



Coach Award
Online Core Coach Training

Introduction

This document provides both guidance and an example Online Core Coach Training programme and the accompanying session plans. It is intended to be used in addition to the Coach Award Tutor and Assessor Notes.

In order to ensure that the content is pitched at the right level, Tutors must also be familiar with the Coach Award Assessment Guidance and eLearning; these will both help the Tutor integrate the relevant content and themes through the delivery of their programme.

Delivery of the Online Core Coach Training can only be delivered by Providers that hold the relevant role as well as having attended an orientation from their Delivery Centre specifically for the delivery of the Core Coach Training online.

Course Content and Structure

The online course structure and delivery is different to face to face courses; however, the content and sequence of the training must not be changed. Full attendance and engagement on the online course is required by all candidates, it is the responsibility of the Provider to keep a 'register' to ensure all sessions are attended.

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 for Providers to consider to what extent to employ asynchronous and synchronous methods, discussion forums or group work. For further information and guidance on delivering online, British Canoeing Awarding Body has produced [specific guidance](#) for Providers to consider when designing and delivering British Canoeing Awarding Body Qualifications and Awards.

Guided Learning Hours

The Online Core Coach Training has an allocated 15 Guided Learning Hours.

Staffing and Candidate Numbers

Staffing Ratio: 1:6

All Online Core Coach Training courses should have between 4 and 8 candidates.

It should be noted that the course director is responsible for selecting and appropriately allocating responsibility for their second staff and must put in place appropriate support and monitoring mechanisms to ensure all aspects of the online learning programme is delivered appropriately.

ONLINE CORE COACH TRAINING PROGRAMME

Session	Time	Session Outline
Session 1	45 mins.	<p>Introductions</p> <p>Explanation of online delivery system</p> <p>Overview of the online training course</p> <p>eLearning and resources introduced</p> <p>Role of the Coach</p> <p>Coaching pathway and journey to assessment</p> <p>Structure of British Canoeing Awarding Body qualifications</p>
Session 2	90 mins.	<p>The learner/athlete – where coaching starts</p> <ul style="list-style-type: none"> - a learning focused approach - how learners/athletes learn - developing learner/athlete decision making - triggers to help coach decision-making - influences on how learners/athletes learn
Session 3	60 mins.	<p>The learners'/athletes' journey</p> <ul style="list-style-type: none"> - stages of learning(aware/practiced/acquired) - triggers to help coach decision-making
Session 4	60 mins.	<p>Enabling learners/athletes to learn – understanding feedback</p> <ul style="list-style-type: none"> - self-gained and coach/peer given - developing learner/athlete decision making - knowledge of results and knowledge of performance - when, how and quantity
Session 5	120 mins.	Coaching to develop learners'/athletes' learning

		<ul style="list-style-type: none"> - planning our coaching sessions - learning focussed - using coaching models (IDEAS and WASP) - using coaching styles - developing learner/athlete decision-making - coaching sessions - developing coaches' decision-making
Session 6	60 mins.	<p>Reflective practice</p> <ul style="list-style-type: none"> - core principles and models - how we develop as a coach - identifying learning opportunities <p>Course review and action plan introduced</p>
Session 7	30 mins.	<p>Coaching philosophy</p> <ul style="list-style-type: none"> - personal coaching philosophy - British Canoeing Awarding Body coaching philosophy - peers' coaching philosophy
Session 8	30 mins.	<p>Session planning</p> <ul style="list-style-type: none"> - adaptive - personalised (written, list, memory) - progressive and linked <p>Planning a 15 minute coaching session</p> <p>Coaching philosophy</p>
Session 9	15 mins.	<p>Set individualised task – planning a coaching session</p>
Session 10	45 mins.	<p>Session plan peer review</p> <ul style="list-style-type: none"> - content (technical/tactical) - planned delivery (coaching to meet

