



**Coach Award
Open Water Canoe Coach
(Advanced Water)
Training Programme and
Session Plans**

Introduction

This document provides an example Open Water Canoe Coach (Advanced Water) course 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.

**OPEN WATER CANOE COACH (ADVANCED WATER)
TRAINING PROGRAMME**

Day One		
Session	Time	Session Outline
Session 1 Classroom	30 mins.	Introductions and paperwork Overview of training course Role of the Open Water Canoe Coach (Advanced Water) Coaching pathway and journey to assessment Structure of British Canoeing Awarding Body qualifications
Session 2 Classroom	15 mins.	Coaching philosophy - personal coaching philosophy
Session 3 Practical (Theory and Practice)	45 mins.	Games with aims for warm-ups - coaches' decision-making
Session 4 Practical (Theory and Practice)	60 mins.	Site specific coaching – the importance of accurate information gathering - observation, analysis and evaluation methods - coaching, learning and optimum environment - safety frameworks and coach's positioning
Session 5 Practical (Theory and Practice)	120 mins.	Coaching sessions - using sheltered Practical (Theory and Practice) to prepare for advanced water - peer and tutor review of coaching sessions
Lunch		

Session 6 Practical (Theory and Practice)	60 mins.	Coaching on the move <ul style="list-style-type: none"> - structuring the session - technical and tactical considerations - developing learner decision-making: <ul style="list-style-type: none"> - coaching styles - feedback - safety frameworks and coach's positioning
Session 7 Practical (Theory and Practice)	30 mins.	Getting the most from the environment <ul style="list-style-type: none"> - utilising the environmental constraint for learning - managing the coaching environment - responding and adapting to environment and group needs
Session 8 Classroom	30 mins.	Review of day Reflective practice <ul style="list-style-type: none"> - Reflecting on the learners needs, the coaching approach and the effectiveness (is it working?) - how are we developing as a coach
Session 9	45 mins.	Between training and assessment <ul style="list-style-type: none"> - development phase - support mechanisms for a successful assessment - pre-assessment task - assessment day process
Session 10 Classroom	15 mins.	Session planning <ul style="list-style-type: none"> - adaptive - personalised (written, list, memory) - progressive and linked Planning 20-minute coaching session for Day 2 Coaching philosophy

Homework	30 mins.	Plan Day 2 coaching session
Day Two		
Session	Time	Session Outline
Session 11 Classroom	15 mins.	Introduction to Day 2 Re-cap and questions from Day 1
Session 12 Classroom	45 mins.	Session plan peer review <ul style="list-style-type: none"> - content (technical/tactical) - planned delivery (coaching and learning behaviours) - link to coaching philosophy
Session 13 Practical (Theory and Practice)	120 mins.	Coaching sessions <ul style="list-style-type: none"> - peer and tutor review of coaching sessions - complete coaching session reviews
Lunch		
Session 14 Practical (Theory and Practice)	120 mins.	Developing performance <ul style="list-style-type: none"> - performance analysis - meeting participants' needs - performance models/templates - progressions for skill development - the use of video
Session 15 Classroom	30 mins.	Review of day Training course review and action planning
Session 16 Classroom	60 mins.	Individual debriefs and actions planning

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 1

Session Title:	Introductions and Paperwork
Session Number:	1
Time:	30-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

Make everyone feel welcome and at ease – create a positive learning environment.

Set the scene for the course.

Introduce the Open Water Canoe Coach (Advanced Water) pathway.

Introduce the British Canoeing Awarding Body Coaching Pathway.

Delivery:

One large group led by Course Director.

Tutor on hand to offer individual support, answer questions, etc.

Welcome and introductions:

- Welcome to venue and course (including domestic arrangements);
- Introduce staff and each other, round the table introductions (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.

Paperwork matters to check (maybe done whilst waiting for people to arrive):

- Check prerequisites;
- Hand round Course Schedule for folk to fill in.

Introduction to the Course, Coach Award Pathway, Role and Remit and British Canoeing Awarding Body Coaching Pathway:

- Provide an overview of the journey to Open Water Canoe Coach (Advanced Water) Assessment and the options, along with the role and remit of an Open Water Canoe Coach (Advanced Water);
- Provide an overview of the qualifications beyond the Coach Award to allow further individual discussion as is required during course;
- Quick run through of programme for the course and in more detail Day 1 (consider pre-warning/setting up coaching sessions planned for Session 5);
- Reinforce the aim of the training - to build on existing experience and learning (e.g. Core) to develop their discipline specific coaching;
- Identify resources (eLearning, books, etc.) available for them to get stuck into.

