
CoDe is the official organ of the BCU Coaching Scheme. Members are free to express their views within its pages. Articles and comments therefore reflect the thoughts of the author and do not necessarily state the policy of the National Coaching Committee. CoDe is programmed for publication with Focus. Contributions, including pictures, are welcome. Please send them to: BCU, Mapperley Hall, Lucknow Ave, Nottingham NG3 5FA.

THE AIM OF THE BCU COACHING SCHEME IS:

To promote the sport and recreation of canoeing and to ensure that newcomers are introduced to canoeing in a safe and enjoyable way and that they and those already in the sport are assisted to progress to whatever level and in whichever discipline within canoeing suits them best.

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WHOSE RESPONSIBILITY ?

The number of people who 'have a go' at canoeing in Britain each year runs into the hundreds of thousands. Currently we estimate that it could be as many as 1 million.

How many follow up this introduction

Less than 10% of our membership indicate that they started canoeing 'on a course' - about 1,500 members, or 0.15% of the total being taught!

Having made due allowance for false assumptions, and inaccuracies, it is still clear that there is a significant gap between the numbers that could be expected to want to pursue the sport, and those that actually do.

Are Coaching Scheme members doing enough to encourage ongoing participation?

Canoeing is often used as a medium for adventure education, or personal development, and so forth, rather than an end in itself. These are legitimate goals, and the point is taken that some instructors are (quite deliberately) not presenting canoeing as an end in itself. Some would not wish, in particular, to emphasise competitive canoeing.

However, we all know that the vast majority of those who try canoeing, enjoy the experience. It follows, therefore, that by the law of averages, a far greater proportion should be seen to be following on in the activity, and joining clubs, than is currently the case.

It seems reasonable to state, also, that whatever the reason for introducing others to canoeing, an instructor who does not assist those who wish to do so, to pursue the activity, is on very dubious moral ground for teaching the pastime in the first instance !

Can you do more to encourage participation ?

One practical aid for instructors is the provision of the regional clubs lists in the leaflet circulated with this magazine. It is hoped that every instructor, when not teaching directly on behalf of his or her own club, will make known to the novice, the name and address of the nearest group that will welcome them into membership.

What else ?

There are many aspects of this issue which have not been addressed. What are your views on the subject ?

POLLUTION - IMPORTANT NOTICE

Coaching Scheme members should note that some waterways are subject to serious pollution. Where there is reason to believe that this level of pollution is such as to render capsized drill potentially hazardous, alternative safer methods/locations (including swimming pools) may be used for those aspects of performance tests that require deliberate immersion.

"OPEN CANOE" RALLY

Holme Pierrepont - 14-15 October 1989

The increasingly popular and successful rally for enthusiasts of the 'open canoe' is to take on an international flavour this year.

Catering for a wide range of activities from sailing, kite-ing, poling, through basic skills and white water clinics, a team is expected from the USA to compete in the first ever 'open' slalom for 'open canoes', to be staged within the Rally programme.

This event is a 'must' for all lovers of the open boat.

Full details from: S. Briggs, 213 Newton Road, Burton-on-Trent, Staffs. (sae please).

NATIONAL COACHING CONFERENCE AND SEA TOURING SYMPOSIUM

Plas y Brenin - 7-8 October 1989

The Sea Touring Section and the Coaching Scheme are to combine their conferences this year.

A full programme, has been planned, involving both practical work and discussion. This includes: rolling sea kayaks, rescues at sea, helicopter rescues, flares/signalling devices, paddle design, alternative means of propulsion, plus a Symposium Dinner and guest speaker.

Special Family Feature

You can even bring the kids! As part of an endeavour to make canoeing more 'family and female friendly' arrangements have been made for a creche for young children, and an activities programme for older ones, to run throughout the weekend.

Children may sleep in their parents' rooms at no extra charge, the only additional cost being for meals.

For full details send sae to the BCU Office

Coaching Coaches

by William T. Endicott

Part I of the paper presented by Bill Endicott to the international slalom coaching symposium held at Augsburg in 1988 was reproduced in CoDe No 28, April 1989

II - PRINCIPLES OF TECHNIQUE

Because technique is so critical to success in slalom, I will list in the appendix my understanding of these principles in some detail. But here in the text I want to say some more general remarks about coaching coaches on how they can learn the principles properly.

Elements of Good Technique

Much has been said about good technique in the three canoeing and kayaking disciplines that I have coached. Various people have their very specific opinion as to what the proper technique is. But how do they explain the fact that very different techniques win? I think this is because while there are some very basic principles of good technique, there are many ways of achieving them and one should not get too hung up on any one way. Here are my key principles, sometimes using my own terms:

- * Summation of forces. The athlete brings all the muscles of his body to bear on the work he is doing. The canoeist uses his back and even his legs as well as his arms.
- * Extension. The athlete gets a lot out of each stroke or effort because he can exert strength in awkward parts of the stroke and has the balance, flexibility, and confidence to do it.
- * Speed of prime movers. The athlete can execute a lot of efficient strokes quickly. He can move his hands and arms quickly.
- * No unnecessary movements. The canoeist has eliminated most wasteful strokes.

I think these are the main things the coach should be looking for. Individual styles crop up through which athletes can achieve these goals in different ways and the coach should be aware of this.

Comparing boaters

Perhaps the best way for a coach to learn proper technique is learning how to compare boaters or how to take proper videos and how to analyse them.

The best method of comparing boaters is to have them run some short courses against the stopwatch. The times will tell WHETHER someone is fastest. Observation will tell WHY someone is fastest. Some key points in this process, from the coach's point of view:

- * Have very precise starting and stopping points. I usually try to make this a gate pole. Specifically, I try to catch the paddler's shoulders as he passes by a pole. Using the head is misleading because some athletes are very good at getting the head past the pole way before the body catches up. The shoulders are a better test.
- * Yell the time out so everyone can hear it, and say it immediately so there is immediate feedback.
- * Work especially on the upstream gates. This is where the most time is lost. There are many different types of upstreams and the coach and athlete need to have a good understanding of how to handle them all. Essentially you want to work out the technique that allows the athlete to keep up the most speed possible while going around the

turn and avoid stop-turn-start methods as much as possible.

- * Work a lot on forward speed. In slalom there are two forward strokes, what I call the "travelling stroke" and the "acceleration stroke". In the travelling stroke, the boater should seek a constantly accelerating pull-through, not a really fast, explosive one. The catch should be fast, but care should be taken not to "rip" the blade through the water. Maximum power should come on when the paddle is as vertical as possible (seen from the side) and not right at the start. The reason: you always want to maintain suction between the forward edge of the paddle and the water in front of the paddle. If you hit the catch too hard, you break this suction, and create for a split second a little gap between the blade and the water, which for various hydrodynamic reasons is inefficient. Thus, you can be trying hard but going slowly! I believe that this is why the top paddlers appear so smooth. They are observing this principle because "it feels right" but they cannot explain what they are doing or why they are doing it. The travelling stroke lends itself to using the big back muscles - the latissimus and torso twist. In the acceleration stroke, on the other hand, efficiency isn't the important thing, quick power is. Getting in a larger number of strokes is important. You might have a place on the course where the space between the gates is so small that you have only time for three quick strokes to reaccelerate the boat. If you get in three while your opponent gets in only one, you may gain a second on him right there. The acceleration stroke is best executed by the smaller, but faster moving arm muscles and not the back muscles. Ripping the blade inefficiently is not a problem, because it doesn't go on very long and getting the power on quickly more than compensates for it.