		<p>learners'/athletes' needs)</p> <ul style="list-style-type: none"> - link to coaching philosophy
Session 11	90 mins.	<p>Coaching sessions discussions</p> <ul style="list-style-type: none"> - peer and tutor review of sessions - reflection and development
Session 12	60 mins.	<p>Coaches' decision-making</p> <ul style="list-style-type: none"> - the purpose of our decisions (who, what, why, environmental considerations) - conscious and unconscious decision-making - heuristics and bias
Session 13	60 mins.	<p>Creating an optimum learning environment</p> <ul style="list-style-type: none"> - the ethos behind an optimum environment - empowering coaching behaviours - developing learner/athlete decision making - interpersonal relationships and social interaction
Session 14	60 mins.	<p>Structuring practice sessions for the learner/athlete</p> <ul style="list-style-type: none"> - chaining, sequencing and drills - constraints and shaping
Session 15	45 mins.	<p>Review of the course</p> <p>Online training course review and action planning</p>
Session 16	As per individual (minimum 30 minutes each)	Individual debriefs and actions planning

ONLINE CORE COACH TRAINING

SESSION 1

Session Title:	Introduction
Session Number:	1
Time:	45-minutes
Session aim/s:	
<p>Make everyone feel welcome and at ease – create positive learning environment. Set expectations for online delivery and a run through of the digital system to be used.</p> <p>Set the scene for the course.</p> <p>Importance of consolidation and practice the concepts explored online.</p> <p>Signpost to eLearning/self-analysis/digital library and resources.</p> <p>Introduce the Coach Award pathway, role and remit.</p> <p>Introduce the British Canoeing Awarding Body Coaching Pathway.</p>	
Delivery:	
<p>One large group.</p> <p>Tutor on hand as moderator and to offer technical support, individual support, answer questions, etc.</p> <p>Welcome and introductions:</p> <ul style="list-style-type: none"> ● Welcome to the online course (including attendance requirements); ● Introduce staff and each other, introductions to include (background to paddling, why you want to get into coaching, anything specific you want to get out of the course); ● Any questions? Always feel free to ask. <p>Introduction to the online Course, Coach Award Pathway, Role and Remit, and British Canoeing Awarding Body Coaching Pathway:</p> <ul style="list-style-type: none"> ● Provide an overview of the journey to Coach Award Assessment and the options, along with the role and remit of a Coach; ● Provide an overview of the qualifications beyond Coach Award Assessment to 	

allow further individual discussion as is required during the course;

- Run through of the online programme for the course and make available;
- Identify and signpost resources (eLearning, books, etc.) available for them.

Any questions?

ONLINE CORE COACH TRAINING

SESSION 2

Session Title:	The Learner/Athlete – Where Coaching Starts
Session Number:	2
Time:	90-minutes
Session aim/s:	
<p>To introduce the purpose of coaching – the learner/athlete and how delivery is about being learning focussed.</p> <p>To introduce two underpinning learning theories (behaviourism/constructivism).</p> <p>To understand how this affects how learners/athletes learn (link to learner/athlete decision-making).</p> <p>To confirm understanding of the ‘Plan-Do-Review-Conclude’ process, how it is continual/cyclical and how learners interact with the process.</p> <p>To explore the complexity and variety of ways in which learners/athletes learn and provide observational triggers to support meeting learners’/athletes’ needs (e.g. VAK, Learning Differences).</p> <p>To understand the influences on learner/athlete learning and learner/athlete adaptations for this (personal differences, task constraints, environmental constraints).</p> <p>To clearly understand how these can be used as ‘tools’ to help deliver variety in our coaching and make adaptations to meet learner/athlete needs based on the learning context.</p>	
Delivery:	
<p>The session is all about developing understanding that the learner/athlete is at the heart of the coaching process and, in essence, is the purpose of coaching. From this, coaches need to understand how learners/athletes learn to ensure their sessions can be learning focussed. The ethos is to help students plan and adapt sessions to meet learner/athlete needs, along with giving them a way to plan</p>	

sessions that deliver balance within the session to meet a range of learner/athlete needs. The key ethos being that there is no one single method of learning; there are many and what works best depends on the task, the context and your personality. This is not about prescribing 'learning models' or 'labelling' learners, it is about supporting students to understand the complexity of learning and give them some tools to help in coaching delivery.

