

British Canoeing

Coaching Diploma

Course Handbook 2017 / 2018

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1. Introduction

Welcome to your Coaching Diploma Course Handbook. In this handbook we aim to introduce the various aspects of the course and provide some key information about the programme and qualification.

The programme is targeted at coaches who wish to further develop the performance of the paddlers they coach, who are operating at the forefront of paddlesport coaching and who have an interest in Postgraduate level study. Applicants may have specialisms in one or more areas, for example:

- Coaching paddlers in any of our competitive or non-competitive disciplines
- Coaching paddlers in specific age groups
- Coaching paddlers at different levels (e.g. beginner, intermediate, expert)
- Coaching paddlers with different aspirants/motivations (e.g. participation, educational, high-performance, talent development)
- Paddlesport Coach Education

Through the course you will have the opportunity to progress your knowledge and understanding of paddlesport performance, of coaching processes, and of your coaching delivery. Importantly we also consider you will be in a position to progress the development of coaching in your specialist area/s.

Mission Statement

The programme aims to support the development of coaches as visionary and knowledgeable decision makers, with exceptional skills, behaviours and the highest professional and ethical standards. Coaches should expect that they will be able to advance their own and others development; lead cutting-edge programmes (or parts of); and make a positive impact on paddlesport performance and behaviour.

The course is an innovative programme run through a partnership between British Canoeing and the University of Stirling. The programme aims to offer you an opportunity to:

- reflect on your coaching practice;
- to question, share, reinforce those reflections;
- to interact with, review, and consider academic literature to enhance your insights;
- and to receive academic recognition for doing so.

If you successfully complete all aspects of the programme you will achieve both a Postgraduate Diploma in Performance Coaching (Paddlesport) and the British Canoeing Coaching Diploma.

Key Attributes – the Coach will:

- be considered a high performing coach
- have a breadth and depth of current coaching practice
- be able to understand the latest research and skilfully apply it into their coaching practice
- be a critically reflective learner
- be effective in their coaching performance (in terms of knowledge, understanding and practice)
- be able to demonstrate effective coaching practice, appropriate to their student needs
- have a commitment to best practice in coaching

By the end of the programme it is recognised that the Coach will be able to:

1. Critically reflect on and develop their own coaching practice and philosophy
2. Link theory with practice and practice with theory
3. Make critical decisions to ensure the effectiveness of coaching
4. Solve problems occurring in a complex and/or dynamic coaching environment
5. Develop and maintain effective coach athlete relationships
6. Create and manage an effective learning environment
7. Individualise all aspects of the coaching process to meet the needs of the paddler/athlete
8. Empower independent performer/s
9. Design, plan, implement, monitor, and evaluate strategic coaching programmes to improve performance
10. Develop and manage their coaching environment and supporting structures

We anticipate that you will each have your own individual aspirations about what you hope to gain from the course; although it is expected that the learning programme will offer opportunities for you to develop:

- an enhanced capacity in the coaching role already being fulfilled
- preparation for a specific role that is acknowledged to require linked capabilities
- general enhancement in personal capabilities to increase coaching effectiveness/adaptability

Note: for coaches working in the non-competition disciplines, the qualification will not increase your environmental remit; this will be defined by the other qualifications you hold.

The programme provides an opportunity to develop your 'analytical, reflective and critical' capacity. Indeed, it is for demonstrating these qualities that the qualification is awarded. It is our role to help you to develop these skills. To do this we ask you to:

- demonstrate/improve your analytical skills
- approach the content as a problem solving exercise
- read as much and as widely as possible
- share your ideas, and contribute to others' development
- compare your ideas to those in the academic literature
- adopt a questioning attitude
- be willing to accept feedback, to experiment, to be open to ideas

You will realise this approach to teaching and learning has implications for the course staff. We are very conscious of your experience and your existing capacity for a critical approach to coaching. We have deliberately targeted the course at experienced coaches. We know that this will mean that you are likely to be a demanding group of students, with a keen sense of 'knowing what you want'. Our expertise is in facilitating your learning, and helping you to integrate the academic study into your practice. This means that we also have to be willing to be open to ideas. We hope that you will agree that we should all feel comfortable about working in an atmosphere where challenging ideas is an accepted practice.

This is a long journey – not a quick fix. Pace yourself, but recognise that you have to make a commitment to the course.

The final outcome is that we have laid the foundations for improved professional practice. We will recognise that in:

- enhanced intellectual skills
- the capacity for solving problems
- a readiness to deal with change
- a capacity for 'leading' others in better understanding coaching
- enhanced insights into personal practice

We hope that this course handbook provides you sufficient information to allow you to get started on the course. If you have other questions bring these with you to the residential days, or contact Lara Cooper (British Canoeing Coaching Diploma Programme Director) and we'll do our best to answer/resolve them (contact details on page 16).

This is a genuinely exciting opportunity – demanding for both staff and students; the chance to immerse yourself in the study of paddlesport coaching, particularly in the context of your own personal coaching practice. We wish you well in your studies and look forward to working with you.

2. Learning Principles

The course is based on what are considered sound learning principles. The University of Stirling declare the following principles and commitment, these are applied to all aspects of the programme. Learning for adults is said to be most likely to take place when:

Principle	Therefore
There is intrinsic motivation	You want to do the course and, and you recognise the benefits to your personal and professional well-being.
The coach has ownership of their learning	We attempt to provide an individualised approach, with a degree of pacing and choice given to you.
You learn by doing	All of our learning materials are presented in the form of tasks/learning modules, and based on problem solving.
Adequate feedback is received	We will respond to everything you provide, but you will also be required to share your ideas with others.
You can make sense of the learning material	We attempt to provide all materials in context and with relevance to your practice. Our intention is to move you from learning to understanding.