Some specific ideas for training new coaches in watching for these things:

- * Allow the new coach to assist a master coach. He can assist by taking splits and times and writing them down or taking video and then being present when the master coach analyses it.
- * The next step is for him to run a short course workout with the master coach present. The assistant yells the start countdown and the finish times. The master coach watches to see how smoothly and decisively the assistant acts and above all how it is all going over with the athletes.
- * The master coach seeks the assistant's opinion. First it is on simple matters, then more complex ones.
- * The master coach encourages the athletes to help the assistant.
- * The master coach encourages the assistant and builds his confidence.
- * The master coach seeks to find ways to reward the assistant. The master coach should seek to discern what psychology motivates the assistant and find ways to provide for these wants.

Communicating good technique

Essentially, the coach's role here is to facilitate the athlete's observation of good technique, either through watching top boaters in person, or videos of them. I think a good athlete has in his mind a moving picture of what good technique is and a kinesthetic sense of what this feels like and the coach has to set up opportunities for his charges to perfect these things.

To this end, I have found the following techniques useful:

- * As much as possible let the athlete "discover" for himself what good technique is. This sense of self-discovery makes a stronger impression on the athlete than having someone tell him. Thus, the coach can set up the inquiry - what's the fastest way to run these offsets, for example. He can time

the boaters coming through and see from the watch who is fastest. He can have them do it a number of times and try to figure out why someone is faster. If the athlete is hearing the times and watching, too, he can eventually see for himself what is happening. If the coach sees it first, or in the coach's opinion the athlete is just not grasping the essentials, the coach can suggest that the athlete try the move a new way and compare for himself, but emphasis should be placed on improving the athlete's ability to do it all himself BECAUSE OFTEN THIS IS WHAT HE HAS TO DO ON RACE DAY. The coach's providing the times to the athlete on a continuing basis promotes this process of self-discovery.

- * Use of video. Video is often better than actually seeing the top boater execute the technique properly because with the video one can use slow motion and frame-by-frame analysis to discover little things that would be impossible to see in real life. And having the athlete see himself on video - especially if it is right after his performance - is often very helpful.

I have discovered several techniques about proper use of the video that I would like to pass on to aspiring coaches. First, make sure that when you are taking the video that you frame the picture properly: have the boater in the middle of the picture most of the time. But use the zoom lens to show the next gate if possible so you can see his approach: pull back to see the course; then zoom in to see the strokes. If you are covering a large area, make sure to zoom in at the beginning, fall back as the boater comes close to you, and then zoom in as he moves away so you can keep as large an image in the frame as long as possible. Don't jiggle the camera. Make sure you have ample lead-in space to the crucial move - allow the viewer time to see it coming and get ready for it. Let the tape run well past the key move, too, for some videos reuse the tail end of the previously recorded images when you restart the machine - they rewind too far and tape over what you've already done. Don't tape too much or too many persons: it's boring to watch and the athlete begins to "glaze over" and not really study the picture. Try to keep the video sessions short and to the point. Before you show the tape to the athletes, if at all possible try to study it well yourself. Try to come up with your own theory so that you can compare that to what the boaters have to say. I must tell you that it often takes me many, many runs of the tape before I really see what is going on!

Part III - Psychological Principles - in the next issue.

SLALOM TRAINER / COACH COURSES 1989

TRAINER (KAYAK)

July 22-23 Hemel Hempstead

Dec 9-10 Leicester OPC

COACH

Sep 23-24 Bala

TRAINER (CANOE)

Oct 14-15 Stubbers CC, Romford

Contact Alan Edge, The Elms, National Watersports Centre, Adbolton Lane, Nottingham NG12 2LU

SO YOU WANT TO BE AN EXAMINER ?

asks Paul Jackson

- WHY !
- * To help improve standards
 - * To become better than the average SI.
 - * To boost your ego and status

Well for the above reasons and many others, you're wasting your time and energy. The reason is that the 'Examiner Status' doesn't really exist.

The person, whether E1, E2, E3 or E4, in true educational terms, is firstly:

A Trainer with Organisational, Managerial and Examining Skills.

The main qualities examiners should have, in order, are:

- 1 Be experienced Senior Instructors who have a variety of teaching methods
- 2 Be good demonstrators - able to perform all the strokes and movements well from 1* up to 4*/Advanced sea.
- 3 Be firm but fair, having a clear understanding of the standards required.
- 4 Have all round administrative skills eg timetabling, form filling, organising.

So how can we stop SI's chasing the Examiner ladder ?

Find out if they possess some, if not all the given qualities. Maybe then the Good Administrator/Poor Demonstrator or the Good Demonstrator/Poor Administrator will be better trained themselves.

In the cases of other Outdoor Pursuits, eg Alpine Ski-ing, Nordic Ski-ing, Windsurfing and Sailing, the top grade Instructors become the Trainers and Examiners at different levels. We should make comparisons with these other sports and their coaching structures.

So what would we replace our present system with ? You'd better sit down for this !

ALL SENIOR INSTRUCTORS

Train and test 3* and Proficiency

NEW TRAINEE COACHES

Trains Instructors and test instructors (Currently E1)
Must have attended Coach Training Weekend and hold Level 1 National Coaching Foundation

COACH I

Trains and Tests Senior Instructors (Currently E2)
Must Possess 3 different proficiency levels and pass a weekend Assessment
Hold Level 2 National Coaching Foundation

COACH II

Train and test 4/5* and advanced Test (Currently E3)
Must have attended Weekend Training + Weekend Assessment
Hold Level 3 National Coaching Foundation

HONORARY COACH

Train and test Coach Awards (Currently E4)
(Appointed by Director of Coaching)

It means a total rethink to get better coaching throughout all levels of canoeing.

I am confident that with the backing of present Examiners and a committed effort to make clear worthwhile training, we shall end up with a Coaching Ladder to be proud of in the future.

It is now in your hands to give your thoughts to the Director of Coaching on this idea.

I wish you all the best.

Paul R Jackson (Hopefully Ex - E.4)

GRADE III EXAMINER STATUS

the pro's and cons explored by the Director of Coaching

Several comments have been received regarding the decision that from now on, only Coaches will be awarded grade 3 Examiner status, although the status of existing grade 3 Examiners is not affected.

Some feel that insufficient debate occurred on the subject, and that an experienced Senior Instructor with Advanced Proficiency is just as capable of training and assessing at advanced level, as is a Coach.

This is true, but it is also true that those Senior Instructors therefore have the ability to become Coaches, to their own betterment, and that of the Scheme as a whole.

When the examiner grading system was introduced in 1976, an obvious alternative would have been to say that all Senior Instructor training and assessment courses, and all advanced proficiency courses, should be in the charge of a Coach.