1. Tutor to facilitate discussion on the purpose of coaching, exploring concepts of being learner/athlete-centred and learning focussed. Tutor to introduce the session with the ethos being about exploring how learners/athletes learn and then developing observational triggers to help coaches respond to learner/athlete needs.
2. Tutor to introduce the concept of behaviourist and constructivist learning theories and how they fit with developing learner/athlete decision-making, from this to facilitate discussion to contextualise.
3. Session to explore behaviourist and constructivist approaches. Examples:
 - a. Tutor to show video clips that demonstrate the two learning theory approaches; tutor to facilitate group work discussion using these as a case study. Students to then work in groups to come up with a paddlesport coaching example that shows each learning approach and present to rest of the group;
 - b. Students to work in two groups, one to come up with a session (based around the fundamentals) that shows a constructivist approach and one a behaviourist. Students to discuss and share the sessions to the other group, tutor to facilitate discussions to clarify learning theories.
4. Tutor to check understanding of 'Plan-Do-Review-Conclude' process and, in groups, get them to explore and then present back the following questions based on each phase of the process:
 - a. Key considerations for planning, when it is required more/less, learner/athlete characteristics for planning (learners need

- understanding of the task to project strategies for future success – they think and do);
- b. Key considerations for doing, when it is required more/less, learner/athlete characteristics for doing (learners need to be hands on, are active and adaptable – they feel and do);
 - c. Key considerations for reviewing, when it is required more/less, learner/athlete characteristics for reviewing (learners need to combine experience with reflective observation to devise a solution, can be creative and devise multiple potential strategies – they feel and watch);
 - d. Key considerations for concluding, when it is required more/less, learner/athlete characteristics for concluding (learners need to be able to explain what has happened, often based on reflective observation – they think and watch).
5. Session to explore the range of ways learners/athletes learn, this should ideally be the tutor exploring with students own experiences as a learner– it could be paddlesport related or otherwise.
 6. Tutor to facilitate reflective discussion on how students learn, but in particular the observational triggers that could identify that things worked/not worked using some of the following as a guide:
 - a. Visual, Auditory, Kinaesthetic sensory channels;
 - b. When learners were in the ‘Plan-Do-Review-Conclude’ phase, for how long, why and any preferences/differences;
 - c. When learners perhaps used any of the following to support learning: social, independent, active, systematic, needs to understand, big picture/holistic, thinks about things, musical/rhythmical.
 7. Tutor to facilitate small group discussion on the influences on learner/athlete learning (personal differences, task constraints, environmental constraints) and the adaptations required by learners/athletes and coaches alike during the learning process, thus promoting the ethos that there is no one single method of learning; there are many, and what works best depends on the

task, the context and your personality.

8. Tutor to conclude ensuring that students are happy with the ethos that the above are 'tools' to help us structure, adapt and modify our coaching sessions to meet learners' developing and changing needs. This all dependent on context, task and environment as opposed to a learner/athlete label.

ONLINE CORE COACH TRAINING

SESSION 3

Session Title:	The Learner/Athlete Journey
Session Number:	3
Time:	60-minutes
Session aim/s:	
<p>To introduce the stages of learning (aware, practice and acquired) in skill acquisition.</p> <p>To develop understanding and relevance about how the stages are cyclical for learner development and link to the 'Plan-Do-Review-Conclude' cycle.</p> <p>To understand observational triggers to support coaches in identifying where their learners/athletes are in order to meet their needs.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the concept of stages of learning (aware, practice, acquired), how the stages are cyclical for learner development (for an acquired performer to improve they must go back to the awareness or practice stage to become 'more' acquired) and link this to the 'Plan-Do-Review-Conclude' cycle to support this. 2. Session to confirm understanding of and develop observational triggers to be able to identify the three stages of learning. Examples: <ol style="list-style-type: none"> a. In three groups, come up with an exercise that shows a performer in either the awareness, practice or acquired stage of learning (each group choosing a different stage ideally linked to the fundamentals). The groups to then share their exercise to the other groups, identifying the observational triggers that help a coach decide what stage a learner is at; b. The tutor to show a video of a performance (ideally linked to the fundamentals). Tutor to facilitate discussion after the video has been viewed several times to identify the stage of learning students went through. In pairs, to discuss and present back any observational 	

triggers that may help a coach decide what stage a learner/athlete is at.

