



LONG TERM ATHLETE DEVELOPMENT PLAN



BERMUDA AMATEUR SWIMMING ASSOCIATION
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INTRODUCTION

Each recognized National Sports Governing Body must develop and issue its LTADP to comply with initiative goal #5 of the Department of Sport and Recreation’s National Sports Policy (“NSP”), which can be found at this link: **National Sports Policy Book 2022–2027.pdf**. This document seeks to meet the objectives of the NSP.

Organisation Summary

The Bermuda Amateur Swimming Association (“BASA” or the “Organisation”) is the National Sports Governing Body for aquatics in Bermuda. Detailed information on BASA is available to the public on the BASA website: **Bermuda Amateur Swimming Association Home**

BASA is a registered charity with registration number 148. BASA has two member clubs: Harbour Amateur Swimming Association and Bermuda Sharks Swim Club (the “Clubs”). The Clubs provide a comprehensive swim training program to their members.

All other aquatics related organisations operating in Bermuda are not members of BASA. Accordingly, BASA has no control over their operations or their method of delivery of services related to their specific aquatic discipline.

Governance

BASA is recognized as the official governing body for aquatics in Bermuda by:

- The Bermuda Government – through the Department of Sport and Recreation
- The Bermuda Olympic Association
- The Bermuda Charities Commission
- World Aquatics
- Panam Aquatics

BASA operates in accordance with its Constitution which can be found on the BASA website and must comply with the rules and regulations issued by all of the above named organisations.

BASA is governed by its Directors and Officers that are appointed by the Clubs.

The Clubs

The Clubs provide competitive swim training to their members who range from approximately 7 years old to adult athletes. Approximately 90% of their members fall in the 7 to 14 age group.

Almost all athletes aged over 16 that compete for Bermuda at the international level, train overseas at school or university. When at home in Bermuda, these athletes train with their Club.

The Clubs operate at near full capacity with restrictions on membership size caused by availability of coaches and pool time.

Elite Athletes

It is our aspiration to develop as many competitive athletes as we can to compete on the world stage. The approach to achieving this aim is two-fold; through the athlete development structure outlined in this document and the provision of adequate funding to achieve this goal.

Funding is provided through the Bermuda Olympic Association (the “BOA”) elite athlete program. – See Appendix A, Pan Am Aquatics athlete preparation grants, government grants, the government medal awards program and private funding. To provide athletes with the best opportunity to reach their full potential their needs must be identified and sources identified to augment existing funding opportunities from both the public and private sectors.

Time Standards and Swimming Records

Each athlete's performance progress can also be marked by achieving specific time standards in accordance with the US Swimming National Age Group Motivational Times. BASA has adopted these standards to establish qualifying times for eligibility into local and international competitions. The Motivational Time Standards and the eligibility requirements for competition are available on the BASA website.

BASA maintains Long Course (50 meter) and Short Course (25 meter) National Age Group Records and Open Age National Records. The National Swimming Records, Records Policy and Records Application forms are available on the BASA website.

Aquatic Organisations

The effective delivery of the LTADP is dependent upon the participation of all organisations that deliver aquatics coaching, training and related services to the community at large.

The following organisations have consented to their information being included in this document:

Open Water

Bermuda Open Water Swimming

Bermuda Open Water

Private Lessons

- Swimming Instinct
- Aquamania Bermuda
- Fit4All
- Iswim Bermuda
- The Swim Life Co

Swimming Instinct
Aquamania Swimming Bermuda
email: fit4allbda@gmail.com
email: iswimbermuda@gmail.com
Dive in! (theswimlife.co)

Diving

email: katura.horton-perinchief@bhb.bm

All Aquatics

National Sports Centre ("NSC")

Bermuda National Sports Centre

Water Polo and Artistic Swimming are not active disciplines in Bermuda.

Facilities

National Sports Centre ("NSC")

Bermuda National Sports Centre

The NSC is Bermuda's premier venue for sport. Aquatic facilities comprise a 50m competition and training swimming pool with 8 lanes, a dive tower and springboards. There is also a state-of-the-art athletic training zone. However, the NSC is unable to host international long course swimming competitions because there is no warmup / cool down pool. In addition, the NSC has struggled to maintain an acceptable training temperature which limits the quality of winter training available to all athletes.

Saltus School Pool

A 25m competition and training swimming pool with 6 lanes.

Warwick Academy Pool

A 25m training swimming pool with 6 lanes.



BERMUDA AQUATICS

The ability to produce world class swimmers is dependent on many factors. Every primary school aged child should receive swimming lessons, be able to swim and be safe in and around water. Ideally, learning to swim commences no later than age 3. From the pool of athletes that learn to swim currently many talented athletes will choose other sports and will not pursue competitive swimming.

The next step for athletes interested in competitive swimming once they have developed basic stroke techniques, is to join a Club. The maximum number of junior athletes, under the age of 12, that the Clubs can accommodate currently is estimated to be 150. There are alternative programs that serve as a pathway for athletes to continue in the sport, maintain fitness and improve stroke technique, but may not wish to be competitive. The advantage to this is that this serves both as a bridge to other sports and potentially back into the competitive arena.

From this group the number of talented and motivated junior athletes that have the potential to compete at international level is estimated to be approximately 30 swimmers. Of note, Bermuda had no 11-12 age group athletes meet the qualifying time standards for the 2023 Carifta Swimming Championships. For Carifta 2024, there are currently 3 athletes in the 11-12 age group with qualifying times.

As athletes get older many of Bermuda's most competitive athletes often move to overseas schools or universities that have dedicated swim programs. Many of these athletes receive scholarship funding but it yet to be determined if this funding is sufficient to enable all athletes to realize their goals.

As of January 2024, athletes with current qualifying times for international representation can be broken down by age group and training location as follows:

| Age Group | Number of Athletes | Training in Bermuda | Training Overseas |
|-------------|--------------------|---------------------|-------------------|
| 11 - 12 | 3 | 3 | - |
| 13 - 14 | 3 | 2 | 1 |
| 15 - 17 | 8 | 2 | 6 |
| 18 and over | 10 | - | 10 |

IMPLEMENTATION

The implementation of this plan is wholly dependent upon the participation of individuals, with the required abilities, that will provide their services on a volunteer basis.

As of the date of issuance of this report BASA did not have sufficient volunteers, with the required abilities, to implement all recommendations.

WHY WE NEED A LONG-TERM ATHLETE DEVELOPMENT PLAN

Each recognized National Sports Governing Body must develop and issue its LTADP to comply with initiative goal #5 of the Department of Youth, Sport and Recreation's National Sports Policy ("NSP"), which can be found at this link: **National Sports Policy Book 2022-2027.pdf**

This initiative provides BASA with the opportunity to clarify the key areas of focus for the next several years as well as identify and engage the resources needed to realize success. While this will take some time to facilitate discussion and agree on a way forward, once developed, it becomes the roadmap for initiatives and decision-making within our sport.

The Long Term Athlete Development ("LTAD") is a multi-stage training, competition and recovery pathway guiding an individual's experience in sport and physical activity. It takes into account growth, maturation and development, trainability and sport system alignment to enable optimal participation for every child, youth and/or adult. The LTAD framework recognizes that both high performance and lifelong engagement are built on the same foundation as physical literacy and understands that an effective sport system builds a solid foundation before moving toward sport specificity. LTAD understands that optimum development and success in sport is a long-term process that is achieved over a course of time through specific and well-planned programming. LTAD forms the foundation for national sport development by providing a framework and pathway for the progression of athletes, programs and related activities, and is closely linked to the successful implementation of the five goals of the NSP.

Coaches who engage in the model and its practices are more likely to produce athletes who reach their full athletic potential. BASA aims to provide greater guidance, structure and accountability to support this direction.

The framework provides guidance for the proper management of youth and adolescent growth and development processes and identifies the critical periods of accelerated adaptation to training. The LTADP will help develop a lifelong involvement of Bermudians and Bermuda residents in physical activity and sport participation as well as producing future elite athletes who can compete on the international stage.