Because there were insufficient coaches to go around at that time, the examiner grading system was introduced. For grades II and III its intention was to identify those whose all round competence, knowledge of the sport, and maturity of judgement clearly fitted them to be in overall charge of a training or assessment course.

Since then, however, the system has to some extent been abused by being regarded as 'the next rung on the ladder', and a rather easier option than that of obtaining the Coach Award !

After all, what is the purpose of the Coach Award at all, if the Coach is not the person who trains and assesses other instructors, and trains and assesses at advanced level ?

Since the re-vamping of the Coach Award, a number of voices have been raised asking why so few people pursue the qualification. The answer each time we discuss or investigate the matter is the same - there are no 'incentives' built into the system. A Senior Instructor can do all he or she wants to do through the advanced test and the examiner grading system.

This particular suggestion, of coaches only being grade III examiners, was put forward two or three years ago, including the suggestion that grade II Examiners could only be recommended on the say-so of a Coach. There was an extremely acrimonious debate in Coaching Committee as a result, and the matter was dropped !

However, following the conference of coaches at Plas y Brenin, in January this year, once again the subject of how to get more members to pursue the award, was aired. Again the conclusion was reached that incentives were required. This particular suggestion was put forward in this context.

It was not widely debated, because the March Coaching Committee meeting was charged with the business of dealing in a comprehensive manner with the rationalisation of the scheme, that had been asked for at the Conference in the autumn.

It was therefore a matter of having to decide whether to shelve the issue for three years, or to include it. NCC felt ready to begin a policy of placing emphasis on the fact that the Coach Award is the proper qualification for those training and assessing at advanced level.

It must be remembered that throughout the country only about 24 persons each year undertake the advanced test, and there is no change in the status of existing examiners. Further, discretion is being exercised with regard to a few who were well on the road to obtaining the endorsement. The detrimental effect should, therefore, be minimal.

On the other hand, a gradually increasing emphasis on the relevance and importance of the Coach Award will be of benefit both to members of the scheme, and the scheme itself, in the longer term.

BCU COACHES SYMPOSIUM

A Report to the National Coaching Committee by Ray Rowe

INTRODUCTION

I have always believed that a gathering of canoeists who hold the Coach award would be a worthwhile project, for many reasons. Now that the first one has happened, I can't believe that we've waited so long to make it happen.

The 1988 Coach Assessment course in Southern Norway turned out to be the place to forge the final details for a Coaches Symposium. The permanent daylight, the peaceful tranquility of a Norwegian summer and the freedom to interact of every individual involved in the course was a breeding ground for ideas.

I would like to thank Zeb Spring and BOBC Norway for making the assessment course possible and The Joint School of Adventure Training, Llanrwst, for hosting and supporting the first BCU Coaches Symposium, in January 1989.

None of us is as good as all of us

A SUMMARY OF VIEWS ON THE COACH AWARD

Paul Newman opened the debate with a superbly prepared and delivered paper which stated that in non-competitive paddling, there is no need for a coaching level beyond Senior Instructor.

'Competition against the clock or another competitor is what the majority understand by the necessity for coaching skill'.

Paul felt that we should be putting our energy into propagating ideas, and providing information and training. He pointed out that 'paper chasing' . . . perpetuates the ego trip of teaching others' . . . so that assessing and teaching become the sport rather than canoeing itself. The spin offs of this are, an obsession with technique and a coaching scheme which is out of touch with the real sport. The tail wags the dog!

While most couldn't agree with Paul's overall message it was clear that he made many salutary points with which all could concur. The paper 'Do we Need the BCU Coach Award' is a stimulating and important read for all of us.

The overwhelming majority agreed that coach training and education was more important than assessment. The last ten years had failed to address the problem satisfactorily.

A number of delegates felt that the term 'coach' carried values and interpretations which did not fit the work performed by a non-competitive coach. However, of those who did feel that the title was incorrect, none could suggest a more suitable one.

On the subject of the role of the coach, there was strong feeling in favour of the coaching scheme incorporating into its framework a definite job for qualified coaches. Many felt that the areas of training and assessment of SIs and advanced test candidates should lie within the brief of coaches.

A number of people expressed their concern that the coach award is moving further and further away from the club oriented individual and more towards the full-time professional instructor, based, in most cases in an OE Centre. Two people who were critical of this trend were Andy Hall, (who is a centre warden) and Kevin Mansell (who is a driving force behind the outstandingly successful Jersey Canoe Club). Kevin made the point that in-depth coaching, taken to a high level needs long term coach/paddler contact, for which the club scene is perfectly suited. He therefore felt that the marketing of the coach award should therefore be targetted at the canoe clubs.

In response to Paul Newman's de-certification comments, Stuart Wagstaff described his recent experience working in a non-award regime in Canada and USA as a mountaineering and canoeing instructor. He felt that working with fellow instructors whose knowledge and expertise had not been evaluated by a formal system was a frightening experience; one which restored his confidence in our own scheme.

'If you don't know where you are going, any road will get you there'

FEEDBACK

The following extracts come from letters written to me following the symposium. They are typical of the answers given to the essential questions of the symposium: What is a coach and how should we be using him/her.

From Dave Taylor

Point 1 Yes, we definitely do need an award - I believe 'Coach' is as good a name as any. In my work, the word coaching is very closely related to the development of an individual's performance. (Managerial coaching skills).

Point 2 . . . humans need targets against which to measure themselves. Even at this level, 'professional canoeists' need targets for both self appraisal and motivation purposes. These targets should be:

- Clear
- Realistic
- Achievable
- Measureable
- Pertinent

Point 3 . . . the coaching scheme should cater for the keen, experienced SI looking to further his/her development as a teacher.

Point 4 Coach training should be 'individual centred' as opposed to 'award centred' . . . In a nutshell, the course should be acting as a catalyst for an individual's furtherment and should include constructive, objective, specific and sensitive feedback.

Point 5 . . . similar picture (of the coach award) should be painted in Aviemore, Tayside, Leicester and Capel Curig on topics such as definition of the award, the nature of the course and the amount of developmental work involved.

. . . can we not make the work 'coach' less frightening and more encouraging.

From Vicki Brown

You do still need the coach, to push the frontiers of knowledge ever onward, to pass on the torch and pursue excellence. . . RCO's should be pushing all possible people in their region forward - it's one of those things most people have to be encouraged to do.

From Phil Blain

Lets be positive then, training and education is what needs to be improved. Once started it could lead to a higher standard because candidates will know what is needed.

From Stuart Wagstaff

Suggestions; abandon the wide spread of coaches, ie inland kayak, sea canadian etc. Instead have a coach; the core course should improve coaching in as many aspects as possible.

From Kevin Danforth

A few suggestions: Continue with the award; make it easier to attain the award without lowering standards. More training courses aimed at improving SIs, whether or not they wish to become coaches, could be an interim step. Training on a regular basis.

AWARDS SCHEME RATIONALISATION

It was never intended that the Coaches Symposium should concern itself with the overall structure of the coaching scheme, however some attention would have to be given to this if a greater use of coaches was to be contemplated. The Director of Coaching asked for the Peter Midwood proposal for simplification to be considered.

The overall response was that simplification would be no bad thing, otherwise opinion fell more or less equally into three main categories.