3. Session (ideally based around the fundamentals) to explore progressing learner/athlete learning using the stages of learning. The idea to come up with a progression that either takes them from practice to awareness and back to practice, or from acquired to awareness/practice and back to acquired.

Example:

- In small groups, come up with a skill that can be performed at a practice/acquired stage of learning. Come up with a way of challenging that skill to take it back a stage, and then practices that will progress it back to a practice/acquired stage. Present back to group what was done, Tutor to facilitate discussion to ensure session aims are met.

ONLINE CORE COACH TRAINING

SESSION 4

Session Title:	Enabling Learners/Athletes to Learn – Understanding Feedback
Session Number:	4
Time:	60-minutes
Session aim/s:	
<p>To ensure understanding of how feedback is critical to progress through the stages of learning and how this fits with the 'Plan-Do-Review-Conclude' process.</p> <p>To develop understanding of coach/peer-given and self-gained feedback.</p> <p>To develop understanding of feedback delivery methods.</p> <p>To develop understanding of knowledge of results versus knowledge of performance.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce session and facilitate discussion on how feedback is critical to progress through the stages of learning and how this fits with the 'Plan-Do-Review-Conclude' process. 2. Tutor to facilitate a session that explores coach/peer-given feedback: <ol style="list-style-type: none"> a. In groups, students observe a series of coaching/performance videos; b. First task is to focus on the feedback delivered and its effect on learners/athletes; c. Explore the different feedback that may have been given and/or obtained: positive, neutral, negative, knowledge of results, knowledge of performance, corrective, encouraging, non-verbal, reciprocal tasks, peer feedback, self-gained, kinaesthetic awareness and self-checks; d. At the end of the session, groups come together to share their observations with support from Tutors. Tutors to facilitate main session aims being achieved. 	

3. Tutor to facilitate summary discussion to include the benefits of coach/peer-given and self-gained feedback, discussing why, when and how these types of feedback can be used to progress learners/athletes through the stages of learning.

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SESSION 5

Session Title:	Coaching to Develop Learner/Athlete Learning
Session Number:	5
Time:	120-minutes
Session aim/s:	
<p>To confirm understanding of the Coach Award coaching behaviours.</p> <p>To develop understanding of how a planned approach to coaching helps meet learner/athlete needs and allows for a learning-focussed approach to be taken.</p> <p>To explore the continuum of learner decision making within these coaching styles, identifying the value of them all and how they fit with the stages of learning and meeting learner/athlete needs.</p> <p>To develop a tactical approach to coaching behaviours based on Mosston and Ashworth's (2002) described styles that develop independent learner/athlete decision making.</p> <p>To develop understanding of how coaches' decision making is supported by observation triggers and a tactical understanding of coaching behaviours.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to confirm understanding of coaching styles, building on those covered in Paddlesport Instructor; this should be based on Mosston and Ashworth's (2002) work and include styles A-H. 2. Tutor to facilitate discussion on value of developing learner/athlete decision making, particularly in the more dynamic environments and if wanting to develop independence within the learner/athlete. Tutor to facilitate discussion on how planning using knowledge from previous sessions (constructivist approaches, supporting how learners/athletes learn, awareness of stage of learning, use of feedback, coaching styles) can support this and coaching models (IDEAS and WASP) can also support a planned approach. 3. Students to plan a 10-15 minute coaching session to support above: 	

- a. Tutor to organise students into pairs, facilitating sharing the planned sessions
 - b. Tutor to reorganise and ensure students share to other students of their planned session.
 - c. Tutors to facilitate session reviews, allowing the coach to remind others of their plan and how they would have delivered it. Tutor to facilitate further discussion in each review reflecting on how the planned session could help achieve session aims.
4. Tutor to conclude session, in line with Mosston and Ashworth's (2002) work, that all coaching styles have equal value and can be used strategically to meet learner/athlete needs, support session management or as a continuum to develop learner/athlete decision making. In addition to this, explore the reflections from the students about their planned session.