At the early stages of development, it is imperative that sport development programs are designed around critical periods of accelerated adaptation to training. These periods of development represent the time when children are ready and able to develop fundamental sport skills and abilities. In addition, they are able to improve their speed, agility and balance, which are related sport skills that will serve them well in aquatics as well as in other sports.

Children who do not develop their fundamental motor skills by age 12 (i.e. physical literacy) are unlikely to reach their genetic athletic potential. Establishing a core set of motor skills early in life enables children to gain a sense of achievement and establish a positive relationship with sport and physical activity. Successful and positive experiences with sport at a young age, coupled with the acquisition of transferable sports skills, will enable children to become proficient in a number of different sports.

Proficiency in many types of physical activity may increase the chances of lifelong participation in physical activity, which could increase longevity and overall quality of life. The LTADP ultimately strives to produce elite and consistent performers; however, it also seeks to provide opportunities for all children to grow into confident, healthy and active adults.

The multi stage approach draws attention to the length of time required to develop an elite athlete. Research has shown that it takes between 8 and 12 years of training for a talented athlete to reach elite levels. This has been summarized by the "10 year or 10,000 hour rule" and equates to approximately 3 hours of practice each day for 10 years.



While the intensity required at the outset of the athlete development continuum is not the same as the intensity required at the end, the common thread among all stages of development is the coach. More specifically it is the coach's attention to the rate at which athletes grow and develop and their ability to make adjustments to the overall training program and provide the needed support and guidance that contributes to success.

Additionally, BASA recognizes there are several additional dimensions to achieving success as part of long-term athlete development planning. These include post-career transition, coach development, funding, good governance and infrastructure as further discussed in this document.

Key Objectives for Long Term Athlete Development in the Sport of Swimming

1. To document a national sport system for swimming that supports the vision of all stakeholders and complies with the vision of the NSP of the Government of Bermuda that broadens the base of our learn to swim pyramid and increases the quality and depth of programming to the pinnacle of competitive swimming.

Result/Outcome: There are several programmes that have sufficient funding, good governance and accountability from learn to swim to international competition that are thriving as measured through engagement, participation and achieving the targets set with key indicators.

2. To provide the Clubs and coaches with a developmentally appropriate structure for the development of skills across physical, technical, tactical, mental and lifestyle categories and monitor the results of the same.

Result/Outcome: A majority of coaches are educated and trained in accordance with the approved BASA framework. Key metrics and timelines are identified for the shift over the next three years.

3. To provide a National competitive structure that provides appropriately scheduled competition and progressive challenges throughout an athlete's career and beyond.

Results/Outcome: More athletes are representing Bermuda in the 11/12 age group Nationally, metrics are identified and agreed for the development pyramid increasing the chances of meeting qualifying standards for Festival Meets. Additionally, a post-career framework that ensures a successful transition post their active athletic career.

4. To provide a framework (pathways, education and funding) for enhanced high-performance success at the international and domestic level. More (number and diversity) better skilled athletes will be produced, and more athletes will continue in the sport to ages where they are able to reach maximum potential.

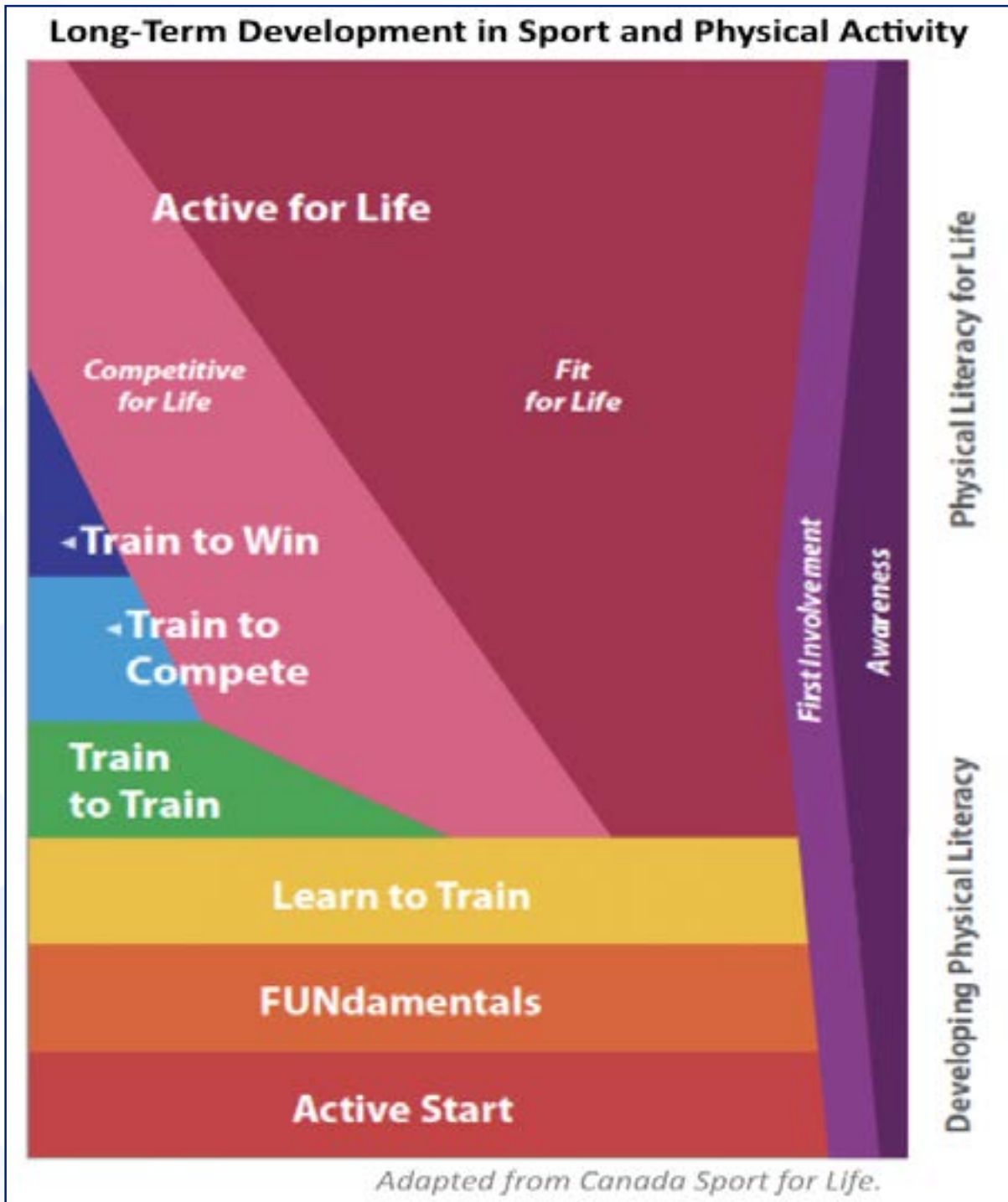
Results/Outcome: Greater education, funding and opportunity is offered for learn to swim and all levels of athletes. Diversity of learn to swim and age group swimmers is expanded.

5. To clearly outline, development and education for and reinforce the coach, parent and administrator's primary roles - to create a sport experiences and opportunities that provides each young participant with the opportunity to achieve success to their highest capabilities, and to continue a life of active living.

Result/Outcome: A clear plan for education and development for coaches, parents and administrators is outlined and communicated. Role profiles for key stakeholders, including the National Coaches is established and agreed.

Section 1

Athlete Development: More athletes, more diversity, a clear development framework with leading practice funding from Government and the Private Sector.