You will note that the learner (you!) plays a very active role in our vision of an appropriate teaching and learning strategy. Do not expect to be a passive recipient of ideas from others; you will benefit most from fully engaging in the course.

The structure, content and delivery style within the programme should help you develop your own ideas. You will find a distinct lack of answers given to you; you may be given a steer towards what someone else believes, but you'll still be challenged to decide what you think about it!

Through the course of the programme we hope to;

- help you find your own solutions to coaching problems
- encourage you to challenge your current thinking, beliefs, ideas, and practice
- challenge you to seek relevance from contemporary reading outside the field of coaching (and paddlesport)
- challenge you to critically analyse others thinking, ideas, beliefs, and research
- challenge you to back up your ideas and beliefs with sound reasoning and evidence from other sources/research/experts (from within paddlesport, the wider field of sports coaching, and other fields of expertise)

3. Course Structure

The programme is made up of two critical components:

1. Distance Learning Postgraduate Modules
2. Paddlesport Specific Development

Each of these areas are explored in further detail in sections 5 and 6 of this handbook.

Distance Learning Postgraduate Modules

The modules (delivered by the University of Stirling) are a critical aspect of the programme. This distance learning delivery mechanism allows students to be based anywhere in the UK (or indeed the world). The modules are all credited at Postgraduate level and successful completion of this aspect of the course will lead to a Postgraduate Diploma in Performance Coaching (Paddlesport). Many of the modules also form part of other Stirling University taught and distance learning courses, such as Postgraduate Diploma and M.Sc. in Performance Coaching. If you successfully complete the modules for the Postgraduate Diploma, you should have the option of transferring onto the University of Stirling M.Sc. Performance Coaching if you wish.

See section 5 for more details.

Paddlesport Specific Development:

Alongside the distance learning Postgraduate modules you will complete additional content that supports the application of knowledge into paddlesport coaching. This will be covered through residential courses and independent practical coaching activity and will be inherently linked to the content on the distance learning modules.

See section 6 for more details.

Certification and Graduation

If you successfully complete the programme you will achieve both a Postgraduate Diploma in Performance Coaching (Paddlesport) and the British Canoeing Coaching Diploma. As previously mentioned you should also have the option of transferring onto the M.Sc. Performance Coaching.

If you wish to exit early you may have completed enough academic credit to gain a Postgraduate Diploma (or Certificate) without the British Canoeing Coaching Diploma element.

An optional graduation event is likely to take place in September 2019 for those who have successfully completed the programme. Provisionally scheduled at Stirling University with a small additional fee attached.

The British Canoeing Coaching Diploma is endorsed at UKCC Level 4.

4. Financial Matters

The price for students starting the programme in 2017 is £7500. This includes course costs for the distance learning modules, the core costs of the residential component and paddlesport support visits. This includes two nights' accommodation and full board from the morning of day 1, until the afternoon of day 2 for each residential (travel expenses are not covered). It is anticipated that you will either fund yourself or seek employer or Home Nation support. For information the additional MSc component will cost in the region of £1600.

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

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

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

Payment

By accepting your place on the course you agree to pay course fees of £7500. This is split with £3067 to the University of Stirling and £4433 to British Canoeing.

The University of Stirling: You are required to pay a total of £3,067 (£1,533.50 per year) to the University of Stirling. Details of the payment schedule will be available during the registration process; it is anticipated that you will need to pay 65% of the first year fees at enrolment (August 2017).

British Canoeing: You are required to pay a total of £4,433 to British Canoeing as follows:

- £750 Due 31st May 2017
- £750 Due 30th November 2017
- £750 Due 28th February 2018
- £750 Due 31st May 2018
- £750 Due 30th November 2018
- £683 Due 28th February 2019

If you wish to discuss other options please contact Lee Pooley (British Canoeing Head of Coaching).

Withdrawal from the programme

During your studies there may be a time when you consider withdrawing from the programme. The reasons why this might happen will vary, but often relate to financial, family issues, health or to academic problems and difficulties. At these times withdrawing from study might seem the only option available to you. We are concerned for your welfare, and if you do have particular difficulties or problems then we ask that you speak with Lara Cooper (British Canoeing Coaching Diploma Programme Director) before making the decision to withdraw. There may be alternative solutions or support we can offer. Formal withdrawal must be confirmed in writing.

If you do withdraw from the programme you may not be liable for the full course fees. The University of Stirling have a refund policy available on their website. Refunds are calculated based on the date that formal notification of withdrawal is received.

If you formally withdraw from the programme the British Canoeing element of your course fee will be recalculated as follows:

Formal withdrawal date	Total Fees to be paid to British Canoeing
Before 31 st May 2017	None
1 st June – 30 th September 2017	£750
1 st October 2017 – 31 st January 2018	£1500
1 st February – 31 st May 2018	£2250
1 st June – 30 th September 2018	£3000
1 st October 2018 – 28 th February 2019	£3750
After 1 st March 2019	£4433

5. Distance Learning Postgraduate Modules

A series of distance learning modules (delivered by the University of Stirling) form a critical aspect of the programme. The modules are delivered over the two-year programme. Material will be accessed online and include required reading and access to lectures via video and audio media. You will be supported by academic tutors from the University of Stirling as well as having access to a student's e-forum. The modules will also be supported with activity on programmed residential courses (this is described in more detail in section 6).