ONLINE CORE COACH TRAINING

SESSION 6

Session Title:	Reflective Practice
Session Number:	6
Time:	60-minutes
Session aim/s:	
<p>Reflect and capture learning and understanding, considering the Who, What, How of coaching.</p> <p>Introduce the importance of reflective practice and provide some principles and models to support this.</p> <p>Explore how we can develop as coaches, identifying learning opportunities to help us do this.</p> <p>Introduce course review and action planning process.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day using the 'Who' you are coaching (motivations, goals/aspirations, optimum learning environment), 'What' you need to coach (performance models, progressions) and 'How' you coach (learners learning, coaches response) model to bring the day together. Within this how the 'Environmental Considerations' have an impact. Ensuring thoughts are captured, done through the use of flip chart, discussion and note taking as preferred. 2. Tutor to introduce the concept of reflective practice and facilitate discussion around this. Making use of reflective practice models/theories to support this discussion (GROW – goals/focus, reality, options, what next; reflection 'for action', 'in' action and 'on' action). 3. Tutor to ensure some key reflective questions are explored as part of the process (What? So What? Now What?) 4. Tutor to facilitate group discussion on strategies to support reflective practice 	

to help develop us as coaches, including peer-based strategies – advice seeking, joint construction and reflective transformation; and independent strategies – coaching materials, creative thought and coaching repertoire.

5. Tutor to support in clearly identifying both the formal and informal opportunities to develop as a coach, ensuring the concept of Communities of Practice is discussed.
6. Tutor to introduce the training course review and action plan, to be completed as home study.

ONLINE CORE COACH TRAINING

SESSION 7

Session Title:	Coaching Philosophy
Session Number:	7
Time:	30-minutes
Session aim/s:	
<p>Introduce the concept and value of developing a coaching philosophy.</p> <p>Explore and develop the coach's personal coaching philosophy.</p> <p>Introduce British Canoeing Awarding Body's coaching philosophy.</p> <p>Explore how their personal philosophy may/may not match the other philosophies (British Canoeing Awarding Body and peers).</p>	
Delivery:	
<p>This session should act as a bit of an icebreaker as well as meeting the session aims:</p> <ol style="list-style-type: none"> 1. Tutor to introduce concept of a coaching philosophy and facilitate group discussion as to its value. 2. Tutor to present a range of value/belief words for the students to choose from or add to, in this deciding on 3 that best describes them as a coach and what they believe in. 3. Students to discuss in pairs their chosen words and in this what they believe in as a coach. 4. Tutor to show British Canoeing Awarding Body's coaching philosophy and facilitate discussion on how students' values/beliefs match with this, as well as match with their peers' beliefs. 5. Tutor to support students in starting to develop their own philosophy true to their values and beliefs, whilst respecting others. 	

Topics to consider - how does the philosophy guide the coach in matters relating to athlete/learner:

- safety
- enjoyment
- learning
- attitudes, values and behaviour

ONLINE CORE COACH TRAINING

SESSION 8

Session Title:	Session Planning
Session Number:	8
Time:	30-minutes
Session aim/s:	
<p>To introduce the concept session plans that are 'coach' friendly.</p> <p>To introduce the need for adaptability within session plans.</p> <p>To support students in developing personalised approaches to session planning.</p> <p>To introduce the process of progressive and linked session plans.</p> <p>To plan a coaching session.</p> <p>To consider gathering information on 'Who' we are coaching, 'What' we need to coach and 'How' we are going to coach</p> <p>To consider how the plan links to our coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate discussion on information gathering to inform a plan, considering 'Who' you are coaching (motivations, goals/aspirations, optimum learning environment), 'What' you need to coach (performance models, progressions) and 'How' you coach (learners learning, coaches response). 2. Tutor to introduce the environmental considerations that are required in the planning process. 3. Tutor to facilitate 'pairs' discussion on 'how' they currently plan their coaching sessions. 4. Tutor to introduce a range of ways we plan and the progression depending on how confident we are on what we are coaching (fully written, bullet point list, flow diagram, mind map, mental plans). From this, encourage students to develop a way that 'works' for them depending on what they are coaching. 	

5. Tutor to facilitate discussion on adaptability within session plans and strategies to support this (piste map approach, mind map approach, springboard approach, options approach).
6. Tutor to facilitate discussion on extra considerations if planning for progressive linked sessions.
7. Tutor to introduce the sessions 10 and 11 which students will plan on their own as part of their home study (15-minutes based on one of the four fundamentals, with consideration on 'how' it will be delivered and ensuring it fits with the coach's philosophy of coaching – value/belief words identified by the coach in Session 7).

ONLINE CORE COACH TRAINING

SESSION 9

Session Title:	Home Study
Session Number:	9
Time:	15-minutes
Session aim/s:	
<p>To ensure students are aware of home study required for the sessions 10 and 11.</p> <p>To ensure students are aware of resources available for support.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to ensure students know they need to complete a coaching session plan and be available to support/answer questions as necessary. 2. Tutor to ensure students are aware of British Canoeing Awarding Body's eLearning and associated resources, along with providing additional resources as required to support them in their session planning. 	

ONLINE CORE COACH TRAINING

SESSION 10

Session Title:	Session Plan Peer Review
Session Number:	10
Time:	45-minutes
Session aim/s:	
<p>To develop personalised approach to adaptable session planning.</p> <p>To develop delivery (coaching and learning knowledge).</p> <p>To develop understanding and application of personal coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. In pairs, students to discuss their lesson plans focusing on the following: <ol style="list-style-type: none"> a. How the session is planned to be delivered (coaching behaviours, learner/athlete behaviour consideration and learning environment); b. How planned delivery demonstrates coach values and beliefs in their coaching philosophy. 2. Tutor to support pairs in their discussions and provide an opportunity for group questions/discussion as required. 	

ONLINE CORE COACH TRAINING

SESSION 11

Session Title:	Coaching Sessions
Session Number:	11
Time:	90-minutes
Session aim/s:	
<p>Opportunity for the students to discuss further their coaching plan, receive and provide feedback.</p> <p>To develop technical/tactical content knowledge.</p>	
Delivery:	
<p>Students to discuss their planned session with a focus on:</p> <p>Developing technical/tactical content knowledge.</p> <p>Each student to have approximately 25-minutes discussing and considering the technical/tactical content of their session.</p> <p>Considerations for discussion:</p> <ul style="list-style-type: none"> ● Coach to chat through the coaching behaviours they may use (considering safety, enjoyment and learning); ● Focus on technical/tactical content of the planned session; ● Tutor to support with any additional (positive/supportive) comments to support individual and group learning. <p>Tutors to discuss with each other the students' strengths and weaknesses and agree how these can be developed/supported as part of the students' development phase.</p>	

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SESSION 12

Session Title:	Coaches' Decision-Making
Session Number:	12
Time:	60-minutes
Session aim/s:	
<p>To introduce and support the concept that coaching is, in essence, all about decision-making.</p> <p>To introduce how a structure of when and how coaches make decisions may help.</p> <p>To introduce and develop understanding on the key theories behind how decisions are made.</p> <p>To develop tools and frameworks to help coaches' decision-making.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the concept that coaching is about decision-making and that there are key reasons/times when we need to focus on our decision-making to support learners/athletes. In three groups, students to discuss and then feedback on the decisions that may need to be made and the observational triggers that support this for one of the following four key reasons/times (reflect back to the coaching sessions to support this): <ol style="list-style-type: none"> a. Coaches' decisions to support 'Who' they are coaching (motivations, goals/aspirations, learning environment); b. Coaches' decisions to support evaluating the effectiveness of 'What' they are coaching (performance models, progressions); c. Coaches' decisions to support 'How' they are coaching (learners' needs, coaching behaviours); d. Coaches' decisions to support 'Environmental Considerations' (weather, other users, environmental challenge) when they are 	

coaching.