Ten Key Factors of LTAD

- 1. Physical Literacy** – Children will not stay active with recreational activity or develop into high performance athletes if they don't have physical literacy (See the definition on page 7), and they will not become physically literate if they do not acquire the FUNdamentals. The FUNdamentals include a wide variety of fundamental movement skills and fundamental sport skills that should be learned at young ages (before the onset of the adolescent growth spurt) in different environments including ground, water, and air. With these basic skills, children gain the ability, competence and confidence to practice any sport or physical activity they choose.
- 2. Specialization** – There are right times and wrong times to specialize in any one sport or physical activity. Specialize too early, and the athlete may limit their development and success at older ages. Specialize too late, and the athlete may miss key developmental opportunities. In most sports, athletes should not specialize until they are between the ages of 12 to 15. Prior to that age, they should participate in a wide range of sports to ensure they become competent, well-rounded athletes who have acquired physical literacy.
- 3. Age** – Children grow and develop at different rates. Sport and physical activity need to take each child's stage of growth and development into account when designing training, competition, and recovery programs.
- 4. Sensitive Periods** – As children grow and develop, there are times when practice and training will have the greatest effect. These "sensitive periods" provide a special opportunity to train and develop important skills and physical abilities that will impact athletic performance through the lifespan.
- 5. Intellectual, Emotional, and Moral Development** – LTAD addresses the complete physical, mental, cognitive, and emotional development of athletes – not just physical characteristics and performance qualities. Training, competition, and recovery programs need to consider the mental, cognitive, and emotional development of each athlete.
- 6. Excellence Takes Time** – Research has shown that it takes 10,000 hours of quality training for athletes to achieve their full potential and perform at an elite level. In most examples of top-ranked athletes and other star performers, their 10,000 hours are usually accumulated over at least 10 years of training and competing.
- 7. Periodization** – Simply put, periodization is time management. It outlines all annual and seasonal training within a logical schedule to bring about optimal improvements in athlete performance at the right times, while minimizing injury and burnout. Periodization plans connect the LTAD stage of the athlete with the training and development requirements of that stage.
- 8. Competition** – Athletes need to train and compete according to training-to-competition ratios that develop skills and fitness while preventing injury and burnout. As well, the quality of competition and the timing of competitive events need to serve the needs of the athlete – not the needs of coaches, parents, and administrators.
- 9. Sport System Alignment and Integration** – LTAD promotes system alignment and integration between the Clubs and BASA including the relationship between school sport, physical education, and high performance sport at all levels from policy to program delivery.
- 10. Continuous Improvement** – The concept of continuous improvement, which permeates LTAD, is drawn from the respected Japanese industrial philosophy known as Kaizen. By applying a willingness to always seek improvements in our understanding and practice, LTAD will continuously evolve to accommodate new breakthroughs in sport science research, new innovations in technology, and evolving best practices in coaching.

GROWTH AND DEVELOPMENT

UNDERSTANDING GROWTH AND DEVELOPMENT

While all individuals follow a predictable pattern of physical growth, the rate of this growth varies by individual.

- Prior to the onset of the growth spurt, children (on average) grow about 6 cm (2.5 in) per year, and gain about 2 kilograms (5 pounds) per year.
- Peak height velocity occurs on average at approximately 12.5 years for females and 14 years for males.
- Athletes of the same chronological age can vary by as much as 5 biological years, especially during adolescence. Therefore, with two 11-year-old swimmers, one may be 10 and the other 15, biologically.

Recommendation 1:

Parents, Clubs and coaches must educate athletes regarding growth variations. The individual patterns of each athlete must be considered when looking at how athletes are grouped within the Clubs, and into the design of training program. To ensure an accurate record of growth is available, the recommendation is to have a record of standing and sitting height, as well as arm span, recorded every three months.

Performance can be heavily influenced by maturity, which is out of the athlete's control. Some young athletes, therefore, have a performance advantage over others.

- Initially, early maturers have a physical size advantage and often perform better than late maturers. These individuals experience more early success due to a physical growth advantage and not necessarily enhanced skills or abilities.
- Conversely, late maturers experience failure and frustration because they are physically "behind" their same-age (chronological) peers.
- Adolescent awkwardness due to rapid physical growth affects performance, especially for early maturers.
- Late maturers often catch up to or exceed the performance of early maturers by the mid-teen years, but only if they have stayed with the sport. Some drop out because of a lack of early performance success.
- Tracking of "outstanding" performers in elementary school found that only 25% were still outstanding in later years, suggesting that early success does not predict later success.

Recommendation 2:

Recommendation 2.1:

Often, late maturers will catch up with early maturers in terms of performance, and long term success will be harder to achieve for early maturers. Parents, Clubs and coaches must help early maturers keep success in perspective by having information on such development available for parents. One means of doing this is to have early maturers compete, at times, against athletes with the same abilities regardless of age.

Recommendation 2.2:

Additionally, take active steps to keep late maturers involved as they often leave the sport because of low perceptions of competence due to little early success. Be creative in helping them experience some success. Examples include ensuring appropriate competition level to enable some success to remain motivated and provide athletes with examples of successes of prior late developers .

Recommendation 2.3:

Additionally, provide support for sports psychology and education for coaches, athletes and parents to assist with dealing with challenges and education on the appropriate goal setting and support approaches that will foster healthy development and ensure as many athletes remain actively engaged as possible. World Aquatics, and many other sporting bodies, provide free on-line courses on these and many other topics.



Gender differences in physical growth and in the timing of the growth spurt contribute to the overall difference in the height and body shapes of females and males.

- Girls reach peak height velocity (growth spurt) on average between 11 and 13 and boys between 13 and 15
- Hormonal differences in males and females cause body composition changes in adolescence, changes which are out of the athlete's control but which may impact performance (positively and negatively).
- Because males are in childhood growth longer and have a more intense growth spurt at puberty, adult males generally have a greater percentage of their height in their legs.

Males and females differ in the growth and development process; both when the growth spurt occurs and ensuing physical changes. It is important to take these differences into account when training adolescent males and females as well as to educate them on the developmental process. Because of the numerous and sometimes drastic changes, it is crucial to allow time for young athletes to get comfortable (physically and emotionally) with their changed bodies. Additionally, adaptation to the growth changes lags behind so expect it to take some time for the athlete to be able to take advantage of changes.

Recommendation 3:

Education of coaches and parents as to the normal growth cycle and strategies and approaches to deal with various challenges through the provision of clinics/seminars annually either virtually or in-person.

Safe Sport – Ensure a safe, welcoming & inclusive environment (i.e. harassment, bullying, sexual & gender based interactions etc) and encourage athletes, coaches and parents to become educated through the provision of clinics/seminars annually either virtually or in-person. For reference see:

<https://www.canada.ca/en/canadian-heritage/services/safety-integrity-ethics-sport.html> THE

PHYSIOLOGY OF GROWTH AND DEVELOPMENT

It is important for swimmers, coaches and parents to have an understanding of the biological/physiological development of a young athlete. This knowledge should be used to maximize the child's potential over the long term. There are three primary physiological performance components that undergo quantitative changes (increased size or capacity) and qualitative changes (increased efficiency) with growth and development. The components include aerobic capacity, anaerobic capacity, and muscular strength, power and endurance.

Aerobic Capacity

- V02max, the ability to take in, transport, and utilize oxygen, is the common parameter used to measure aerobic capacity
- V02max shows significant growth from 11-13 years for females and 12-14 for males. This time frame, when significant growth can occur (sensitive period), should be maximized in the training program to develop the athlete's long term potential. The athlete is able to rapidly increase workload during this sensitive period.
- Pre-pubescent athletes show significant improvements in long duration, low intensity events and are able to enhance the utilization of their aerobic capacity.

Recommendation 4:

Coaches should optimize aerobic training during this "sensitive period" (11-13 yrs for females / 12-14 yrs for males) to maximize athlete's aerobic development. It is suggested that pre-pubescent athletes (ages 9-12/14) focus on longer distances (i.e., longer repeats and longer competitive events) for reasons related to both skill development and aerobic capacity development. Performance can be influenced by maturity, which is out of the athlete's control. Some young athletes, therefore, have a performance advantage over others.

Anaerobic Capacity

- Anaerobic training involves high intensity, brief activities (repeats on long rest or 25 meter sprints or less).
- It has been found that high volume pre-pubescent anaerobic work results in insignificant long-term anaerobic improvement for young athletes (10-13 years). It may result in short-term time drops.
- However, higher aerobic work during this time results in increased performance across all distances not just longer distances.
- Increased anaerobic load early leads to potential maladaptation in young athletes and can “tax their tank” and their ability to adapt.
- A gradual increase in the proportion of anaerobic work beginning at ages 12-14 for girls and 13-15 for boys maximizes development and enhances performance, BUT only if preceded by ample aerobic work.