1. Those who approved, in the main of the proposed changes
2. Those who felt that the existing system and the proposed system differed so little that a change would not be worth the trouble.
3. Those who felt that any change should be a more radical one.

The majority felt that substituting level numbers for the existing titles (Senior Instructor, Coach etc) at each of the award stages was not a desirable step.

. . . I'm warm ! Honestly ! I'm warm ! Derek Hutchinson, (on his back - right leg being levered into the ionosphere) responding to Pat Ingles concern for his being properly warmed up.

OUTDOOR TEACHING STYLES

- Coaching v Instructing in Canoeing

by Phil Bibby

The Coach Award of the British Canoe Union appears to be all things to all people. Confusion reigns over the identity and attributes of a coach for non-competitive canoeing. Is a B.C.U. Coach just a "Super Senior Instructor", that is a Senior Instructor of broad and lengthy experience who is a good canoe teacher, or is there another ingredient to a B.C.U. Coach? Perhaps some magic factor x is needed to become a coach?! In recent years there have been significant numbers of aspirant coaches who are uncertain of what is required of them by the B.C.U. Coaching Scheme. The aim of this article is to float some role models in order to stimulate discussion and perhaps to shed some light on the true nature of a B.C.U. coach.

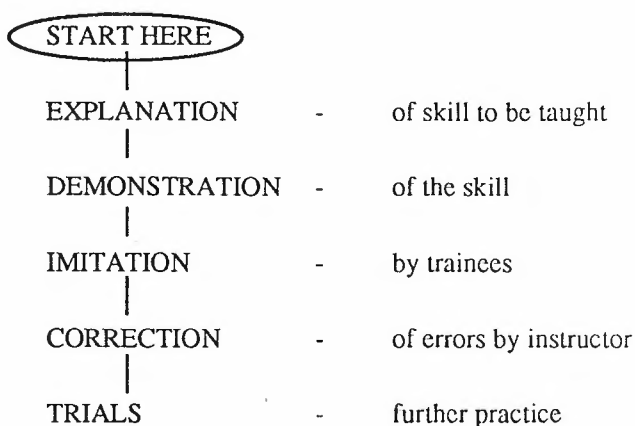
There are many teaching styles available in the outdoors. An Alpine Guide for instance may guide his client on a major peak, teaching only the skills needed to follow safely. A Mountaineering Instructor by contrast may aim to produce in the trainee independence and self sufficiency, so that they may lead routes themselves. So what are the critical differences in teaching styles between the Instructor and Coach?

To begin with let's look more closely at the B.C.U. Senior Instructor, and put together a "Typical Senior Instructor". No such being exists, so I'll consider what the coaching scheme prescribes. Firstly the instructor's personal ability will be a "good proficiency standard" and will be worthy of imitation by others. They will be able to look after themselves on Grade III rapids and to teach others on Grade II water.

The instructor's prescribed teaching style is based on the "EDICT" Method which is outlined in Diagram I below.

THE INSTRUCTIONAL PROCESS

Diagram I



The instructor is expected to be able to teach a syllabus of basic strokes and to follow a rational progression in order to build up the trainee's skills. Along the way the instructor must consider the safety of their trainees and also ensure that sessions are enjoyable. In the above method it seems that the primary skills of the instructor are those of clear *Explanation* and good *Demonstration*.

Few readers will recognise themselves in the above description of "Instructor Mode" since they will have other approaches to teaching canoeing in addition to the one described. "Instructor Mode" is at one end of a spectrum of canoe teaching styles, "Coach Mode" is at the other end of the spectrum, whilst in between is a mighty grey area in which most of us teach in our own individual ways. This polarization of what is a continuous spectrum of complex activity into ideotypes for Instructor and Coach is needed to clarify the essential differences between the two Awards

INSTRUCTOR	Teaching	COACH
	Style	
	Spectrum	

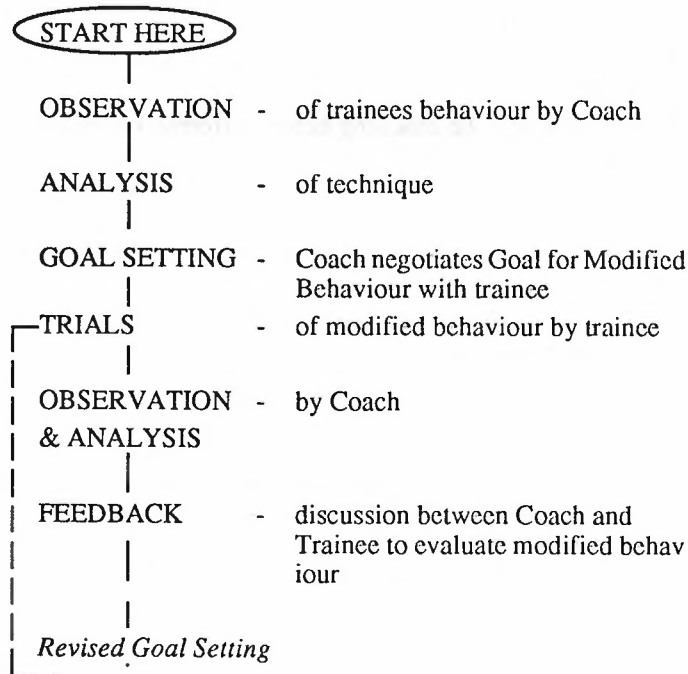
The "Coach Mode" is a harder teaching style to pin down, and hence the problem for aspirant B.C.U. Coaches. Much is written about the Competition Coach, and most of us have a crude concept of what such a coach does. Steve Cram has a coach who will assist in devising training schedules, motivate, monitor progress, help refine technique and plan tactics. However, Steve Cram's Coach is unlikely to be able to run 1,500 metres in 3 minutes 54 seconds even with a gun on his back! This coach is not a performer and is more at home on the trackside complete with clip-board and stop-watch. The B.C.U. Coach by contrast is required to display a high standard of skillful performance. However, this is the outstanding difference, and otherwise the B.C.U. Coach will have a lot in common with the Competition Coach. There is much for the aspirant coach to learn from publications of the National Coaching Foundation, for although the slant is towards preparation for competition the process of skill refinement is common to both coaches.

The B.C.U. Coach must be at home in the environment he is teaching in and so is required to hold the Advanced Proficiency Award. In common with his competitive counterpart the Coach's primary skills are the ability to accurately OBSERVE the actions of a trainee and then to ANALYSE the significance of those actions. These prime skills are the first two in the cycle of the coaching process I have outlined in Diagram II.

Having identified areas for possible modification in the behaviour of the trainee, the Coach will discuss with the trainee the area for change and they will reach a mutually understood goal for the experimental behaviour or action. The goal could be long term, but is more likely to appear simple and to be achievable in the short term. I can remember a breakthrough in my personal performance which was triggered by a simple goal expressed to me by a skillful coach in *two* words! Goal setting will often take the form of a short discussion so that the Coach understands the trainee's awareness of his own actions and so that they are both in tune with each other. Coaching is about *dialogue* - not the coach indulging in a *monologue*. The Coach must be able to listen and ask analytical questions of the trainee.

