


<b>Module Title:</b>	Customer Experience	
<b>Time:</b>	8 hours	
<b>Venue:</b>	Theory and Practical	
<b>Module aim/s:</b>		
<p>This module is aimed at British Canoeing Leaders wanting to expand their knowledge and experience in customer experience and putting them at the forefront of trips and journeys.</p>		
<b>Session Title</b>	<b>Time</b>	<b>Session Outline and Learning Outcomes</b>
Introduction	9.00 – 9.30	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Venue introductions</li> <li>• Health and Safety, toilets, breaks, timings</li> <li>• Course administration (course schedule)</li> <li>• Introduction to the trainers and the group</li> <li>• Overview of the BC Guide scheme</li> <li>• Where does the Customer Experience Module fit into the scheme?</li> <li>• Outline the plan for the module</li> <li>• Set expectations and goals for the day</li> </ul> <p><b>Learning Outcomes -</b></p> <p>Participants will be aware of the venue layout/logistics and the programme for the day</p> <p>Participants will understand what will be required of them throughout the day</p>
Qualities of a good Leader	9.30 – 9.50	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Qualities of a good Leader</li> <li>• What makes a good Leader/Guide</li> <li>• Learners write down in groups what, in their opinion, makes a good Leader/Guide.</li> </ul>

		<ul style="list-style-type: none"> <li>• Guide philosophy</li> </ul> <p><b>Learning Outcome</b> - An opportunity to explore what is perceived as the qualities of a good Leader/Guide.</p>
Duty of Care	10.00 – 10.40	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Explore the term Duty of Care and what it means – does it change if no payment is involved?</li> <li>• Assumed responsibilities and liabilities relevant to the proposed venture.</li> <li>• Explore informed consent and its implications for us as guides.</li> <li>• Working with clients/participants under 18 years of age</li> </ul> <p>Case study of Surrey MTB instructor Ahmed Vs MacLean. Highlight the importance of informed consent – give examples.</p> <p><b>Learning Outcome</b> - develop a greater understanding of what is Duty of Care and the implications of such term.</p>
Risk Assessments 	10.40 – 11.20	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Look at a selection of sample RAs, SOPs and EOPS and discuss strengths and weaknesses, as well as differences between them</li> <li>• Understand the process of producing a risk assessment and the differences between SOP and Emergency Action Plan and communication for a given trip or venture</li> <li>• Provide examples, as well as case studies - Learners given a venue, weather, a variety of communication methods, forecast and fictitious</li> </ul>

		<p>group and should adapt a GRA to fit the information in front of them</p> <p><b>Learning Outcome</b> - the importance of RAs and how adaptation is important from a variety of variables.</p>
Recording incidents and near misses	11.20 – 11.35	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Recording accidents and near misses. Look at the Guides legal and moral responsibilities regarding this process – and how this relates back to the SOPs, RAs, etc.</li> <li>Provide examples of incident record forms and the RIDDOR handouts.</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of reporting incidents and near misses and the importance of such documentation.</p>
Policies and procedures to safeguard your clients health and well being	11.35 – 12.00	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Policies and procedures to safeguard your client’s health and wellbeing. Group discussion about the importance of these policies and how to produce them</li> <li>Access to BC Website</li> <li>Tutor discussion and group involvement</li> </ul> <p><b>Learning Outcome</b> - consideration and signposting of participants to policies and procedures to support their role as a Guide.</p>
Insurance	12.00 – 12.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Insurance: What do you need and why do you need it? Commercial/voluntary - is there a difference?</li> </ul>

		<ul style="list-style-type: none"> <li>• Insurance implications, BC new insurance provider perspective, paid/unpaid? Professional Indemnity?</li> <li>• Tutor-led group discussion</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of insurance and the importance and level of cover.</p>
Under 18s	12.15 – 12.45	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Working with under 18s – implications for commercial and voluntary providers. What is the law and what are the guidelines?</li> <li>• Where can additional information/support be obtained?</li> </ul> <p><b>Learning Outcome</b> - understanding the implications of guiding under 18s and measures that need to be considered.</p>
Serious incidents and accidents	12.45 – 13.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Dealing with serious incidents and accidents. The importance of taking control and having a plan.</li> <li>• Who should you speak to? Who shouldn't you speak to?</li> <li>• Managing social and national media</li> <li>• Supporting other group members – grief counselling, PTSS. PHAROS AIM Article – 2014. Group discussion</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of how to obtain client feedback and what to do with it.</p>
<b>Lunch</b>		