Recommendation 5:

Coaches need to first develop the athlete’s aerobic capacity and then gradually increase anaerobic load for maximum development of anaerobic capacity. Muscular strength, power and endurance

- A frequently asked question is whether young athletes should be strength training. It is suggested that you can see muscular gains and adaptations but only if strength training is done under the right scenario -- with close supervision to ensure proper technique.
- Prior to puberty, the gains come from neuromuscular changes not changes in muscle size. With puberty comes natural increases in hormones and we see gains due to changes in muscle size (predominantly in males).
- As muscle size increases, so does strength. But, typically there is a year lag time between size/mass increases and maximum effects of strength gains in young athletes.
- Additionally, the translation of land-based strength, power, and endurance to pool performance can vary from half a year up to two years.
- The age of 14-15 is when peak gains occur; quantitative muscular changes can occur with proper training. However, it is not until half a year up to two years later that this will be translated into an increase in strength.

First, keep in mind that young athletes are not miniature adults. Because of hormonal and biological differences between children and adults, children will not increase muscle size through strength training. However, neuromuscular adaptations can occur. It is only after puberty that muscle growth occurs. Keep in mind that the ability to translate muscular work to swimming velocity is the key, as our concern is helping children swim faster.

GENDER CONSIDERATIONS

In looking at development research across a wide variety of disciplines, from academics to the arts to athletics, gender seems to be a common factor influencing development.

The research suggests that while there are some gender-related differences that are advantageous for swimmers, coaches and parents to be aware of, ideally, we want to strike a balance between developing a sensitivity to gender-related differences, but not go so far as to form incorrect stereotypes and over-generalizations.

Given this, it seems beneficial to summarize some of the more relevant gender-related differences and draw some implications or practical suggestions from this information:

Puberty

Boys reap the benefits of testosterone that is in full throttle during puberty. There is an increase in muscle development due to increased testosterone, as testosterone is a protein anabolic that helps build up



muscle by building up the protein that makes up the muscle. Concurrent with this increase in muscle mass is a decrease in percent body fat. All these changes are seemingly advantageous to the male swimmer.

For girls, puberty brings about an increase in the hormone estrogen. This increased estrogen is going to aid in laying down more adipose tissue and breaking down protein. Unlike boys, development during puberty for girls can initially have a negative effect on swim performance.

Recommendation 6:

The training programs for girls during puberty should focus on maintaining their muscular stature, and offset the natural physiological changes that are occurring. Additionally, all involved must remember that increased adipose deposits for women is nature's way. It is not necessarily a change in her diet, changes in her training, or a lack of willpower, but is part of her development as a female that, to a large degree, is out of her control.

It has been suggested that because females tend to have less muscle mass than males during and after puberty, females may not need to taper as much in preparation for competition.

Sensitive Periods

From a physiological and growth perspective, boys and girls are different in terms of the timing of their 'sensitive periods' with girls maturing physiologically about two years ahead of boys. Remember, this sensitive period is a time when significant growth (aerobic development) can occur under the right conditions (training loads). While girls tend to mature earlier and thus have an earlier 'sensitive period', the real physiological variable is not gender but rather the start of the growth curve. This increase in height velocity towards a maximal peak height velocity, is really what should determine when to increase the aerobic phase. However, it is easier to understand and use this information when one knows that females tend to hit this growth phase at age 11-13 and males around age 13-15.

Recommendation 7:

We need to take advantage of these sensitive periods when training young athletes in order to maximize development. When entering this growth phase, which tends to happen earlier for females, coaches need to think about increasing aerobic training to maximize their capacities.

PEAK HEIGHT VELOCITY

A key tool in the identification of an individual athlete's stage of development is the monitoring of the rate of change in height of, and the determination of two key points:

1. Start of the growth spurt
2. Point at which maximum rate of height change has been reached (Peak Height Velocity = PHV)

The growth spurt can last from 1.5 years to 5 years.

Why is it important to know when PHV occurs?

Each athlete grows at a different rate; therefore a coach can have, on the same team or training group, early, average and/or late maturers. All coaches should be monitoring PHV as part of an overall athlete monitoring program.

How to monitor PHV?

Due to seasonal variations and for consistency purposes, experts are recommending that all measurements are taken in the morning at a consistent time (measurements are more reliable after a rest day).

STEP 1

As soon as the athlete joins a Club, the coach should start measuring standing height every three months on a consistent interval (ie. at exactly 3 months).

It is also advised that sitting height and arm span be included, to identify changes that may affect the proper execution of technical movements. Measurement of arm span should be done in a standing position, with the arms extended horizontally. Measurements of sitting height should be done while the athlete is sitting on the floor next to a wall with bent knees (90 degrees).

STEP 2

Produce charts to display all three measurements with change in height/length on the vertical axis and age on the horizontal axis (with 3 month indicators).

STEP 3

PHV is the highest point of growth acceleration. After PHV is attained, a deceleration in growth will happen. Continue to monitor growth for 24 to 36 months after PHV.

WINDOWS OF OPTIMAL TRAINABILITY

Within an athlete's development, particular 'windows of opportunity' exist for maximum return on a training activity. The important periods occur because of the biological and neuromuscular changes occurring in the child, allowing an enhanced response to the training stimulus. The degree of response to any training stimulus is also affected by other factors such as psychological readiness and previously established skill acquisition.

The 5 Basic S's of Training and Performance are Stamina (Endurance), Strength, Speed, Skill and Suppleness (Flexibility). The information below details windows of optimal trainability for each of these areas.

Stamina (Endurance): The window of optimal trainability occurs at the onset of PHV. Aerobic capacity training is recommended before athletes reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.

Strength: The optimal window of trainability for girls is immediately after PHV or at the onset of the menarche, while for boys it is 12 to 18 months after PHV.

Speed: For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years. It is very important that young children have exposure to short duration, agility and speed of movement exercises during these windows of optimal trainability.

Skill: The window for optimal skill training takes place from initiation at Active Start, through the age 11 for girls and 12 for boys.

Suppleness (Flexibility): The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.



STAGE BY STAGE DEVELOPMENT

The following is a general framework for long-term swimmer development.

The pathway is broken down into several stages, each focusing on different aspects of development, from foundational skills to elite-level performance. The pathway comprises components such as technical skills, physical conditioning, mental health and preparation, and competition preparation.

Throughout all stages, it is important to provide a supportive and positive training environment, with a focus on athlete well-being and personal development. Coaches will be required to receive regular professional development to stay up to date with the latest training methodologies and best practices. While our primary focus is on developing and retaining swimmers in our sport, we recognize the benefits of encouraging our athletes to participate in other sports and activities to promote overall physical and mental development.

Stage 1: Active Start – Children age 6 and under and any athletes starting to swim for the first time

Stage 1 is typically provided by parents, schools and private swim coaching entities.

A learn-to-swim program is designed to teach children and adults basic swimming skills and water safety. The components of a learn-to-swim program may vary depending on the level and goals of the program, but typically include the following components:

- Provide every young child with an active start to their life
- Provide every young child with appropriate safety skills around water
- Physical activity is essential for healthy child development. Among its other benefits, physical activity enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination.
- Physical activity should be fun and a part of the child's daily life, not something required. Active play is the way young children are physically active.
- Organized physical activity and active play are particularly important for the healthy development of children with a disability if they are to acquire habits of lifelong activity.
- Because this is a period when children rapidly outgrow their mobility aids, communities need to find effective ways – equipment swaps or rentals, for example – to ensure that all children have access to the equipment they need to be active.
- A young child's safety around water should be a primary objective of every parent, accessing an effective learn to swim program at this stage is a requirement.

Qualities of an effective learn to swim program are:

- 1. Water Safety:** This component focuses on teaching participants the importance of water safety and how to be safe in and around the water. This includes topics such as entering and exiting the pool safely, recognizing and avoiding hazards, and learning basic rescue skills.
- 2. Introduction to Water:** This component is aimed at helping participants feel comfortable in the water. This involves activities such as becoming accustomed to putting their faces in the water, blowing bubbles, and learning to float.
- 3. Basic Swimming Skills:** This component is aimed at teaching participants the fundamental swimming skills such as the freestyle stroke, backstroke, breaststroke, and butterfly stroke. This includes learning proper body position, breathing techniques, arm and leg movements, and coordination.