Stirling communicates with you, and provides a learning framework for each unit of study (module) on their web-based learning platform *Canvas*. You will have a Stirling University email 'account', but can also contact tutors and other students through *Canvas*. Learning materials, assessments, announcements, and discussion/debates are all put into effect via *Canvas*.

Each module has specific assessed assignments (normally three to five). In addition some have non-assessed learning tasks to help steer your learning through the module and towards the assignments. The learning tasks and assignments aim to provide a progressive framework; that is, they provide some context, some resources, a task, and instructions for producing an output (assignments, contextualised as far as is possible into your coaching environment). You are required to complete the task by the date set (usually 2 to 4 weeks). In most cases you are required to 'upload' your work to the Module Co-ordinator. You then begin the next task and you will receive feedback on the work you have submitted. The final grade for each module is the aggregation of your results from each of the assignments. Successfully passing the module means that you are credited with the appropriate number of credits (20 credits) and these are accumulated for the Postgraduate element of the course.

You should find a balance of study between the modules and try not to neglect any for too long. [The deadlines are used to help keep you 'on track']. The final hand-in dates for assignments are staggered through the module. As a guide, you should plan to commit approximately 150 hours of study time during each block (approx. 8-hours per week).

You will be completing the following distance learning modules (see Appendix 1 for more details): Note that the module content is accessible via *Canvas* whilst the module is running (as per dates below) and you are advised to download content that you wish to save for on-going personal use.

Semester	Start Date	Finish Date	Module Title	Module Title
Autumn	11 th Sept 2017	Dec 2017	The Coaching Process	Professional Practice
Spring	15 th Jan 2018	May 2018	Coaching Concepts	
Autumn	10 th Sept 2018	Dec 2018	Coaching as Learning	Independent Study
Spring	14 th Jan 2019	May 2019	Either: Performance Analysis & Planning Or: Understanding Performance (Physiology & Psychology)	

We want the programme to suit your needs, and encourage you to suggest individual approaches to the modules. You need to work within the broad framework of the module and the University regulations, but you may wish to propose a change of context, balance of learning tasks, type of investigation, timing to suit your schedule, and so on. [Obviously, there is some limit to this, but within reason, we will try to accommodate your needs].

The key to managing your way through the modules is communication, but perhaps more importantly; it is far easier to manage matters when we know about them in advance. If you are having problems with a module, or circumstances change, you must contact your University of Stirling Course Leader or Module Co-ordinator, or Lara Cooper (British Canoeing Coaching Diploma Programme Director) in advance or as they happen.

A Module Outline is published approximately 10-days before the start of each module. This includes information such as; overview, learning outcomes, details of assignments and learning tasks, key references, and a calendar describing how the module unfolds over time.

You are able to apply for an extension to the assignment deadlines if required; however university exam boards do dictate final submission dates that apply at the end of the modules. This allows some flexibility to respond to your coaching schedules. This is not a charter for delay – it means that you can negotiate your ‘learning agreement’ for the module in advance. There are penalties for late submissions, so please stick to the deadlines and let us know if there are significant problems with this.

The *University of Stirling School of Sport Taught Programmes Postgraduate Handbook* is an important resource for you. This provides specific information regarding academic conduct, assessment grading, submission/resubmissions/re-sits, referencing, assignment writing, extensions, etc. It is recommended that you familiarise yourself with this at the start of your first semester and keep a copy for future reference. It is available to download through *Canvas*.

In order to support your learning and the community of coaches on the programme we share your marked assignments with the other British Canoeing students on the programme. This provides an excellent resource to support your own reflection and the opportunity for you to benefit from the expertise of the other students. We also intend to share the learning from your Independent Study

with a wider audience of Coaches and will work with you to establish the most effective way of doing this. These are both considered an integral part of the programme and consent is assumed.

Support

The University of Stirling nominate a Course Leader for the distance learning modules. They are your first port of call for any issues that you might have regarding these modules. It is their role to (a) monitor your progress, (b) give advice on all general academic matters, and (c) act as a sounding board for your comments. The details of your Course Leader will be confirmed at the start of your first semester.

Each of the distance learning modules also has a designated Module Co-ordinator who is your first contact for matters relating to the module itself.

Everyone is also assigned a Personal Tutor through the University who can help with wider University related questions or concerns.

As a distance-learning student, you will have far less face-to-face contact than is in the norm in campus-based courses. However, it is usual for distance-learning students to require more communication with the Module Co-ordinator or Course Leader. We have also built into modules the need to interact with fellow coaches. We would also encourage you to use the email or discussion board facility to share ideas, and to try to create an environment where communication with the other coaches in the cohort is the norm. You are of course able to arrange to visit the relevant staff at the University of Stirling.

The On-line Portal - *Canvas*

Canvas is the University of Stirling chosen Managed Learning Environment application. It is used to deliver online learning materials via the internet for each of the modules. Course leaders and module co-ordinators deliver the course content for their module through *Canvas*, using some of *Canvas* tools, such as online discussions or mail, to enhance and facilitate the learning experience, and deliver assignments and online assessments at the end of a module.

A tutorial on *Canvas* is included in residential #1 (September 2017).

Canvas is a vital aspect of the course; it will take some time for you to become completely familiar with it, and you are advised to adopt a trial and error approach to become familiar with the processes involved. It is vitally important that you check *Canvas* regularly; we would recommend that you set it as your home screen in your internet browser and check at least once a week.