Any questions?

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 2

Session Title:	Coaching Philosophy
Session Number:	2
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
Explore and develop the coaches' personal coaching philosophy.	
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/remind students of the concept of a coaching philosophy and facilitate group discussion around how theirs is developing. 2. Tutor to remind students of the British Canoeing Awarding Body coaching philosophy and facilitate discussion on how students' values/beliefs match with this. 3. Students to discuss, in pairs, what they believe in as a coach and how this is shaping their philosophy. 4. Tutor to support students in continuing to develop their own philosophy true to their values and beliefs, whilst respecting others. 	

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SESSION 3

Session Title:	Games with Aims for Warm-Ups
Session Number:	3
Time:	45-minutes
Venue:	Classroom and Water
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
<p>To ensure understanding of the value and range of purposes of warm-ups.</p> <p>To ensure understanding of the use of games with aims and how they support skill acquisition.</p> <p>To develop coaches' decision-making skills.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate discussion on range of purposes for warm-ups (physiological, social, cognitive, skill specific preparation) and considerations with regard to the Advanced Water environment. To include the role of warm-ups to prime athletes/learners for the session to come, and as an opportunity to bring previous learning back into their minds. 2. Tutor to facilitate discussion as a reminder of the basic principles behind 'games with aims' and then to get students in small groups to plan a warm-up/introductory session. This should be a 'game with an aim' suitable for preparation/information gathering for an Advanced Water environment. 3. Students to deliver their planned warm-up/introductory session to the other groups. 4. Tutor to facilitate discussion at the end of each session to discuss the 'game 	

with an aim' and how it shaped a skill, promoted adaptation within that skill and required perception-action coupling.

5. In addition, tutor to get groups to 'decide' where they would progress the session and why, based on the information gathered from the activity. Recapping on some of the coach decision-making methods that will have supported the decision.

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SESSION 4

Session Title:	Site Specific Coaching – the Importance of Accurate Information Gathering
Session Number:	4
Time:	60-minutes
Venue:	Water
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
<p>To develop clear methods to support accurate observation, analysis and evaluation to meet individual learners'/athletes' needs.</p> <p>To develop understanding on how to structure site specific coaching sessions to maximise learning.</p> <p>To ensure safety frameworks and the importance of the coach's positioning to support this are understood.</p> <p>To develop understanding of Coach Award coaching behaviours, learning behaviours and creating an optimum learning environment within the Advanced Water environment.</p> <p>To develop decision-making in discipline.</p> <p>To develop technical/tactical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>This session is designed to confirm understanding of the Coach Award coaching behaviours and explore the importance of good information gathering through accurate observation and analysis. All of this should support development in their technical/tactical understanding and highlight how best to structure the session to</p>	

support learning considering the advanced water environment. At all times the safety frameworks in place and the importance of the coach's positioning to support this should be explored.

1. Tutor to coach students to develop their technical/tactical ability, knowledge and understanding of a skill required for the advanced water environment for a short session. The session should show a range of coaching behaviours and after the session Tutor facilitates discussion of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations used.
2. Tutor to introduce concept of their 'performance model' that provides a starting point for their observation, analysis and evaluation. Tutor to facilitate a workshop where students explore a technical/tactical aspect of an advanced water skill, in this the students observe, analyse and evaluate each other's performance (or pre-prepared video footage). Tutor to support in the process by ensuring methods are in place for accurate unbiased observation, as well as objective evaluation systems in place to be confident what is 'actually' working best for the performer.
3. Tutor to summarise above ensuring students have a clear method to support accurate observation, analysis and evaluation to meet individual learners'/athletes' needs.