THE COACHING PROCESS

Diagram II



Having established a goal, there follows a period of trial by the trainee during which he/she experiments with the modified behaviour. The attempts will be observed and analysed by the Coach.

Finally in a feedback session the Coach and trainee will evaluate the experimental technique and decide whether it has been helpful or not. Feedback is vitally important in all learning. To quote Blanchard & Johnson - "Feedback is the breakfast of Champions!" As far as possible feedback should be through positive reinforcement, that is, feedback should identify, reward, and praise what was good in the performance. It has been experimentally demonstrated that positive reinforcement leads to more rapid rates of learning than the reverse method of highlighting faults (negative reinforcement). This isn't the place for a full discourse on positive reinforcement, but clarification of the concept may help. Positive reinforcement is used by dolphin trainers to allow dolphins to learn their aquatic tricks. The trainer catches the dolphin performing a desirable action and rewards it with a fish to eat. Dolphins being clever creatures don't take long to realise that if they repeat the desirable action they get another fishy reward, and they soon learn to perform the actions the trainer requires. This is positive reinforcement in action, to translate it to the humanoid world substitute praise by the coach for the fish reward, and away you go.

After a feedback session the coach and trainee may agree a revised or alternative goal and the cycle can recommence with further trials.

A PRACTICAL EXAMPLE

A simple practical example might help flesh out the bare bones of the coaching method which I have proposed above:

Observation

the Coach sees that an intermediate paddler has a weak and tentative bow rudder during which the paddle blade is often torn backwards by the force of the water.

Analysis

the Coach thinks that the paddler has an incorrect concept of the stroke, believing it to be a "frozen position" rather than a stroke requiring effort, this results in the paddler's lower arm being overpowered by the force of the water.

Goal Setting

Coach "How about working on that Bow Rudder of yours for a while?"

Paddler "Okay, I feel rather shaky with it."

Coach "What do you feel is your problem with it?"

Paddler "Breaking in I don't feel confident that I have any support from the stroke."

Coach "Let's look at it on the flat water of this pool to start with. I want you to focus on your lower hand and your knee on the same side. During the stroke I want you to try to *push your hand towards your knee, powerfully.*" (Goal underlined)

"Have several goes on your right side, and then try on your left side too."

Trials

the paddler experiments with the new sensations.

Feedback -

Coach "How did it feel, did you notice anything different?"

Paddler "The boat seems to spin more quickly."

Coach "From my angle that seemed to be happening. You're spinning much more rapidly and it looked a lot better to me. Do you feel more confident that you'll get some support from the stroke?"

Paddler "Yes, it feels somehow much more positive."

Revised Goal

Coach "How about trying some more, but turn on the power this time, so you're moving faster to start with, and really draw that bottom hand forcefully towards your knee."

And so to further trials . . .

(continued on next page)

the new CANOEING HANDBOOK

coming soon

have you ordered your copy ?

£12.95 from BCU Supplies
please see enclosed leaflet for details

To allow a clearer picture of the differences between the Instructor and Coach ideotypes, here are two lists of characteristic activity.

THE INSTRUCTOR

- 1 Teaching revolves around Explanation and Demonstration
- 2 The Instructor is a model to be imitated by the trainee, and is of a higher skill level than the trainee.
- 3 An Instructor will tend to teach at Novice/Intermediate levels. That is he or she will be teaching new skills.
- 4 An Instructor teaches a progression of strokes in a logical sequence, which works for the majority of the group. (Syllabus based approach).
- 5 The Instructor usually works with an instructor/trainee ratio of 1 : 6 or 1 : 8
- 6 The Instructor teaches many one-off sessions and often has short term contact with trainees. (This may not be so in a club setting).
- 7 An Instructor identifies and corrects faults, through exercised.
- 8 The Instructor will be responsible for group safety and may perform all rescues.
- 9 An Instructor will usually need to run sessions from a canoe or kayak on the water.
- 10 An Instructor's approach will tend to be prescriptive and DIRECTIVE.

I have attempted to differentiate the teaching style of a coach from that normally associated with an instructor. In doing so I have not evaluated the styles and there is no suggestion that the one is better than the other. Coaching does require a greater depth of experience to give the confidence for an interactive and flexible approach. Instructing will on the other hand always contribute more to the health of the sport, as a whole, by introducing novices and providing a sound basis for progress.

THE COACH

- 1 A Coach observes and analyses performance in order to set Goal.
- 2 A Coach may be coaching better performers than themselves.
- 3 A Coach should be able to work with all standards of ability, but may tend to concentrate on Intermediate/Advanced levels. Here the teaching is concerned with skill refinement.
- 4 A Coach teaches in a trainee centred approach based on the needs of the trainee
- 5 Coaching activity will often be on a One-to-One basis (see 4 above). Small groups who are of similar standard allow a trainee centred approach. (Mixed ability groups are feasible if individuals are coached in different skills alongside each other).
- 6 A Coach may have a continued, caring relationship with trainees over a long period of time.
- 7 A Coach will use positive reinforcement, discussion, sport/behavioural psychology, critical cues, increases trainee's self-awareness, motivates, and cultivates independent learning strategies.
- 8 Having selected a safe venue for a coaching activity, a Coach may well encourage trainees to be self-sufficient in that environment by rolling and by performing rescues of other group members.
- 9 A Coach can operate a coaching session from a kayak or canoe, but may find it easier to observe and communicate in some situations from the bank.
- 10 The Coach's approach is flexible and INTERACTIVE.

So to summarise, the BCU Coach cannot be defined by a magic factor x. A broad experience forming the basis for a flexible and interactive teaching style are the diagnostic characteristics. The critical elements in this trainee centred approach are observation, analysis and communication.

NB The views expressed in this article are those of the author, and should not be taken as official BCU policy.

ACKNOWLEDGEMENTS

I would like to thank John Fazey of Bangor University for helping my understanding of how skills are developed.

I am also very grateful to John Shedden and Alan Hughes of the English Ski Council for helping me formulate my ideas on coaching and for their fine examples as coaches.

THE BOOKWORM'S ROAD TO COACH

- 1 Dr Tony Crocker: *Teaching Beginners to Begin*; CoDe, Summer 1986, Page 15.
- 2 National Coaching Foundation, Study Packs
No.1 *The Coach in Action* Geof Gleeson
No.4 *Improving Technique* A.Lees and J.Shedden
No.5 *Mind over Matter* L. Hardy and J. Fazey
(available from B.C.U. Supplies, or N.C.F., 4 College Close, Beckett Park, Leeds. LS6 3QII Phone- (0532) 744802)
- 3 Tim Gallway and Bob Kregel: *Inner Skiing*
(alternative titles *Inner Tennis* or *Inner Golf*)
- 4 John Shedden: *Skilful Skiing* Chapters 5 & 6
(these chapters readily apply to Kayaking).

the new CANOEING HANDBOOK

coming soon

have you ordered your copy ?