4. **Swimming Strokes:** As participants progress through the program, they will begin to learn and refine their swimming strokes.
5. **Physical Fitness:** A learn-to-swim program should include physical fitness components such as aerobic endurance, strength, and flexibility training. This may include activities such as swimming laps, water aerobics, and stretching exercises.
6. **Goal Setting and Evaluation:** Participants should be encouraged to set personal goals and evaluate their progress throughout the program. This can help motivate them to continue improving and help them to track their progress over time.
7. **Fun and Games:** It is important for a learn-to-swim program to be enjoyable and engaging. This can be achieved through games and fun activities that help participants to build their swimming skills while having fun.

This is the most critical stage for any athlete of any age to commence aquatic activity of any kind. No person should engage in any aquatic activity without completing this stage to ensure they know how to be safe in and around water.

Recommendation 8:

Establish a BASA working sub-committee focused on having every child in Bermuda has the opportunity to learn to swim and benefit from the pathways it has to offer in accordance with the aforementioned framework.

Recommendation 8.1:

Establish baseline and target statistics for a comprehensive learn-to-swim programme. It is estimated that only ¼, possibly ½ of the 5000 youth in Bermuda age 5-12 have participated in basic water safety and learn-to-swim programming.

Recommendation 8.2:

Introduce programming in every primary school. Ideas and suggestions on funding, resources etc. shall be developed by the working committee. This will be an input into overall health and wellbeing, safety, others sports as well as improve the depth and diversity of the competitive swimming pipeline.

Recommendation 8.3:

Re-introduce the BASA learn to swim programme that was available at a lower price point than other private learn to swim programmes. This shall be re-introduced in 2024 with a dedicated resource to develop and implement more comprehensive programming in 2025/2026 in accordance with the targets established in recommendation 8.1.



Stage 2: Fundamentals – Introduction to Swim Racing (Ages 6–8)

This stage is important for:

- basic movement skills agility, balance, coordination
- running and jumping
- water safety and movement skills
- short speed effort through agility exercise
- strength development using own body weight

Amount of physical activity, including non-swimming (progression by age):

- 1-3 sessions per week rising to 4-6 sessions
- 30-60 minute sessions
- high repetition, low intensity activity focus

Competition:

- Formal competition not necessary
- Participation in introductory Club-based competitive events with introduction of rules, ethics and fair play.

Activities at this stage should include:

PHYSICAL

- Promote overall physical development and mobility in and out of the pool
- Include running and jumping skills
- agility, balance, coordination and speed (ABC'S) in and out of the pool
- Develop short duration speed and endurance through FUN games in and out of the pool
- Develop linear, lateral and multi-directional speed in and out of the pool

TECHNICAL

- Teach basic swimming skills – all strokes, turns, starts
- Teach basic skills of different sports – aquatic and non-aquatic sports
- Provide knowledge of the basic use of swimming equipment

TACTICAL

- Introduce simple rules and ethics of sport
- Introduce basic racing opportunities and understanding of competition

MENTAL

- Reinforce a positive attitude to sport
- Introduce concept of self confidence
- Introduce concentration skills
- Encourage positive reinforcement from coaches and parents
- Introduce the concept of perseverance
- Promote involvement in multiple sports
- Promote and teach safety
- Be based on enjoyment and fun
- Promote fair play
- Foster a positive attitude towards activity and participation
- Promote teamwork and personal interaction skills

Stage 3: Learn to Train – Development of Technique (Ages 9–11)

Readiness to advance determined by skill competency and measured increase in performance metrics.

This stage is important for:

- further development and consistent demonstration of movement skills
- further development and consistent demonstration of all swimming skills
- expert instruction on technical and physical skills
- pre-growth spurt focus on repetition of skill towards mastery
- monitored flexibility training daily
- development of positive attitudes to self, others and sport

Amount of physical activity, including non-swimming (progression by age):

- 4–6 sessions per week
- 60–90 minute sessions
- Participation in 2–3 other sport activities through a year
- High repetition, low intensity skill focus
- Some intensity progression to challenge skill acquisition

Competition objectives:

- Modified competition and introduction to competitive structures and events
- Competitive rewards focused on broad skill development and aerobic development

Activities at this stage should include:

PHYSICAL

- Continue to develop Agility, Balance, Coordination, Speed (ABC'S) in and out of the pool
- Continue to develop speed and endurance through fun games in and out of the pool
- Involve medicine ball, Swiss ball and own-body exercises for strength as well as hopping and bounding exercises
- Introduce basic flexibility exercises
- Introduce concepts of warm-up and stretching

TECHNICAL

- Include a strong emphasis on skill development
- Progressively refined swimming skills – strokes, turns, starts, underwater skills
- Teach basic practice skills – lane etiquette, pace clocks, etc..

TACTICAL

- Include modified swimming meets – measuring aerobic skill mastery, short duration speed
- Provide an introduction to basic racing principles – pacing strategies, splitting goals

MENTAL

- Introduce concept of mental preparation
- Learn how to set healthy goals and expectations
- Promote understanding of the role of practice towards goals
- Continue to promote concept of perseverance
- Continue to develop concept of self confidence
- Continue to develop concentration
- Promote positive reinforcement for effort and achievement



LIFESTYLE

- Promote involvement in multiple complimentary sports
- Promote sport as a lifestyle commitment
- Provide knowledge of the changes that puberty will bring
- Introduce discipline and structure
- Promote an understanding of the relationship between effort and outcome
- Continue to promote teamwork and personal interaction skills

Competition Notes – All information is on the BASA Website

BASA organizes and manages local meets at the Saltus Pool and NSC. See the BASA website for the full list of competitions.

Stage 4: Train to Train – Building the Foundation (Ages 12-14)

This stage is important for:

- further development and mastery of sport skills
- aerobic system development (onset of growth spurt to peak PHV a critical window)
- maintenance and consolidation of skill, speed, and flexibility
- strength development (females immediately after peak PHV/males 12-18 months following peak PHV)
- learning the mental skills required to prepare for and have a healthy competition experience
- ongoing monitored flexibility training
- Safe Sport considerations

Amount of physical activity, including non-swimming (progression by age):

- 6-8 sessions per week
- 60-120 minute sessions
- Participation in 1-2 other sport activities through a year
- high volume, aerobic capacity focus from onset of PHV to peak PHV
- speed intensity following peak PHV

Competition objectives:

- appropriate athlete's level competition
- competitive rewards focus on continued development across multiple distances and strokes
- development of individualized competitive modalities such as warm up, warm down
- introduction to multiple racing tactics
- Where appropriate, facilitate healthy team dynamics with appropriate support available for preparation, participation and post competition debrief

Activities at this stage should include:

PHYSICAL

- Emphasize general and balanced physical conditioning
- Prioritize aerobic training after the onset of PHV
- Initiate strength training in females after PHV and with the onset of menarche
- Initiate strength training in males 12-18 months after PHV
- Focus on shoulder, elbow, core, spine and ankle stability
- Continue flexibility training
- Include frequent musculoskeletal evaluations during PHV

TECHNICAL

- Further develop and consolidate swimming specific skills
- Include an individualized approach to address strengths and weaknesses

TACTICAL

- Include early stages of specific race tactical preparation
- Teach and observe different individual racing tactics

MENTAL

- Introduce healthy goal setting skills (short and medium term)
- Introduce imagery skills (practicing and improving technique and self-confidence) and alternative strategies for the percentage of the population who are unable to visualize
- Introduce relaxation skills (deep breathing)
- Teach patience and self-control
- Continue to develop concentration
- Continue to promote positive reinforcement

LIFESTYLE

- Teach basic nutrition and hydration needs
- Promote use of training and performance diary/log
- Introduce skills of time management
- Introduce athlete understanding of planning and periodization
- Promote use of rest and recovery techniques
- Continue to build athlete and coach skill sets to promote teamwork and personal interaction skills
- Promote positive communication
- Promote discipline and personal responsibility
- Build awareness of PHV and windows of optimal trainability

Competition Notes – All information is on the BASA Website

It is BASA's view that the design, delivery and oversight of the leading practice contained in stages 2,3&4 are within the remit of each individual Club. To that end, BASA shall play a supportive role as well as ensure there are mechanisms and processes to evaluate the success and progress against the same.

