

## **DELIVERY OF BRITISH CANOEING AWARDING BODY QUALIFICATIONS AND AWARDS ONLINE**

### **Introduction**

Aligned to the British Canoeing Awarding Body Educational Philosophy of an individualised approach to learning and development, some qualifications and awards can be fully delivered online, as well as other training and assessment courses having a blended approach using online mechanisms for specific areas where on the water facilitation is not required.

British Canoeing Awarding Body has extended the range of courses that Delivery Centres can deliver online. The courses that can be solely delivered online are:

- Coastal Navigation and Tidal Planning
- Open Water Navigation and Tidal Planning
- Foundation and Intermediate Modules
- Guide Modules

As these courses are specifically aimed at learning and development with no assessment, British Canoeing Awarding Body is confident that appropriate delivery and quality assurance can be maintained.

There are also aspects of other training courses that could be chosen to be delivered online, as well as specific aspects of the assessments outlined in the assessment guidance documents found on the Awarding Body website. Training course providers can utilise the use of online platforms to engage individuals into the programme, as well as start to explore aspects which will then be used in context during the practical stages of the course. This does not replace the course content or learning hours required but supplements, adding further value to the learning and development opportunities.

Providers may choose to deliver end of course, individual feedback online, allowing time for reflection and consideration. **Note:** this should not delay result confirmation at any stage.

For the Coach Award and Performance Coach Award, there are aspects of the assessment that can be carried out online, such as the Coach Award Discussion Task and the Performance Coach Pre-Assessment Mentor session.

The aim of this document is to provide Delivery Centres and Providers advice on online delivery, as well as their responsibilities if choosing to utilise online delivery.

### **Delivery Centre Guidance**

Due to the online nature of the delivery, quality assurance can be carried out and British Canoeing Awarding Body would encourage that this is increased for Providers changing their delivery, both supporting their approaches as well as ensuring content is covered appropriately.

British Canoeing Awarding Body would expect all Delivery Centres to offer Providers wanting to provide online delivery with webinars to explore methods of delivery, share ideas and concepts of running online courses.

**Note:** Only Providers holding the appropriate roles are allowed to deliver online courses and that online delivery is not a replacement. Face to face delivery of courses is encouraged, enabling individuals to consider their preference and engage in the delivery that is best suited to them.

Online delivery does not replace the course content or learning hours required but supplements, adding further value to the learning and development opportunities.

## **Accessibility**

Delivering online courses provides an opportunity to increase access to learning and development. However, much like face to face courses, learners face challenges to accessing content, including those with sensory (e.g. sight), cognitive (e.g. dyslexia/dyspraxia) and physical (e.g. mouse/typing) access needs.

Designing online courses to be accessible to all is a fundamental principle of open and equitable education. Beyond this fundamental principle, the Delivery Centre and Provider should ensure that all digital materials used online are fully accessible.

## **Provider Guidance**

Over the recent period many Providers have already been delivering via webinars, eLearning and other social media methods. This guidance is for Providers to make appropriate consideration when using online delivery.

## **Course Content and Structure**

Although the course structure and delivery may be different, the content of the award must not be changed.

Appropriate consideration on how the course will be structured in an online approach is essential, following the format of a face to face programme will not work. It is important to consider to what extent Providers employ asynchronous and synchronous methods, discussion forums or group work.

To aid and support learning it is important to consider planning a programme around a regular timetable. Delivery over a full day online is not recommended, but a modular approach would be more preferable. Recording the sessions will enable individuals to review the subjects explored.

As a guide:

- Foundation Modules delivered over 1–2 online sessions (3 hours in total)
- Intermediate Modules delivered over 2–6 online sessions (6 hours in total)
- Guide Modules delivered – 3–8 online sessions (8 hours in total)
- CNTP and OWNTP courses delivered over 3–8 online sessions (8 hours in total).

Online programmes could be split into bite size modules, ensuring time within the programme to recap previous areas covered, questions asked, as well as linking the delivery from module to module.