Client profiling	14.15 – 14.45	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Look at a variety of different tools to profile paddler experience, competence, psychological and physiological capabilities – how can these be adapted to fit a range of different clients and situations? Explore the limitations of paper based profiling and on the day profiling. How much can we manage client expectations prior to them arriving? Provide examples for use and comment by the group</li> <li>• Tools for paddler profiling, medical forms and questionnaires – problems and limitations. Are we able to make judgment on a client’s medical condition? Who do we turn to for more information? Dealing with differing client abilities (skill, as well as physical)</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of client profiling and there use and reliability.</p>
Trip outcomes	14.45 – 15.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Understand how to match/manage client expectations to measurable or immeasurable outcomes for the day/week/month. Are they getting what they signed up for? How can you (or should you) involve the client in the decision making process? - “devolving ownership of the experience”</li> <li>• Is the choice of staff appropriate? A good coach does not necessarily make a good Guide. What other skills do Guides need? (empathy, listening and diplomatic skills, mediator). Specialist knowledge (local history, culture, wildlife, etc.)</li> </ul>

		<p>Environmental issues and impact</p> <p><b>Learning Outcome</b> - explore different ways of setting measurable outcomes for the day/week/month that involve the client in the decision making process and foster independent learning and thinking.</p>
Group dynamics	15.15 – 15.45	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Understand group dynamics – how do we manage the group as a whole? What happens when we have a “challenging member” within the group? Dealing with difficult customers and/or providers – where does your responsibility end?</li> <li>• Undermined decisions – implications?</li> <li>• Case study and discussion on the parallels from the BBC Prison Study, based on Zimbardo’s 1971 SPE study.</li> </ul> <p><b>Learning Outcome</b> - how to achieve group cohesion, as well as strategies and tactics for dealing with difficult/dangerous clients.</p>
Feedback	15.45 – 16.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Consideration of what type of feedback you would receive during, immediately after and a few days after the trip. How does it differ in terms of usefulness to you as a Guide, during the trip/venture, immediately after and post trip?</li> <li>• What do we do with the feedback? Testimonials, social media, Client Management Systems. Post trip downer/depression or relief! Provide a variety of feedback and evaluation resources</li> </ul>

		<p><b>Learning Outcome</b> - explore different methods of gaining feedback from our clients and revisiting outcomes established as part of the trip.</p>
<p>Role of the Guide</p>	<p>16.15 – 17.00</p>	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• The role of Guide, their philosophy and their care of their clients and the experience is a complex one. Explore learners specific thoughts on a subject area, that could include topics such as the following: <ul style="list-style-type: none"> <li>• Conflicts of interest – photos/videos for sponsors/websites</li> <li>• Appearance – is it important if you can do the job?</li> <li>• Kit and Equipment – minimum standard?</li> <li>• Physical preparation and training for extended trips or performance – i.e. flexibility to allow for greater comfort when sat in a boat for long periods</li> </ul> </li> </ul> <p><b>Learning Outcome</b> - explore and discuss specific issues of the guiding role, the Guide’s philosophy and the customer experience.</p>
<p>Review and close</p>	<p>17.15 – 17.30</p>	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Review the programme</li> <li>• Create your own action plan</li> <li>• How will this impact your practice?</li> <li>• How will your students benefit?</li> <li>• What are the next stages to take this further?</li> <li>• What resources are available to further this area?</li> </ul>

		<p><b>Learning Outcome</b> - Feedback will be gathered to monitor the effectiveness of the content of the module.</p> <p>Participants will understand ways that they can use this in their leadership/coaching. Participants will generate their own action plan based around the areas that they feel they need to develop following this training.</p>
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