£12.95 from BCU Supplies
please see enclosed leaflet for details

The Women in Canoeing initiative

As you may know the Coaching Scheme is trying to increase the number of women taking part in canoeing. Two meetings have taken place and I have produced an interim report for National Coaching committee on the kind of barriers which seem to prevent some women from participating in the sport. The plan of action which I have recommended is as follows:

- 1 Raise the profile of women who are already involved in paddling through as many media as possible. This would help potential paddlers to realise that women can participate in the disciplines of canoeing without requiring (or acquiring) male characteristics.
- 2 Support those canoeing coaches, instructors and leaders who treat all paddlers as individuals with personal interests, abilities and aspirations. Discourage attitudes or behaviour which is offensive to women or which assumes that women are less able to participate.
- 3 To look at the Awards Structure and identify wording or descriptions which might (unwittingly) be putting off potential participants.
- 4 To have a women in canoeing display at the International Canoe Exhibition.
- 5 To focus attention on canoeing as a family sport and the club approach which fosters participation by all ages both sexes.

Regarding points 2 and 3 I would like to invite all members of the Coaching Scheme to submit to me any statements in the tests and awards descriptions, guidance notes etc. which might be making it difficult for women to progress through the scheme. All comments will, I assure you receive attention.

We are keen to make contact with a volunteer who would be interested in designing and constructing the display for Crystal Palace, to show the involvement of women in canoeing. A student in an art and design department is the kind of person which comes to mind. Please get in touch if you know of anyone who might be interested in taking on this project.

Finally, if you would like to be a member of the working party being set up to comment on the awards and tests in the light of this initiative, please get in touch.

Ray Rowe

12 Tan y Bwlch, Mynydd Llandegai, Bangor, Gwynedd LL57 4DX

West Midlands Coaching Forum

Twenty-one coaching scheme members attended the "West Midlands Coaching Forum" day on the 7th May at the Malthouse Stables, Tipton. The event which proved successful was organised by Greg Parkes, L.C.O. Birmingham and who also runs the Birmingham School of Canoeing, and Malcolm Freeman who is in charge of the Malthouse Stables.

The day's programme consisted of a range of both practical and theoretical workshops relating to areas concerned with canoe instruction. These included 'Try a boat session', Placid Water Scheme, Rescue Techniques, Disabled Canoeing, Boat Development and Equipment and finally the Amended Awards Structure. Assistance was also given by Tim Houghton of 'West Midlands Canoe Centre'.

The forum provided an ideal opportunity for coaching scheme members to meet, exchange ideas and opinions and generally enjoy themselves. A lot of interest was expressed in organising future forums to complement those already planned for the Birmingham area.

Dear CoDe

Yet another insult to real Canoeing. If John Brand (CoDe 28) would like to take a brief look at Adney and Chapelle's *The Bark Canoes and Skin Boats of North America* he will see a large number of Canoes, plus a few skin boats (including Kayaks).

In fact I agree with much of what John Brand says about Kayak research (much of it can be echoed about Canoe research) but must take issue with his terminology. John MacGregors 'Rob Roy' was a clinker built combination of Canoe, Kayak and Thames pleasure rowing skiff. Unfortunately he chose to call it a 'canoe', an error which has stayed with us through assorted PBK, Tyne and other descendants to the present day.

While not forgetting the pleasure given to thousands of paddlers, these craft have as little right to the name Canoe as they have to Kayak. If we're to start being accurate let's reserve Kayak for John Brand's interest, and Canoe for my favourite craft. I don't know (or much care) what we'll call the mongrel descendants of 'Rob Roy' (kayoe? canak? boat?).

I do however welcome Kayaks and Kayakers to a place as an elite alongside Canoes and Canoeists!

Actually, I have no problem with 'canoe' as a generic term, but can we please lose the term 'Canadian canoe' and simply use the more correct 'open canoe'? And can we please differentiate between single and double blade courses, perhaps 'canoe' and 'kayak' are, after all, appropriate?

Happy boating (!) all.

DAVE PREECE, Inverness

MIKE POOLE

1944 - 1989

It is with great sadness that we report the death, after illness of Mike Poole.

Lieutenant Commander (SCC) M B Poole RNR, qualified as a Senior Instructor in 1979.

Canoeing was his passion, and through canoeing he was able to make better people of the many hundreds of Sea Cadets and their Instructors in the Eastern Area, who attended training courses at TS TUNA.

He was the Commanding Officer of TS TUNA, the only Sea Cadet Training Ship devoted entirely to canoeing. His standards were high, his leadership was by example, a devoted 'background' worker creating the conditions to enable others to achieve.

We mourn the passing of a canoeing stalwart, loyal member and devoted family man. One who gave of his time and talents selflessly for the good of all who wanted to paddle.

Our sincere condolences are extended to Gail and their family.

RIVER NOISES

STAR TESTS - ARE YOUR EFFORTS BEING REWARDED ?

Canoeing Instructors put untold voluntary effort into helping others - particularly young people - to obtain enjoyment and fulfillment from our unique sport.

Discounts on Star Test badges and certificates are intended to help offset some of the direct cost of that input, as well as encourage the use of the Test system.

You are reminded that, even when badges and certificates are not bought in advance, the fee can be collected, and posted off en bloc to the BCU or Association office. This ensures that the sport as a whole benefits from your work, which is not the case if the candidate merely takes the test entry form, and doesn't bother to send it in.

Forms are now marked **VALID FOR THREE MONTHS ONLY**. The Test Entry form should *not* be accepted as evidence of holding the relevant test - only the badge or certificate, which indicate that the candidate has made a contribution in response to your hard work.

DISABLED ENDORSEMENT COURSES

Awareness courses for those keen to help persons who are disabled, to canoe, have been running for several years now. The syllabus has been developed, and a panel of approved examiners established, able to pass on from their experience, a comprehensive understanding of the requirements for those who are interested in canoeing with persons with a range of physical problems.

A full list of courses is published in the members' Year Book. Next course for 1989: Norfolk Broads, 19-20 August. C Gritten, The Holmfield, Smallburgh Rd, Barton Turf, Norwich NR12 8YT.

OPEN CANOE SYLLABUS'

The long-awaited updated syllabus' for the open canoe tests and awards are now available upon receipt of a sac at the BCU office.

The STAR TESTS and PLACID WATER CANOE TESTS have been consolidated into one set of tests applicable to both progressions.

The relevant leaflets are:

- CST/89 Canoe Star Tests (incorporating Placid Water Canoe Tests)
- CPT/89 Canoe Proficiency Test
- CAdT/89 Canoe Advanced Proficiency Test
- CAW/89 Coaching Awards for the Open Canoe (this leaflet lists the relevant awards and entry requirements, besides giving brief guidance to examiners regarding training and assessment procedures)

SUPERVISORS REGISTRATION FEES

It has been agreed that the registration fee for Supervisors (currently £15 for 3 years) can be paid annually. £5 only need be collected therefore, and an annual reminder will be sent out.

EXAMINERS FORUMS

The autumn / spring list of Examiners Forums is being compiled, and will be published in the next CoDe. Please send sac to BCU office if you require details before September.

INTERNATIONAL YOUTH TOUR

A volunteer is sought, willing to co-ordinate the participation of young people from Britain in the 1990 International Tour of the Danube.

The background plans have been laid, expert guidance is available from Rodney Baker, and secretarial support can be provided. This exciting concept, providing a British input to this prestigious traditional tour, will only come to fruition if a keen person can be recruited. Please write or phone Caroline Toombes at the BCU office.