6. Paddlesport Specific Development

Alongside the distance learning modules, you will complete additional content that supports the application of knowledge into paddlesport coaching. This will be covered through:

- Bridging Module
- Residential Component
- Paddlesport Support Visits

The content of these aspects will be inherently linked to the content on the distance learning modules. They will also providing an opportunity to check/challenge paddlesport specific knowledge and understanding.

Bridging Module

As an introduction to the course you will be completing a Bridging Module May to August 2017. This aims to provide induction activities to help you get started on the programme. The Bridging Module will give you the opportunity to:

- Explore some relevant Postgraduate level reading
- Challenge your critical thinking
- Practice some study skills
- Critically reflect on some of your current coaching practice
- Establish your current coaching philosophy
- Tune into some content from the first Stirling University Modules

We will present the module during the introductory residential (March 2017). We aim to use bite-sized activities that you will be able to complete without having to set aside significant blocks of time; it is anticipated that you will need to allocate 18-36 hours during the summer to complete this module. The bridging module should also provide a good insight into the demands of the course, and allow you to make sure it is right for your needs before fully embarking on the programme. It also aims to help identify your strengths and weaknesses in the study skills required and enable us to focus targeted supported/development where necessary.

Residential Component

Integral and essential to the programme are the residential courses. These will give face-to-face input for the distance learning modules, as well as providing an opportunity to explore concepts in a paddlesport setting. The dates for your residentials are as follows:

- | | | |
|----|--------------------|---------------|
| 1. | 6/7 Sept 2017 | Stirling |
| 2. | 10/11 Jan 2018 | TBC |
| 3. | 16/17 May 2018 | East Midlands |
| 4. | 5/6 September 2018 | Stirling |
| 5. | 9/10 January 2019 | TBC |
| 6. | 22/23 May 2019 | East Midlands |

Attendance at the residential components is a critical aspect of the programme. We will try to accommodate individual needs in exceptional circumstances; however, it is compulsory to attend a minimum of five of the six residential dates.

We aim to use venues that provide a comfortable space, allowing you to escape from your normal environment and focus on learning within a positive and social learning environment. The residential events typically start at 0900 on day 1 and finish at 1630 on day 2. Where possible we will arrange an informal/optional get together the evening before the course starts at approx. 2100 – 2200.

Paddlesport Support Visits

Built into the programme are four days 1:1 paddlesport support visits. These are programmed to take place (although flexibility to suit individual requirements can be integrated):

- May – August 2017
- September 2017 – August 2018
- September 2018 – April 2019
- June to July 2019

This aspect of the programme aims to ensure that you have advice, support and someone to critically challenge and discuss your practice out in the field. The visits will include observation of your coaching against a topic/topics chosen by yourself (within the broad framework of the Coaching Diploma), during a challenging coaching episode, along with professional discussion. A topic expert from your chosen field will facilitate the visits; they should be able to help you contextualise the topics covered on the distance learning modules, and provide a sounding board for you to discuss your own reflections.

The document “Coaching Diploma Support Visit Guidance” provides further details of the specifics.

7. Assessment

The Coaching Diploma takes an integrated approach that allows you to develop your coaching practice and understanding with individuality throughout the programme. The culmination of evidence will be reviewed holistically by the final Course Board Review to confirm that the required coaching practice and understanding has been demonstrated. It is expected that this process provides you freedom to tailor development to your own coaching context.

Evidence will be gathered through the following tasks throughout the programme:

1. Bridging Module
2. Paddlesport Support Visits
3. Additional Tasks during the residential components
4. Panel Presentation (May 2019): This involves a summary and critical reflection of the developments within your coaching practice and philosophy throughout the programme

You are required to successfully complete the Postgraduate modules delivered by the University of Stirling. It is also required that prior to graduation you work with British Canoeing to publish an element from your studies into the wider community of Paddlesport Coaches. For example, an article or resource focused around an area of your study that has been of particular interest.

A final Course Board Review will take place at the end of the programme. This will review the evidence gathered through the tasks above and the consider work completed through the distance learning module assignments. This will result in the necessary internal verification before a final awarding decision is made. An optional viva, or request for additional information/tasks maybe required.

8. Different Programme Options

Whilst we encourage students to complete the programme as per the calendar summarised in Appendix 8, we may be able to accommodate requests for individualised modifications. You may wish to consider this if, for example, you have a particular busy period of work and feel unable to commit the necessary time to your studies during the specified time. As part of this you may wish to spread your studies out over a longer period of time, through an individualised package that includes all of the different programme elements.

It may also be an option for students to add additional residentials (currently priced at £255/residential) and/or additional Paddlesport Support Visits (currently priced at £350/visit) to provide more opportunities to gather assessment evidence or to extend their learning journey.

Any such requests must be made at the earliest opportunity via the Coaching Diploma Programme Director, in order that individual specifics can be agreed.

Note that it is expected that all students will graduate within 4-years of the start of their programme. In exceptional circumstances this may be extended up to a maximum of 6-years from the programme start date. Periods of absence from the programme are discouraged and require specific approval.

9. Study Skills

You are not going to experience the same form of student 'life' as the full-time student and will therefore need/wish different services/resources. Nevertheless, the full range of student facilities and services are available to you. As a student of the University of Stirling you have access to a wide range of learning resources. The most appropriate way to find about these is to browse the web-site/*Canvas*.