### **CNTP Course example:**

Module 1 – Weather

Module 2 – Tides

Module 3 – Maps and Charts

Module 4 – Tidal Diamonds and Streams

Module 5 – Trip Planning

Consideration of following up live sessions with asynchronous discussion forums and regular prompts will help to maintain momentum and engagement into the subject.

Group work could keep learners connected and help them to still feel a sense of connection to the course. Before planning group work, check that learners will have the required digital tools needed to collaborate, provide clear guidelines for group activities and keep the activities simple so as not to overburden learners.

### **Learning materials**

An important aspect to make Providers aware of is to avoid simply providing classroom/face to face materials online for learners to read through. When sharing

learning materials online, consider the face to face presence and the context and explanation that Providers would share.

Expanded explanations on PowerPoints or documents provided by putting into context is fundamental in online delivery.

Further reading, set exercises to be completed in-between delivered modules can be methods of exploring subjects, but also to consider space in the delivery for questions to be asked and discussed.

The use of 'expert' guests can help with the delivery, which can break up delivery and listening to one voice is useful as well as adds value, especially when setting context to the subject.

For the navigation courses CNTP and OWNTP, maps and charts used, and how learners can access these as well as Portland plotters, etc. must be considered and in place before delivery takes place.

### **Sharing resources with participants**

Many training providers and colleges they would have a Learning Management System (LMS) for storing and sharing documents. However, there are other options available as emailing documents can start to get confusing on who has received the email and the attachments, as well as if additional/supplementary resources are added. Free and easy to access choices include Google Drive, Microsoft One Drive and Dropbox.

### **Online Delivery**

There are many options in using online delivery, either by video, audio, in real time or with recordings. Live discussions, question and answer sessions or webinars with guest speakers are all different ways to help individuals engage. Google Hangouts, Microsoft Skype and Zoom are choices that can be used. Ensuring you are familiar with the system is crucial, eliminating a clunky delivery. Having good internet

connection is important for any live delivery to go well, avoid multiple uses and excessive downloads during the delivery period.

Having a recording facility is also useful to enable sharing of the session, and for individuals to revisit areas for clarity and context, or if they experienced internet connection issues during any stage of the delivery.

All systems are different and provide unique conferencing services, consideration of engagement and the topic being delivered to the system adopted:

- Record and save function
- Live chats to the whole group or privately to individuals
- Save function for text from the chats
- Raise hand facility for live sessions – to indicate someone has a question or point to raise
- Conduct polls to check understanding or to gain insight and feedback
- Create breakout rooms for smaller groups to meet and work together
- Annotate documents live on the screen together

### **Setting Up and Delivering ‘Live’ Sessions**

The camera needs to be tested and set up, either using the webcam built into the computer or an external system plugged in. Focus on the webcam and not the screen, when on video, making virtual eye contact. Printing out cue cards and putting them just behind the computer screen can help so it is easier to look at the webcam and still see the text.

Consider your surroundings, set up and organise a quiet space free from distractions, as well as a less busy backdrop, point lighting towards your face rather than onto the webcam or behind avoiding the bright halo.

Test the internet. If possible use a fast connection speed, disconnect other devices from the same WIFI and shut down software and close tabs you do not need for the session. Using a cable (ethernet) instead of relying on wireless can be useful, as well

as asking others using the internet not to stream video or upload/download content during the session.

Consider turning off notifications for eliminating noise and distraction as well as if sharing screens to protect privacy and confidential information.

### **Support for Participants**

Much of the support and advice within this document has been focused on delivery, but it is important to engage with all participants at the early stages of the session, managing expectations, as well as how the software system being used can support their learning. By providing an introduction to the software or a reminder will help them better understand the features on the system being used, content and structure of the session and how documents will be shared.

As with all delivery, feedback is crucial to continually develop sessions, consider specific questions/enquiries to aid reflection of online facilitation.