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 5

Session Title:	Coaching Sessions
Session Number:	5
Time:	120-minutes
Venue:	Water
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
<p>Opportunity for the students to practice their site specific coaching, receive and provide feedback.</p> <p>Develop technical/tactical understanding and knowledge for the advanced water environment.</p> <p>Develop strategies for structuring and delivering session to prepare students for the advanced water environment.</p>	
Delivery:	
<p>Students to be given time to individually think about/plan a 15-minute session of their choice on a skill required for the advanced open water environment (this could have been set up in the classroom as part of the introduction). The focus should be on developing technical/tactical aspects of a skill in a site specific sheltered environment, exploring how technical/tactical development in sheltered water is utilised to prepare for advanced water.</p> <p>Each student to have approximately 15 minutes' delivery, followed by a 10-minute discussion and further tutor practical support.</p> <p>Considerations for discussion:</p> <ul style="list-style-type: none"> • Observers to provide feedback from their observations, focusing on what they 	

saw that demonstrates coach award coaching behaviours;

- Coach to chat through how the session went 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), along with how the skill taught in sheltered water could be progressed on advanced water;
- Participants to provide feedback from their experience;
- Tutor to support with any additional (positive/supportive) comments to support individual and group learning;
- Tutor to practically add to the sessions to further develop/clarify understanding and/or add further coaching tools and technical/tactical knowledge. This done as much as time allows.

After sessions, Tutor to discuss with students their strengths and weaknesses and agree how these can be developed for further coaching delivery on Day 2.

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 6

Session Title:	Coaching on the Move
Session Number:	6
Time:	60-minutes
Venue:	Water
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
<p>To develop understanding on how to structure sessions when coaching on the move to maximise learning.</p> <p>To ensure safety frameworks and the importance of the coach's positioning to support this are understood.</p> <p>To understand how developing learner decision-making and strategically using coaching behaviours to do this can support coaching on the move.</p> <p>To further consolidate understanding of Coach Award coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To further develop technical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>This session is about developing understanding on how to structure coaching on the move, developing learner decision-making and strategically using coaching behaviours to support this, with the focus being on use of coaching styles (e.g. reciprocal, self-check, guided and convergent discovery) and feedback (e.g. self-gained considering knowledge of process and how this affects results). At all times the safety frameworks in place and the importance of the coach's positioning to support this should be explored. Examples:</p>	

1. Tutor delivers a variety of on the move coaching sessions to develop students' technical/tactical ability and understanding of skills required for the advanced open water environment. At the end of each 'mini' session, the tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it.
2. Tutor delivers a short, on the move, coaching session to develop students' technical/tactical ability and understanding of a skill required for the advanced open water environment. At the end of the session, the tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it. Tutor then gets students in small groups to plan their own 5-minute on the move coaching session; this done, tutor facilitates the students delivering their coaching sessions to each other. Tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it.

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SESSION 7

Session Title:	Getting the Most from the Environment
Session Number:	7
Time:	30-minutes
Venue:	Water and Classroom
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
<p>To understand how within a constraints based session to best utilise the environment to enhance learning and its value in the advanced water environment.</p> <p>To develop awareness and understanding on managing the coaching environment in advanced water.</p> <p>To understand the importance of good decision making to be able to adapt and respond to the environment and learners' needs.</p>	
Delivery:	
<p>To meet the session aims, the session can be delivered practically on the water, reflectively in the classroom or a mixture of both. Examples:</p> <ol style="list-style-type: none"> 1. Tutor to lead a coaching session that is constraints-based utilising the environment in a way that develops the individual skill performance needs of the students. Following/during the session, the tutor to verbalise/facilitate discussion on how the constraints of the environment were utilised, how the session was managed to allow this to happen, and the decisions required during the session to adapt and meet both student needs and environmental changes/challenges. 2. Tutor to lead a coaching session that is constraints-based utilising the environment in a way that develops the individual skill performance needs of 	

the students. In the classroom following the session, the tutor to verbalise/facilitate discussion on how the constraints of the environment were utilised, how the session was managed to allow this to happen, and the decisions required during the session to adapt and meet both student needs and environmental changes/challenges.

3. In the classroom following the day's coaching, the tutor to facilitate discussion on how the constraints of the environment were utilised, how the sessions were managed to allow this to happen, and the decisions required during the sessions to adapt and meet both student needs and environmental changes/challenges.

