA website.

### SCA Coaching Scholarship programme

From 1st April 2011 until 31st March 2012 (or earlier if the funding is fully allocated), the SCA offers a Coach Scholarship programme to support candidates achieving the BCU UKCC Level 1, 2 or 3 coaching awards. This programme is made possible through investment by Sport Scotland. The SCA will offer scholarships towards total course cost subject to the following limits:

Level 1 – 75% up to £200

Level 2 - 50% up to £300 (including Level 2 Training or Level 2 Transfer, CPD module, Level 2 Assessment)

Level 3 - 75% up to £400. (including Core, Intermediate modules, Discipline Specific Training, Assessment)

In order to apply, applications must be received by the SCA prior to the start date of the course. Find out more and download the application form from the funding page of the SCA website.

## SCA RCO Vacancy

The role of Regional Coaching Officer Fife is due for election. Nominees must be full SCA members with a minimum of a BCU Level 3 or equivalent qualification and be 'updated' and the nomination must be supported by two coaching members within the region. RCOs play a vital role in supporting coaching across our 10 SCA regions. RCOs are volunteers and form part of the SCA Coaching Committee by liaising with local coaches and clubs and forming part of the committee.

Nominations must be submitted to the SCA office by 31st July 2011. The RCO role description and is available on the coaching committee page of the SCA website.



**Diary Date.....**

## Canoe England Coaches Conference 3rd / 4th December 2011



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