2. Tutor to introduce conscious (classic decision making) and unconscious (naturalistic decision making) and how they work separately or in conjunction to support each other (professional judgment decision making). An exercise should be delivered and then reviewed to support this, making links to what happens in their coaching. Examples:
 - a. Tutor to ask students to reflect on their drive to work and from this highlight the decision-making methods used;
 - b. Tutor to show a video and, from this, highlight the decision-making methods used;
3. Tutor to introduce concept of heuristics (rules of thumb) and bias within decision-making. Examples:
 - a. In groups, students to come up with examples of coaching heuristics and bias, and present these back to group as a whole. Tutor to add and develop;
 - b. Tutor to have some pre-made crib cards listing coaching heuristics and bias. Students to work in groups with a selection of these and provide examples in their coaching where they have used the heuristic or bias.
4. Tutor to bring the session together to show how we end up using all of the above decision-making methods. Key to draw out that, if used individually, they all have their pitfalls but if used to check and challenge each other (professional judgement decision-making) it provides more robust, adaptive decision making. Example:
 - Tutor to show a video of a beginner paddling, stop the video and then get the group, in pairs, to 'decide' what/how they should develop the paddler. Once the decision has been made, the pair to reflect on what type(s) of decision-making methods they used. Tutor to facilitate group discussion around the decision-making methods identified and add to as required.

ONLINE CORE COACH TRAINING

SESSION 13

Session Title:	Creating an Optimum Learning Environment
Session Number:	13
Time:	60-minutes
Session aim/s:	
<p>To introduce the importance of the learning environment within coaching from a motivational, relationship and interpersonal point of view.</p> <p>To develop understanding of what constitutes an empowering climate and the behaviours that influence this.</p> <p>To understand how the interpersonal relationship and social interaction between coach and learner/athlete influences the coaching process.</p> <p>To understand how the above links to developing learner/athlete decision making.</p>	
Delivery:	
<p>The ethos of this session is all about exploring the concept, complexity, yet importance of the interpersonal side of the coaching process. It is about understanding that this is perhaps the 'glue' that holds it all together and tries to give some frameworks to support coaches in their delivery.</p> <ol style="list-style-type: none"> 1. Tutor to introduce the concept of a learning environment from a motivational, relationship and interpersonal point of view. This done by students reflecting on past positive/negative learning experiences and sharing them with a partner. Tutor to draw from these examples that link to learner motivation (relatedness, competence, autonomy, mastery/task goals, performance/ego goals) and coach learner/athlete relationship influences. 2. Tutor to use these reflections to introduce the concept of an empowering motivational climate - did the students feel empowered in their positive/negative reflections? 	

3. Tutor to introduce key aspects of an empowerment climate (autonomy supportive, mastery/task involving, relatedness supportive and structured), along with behaviours that support these, e.g. autonomy-supportive = opportunity for learner input, rationale for tasks, intrinsic interest, meaningful choice, acknowledgment of feelings and perspective; mastery-involving = mastery-focused competence feedback, recognises effort/improvement, cooperative learning; relatedness-supportive = warm communication style, including all learners in activities/exercises, genuine care and concern; structured = guidance provided in activities/exercises, organisation, expectation for learning.
4. Session to explore above behaviours. Example:
 - a. In groups, students to be given one/two of the above behaviours and come up with examples of how it is seen in a coaching session. Students to present their examples back to whole group;
 - b. Tutor to show some video clips that provide examples of empowering and disempowering motivational climates. In groups, students to discuss video clips and draw from them the examples of the above behaviours that promoted the climate seen;
5. Tutor to facilitate discussion as how the coach's general interpersonal approach and social interaction is key – exploring how the 'off task' interaction with learners is as valuable as the 'on task'.