Recommendation 9:

The BASA Board and subcommittees review and refine existing programming as part of a continuous improvement effort to include all of the aforementioned components. BASA organizes and manages local meets at the Saltus Pool and NSC. See the BASA website for the full list of competitions.

Recommendation 9.1:

Continue to refine technique development and build a strong foundation in physical conditioning by holding three stroke clinics per year for all BASA members.

Recommendation 9.2:

Introduce more complex training routines, including aerobic and anaerobic training. BASA to clarify and refine this recommendation.

Recommendation 9.3:

Provide education for and emphasize the importance of mental preparation and goal setting by having resources and information on the website. Additionally, share information on events offered locally for both coaches and athletes.

Recommendation 9.4:

Actively develop skills for preparation for competition and competition with goal setting for qualification into international meets. This could include pre-competition sports psychology sessions as well as suggested reading material.

Recommendation 9.5:

Roles and education for coaches, team managers, parents and athletes should be developed and shared either on the BASA website or prior to team travel, whichever is most appropriate.



Existing programming that shall continue includes:

- Athletes participate in international regional competitions to gain experience and exposure to higher levels of competition.
- BASA sets qualification standards for athlete qualification onto the Bermuda National Swim team and communicates the same on their website.
- BASA manages the participation of the Bermuda National Swim Team at international meets. BASA appoints national coaches and team managers to manage all aspects of the team's participation.

Stage 5: Train to Compete – High-Performance Training (Ages 15-17)

This stage is typically delivered by the Clubs and Overseas Schools and is characterized by the following:

- Building self confidence
- Readiness to advance determined by performance and mastery of competencies
- Focus on developing elite-level technique and physical abilities.
- Increase training intensity and volume, with an emphasis on developing speed, power, and endurance.
- Introduce competition and race-specific training and preparation, including tactical and mental preparation.
- Organize better preparation for and compete at national and international events to gain exposure to top-level competition.

This stage is important for:

- Individualization of physical training approach – based on a post peak PHV assessment
- Advanced physical, technical, tactical skills
- Ability to compete at high levels under various environments
- Maintenance of flexibility
- Development of autonomy, independence and individual responsibility
- Lifestyle skill awareness and development
- Individualized strength development based on a post peak PHV assessment
- Competitive performance state management
- Athlete longevity and retention .

Amount of physical activity, including non-swimming (progression by age):

- 8-12 sessions per week
- 90-120 minute sessions
- Pool time (hrs): 16-24
- Specialization to chosen performance sport – balanced out of training activities
- Individualized training focus with volume and intensity based on specialty and periodization focus

Competition objectives:

- Competitive modeling of peak performance objectives
- Fully developed and individualized competitive modalities such as warm up, warm down, nutrition, ancillary capacities
- Refinement and implementation of multiple racing tactics

Activities at this stage should include:

PHYSICAL

- Involve event and individualized specific intensive physical conditioning
- Continue to develop shoulder, elbow, core, spine and ankle stability
- Focus on optimum preparation: tapering and peaking

TECHNICAL

- Require a high level of proficiency in all swimming skills
- Require sport-specific technical and racing skills under competitive conditions and at high intensity
- Develop an individualization of skills: 'personal style'
- Require consistency and control under a variety of environments
- Involve competition simulation training

TACTICAL

- Focus on event and distance specific tactical preparation
- Involve principles of aggressive and passive tactical strategies
- Develop an athlete's ability to plan and assess competition
- Develop an athlete's ability to adapt to different competitive situations
- Develop an athlete's ability to observe and adapt to opponents

MENTAL

- Promote personal responsibility and involvement in decision-making
- Refine focus and thought control – self talk/verbal cues (dealing with distractions and negative thoughts)
- Refine goal setting skills (short, mid and long term)
- Consolidate performance routines and pre-competition preparation
- Refine imagery skills (competition, different situations/problems, practicing strategies)
- Develop skills for anxiety control and relaxation (Progressive Muscle Relaxation, Hypnosis)

LIFESTYLE

- Allow for individualization of ancillary supports
- Involve refined self-monitoring
- Plan career/long term sport options
- Increased knowledge on hydration and nutrition
- Focus on preparation for different environments e.g. heat/cold/rain/altitude
- Refine injury prevention, rest and recovery strategies
- Promote ongoing personal development
- Focus on integration of sport, career and life goals.
- Address economic and independence issues. Competition Notes – All information is on the BASA Website

BASA organizes and manages local meets at the Saltus Pool and NSC. See the BASA website for the full list of competitions.

Recommendation 10:

BASA shall extend invitations to swimmers from overseas clubs or university swim programmes to create more excitement about the sport for our younger swimmers, increase competition quality and provide role models to inspire future growth and development.

Recommendation 11:

Continue to participate in international regional competitions to gain experience and exposure to higher levels of competition. BASA sets qualification standards for athlete qualification onto the Bermuda National Swim team.

Recommendation: Invite feedback from athletes and parents post National swimming travel and events to facilitate continuous improvement.

Recommendation 12:

Continue to have BASA manage the participation of the Bermuda National Swim Team at international meets. BASA appoints national coaches and team managers to manage all aspects of the team's participation.



Recommendation: Create Athlete Training and Development Plans for all athletes who have an “A” time. BASA to provide template to Club coaches if that is the desired model and they are centralized to ensure consistency and shared knowledge of talent across the Board. This provides direction, consistent communication regarding pathways and educates parents on the commitment and support needed/available.

Recommendation: Engaging college students. Create a mentoring program for younger swimmers through camps or college athlete-led training sessions. Having them available to answer questions. Having a higher level training option on island not only incentivizes returning college athletes to stay in Bermuda on their breaks, it sets them up for better success when returning to school, yielding better results. Continuing some sort of Higher Level practice throughout the summer and on breaks.

Recommendation: Create opportunities for Boarding School and College athletes to train and connect during breaks. Recommendations available during discussion. This is a source of inspiration for younger swimmers and a missed opportunity to save costs for training.

Note: Funding to enable the above shall be outlined in the respective funding section.

Stage 6: Compete to Win – Elite Performance (Ages 18+)

This stage is typically delivered Overseas by universities, colleges, or professional training groups. Athletes will be members of their university swim team with a full representative competition schedule.

Recommendation 13:

The Clubs seek information on training plans and progress via quarterly plan updates. These are reviewed and actively monitored by the Clubs and communicated with BASA as required.

BASA has no control over the training methodologies adopted by Overseas entities. However, regular communication with the athlete and their coach(es), and the integration of mutual program objectives and activities is encouraged.

1. Optimized program towards peak performance at specific moments
2. High performance career at this level to retirement
3. Continue to refine technique and physical abilities while maintaining a focus on mental and tactical preparation.
4. Compete at the highest level of national and international competition, with a goal of achieving success at major events.