BARCLAYCARD SEEK 'SPORTS' HIDDEN HEROES'

Family or Friend or Supporter, Coach or Trainer, Organisers and Administrators, Open. These are the categories under which Barclaycard will award £250 to each regional winner, and a cheque of £1,000 to the national winners.

For full details send to The Barclaycard Awards, Dept OAW, Barclaycard, Northampton NN1 1SG.

COACHING UPDATE

Coaching Update is a current awareness bulletin which opens the door to an astonishingly large amount of material from around the world. Details of journal articles - books - conference papers - magazines. Videos and other audio-visual material will be included.

Coaching Focus Gold subscription of £20 provides you with the quarterly magazine, plus insurance, discounts and other benefits. Otherwise, £10 per annum obtains the quarterly *Coaching Focus*.

Send to National Coaching Foundation, 4 College Close, Beckett Park, Leeds LS6 3QH.

LEVEL THREE COURSES PROGRAMME

The NCF Level Three courses for experienced coaches are now available. Send sac to BCU office, or NCF, for full details.

DIPLOMA IN PROFESSIONAL STUDIES (SPORTS COACHES)

The Moray House College Diploma in Sports Coaching course, which has been running since 1979, has recently been validated by CNA as a Diploma in Professional Studies.

The aim of the one-year full-time course is to improve the ability of experienced and committed coaches to prepare athletes for competition at all levels. For very experienced coaches an NCF scholarship may be available.

Send for details to The Course Leader, Diploma in Professional Studies (Sports Coaching), Moray House College of Education, Cramond Campus, Cramond Road North, Edinburgh EH4 6JD.

MCDONALD'S BACK NCF IN 'FAIR PLAY' CAMPAIGN FOR CHILDREN IN SPORT

The NCF and McDonald's Hamburgers have launched a 'Fair Play' campaign for children in sport. It is intended to:

Ensure that children and young people find enjoyment and lasting satisfaction through participation in physical activity

To make adults aware that children play to satisfy themselves, and not necessarily to satisfy adults and their ambitions.

To encourage children and young people to adopt a fit and healthy life-style by making sports participation attractive, safe and enjoyable.

Children who demonstrate good sportsmanship may be awarded a certificate in school, under the scheme. *Fair Play* is available from NCF at £1.50.

PROFICIENCY EXAMINERS STANDARDS SEMINAR FOR WEAR SIDE LOCAL PANEL

a report by PETE BUTTON - Sunderland Outdoor Activities Association

I first put forward the idea for a standard conference for E1's last year, when I became aware through my work at the centre of very different standards at proficiency level. Many people in the panel agreed and it was decided to hold a conference on a practical basis. Jack Lowes our LCO wrote to all the examiners and other interested people in the area and I undertook the organisation of the day.

Rather inappropriately it was arranged for 1st April, the organisation was quite loose as I did not know how many people would turn up to take part and how many candidates would arrive.

It was great to see that 12 candidates had come to take the test knowing that there would be a large panel of examiners. There were 6 E1's present and two other SI's who were aspiring to E1 status.

The assessment was arranged by splitting the candidates into two groups then the examiners would go around in pairs changing with the different sections of the test, so everyone saw each candidate take half the test and could work with all the other examiners at some stage. In addition to this 2 TSI's came along and acted as a model for the groups to apply and be sure what was required of them. I had also persuaded two colleagues to come along and video the whole proceedings.

It was apparent from the very start that huge discrepancies did exist between examiners, questions from whether the section of water chosen was suitable, to what to do with people with inadequate kit. Discussion took place through the afternoon and all the points of difference were resolved.

FINDINGS

The assessment is far better carried out as part of a nice trip rather than at a static site.

Records should be made of all candidates doing all the required skills, and these should be used in the review, the assessment result is lower based on a holistic appraisal of the candidate's skill, knowledge and judgment. Linked with this is that a poor result in 1 or 2 aspects would not automatically be a fail. It was however felt by all, that a dangerous performance in a basic skill like capsizing would be a fail even if everything else was outstanding.

Coaching should take place during the test, and a poor performance could be attempted again after a little help.

Having another paddle on the water who knew what they were doing but was not taking the test helped in this respect and according to the feedback took after some of the assessment presume candidates felt.

The de-brief and review at the end, pass or fail, was one of the most important aspects and should contribute to making the whole test a leaving experience.

It was thought by all, that the most informative part of a candidates performance was in the moving water skills.

Most people felt the syllabus first sentence should be modified to read "... led down grade 1/11 water without causing incident".

I am now going to edit the video to produce a short film showing the skill being demonstrated by an instructor or good pass, then the performance of a marginal pass and a marginal fail as the standard we agreed upon can be seen.

I will be happy to give more information or loan of the video to anyone interested if they contact me.

THIRD PARTY INSURANCE - update

Third party insurance for those who 'sell their services' is available at a cost of £5 per annum - see final paragraph.

THIRD PARTY INSURANCE Third Party Indemnity for members of the Coaching Scheme, provided through payment of your membership fee, has been negotiated on the understanding that you are a voluntary instructor operating within the voluntary sector. This may include receiving direct out-of-pocket expenses.

Should you sell your services privately to form part of your income, you should negotiate separate public liability indemnity, and insurance for this purpose is now available at a cost of £5 per annum.

The reason for this requirement is that where you are paid a fee for coaching, you have an enhanced 'duty of care' to those in your charge. In the event of your being found guilty of negligence leading to the injury or death of someone under your supervision, it is likely that a higher level of damages would be awarded by a court, than if you were acting in an entirely voluntary capacity. The insurance company obviously requires an enhanced premium to cover the additional risk.

If you receive a fee from a commercial or statutory body, such as a centre or school, it is the responsibility of your employer to possess public liability insurance on your behalf.

Some authorities try to avoid this responsibility, but even if a successful action were to be taken against the instructor, it is possible that an apportionment of blame could be made. It could, for example, be determined that whilst you had made an error of judgement, your employer had neglected to pass on some vital information, and this fact had contributed to the problem. The Centre would then have to find the money to meet its share of the cost of the damages awarded, from its own resources. You would be covered for your part of the award, through your policy negotiated as recommended above.

The BCU/CANI/SWA/WCA membership fee includes third party insurance against claims, under the following terms:

'Public or Third Party Liability Insurance cover extends to all members and affiliated clubs, as well as registered club members of senior affiliated clubs. This is provided up to a maximum of £1,000,000 to cover possible costs involved in any action brought against them for negligence anywhere in the world, arising from injury or damage sustained by a third party, whilst a member is involved in a canoeing activity.

The cover includes all legal costs and damages awarded, if negligence is proven or accepted by the Insurance Company. The third party may also be a BCU member. Where clubs hire premises please note that damage to the hired property is covered by the liability section of the policy, but carries a £100 excess. This extension includes swimming pools.'

For a claim to be valid, an instructor would have had to be shown to be negligent in some way. Should personal accident insurance be required, which provides a payment to the injured party, where the accident is either his or her own fault, or is a pure accident where no-one else is to blame, then a personal accident insurance policy is required separately. BCU members are covered in this respect, in accordance with the terms set out in the standard leaflet.