ONLINE CORE COACH TRAINING

SESSION 14

Session Title:	Structuring Practice Sessions for the Learner/Athlete
Session Number:	14
Time:	60-minutes
Session aim/s:	
<p>To introduce and support understanding of a more traditional, cognitive approach to skill acquisition (chaining, sequencing, drills, whole-part-whole, part progressive).</p> <p>To introduce and support understanding of a more dynamical systems approach to skill acquisition (constraints, shaping).</p> <p>To develop understanding of how structure of practice supports the above (massed, distributed, variable, bilateral, mental).</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the concept of cognitive approaches to skill acquisition and practice (chaining, sequencing, drills, whole-part-whole) that develop memory chains about the process (schemas) by breaking things down. In pairs, give the students 5-minutes to plan an exercise for developing a skill that demonstrates one of the above. After 5-minutes, swap partners and share the part progressive exercise to the partner. Tutor to facilitate discussion on how this fits with the stage of learning and why we use this approach. 2. Tutor to introduce the concept of a dynamical approach to skill acquisition, which is about the outcome required and adaptations required to achieve it. In particular, noting the perception-action coupling aspect (anticipating what will happen before doing it and understanding why something happened after it did it). In small groups, get them to each plan and then share with each other one of the following for a skill of their choice (Tutor to facilitate discussion on how this fits with the stage of learning and why we use this approach after each session): 	

- a. A variety of task constraints that will shape, develop and challenge a whole skill;
 - b. A variety of environmental constraints that will shape, develop and challenge a whole skill;
 - c. A variety of individual constraints (structural – physiological and functional – psychological) that will shape, develop and challenge a whole skill;
 - d. A game that will shape, develop and challenge a whole skill.
3. Tutor to introduce main ways we structure and deliver our practice sessions (massed, distributed, variable, bilateral, mental) and how they support both methods of skill acquisition outlined above. Examples:
- a. Introduce each method with group discussion, questions and contextualisation of each one;
 - b. Tutor to have some crib cards prepared outlining each of the practice structures. In small groups, each get a different crib card and take 5-minutes to come up with a practice that demonstrates the practice structure on their crib card. Present back to the group their planned practice session explaining the structure behind it. Tutor to support and develop as required;
 - c. Tutor to introduce main ways we structure and deliver our practice sessions and have some prepared practice ‘case studies’ of each of them. In groups, students to unpick which practice structure their case study demonstrates and present their thoughts back to the group. Tutor to support and develop as required.

ONLINE CORE COACH TRAINING

SESSION 15

Session Title:	Review of the online course
Session Number:	15
Time:	45-minutes
Session aim/s:	
Review the whole to capture learning and understanding.	
Facilitate training course review and action planning process.	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day ensuring thoughts are captured. 2. Revisit the Who, What, How, Environmental Considerations model to bring the course together. 3. Tutor to facilitate time for training course review and action plan to be completed, with support as required. 	

ONLINE CORE COACH TRAINING

SESSION 16

Session Title:	Individual Debriefs and Action Planning
Session Number:	16
Time:	As per individual requirement (minimum 30 minutes each)
Session aim/s:	
<p>To ensure all students get individual feedback and support regarding their pathway/ journey towards appropriate Discipline Specific Training and subsequent assessment.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p> <p>Importance of consolidation and practice the concepts explored online.</p>	
Delivery:	
<p>This can be delivered with tutors working individually.</p> <p>To include advice for candidates on which Discipline Specific Training to go to do (e.g. Sheltered Water or Discipline Specific) and draw to attention that there is no limit on how many times they repeat Discipline Specific Training or access multiple Discipline Specific Training prior to presenting for Assessment.</p>	