This stage is important for:

- Optimized approach built around longer term competitive schedule and annual training plan
- Advanced physical, technical, tactical skills
- Ability to compete at consistent high levels under various environments
- Assume leadership role within group settings
- Regular short breaks within competition and training plans
- Self-directed programming with coaching support
- Lifestyle refinement – planning for post high performance career

Amount of physical activity, including non-swimming (progression by age):

- 10-15 sessions per week
- 90-150 minute sessions
- Specialization to chosen performance sport – balanced out of training activities
- Individualized training focus with volume and intensity based on specialty and periodization focus

Competition

- Advanced competitive schedules
- Competitive modeling of peak performance objectives
- Fully developed and individualized competitive modalities such as warm up, warm down, nutrition, ancillary capacities
- Refinement and implementation of multiple racing tactics

Activities at this stage should include:

PHYSICAL

- Focus on the maintenance and possible improvement of physical capacities with a view to maximizing performance
- Continue to promote shoulder, elbow, core, spine and ankle stability
- Focus on a fully individualized approach
- Provide frequent prophylactic (preventative) breaks

TECHNICAL

- Ensure refinement of sports specific skills
- Include event-/competition-specific training skills that are automatic/second nature
- Develop the ability to improvise with skills

TACTICAL

- Develop effective competition strategies
- Adapt strategies to situation
- Model all possible aspects of performance in training
- Race to strengths

MENTAL

- Promote independent decision-making
- Develop athletes capable of working in a team environment and evaluating advice from outside sources
- Consolidate well developed, refined and individualized mental skills and routines
- Promote refocusing plans/coping strategies
- Promote the will to win and drive for competition
- Consolidate the ability to concentrate and refocus
- Assisting athletes to manage press and social media commitments in accordance with a defined brand and accepted BASA standards

LIFESTYLE

- Increase knowledge on all areas related to personal well being
- Include rest and relaxation. Frequent breaks
- Require well developed self-monitoring
- Require a well developed and integrated support network/structure
- Include a fully integrated sport, career and life plan
- Participate in international regional competitions to gain experience and exposure to higher levels of competition. BASA sets qualification standards for athlete qualification onto the Bermuda National Swim team.
- BASA manages the participation of the Bermuda National Swim Team at international meets. BASA appoints national coaches and team managers to manage all aspects of the team's participation.
- The BOA manages the Bermuda Team for the multi-sport international festivals comprising the Olympic Games, PanAm Games, CAC Games and Commonwealth Games (including the youth version of these festivals).



The current structure and competition notes are available on the BASA Website

Notes on Overseas Training

Elite athletes in stage 5 and 6 are typically training at an overseas school or university. These facilities provide comprehensive training programs with teams of dedicated athletes. Due to Bermuda's size there is limited opportunity to train in larger groups of elite athletes that are dedicated to maximizing potential. These institutions also provide university education and often scholarship funding.

Currently Bermuda has no elite swimmers training full time in Bermuda. Of the athletes that are 15 and over, who compete for Bermuda at the international level, almost all train at schools overseas.

Stage 7: Active for Life – Ages 18+

This stage is important for:

- Consideration of complimentary activities to continue competitive activity
- Implementation of active lifestyle plan for de-training process
- Self-directed programming
- Lifestyle refinement – post competitive training

Amount of physical activity, including swimming (progression by age):

- Determined by chosen activity and schedule – should commence at 60–80% of training level and can decrease gradually to steady state
- Specialization to second sport career focus or non-specialized active living
- Individualized training focus

Competition

- Dependent on chosen path

Transition to a second sport career may involve reintroduction to a previous stage, with new sport-specific requirements.

For those moving to retirement and an active lifestyle, the following important activities should be considered.

PHYSICAL

- Continued active lifestyle through sport participation
- Endurance training
- Strength training
- Flexibility training

TECHNICAL

- Retain learned skills and develop new ones

MENTAL

- Relaxation
- Readjustment to new active living environment

LIFESTYLE

- Pursue personal and family goals more strongly
- Pursue further education/career development
- Possible engagement in administration, coaching, media/PR
- Seek transition support, if required
- Reset goals

SECTION 2: POST CAREER TRANSITION

A structure and programme to assist athletes with the physical, mental, social transitions as they retire from their competitive sport is needed. There is sufficient data as well as qualitative examples that identifies the importance of education, career transition support as well as mentor programmes to enable post-career success.

Recommendation 14:

Review the Canadian model “GamePlan” to identify online coursework as well as the leading practice framework for post career transition. Develop a phased-implementation of similar programming starting with QuickWins such as online learning that can be available immediately.

Recommendation 15:

Actively engage athletes to participate in the sport in various ways post career as coaches. Conduct a survey of former elite and competitive athletes to solicit feedback and recommendations.

Recommendation 16:

Develop avenues for active engagement of athletes to participate in the sport post-career in various ways.

SECTION 3: GENERAL PROGRAMMING AND RECOMMENDATIONS

There are several foundational programme elements that should be introduced and implemented to achieve the goals outlined in the LTAD.

Increasing the visibility of success as well as the components of lifecycles of the sport of swimming will increase interest, participation as well as increase the likelihood of increased funding.

Recommendation: Publicly and on the website celebrate and recognize current and past athletes. Introduce/engage a marketing resource for BASA.

SECTION 4: COACH DEVELOPMENT

Coach development is a critical aspect of the LTAD to achieve the various aims outlined in the athlete development section. Coaches play a critical role in youth development on the whole, not just in the sport of swimming and BASA is committed to ensuring the highest possible quality of coaching based on the resources available to do so.

Recommendation 17:

Introduce a tiered model for coach development and accountability similar to the Canadian model.

Recommendation 18:

BASA host development clinics or at least suggested clinics/resources that align with direction. Currently nothing on BASA website.

Recommendation 19:

Create a succession plan for existing coaches.

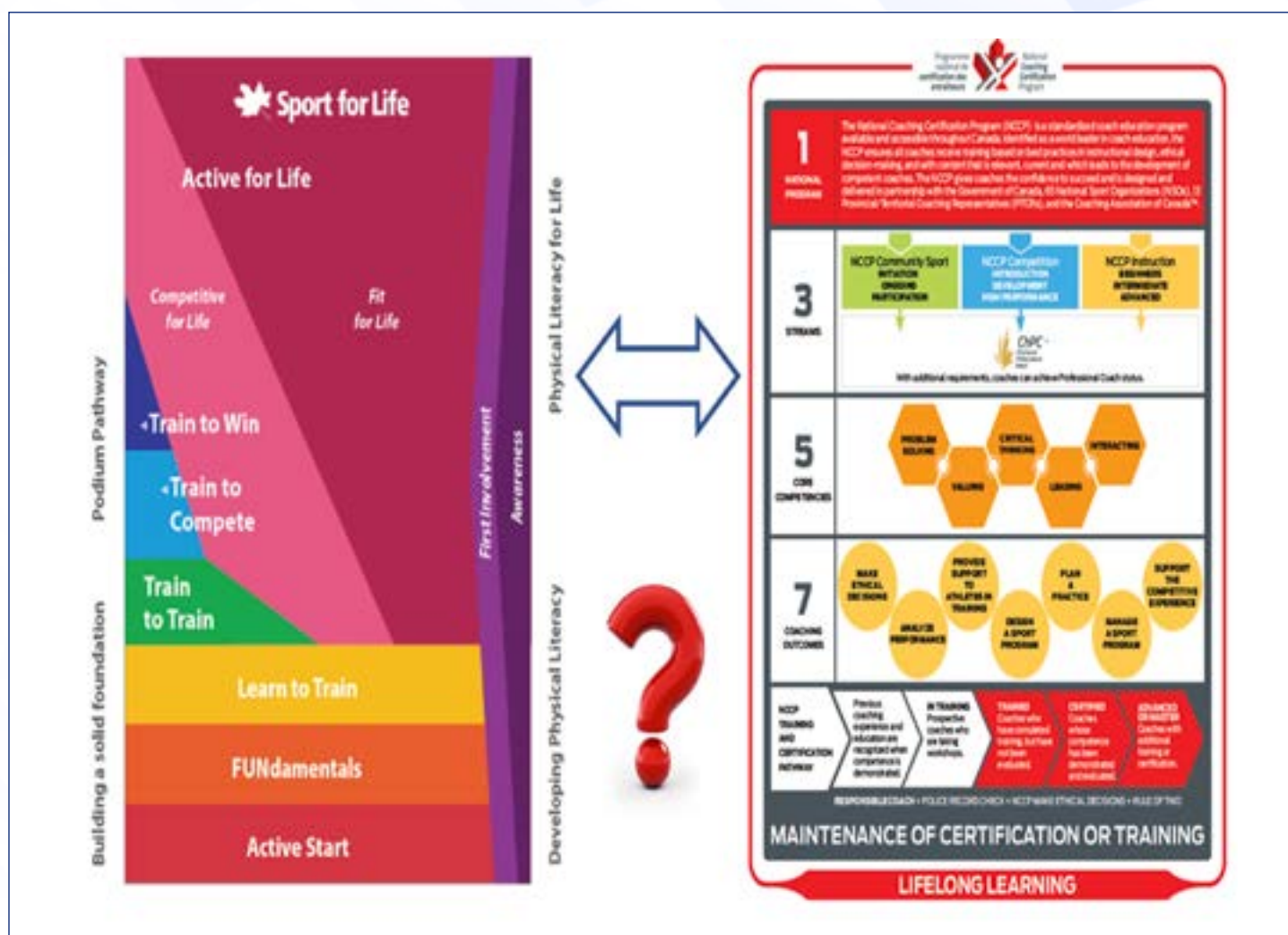


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SECTION 5: GOVERNANCE AND SUCCESSION PLANNING

BASA is ultimately responsible to the Department of Sport and Recreation for compliance and to ensure eligibility for Government and BOA funding. This is a key driver for excellence in governance as well as knowledge management.