It is perhaps inappropriate to offer too much advice to mature students. However, there are a number of very simple study habits that will make life much easier for you:

- store everything, make copies of everything, keep all communications
- back up all your work on your computer regularly
- keep in constant touch – don't allow yourself to 'drift'
- maintain a regular study schedule (this will be individual, but might perhaps be a couple of nights during the week and time set aside at the weekend)
- get used to putting everything down on paper (on computer)
- make notes, keep notes
- always make a note of the source you have taken ideas or quotes/extracts from
- you must get used to writing; plan a structure, make bullet points and then write - edit afterwards

If it is some time since you have formally studied, or if this is a new adventure for you, you may have some uncertainties about what is expected and the study skills required. Remember that you have been selected for this programme based on extensive paddlesport coaching experience, the knowledge you bring will stand you in good stead!

The learning and assessment tasks allow us to give you feedback on progress/writing style, paper construction, use of sources/references, development of ideas, and so on. This is a key part of the learning process; so don't be worried about committing ideas to paper.

The Open University has a useful area on their website related to Study Skills; we would strongly recommend that you have a browse around this to see what it has to offer. There are downloads, tutorials and loads of useful links in a whole range of topic areas. You have to create an account to access the info, but it is free and easy to do.... <http://www.open.ac.uk/skillsforstudy/index.php>

The first September residential course is designed to include various induction activities to ease you into the programme, and there will be an (optional) opportunity for you to discuss your own study skills. This will provide you with the chance to discuss individual areas of concern, and help us identify how we can best support you.

British Canoeing Support: British Canoeing staff work together with the University of Stirling staff to provide support to you throughout the programme and to monitor your progress through the programme. As mature students, you are less likely to need pastoral care. However, your University of Stirling Course Leader, Personal Tutor (assigned through the University) and British Canoeing Support Staff are available to act in a confidential manner with any issues that you may wish to raise. Lara Cooper is the British Canoeing Coaching Diploma Programme Director, although additional staff are likely to be recruited to support you through the duration of the course.

10. Reading

During the programme of study you will require access to a range of reading. A wide range of journal articles are available through the University of Stirling Library website as electronic PDFs that you can download. You can also hunt down a vast array of interesting reading through web browser searches; Google Scholar is a useful search engine for this.

As a distance learning student access to relevant books is not as easy. You can use the library at the University of Stirling; and your Stirling University Library card provides access to other university libraries that are more local to you (although you are often not able to take books out). Some books are available as e-books that you can read whilst on-line (via the University of Stirling library website) or download for short-term loan (normally 1-3 days).

You are likely to find the following books useful during the course; purchasing one or two at the start of the programme will give you a good start. As the course progresses you will be able to make your judgements on relevant books based on perceived value and the depths of your pockets.

Cassidy, T. Jones, R., Potrac, P. (2009). *Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice (Second Edition)*. London: Routledge.

Jones, R.L. (Ed.) (2006). *The Sports Coach as Educator: Re-conceptualising Sports Coaching*. London: Routledge.

Jones, R., Armour, K., & Potrac, P. (2004). *Sports Coaching Cultures: From Practice to Theory*. London: Routledge.

Jones, R. L. and Kingston, K. (Eds) (2013) *An Introduction to Sports Coaching*. London: Routledge

Kidman, L. (2001) *Developing Decision Makers*.
UK: IPC Print Resources

Lyle, J. & Cushion, C. (2016). *Sports Coaching Concepts: A Framework for Coaches' Behaviour*. London: Routledge. (Second Edition).

Lyle, J. & Cushion, C. (2010). *Sports Coaching: Professionalisation and Practice*. London: Elsevier.

Nash, C. (Ed) (2015) *Practical Sports Coaching*. London: Routledge.

Nelson, L., Groom, R., Potrac, P. (2016). *Learning in Sports Coaching*. London: Routledge.

Nelson, L., Groom, R., Potrac, P. (2014). *Research Methods in Sports Coaching*. London: Routledge.

Paddlesport Specific Reading

As a coach operating at the forefront of your specialism it is expected that you will already have access to a range of discipline/role specific resources related to the activity you coach. We recommend that you review your collection and explore what is currently available prior to the September 2017 residential. Don't overlook the BCU Coaching Handbook (Ed. Franco Ferrero, 2006), it is expected you will use this regularly throughout your studies. You are also advised to seek out discipline/role specific papers through the University Library once you have access.

The following PhD thesis is a useful reference; this is relevant to a number of the modules you will be studying. It is available to download through the British Library EThOS e-thesis online service:

Mallabon, E. A. (2006). *Coach Education and the Coaching Process within British Paddlesport: A constraints-led approach*.

11. After Completion

Once students have graduated from the programme we hope that they remain motivated to continue their ongoing development. To support this we aim to create opportunities for graduated students to continue to connect to the programme. The detail of this will depend on individual circumstances, but we hope to be able to invite our graduates to the on-going residential programme for their own personal professional development and to remain connected to this community of coaches.

12. Contacts

Lara Cooper

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Lee Pooley

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07808 640107

A Final Word of Caution

Please be advised that changes to the detail of the course are possible as the programme unfolds. It is important that you are willing to accept a degree of uncertainty. British Canoeing is committed to providing a high quality learning and development experience to further enhance your paddlesport coaching skills. There will be regular review activities that we hope you will contribute towards.

Appendix 1 – The Distance Learning Module Outlines

The Coaching Process (20 Credits)

11th September 2017 – December 2017

This module will provide opportunities to examine models of the coaching process, what coaches do, and its impact on athletes. The module is based on the integration of research and personal practice. The module will examine the 'orchestration' skills required to manage the coaching process, particularly in relation to leadership, interpersonal relationships, and the day-to-day activities involved in the coaching process.