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SESSION 8

Session Title:	Review of Day and Reflective Practice
Session Number:	8
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Review the day to capture learning and understanding, considering the 'Who', 'What', 'How' and 'Environmental Considerations' of coaching.</p> <p>Confirm understanding of reflective practice.</p> <p>Explore principles and models that are supporting to achieve this.</p> <p>Explore how students feel they are developing as coaches, identifying the learning opportunities helping to do this.</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 facilitate reflective practice around the following key areas of coaches' decision making: 	

- a. Did we meet the learners' needs?
 - b. Did the coaching approach work?
 - c. Was the session effective – did it work?
3. Tutor to facilitate group discussion on strategies being used to support reflective practice and help develop coaches, including (peer based strategies – advice seeking, joint construction and reflective transformation; and independent strategies – coaching materials, creative thought and coaching repertoire).
 4. 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.
 5. Tutor to ensure students have a system in place to capture the day's learning and support their reflective practice.

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SESSION 9

Session Title:	Between Training and Assessment
Session Number:	9
Time:	45-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Introduce the development phase of the process.</p> <p>Support students with how to get the right experiences.</p> <p>Support students with how they will know they are ready for assessment.</p> <p>Ensure understanding of the assessment process.</p> <p>Explore how Communities of Practice may be available to help them.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the development phase of the Coach Award process and the support mechanisms in place. 2. Tutor to support discussions about getting the 'right' experiences/activities to support their development and how to ensure they are ready for assessment: <ol style="list-style-type: none"> a. Reflective practice b. Experience - learning on the job c. Watching or working with other coaches d. Discussions with other coaches and peers e. Learning from athletes/participants 	

- f. Gaining, and responding to, feedback
 - g. Evaluation to measure effectiveness
 - h. Other formal/informal learning
 - i. Working with a mentor
3. Tutor to discuss the pre-assessment task.
4. Tutor to discuss the practical assessment day process
5. Tutor to discuss how Communities of Practice can support the process, and explore what their COPs are.

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 10

Session Title:	Session Planning
Session Number:	10
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To support students in their personalised approaches to session planning.</p> <p>To ensure their session plans can be adaptive and progressive.</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, with 'Environmental Considerations'.</p> <p>To consider how the plan links to our coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate group discussion on how they currently plan their coaching sessions, how they cater for adaptations that may be required and how they plan a progression of sessions - all considering the who, what, how and environment. 2. Tutor to support further discussions, exercises or examples as is required. 3. Tutor to support in information gathering for their sessions considering the 'Who', 'What', 'Why' and 'Environment'. 4. Tutor to introduce the following day's coaching session which students will plan that evening. This will be about a 20-minute session on an appropriate 	

canoe skill. The session should fit with the coach's philosophy of coaching previously discussed.

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SESSION 11

Session Title:	Introduction to Day 2
Session Number:	11
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Confirm understanding of Day 1 learning outcomes.</p> <p>Outline Day 2 learning outcomes and structure.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor-led recap of Day 1 with opportunities for questions from overnight reflections. 2. Recap of 'Who', 'What', 'How' and 'Environmental Considerations' model; as part of recap of Day 1 and introducing Day 2. 3. Tutor to provide outline of the day and learning outcomes. 	

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 12

Session Title:	Session Plan Peer Review
Session Number:	12
Time:	45-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To further develop a personalised approach to adaptable session planning.</p> <p>To further develop technical/tactical content knowledge.</p> <p>To further develop delivery (coaching and learning knowledge).</p> <p>To further 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. Technical/tactical content; a. How the session is planned to be delivered considering the 'Who', 'What', 'How' and 'Environment'; b. How planned delivery demonstrates coach's values and beliefs in their coaching philosophy. 2. Tutor to support pairs in their discussions and provide opportunity for group questions/discussion as required. 	

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 13

Session Title:	Coaching Sessions
Session Number:	13
Time:	120-minutes
Venue:	Water
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
Opportunity for the students to practice their coaching, receive and provide feedback.	
Delivery:	
Students to deliver their planned session.	
Each student to have approximately 20 minutes' delivery, followed by a 15-minute discussion and further tutor practical support.	
Considerations for discussion:	
<ul style="list-style-type: none"> ● Coach to chat through the coaching behaviours they used and how they felt the session worked out, along with how they would progress the skill taught in future sessions; ● Observers to provide feedback from their observations, focusing on 'what' they saw that demonstrates coaching/learning/learning environment subject areas covered the day before; ● Participants to provide feedback from their experience; ● Tutor to support with any additional (positive/supportive) comments to support 	

individual and group learning;

- Tutor to practically add to the sessions to further develop/clarify understanding and/or add further coaching tools and technical/tactical knowledge. This done as much as time allows.