Recommendation 20:

Cross reference the Plan content to the defined role of BASA and other stakeholders to promote effective implementation.

Recommendation 21

Stronger communication and information sharing on how members and parents can participate in Club and BASA activities to mitigate the current resource shortage.

Recommendation 22:

Introduction of Sub-Committees to roll-out the recommendations and the Plans. Could have sub-committees aligned with current BASA Strategic Plan on the website i.e. mass participation, member participation, performance and leadership. Alternatively could have a working LTAD sub-committee inclusive of coach development, accountability, fundraising and athlete lifecycle/development.

Recommendation 23:

Share this initiative with the broader swimming community – current and past members/athletes. Invite and incorporate input. Should be something we are proud of, buy-in to and collectively work toward.

Recommendation 24:

Greater communication and information sharing on all aspects of the plan. Minutes and strategic plan are on the website, however, more information can be available.

Recommendation 25:

Conduct stakeholder feedback surveys and actively invite input and summarize actions that result.

Recommendation 26:

Invite feedback on additional policies and procedures that would be helpful or need to be published.

SECTION 6: FUNDING

The funding requirement for all athletes should be identified by BASA Board. Athlete funding is currently subject to available resources which is dependent on BASA receiving grants from the Department of Sport and Recreation, World Aquatics, fundraising and other donations. BASA should play a key role in identifying funding needs to athletes at all levels to ensure that funding is not a barrier to success.

Recommendation 27:

Develop a funding strategy from both Government and Private/Corporate based on the needs identified. Meet with these stakeholders to promote aquatics and funding.

Recommendation 28:

Communicate information to parents and members about funding options and the process/eligibility.



SECTION 7: IMPLEMENTATION

The implementation of this Plan is wholly dependent upon the participation of individuals, with the required abilities, that will provide their services on a volunteer basis.

Recommendation 29:

Form working sub-committees and invite participation from members and stakeholders. BASA should retain overall oversight, however successful implementation will require considerable participation from all stakeholders.

Recommendation 30:

Commit to period assessment and evaluation of Plan implementation and publish results. Adopt the summary table below to capture all recommendations as well as owners, timelines and necessary resources.

Example - Summary Table

| Recommendation Number | Owner | Timeline / Actions Taken | Outcome |
|-----------------------|-------|--------------------------|---------|
| | | | |
| | | | |

APPENDIX A

The Bermuda Olympic Association

P.O. Box HM 1665 | Hamilton HM GX | Bermuda

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Fax: (441) 295-8645

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Elite Athlete Program 2021- 2024

It is important to recognize that the Elite Athlete Program, funding and other resources available to athletes is directly related to participation in one of the major festivals for which the Bermuda Olympic Association is responsible. Therefore, the goal of any athlete requesting to be recognized as an elite athlete must include the projection of their hope to participate in at least one of the following: the Central American and Caribbean Games, the Commonwealth Games, The Pan American Games and/or the Olympic Games during the Quadrennial.

In order for an athlete to be considered for inclusion on the Elite Athlete List, the following eligibility criteria will be applied:

- a.** Athletes must be Bermudian as defined by the BOA Constitution and Bye-Laws;
- b.** Athletes must be a registered member of the NSGB of their sport and must be actively training to represent Bermuda internationally;
- c.** Application to the Elite Athletes List must be submitted via the NSGB for their sport in accordance with the policies and regulations of the BOA;
- d.** All Athletes via their NSGB must submit their training and competition programs and results with their applications in order to be considered for Elite Athlete funding and other available resources;
- e.** All applications must also include a budget of expenses for the upcoming year inclusive of those expenses relating to training and competition such as basic cost of living, training and travel expenses. Applications that do not include a budget of expenses will not be considered for funding.
- f.** In order to remain on the Elite Athletes List or to continue receiving funding and or other program support ALL athletes on the List must submit their quarterly reports in accordance with the established guidelines and protocols. Quarterly reports must follow the format shown in Appendix 'D'. Failure to do so may result in the delay, withholding or suspension of further funding or program support until such time as this and any other program requirements are satisfied.
- g. Category "A" Elite Athletes**
 - i.** The goal for athletes in this Category is qualification for the Olympic Games and their four year plan must reflect a level of commitment to achieving this goal. Athletes in this category are expected to equal or better the standards for the highest competition set by the IF for their sport as approved by the BOA Standards Committee.



- ii. Athletes in this Category will be supported with a quarterly stipend as well as additional funding for six (6) international competitions per year commencing immediately upon ratification by the BOA Executive Board and lasting through March 31st. Athletes in this category will be expected to compete and achieve performance results of comparable standards in a minimum of four (4) international competitions per year. Athletes in this category are also expected to qualify for and compete at the BOA's four major festivals; however, exceptions may be considered due to the nature of the sport or extenuating circumstances at the time which must be approved by the BOA.

h. Category "B" Elite Athletes

- i. The goal for athletes in this Category is to demonstrate, by consistent performance, that they have the potential to achieve Category "A" status as approved by the BOA Standards Committee.
- ii. Athletes in this Category will be supported with a quarterly stipend as well as funding for six (6) international competitions per year commencing immediately upon ratification by the BOA Executive Board and lasting through March 31st. Athletes in this category will be expected to compete and achieve performance results of comparable standards in a minimum of four (4) international competitions per year. Athletes in this category are also expected to demonstrate the ability to qualify for and compete at the BOA's four major festivals, however, exceptions may be considered due to the nature of the sport or extenuating circumstances at the time which must be approved by the BOA.

i. Category "C" Elite Athletes

- i. The goal for athletes in this Category is to demonstrate, by consistent performance, that they have the potential to achieve Category "B" status as approved by the BOA Standards Committee.
 - ii. Athletes in this Category will be supported with funding for three (3) international competitions per year commencing immediately upon ratification by the BOA Executive Board and lasting through March 31st and will be expected to compete and achieve performance results of comparable standards in this competition.
- j. It should be noted that Athletes in Category A, B or C could gain or lose their status in a particular Category based on participation, results and progress reports submitted by the Athlete via their NSGB in accordance with the established guidelines and protocols.

The National Sports Governing Body (NSGB) must articulate the potential of the athlete and clearly provide information when the athlete may reach the above stated goals of the Elite Athlete Program. The NSGB must review the goals of the athlete and their pathway to participating in one of the major festivals for which these development funds are provided. It is required that this information be presented in a four year plan at the beginning of the Quadrennial leading to the next Olympic Games.

It should be noted that the NSGB can apply at any time during the four year period leading up to the Olympics for an athlete to be placed on the Elite Athletes List. However, the goals of that athlete must reflect their ambition of participating in at least one of the major festivals listed above.

Please note that it is important that the NSGB communicate the relevant and accepted standards for the respective Festivals to the BOA Standards Committee (SC) via the BOA office as soon as they are known. Where there are standards to be set by the NSGB we ask that your proposed standards be presented in advance to the SC for review and approval by the BOA.

Please note that the BOA Standards Committee will consider all applications to the Elite Athletes List based on the following:

- Quarterly Reports presented
- Performances
- Goals / Festival standards
- Coaches progress reports
- Injury report and recovery plan

The SC will ask questions of the NSGB when required to ensure that there is some understanding of the goals and the path to achieving the same. It is the goal of the SC to have as much information on each athlete, to be able to assist them in achieving their goals and those of the BOA.





LONG TERM ATHLETE DEVELOPMENT PLAN



BERMUDA AMATEUR SWIMMING ASSOCIATION
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