On successful completion of the module, coaches will be able to:

- CP1. Investigate and critically appraise existing models of the coaching process
- CP2. Use established methods to analyse personal practice in the context of existing coaching process models
- CP3. Reflect on and critically evaluate coaching behaviours, leadership, and interpersonal relationships using appropriate research and theory
- CP4. Construct working models of coaching process

Professional Practice (20 Credits)

11th September 2017 – April 2018

This module will provide opportunities for students to analyse and reflect on professional practice. The module spans the academic year and aims to provide students with a depth of both theoretical and practical knowledge and understanding related to professional practice. Topics include self-analysis, reflective practice and action planning.

On successful completion of the module students will have had the opportunity to:

- PP1. Identify developmental needs and strategies for achieving targets and goals
- PP2. Apply theory and learning through professional practice opportunities
- PP3. Demonstrate ability to apply and evaluate skills and knowledge in professional practice situations
- PP4. Produce an action plan for future development of personal employability skills
- PP5. Integrate theory and practice as appropriate
- PP6. Present all work to a high academic standard, including acknowledgement of resources and referencing

Coaching Concepts (20 Credits)

15th January 2018 – May 2018

This module will extend the Coaching Process module and will provide opportunities to further examine appropriate models of the coaching process, and to examine the cognitive expertise required to effect the process. The module is based on the integration of research and personal practice. It will also examine the 'orchestration' skills required to manage the coaching process, particularly in relation to interpersonal relationships, and the day-to-day regulation of the coaching process.

On successful completion of the module, students will be able to:

- CC1. Critically appraise existing models of the coaching process
- CC2. Integrate in a critical fashion the dynamics of interpersonal relationships in sport coaching and the coaching process
- CC3. Investigate and appraise cognitive skills to personal practice
- CC4. Regulate the coaching process effectively and be able to apply different leadership and management styles as appropriate
- CC5. Characterise personal coaching practice in a series of problem based scenarios

Coaching as Learning (20 Credits)

10th September 2018 – December 2018

Coaching and the development of coaches have, for far too long, focussed on the 'what' rather than the 'how' skills and knowledge. This module aims to develop both the understanding and the practice of the student coaches in pedagogical terms. The primary aims of the module therefore are to enable coaches to apply integrated approaches to pedagogy in generating, managing, and directing coaching practice; to understand a range of theories and concepts related to the application of innovative pedagogy; to allow coaches to apply and critically reflect upon pedagogy and the conditions within which performers learn.

On successful completion of the module, students will be able to:

- CL1. Critically analyse a range of underlying pedagogical theory informing coaching practice
- CL2. Critically apply relevant pedagogical theory to develop innovative coaching practice
- CL3. Apply pedagogical analysis to a range of coaching contexts
- CL4. Appraise critically the socio-pedagogical context impacting coaching practice
- CL5. Engage critically with the processes of critical thinking and problem solving
- CL6. Appraise critically the place of pedagogy in personal practice

Independent Study (20 Credits)

10th September 2018 – May 2019

To provide an opportunity for an individualised contribution to learning that is both negotiated and an agreed consequence of a needs analysis; to provide additional flexibility and width to the learning framework; to increase the sports specific nature of the course and to provide participants with the opportunity to develop their reflexive practice.

On successful completion of the module, students will be able to:

- IS1. Identify and synthesise appropriate theories/concepts and relevant literature on a selected topic related to sports coaching
- IS2. Critically interpret evidence gathered from a range of sources, including literature, data collection, and reflection on practice
- IS3. Demonstrate synthesis of theory and professional practice
- IS4. Critically evaluate the appropriateness of theories/concepts and data collection methods in relation to coaching practice

Performance Analysis and Planning (20 Credits)

14th January 2019 – May 2019

To provide a theoretical and practical understanding of applied Performance Analysis in sports performance and equip coaches with a greater understanding of the principles involved in effective planning and practice. The module aims to improve personal coaching practice and the performance attributes of athletes through examination of mechanisms for improving performance; and, appraisal of personal practice against key performance analysis and planning concepts.

On successful completion of the module, students will be able to:

- PAP1. Understand the principles of observation and feedback that underpin Performance Analysis
- PAP2. Create structural definitions of their sport and design, implement and critically evaluate an analysis system within their sport
- PAP3. Accurately interpret and present the performance information their system has generated
- PAP4. Critically analyse the current sports specific knowledge in their sport and the application of planning principles in sports coaching
- PAP5. Provide case exemplars and critical analysis of contingency/crisis planning
- PAP6. Critically appraise the potential improvements to personal practice through application of performance analysis techniques and the integration of planning principles

Understanding Performance (20 Credits)

14th January 2019 – May 2019

This module consists of two segments: physiology and psychology. The physiology half of the module provides an understanding of the appropriate application of exercise physiology to the measurement and assessment of human exercise capacity. This half module aims to develop knowledge of approaches to human exercise, and to develop a critical theoretical and practical basis for physiological assessment and prescription of exercise/training in both competitive and non-competitive populations. In the psychology half of the module, students examine theories, models, and factors conducive to the understanding of behaviour of individuals and groups in sport and exercise settings. Specific applications to Paddlesport coaching contexts will be considered. The challenges of measuring psychological constructs will also be considered.