After session, Tutors to discuss with each other students' strengths and weaknesses and agree how these can be developed/supported as part of the students' development phase.

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 14

Session Title:	Developing Performance
Session Number:	14
Time:	120-minutes
Venue:	Water
Craft:	Canoe (Tandem and/or Solo)
Session aim/s:	
<p>To understand how accurate analysis of learners' performance ensures needs are met.</p> <p>To further explore methods to observe and analyse appropriately to meet individual needs.</p> <p>To look at methods to record participants' performance.</p> <p>To support the development of performance models.</p> <p>Develop clear progressions for skill development.</p> <p>To develop technical/tactical knowledge, understanding and performance.</p>	
Delivery:	
<p>This session further develops students' awareness of the importance of performance analysis, good technical knowledge and tools to support this. The session should further develop the student's performance models as well as appropriate progressions to achieve them. A check and challenge approach to developing these should be used, this to ensure they are individualised to meet learners' performance needs. The use of video should be discussed as a tool to support this along with other ways of recording students' performance needs. As part of this, students' technical/tactical knowledge, understanding and performance should be developed.</p> <p>Part 1:</p>	

Tutor to coach students on a skill that will be of benefit to developing their performance in the advanced open water environment. In doing this, the tutor to focus on clarifying the performance model they are working with to develop students' skill ability and understanding, along with the progressions chosen. This is also an opportunity to further support Coach Award coaching behaviours understanding as identified from morning coaching sessions, along with showing how the session is being managed in the advanced open water environment.

Part 2:

Tutor to facilitate group work to develop performance models and their progressions, along with associated technical/tactical knowledge and understanding. Within these sessions, the use of video to support performance analysis should be covered along with the concept of 'flexible' performance models to meet learners' individual performance needs. Examples:

1. Tutor to organise small groups, with each group's task to develop a performance model for a different skill, considering the progressions to achieve it. To aid this, video cameras could be used to allow accurate analysis. Once groups are happy with their performance model and progressions, they then form new groups with a mix of students from each of the previous groups, this allows each student to present the agreed performance model and progression to the group for check and challenge.
2. Tutor to organise students into pairs, each pair having a video camera. Tutor to perform a skill a couple of times only, with the students capturing this on video. In their pairs, to analyse the footage to come up with a performance model and a progression to achieve it. This repeated for a number of skills, with students working with different pairs.
3. In pairs, the students to work up a performance model for skills of their choice and a progression to achieve it. Tutor to support as well as check/challenge.

Video discussed/used during the session.

4. Tutor to show video footage of a performer carrying out a canoeing skill at about Advanced Water Leader level.
 - a. Students to watch video in small groups and identify the strengths and weaknesses. These to be fed back and discussed as big group;
 - b. Tutor to introduce Technical, Tactical, Physiological and Psychological model; students to see where their observations fit into this model. In groups, watch the video again and identify strengths and weaknesses in all aspects of the TTPP model. This again fed back and discussed as big group.
 - c. Tutor to facilitate discussion on what observation, evaluation and measures were used to identify the TTPP strengths and weaknesses;
 - d. In groups, students to prioritise areas for improvement based on their observations. This fed back and discussed as a big group;
 - e. In groups, the appropriate progressions for the skill to be considered.
 - f. Tutor to discuss the advantages of analysing performance by watching video footage.

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 15

Session Title:	Review of Day
Session Number:	15
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Review the day to capture learning and understanding.</p> <p>Facilitate training course review and action planning process.</p>	
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. 	

OPEN WATER CANOE COACH (ADVANCED WATER) TRAINING

SESSION 16

Session Title:	Individual Debriefs and Action Planning
Session Number:	16
Time:	60-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s: To ensure all students get individual feedback and support regarding their journey towards an Open Water Canoe Coach (Advanced Water) assessment. To ensure all students leave with an agreed and appropriate action plan.	
Delivery: This can be delivered with tutors working individually with each seeing half of the students or with tutors working together and both seeing all the students.	