Third party indemnity up to £1,000,000 is available against claims arising out of accidental bodily injury occurring to anyone in your charge, or for accidental loss of or damage to material property (but not material property in your custody or control) in Great Britain, Northern Ireland, the Channel Islands, or the Isle of Man, for an annual premium of £5. This has been negotiated by the National Coaching Foundation. To register, send £5 to BCU OFFICE together with your name and address and coaching qualification printed clearly on a blank sheet of paper. If you wish to receive more detailed information first, please send sae to the BCU Office.

Those registering, will receive direct from NCF confirmation of their acceptance. Information concerning other available insurance can also be sent on receipt of sae.

COACHING SCHEME FEES AND PRICE LIST FROM 1 JANUARY 1989

MEMBERSHIP FEES	BCU	SCA	WCA
Intro Youth		£5.00	
Basic	£9.50		9.50
Cadet+	£5.50	3.00	5.50
Introductory+	£11.00	10.00	11.00
Youth	£11.00	8.00	11.00
Full	£19.50	16.00	19.50
Family	£10.50	7.50	10.50
Life	£300.00		300.00

*does NOT include competition or coaching for BCU

+includes competition but NOT coaching

STAR TESTS - PRICE FOR CERTIFICATE AND BADGE £2.00

Instructor: 1, 2 Star; SI: 1,2,3 Star

Certificates and badges can be purchased by Coaching Scheme members and by recognised Centres and Authorities at £16.50 per lot of 10 certificates and badges. Please state whether 1, 2 or 3 star. Lots may be mixed. £80.00 per lot of 50. Alternatively, books of 16 entry forms are issued free to Scheme members, from which the candidate can be given a form, on which he or she applies to BCU or National Association Head Office for certificate and badge. There is NO FEE payable for a FAIL.

PLACID WATER TESTS - PRICE FOR CERTIFICATE AND BADGE £2.00

PW Teacher: grades 1, 2; PW SI: grades 1, 2, 3, 4

Certificates and badges can be purchased by Coaching Scheme members and recognised Centres and Authorities at £16.50 per lot of 10 certificates and badges. Please state carefully grade or distance, and whether kayak or canoe. Lots may be mixed. £80.00 per lot of 50. Alternatively, books of 16 entry forms are issued free to Scheme members, from which the candidate can be given a form, on which he or she applies to BCU (in all cases) for certificate and badge. There is NO FEE payable for a FAIL.

CANOE SAFETY TEST - PRICE FOR CERTIFICATE AND BADGE £4.00 - CERTIFICATE ONLY £2.00

Books of 10 test entry forms are issued free to Grade 1 (Proficiency) Examiners (E1) on application to BCU HQ or National Associations. There is NO FEE payable for a FAIL. Cheques payable to COCLG

OTHER TESTS

	Members	Non-Members
Proficiency	£3.00	*£6.50
Assistant Lifeguard (Life Saving)	£3.00	£5.00
Lifeguard Resuscitation	£3.00	£5.00
Advanced Proficiency	£3.00	£5.00

*Fee includes Cadet membership for 17 year olds and under

There is NO FEE for a FAIL for Proficiency or COCLG ALG

COACHING AWARDS

White water boats / Sea Kayaks

+Instructor Training (Registration fee)	£4.00
+SI Training (Registration fee)	£4.00
Instructor (assessment fee)	£3.00
Senior Instructor " "	£4.00

SUPERVISOR	£15.00 (three years)
	£5.00 (one year)

(There is NO FEE payable if Supervisor joins as a full member - includes Youth and Family Membership)

Placid Water boats

Teacher (Registration fee)	*£3.00
Senior Instructor	£4.00

*Half price if candidate is already a member of the Coaching Scheme

Competition

+Competition Trainer	£4.00 (registration fee)
+Competition Coach	£4.00 (registration fee)
+first course only	

BOOKS

	Members	Non-Members
Log Book	£1.20	£1.80
(Please state whether bound or loose-leaf)		
Log Book continuation sheet	75p	
Canoeing Handbook (inc p&p)	£12.95	£13.95

BADGES

Members

++ Proficiency cloth Badge	£1.00	£1.50
Metal Lapel Badge - Prof: Bronze; Advanced, Silver	£1.00	£1.50
Sew-on Badge (Instructor/Senior Instructor/PW Teacher)	£1.00	
Competition Coaches (only)	£1.00	
Assistant Lifeguard Chevron	£2.00	
COCLG member's badge	£2.00	
++Proficiency Cloth Badges are offered to qualified Examiners at £6.00 per 10		

COACHING SCHEME TIES

(Award holders only - green or maroon) £3.50

COACHING SCHEME JUMPERS (Award holders) £9.00

(Please state size: S, M, L, XL and colour: green or maroon - 'BCU Coaching' is embroidered in gold on left breast)

COACHING SCHEME ANORAKS

The Coaching Scheme Anorak is available to Coaching Scheme members at £17.50.

Made from 4-ounce pu coated nylon in red or blue, with distinctive white/blue or white/red piping. The anorak incorporates a self-draining breast pocket, and soft (rip-stop) hood. This acts as a soft, leak-detering collar, or provides a face-moulding hood which does not impair all-round vision. Send £17.50 plus chest measurement, and state colour preference, to Coaching Supplies.

All prices include VAT and postage and packing (except where stated). Please address all orders to the Coaching Office and allow 14 days' delivery. Cheques and postal orders should be made payable to the British Canoe Union and crossed.

RECOMMENDED SCALE OF MINIMUM FEES

Fees should normally be paid in accordance with the established scales of the employing authority concerned. In other cases where fees are appropriate, the following are the recommended minimums:

(a) Coach	£30 per day for the first two days
	£25 per day thereafter
(b) Senior Instructor	£25 and £20 as above
(c) Instructor	£20 and £15 as above
(d) ALL	£10 minimum for lectures, with or without slides

SCOUTS, GUIDES AND SEA CADETS

SCOUT ASSOCIATION and GIRL GUIDES ASSOCIATION Warranted Leaders, and SEA CADET CORPS Officers, who are not individual members, are treated as members for Proficiency Tests and BCU Supplies only (not Coaching Awards). This does NOT apply to ordinary Scouts, Guides or Sea Cadets.

WATERPROOF PAPER

Available from the BCU Office: A4 sheets - £1.75 for 11 sheets; £6 for 46 sheets - both inc p&p.

CANOE POLES

Bamboo poles - 15' long. Ideal for teaching the basics of canoe poling. Available for collection from Nottingham. Can be sent by carrier, or possibly transported to mutually convenient event. £3.50 each. P&p extra if sent by carrier. Orders to BCU Office.

ADDRESSES

British Canoe Union
Mapperley Hall, Lucknow Avenue, Nottingham NG3 5FA

Canoe Association of Northern Ireland
House of Sport, Upper Malone Road, Belfast, Northern Ireland BT9 5LA

Scottish Canoe Association
Caledonia House, South Gyle, Edinburgh EH12 9DQ

Welsh Canoeing Association
Pen y Bont, Corwen, Clwyd LL21 0EL