On successful completion of the module, students will be able to:

Physiology:

- UP1. Evaluate critically how individual body systems respond to exercise
- UP2. Analyse and evaluate physiological data with reference to appropriate population-specific reference standards
- UP3. Understand the definition/function/roles of nutrition, food, and various nutrients in relation to exercise and physical health
- UP4. Explain a range of exercise assessments in both the laboratory and field setting

Psychology:

- UP5. Identify and critically appraise how individuals' behaviours may be affected by transformational leadership, social identity, efficacy, mental toughness, anxiety, and social support
- UP6. Obtain and analyse peer-reviewed research and apply it to sport context

Appendix 2 – What is ‘Postgraduate’ level

For many of you this may be your first foray into higher education and you may be unsure of the academic level expected. The following descriptions of Postgraduate level are for guidance only; they are taken from Scottish Credit and Qualifications Framework Level Descriptors, used to provide an indication of the complexity of qualifications and learning programmes. This should give you a sense of the demands and challenges that you will face and help frame your expectations.

Knowledge and understanding,

Demonstrate and/or work with:

- Knowledge that covers and integrates most, if not all, of the main areas of a subject discipline – including their features, boundaries, terminology and conventions
- A critical understanding of the principal theories, principles and concepts
- A critical understanding of a range of specialised theories, principles and concepts
- Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront
- A critical awareness of current issues in a subject/discipline and one or more specialisms

Practice: applied knowledge and understanding:

- Use a significant range of the principal skills, techniques, practices and/or materials associated with the subject/discipline
- Use a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by, forefront developments
- Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry
- Plan and execute a significant project of research, investigation or development
- Demonstrate originality or creativity in the application of knowledge, understanding and/or practices
- Practise in a wide and often unpredictable variety of professional level contexts

Generic cognitive skills:

- Apply critical analysis, evaluation and synthesis to issues that are at the forefront of, or informed by, developments at the forefront of a subject/discipline
- Identify, conceptualise and define new and abstract problems and issues
- Develop original and creative responses to problems and issues
- Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information

Communication, ICT and numeracy skills:

Use a range of advanced and specialised skills as appropriate to a subject/discipline, for example:

- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise
- Communicate with peers, more senior colleagues and specialists
- Use a wide range of software (or technologies) to support and enhance work at this level and specify new or refinements/improvements to existing software (or technologies) to increase effectiveness
- Undertake critical evaluations of a wide range of numerical and graphical data

Autonomy, accountability and working with others

- Exercise substantial autonomy and initiative in professional and equivalent activities
- Take responsibility for own work and/or significant responsibility for the work of others
- Take responsibility for a significant range of resources
- Demonstrate leadership and/or initiative and make an identifiable contribution to change and development
- Practise in ways that draws on critical reflection of own and others' roles and responsibilities
- Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices

Appendix 3 – British Canoeing Coaching Diploma Course Board

The British Canoeing Coaching Diploma Course Board is in place to manage the delivery of the programme on behalf of British Canoeing. The group is responsible for:

- managing the delivery of the residential programme
- working with the University of Stirling to ensure delivery meets the needs of our sport
- reviewing and monitoring all aspects of the programme
- quality assuring the British Canoeing aspect of the programme
- making recommendations regarding future recruitment and programme design
- finalising candidate award decisions

Membership includes:

- British Canoeing Support / Chair (Stephen Macdonald)
- British Canoeing Head of Coaching (Lee Pooley)
- British Canoeing Coaching Diploma Programme Director (Lara Cooper)
- University of Stirling Course Leader (Justine Allen)
- British Canoeing (Performance) Coach Development Manager (Mike Chandler)
- External Paddlesport Coaching Expert with academic background (Bill Taylor)
- Technical in Discipline Specific Expert/s as/when required

The group meet as and when required. There is an open door policy; you can contact any member of the group if required. Contact details can be obtained from Lara Cooper. An elected student representative reports to the group; they play an important role in contributing to general programme development and evaluation. We also have a Class Representative who provides an avenue for you to feed into the University of Stirling Student Staff Liaison Committee. This provides you the opportunity to comment on your modules. Contact details can be obtained from Lara Cooper.

Appendix 4 – British Canoeing Supporting Policies

The usual supporting policies are applicable to the aspect of the programme delivered by British Canoeing. These are available from British Canoeing. This includes:

- Appeals: If you think an assessment decision is incorrect you have the right to appeal.
- Complaints Procedure: Relevant if you have a complaint about the way you have been treated, or the way the course was conducted.
- Equal Opportunities: To ensure all candidates are treated fairly.
- Reasonable Adjustments: details how assessment can be amended for learners with disabilities and other difficulties.
- Malpractice: Any suspected malpractice, on the part of candidates, providers, or any others involved in providing the British Canoeing Qualifications must be reported to maintain the integrity of the qualification.

We would encourage you to discuss any concerns with the Course Director to ensure that your needs are met appropriately through the programme.

As you will also be a student at the University of Stirling, their policies and procedures also apply. These are detailed in the Postgraduate Handbook or are available on the university website.

Appendix 5 – Alternative Programme Options

Applicants who have recently completed (or plan to complete) relevant¹ Postgraduate Level study may wish to use their prior learning to apply for, and agree an individual programme.

To achieve British Canoeing Coaching Diploma, 120 Credits are required at QCF Level 7 (SCQF Level 11). The content must map directly to the British Canoeing Coaching Diploma programme requirements and the students work to have been completed from a Paddlesport coaching perspective.

A review of the programme of study and of the work completed is undertaken to design an appropriate learning programme for the candidate. Initial applications are reviewed on the same basis as candidates who are applying for the full programme and applicants asked to provide details of their Postgraduate level study at the point of application (see appendix 6).

Successful applicants are offered the opportunity to present details of their course of study and the work completed for consideration. This is reviewed to design an appropriate learning programme for the candidate, potentially resulting in exemption from some elements of the full Coaching Diploma programme. An outcome of this process may include the request to attend the introductory residential event (March 22nd & 23rd 2017) along with other potential students, although this will depend on the outcomes of the review.

Students who opt for this route in 2017 are required to pay an initial fee of £300 to cover the costs associated with the review of their work and the development of their individualised learning programme. If the student wishes to proceed a core cost of £1150 is then payable; this covers attendance at one residential event, one paddlesport support visit, and a contribution towards administration and British Canoeing support. Additional residential events are charged at £255 per event, additional Paddlesport Support Visits at £350 per visit. If the introductory residential event is required this will cost an additional £400. A payment plan can be agreed for the costs to be made through instalments.

It is expected that all students will graduate within 4-years of the start of their programme. In exceptional circumstances this may be extended up to a maximum of 6-years from the programme start date. Periods of absence from the programme are discouraged and require specific approval.

Recognised Prior Learning (RPL)

Candidates with prior certificated or experiential learning may also wish to apply to the University of Stirling for RPL. This may provide exemption from parts of a programme's requirements or lead to the award of credit to count towards a programme's requirements. Applications for RPL must be made in conjunction with the application for entry to the Stirling University Postgraduate Diploma in Performance Coaching (Paddlesport). Further details are available on request. Liaison with the

¹ Coaching based Postgraduate courses of study that are linked to other UKCC endorsed Level 4 programmes will share significant similarities with the British Canoeing Coaching Diploma. However, other programmes of study (or elements of) can also be considered where relevant.

British Canoeing Coaching Diploma Programme Director is also important to ensure that the British Canoeing Coaching Diploma requirements are still met.

Appendix 6 – Application Process

Applications should be made via the British Canoeing Coaching Diploma Application Form. The closing date for applications is 30th November 2016. Following the initial application process successful applicants are invited to an introductory residential event (March 22nd & 23rd 2017) to allow the candidate and British Canoeing to make an informed decision about the appropriateness of the programme. The cost of the Introductory residential is £400. This includes two nights' accommodation, full board from the morning of day 1 until the afternoon of day 2, and two days of programmed activity.

Formal offers are made within 4-weeks of the residential event after which applicants are required to formally accept their place and make the financial commitment.

There are a maximum of 16 places available on the course each year. The selection of applications will be affected by the developmental needs of the coach and the programme as a whole. A panel will review applications in conjunction with the University of Stirling and make final recommendations to British Canoeing.

It is recognised that coaches develop through individualised and unique ranges of formal and informal experiences; each application is therefore reviewed on its own merit. The Coaching Diploma programme is designed to support coaches who are operating at the forefront of paddlesport coaching. Suitable candidates are able to demonstrate:

1. expertise at the forefront of their specialism
2. a relevant coaching qualification
3. significant/current coaching experience in a challenging role/s
4. the capacity, motivation and drive to learn through independent study
5. a commitment to their coach development
6. willingness to commit to furthering their coaching skills and knowledge

There are no formal academic entry requirements. The application form provides further guidance and examples of previous applicants' expertise, qualifications, and experience.

Appendix 7 – Role of the British Canoeing Coaching Diploma Programme Director

British Canoeing employs a part-time Coaching Diploma Programme Director. The roles and responsibilities of this position varies but typically include:

General

- Supporting and managing the recruitment and application process
- Liaising with students, the University of Stirling, British Canoeing, and external staff on financial/contractual matters
- Reporting to the British Canoeing Coaching Diploma Course Board
- Supporting the British Canoeing review and planning meetings
- Preparation and publication of British Canoeing related course materials

Programme Support

- Managing the delivery of the Bridging Module
- Organising, planning, staffing the residential programme
- Supporting the delivery of the residential programme
- Supporting staff and students throughout residential events
- Capturing student feedback and reporting to British Canoeing Coaching Diploma Course Board
- Sharing Stirling Module Assignments within each cohort of students
- Collaboration with students, mentors/tutors regarding the Paddlesport Support Visits

Student Support

- Supporting individual students through aspects of the programme as required

Collaboration with the University of Stirling

- Collaboration regarding module development/content/delivery
- Monitoring student progress through modules
- Collaboration regarding residential programme input

Collaboration with ScUK

- Supporting fulfilment of UKCC endorsement conditions
- Attending ScUK developmental/review activities

Review and Development Activities

- Contributing to the monitoring and evaluating of all aspects of the programme
- Ensuring quality assurance commitment is fulfilled

Appendix 8 – Course Calendar Summary

		Module	Module	Residential	Visit
2017	March			22/23 March	
	April				
	May	Bridging Module			Paddlesport Support Visit
	June				
	July				
	August				
	September	Coaching Process	Professional Practice	6/7 September	Paddlesport Support Visit
	October				
	November				
	December				
2018	January	Coaching Concepts		10/11 January	Paddlesport Support Visit
	February				
	March				
	April				
	May			16/17 May	
	June				
	July				
	August				
	September	Coaching as Learning	Independent Study	5/6 September	Paddlesport Support Visit
	October				
November					
December					
2019	January	Choice: Performance Analysis & Planning OR Understanding Performance		9/10 January	Paddlesport Support Visit
	February				
	March				
	April				
	May		22/23 May		
	June				Paddlesport Support Visit
	July				
	August				Course Board
	September	Graduation 5 th September 2019 (TBC)			