

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, Adbolton Lane, West Bridgford, Nottingham. NG2 5AS

Editor: Director of Coaching

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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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LYME BAY

You will probably have heard through the news media that the Director of the St Albans Centre at the time of the tragedy, and the Managing Director of the Company which owned the Centre, Active Learning and Leisure, together with the Company itself, are to be prosecuted on four counts of manslaughter.

Although the trial will be opened in November, it is unlikely that there will be a full hearing before the middle of next year. The inquest will not be held until after the trial.

The implications for the instructional world, and for centres in particular, of criminal charges having been brought, will not become clear until a verdict is reached by the court.

It should be noted, however, that the decision to prosecute has only been determined after a very long and full investigation, and an equally long consideration. Whether or not 'reasonable precautions' had been taken by the Centre in its training of staff, and in the suitability of the exercise, and the supervision of the group on the day, was clearly at the nub of the issue.

The matter is sub judice, and specific comment on the facts of the case, is not permitted.

There was a previous trial for manslaughter following the death of a young person in the charge of an instructor - in 1982. The judge halted the trial on the second day on the grounds that whilst the circumstances leading to the tragedy were far from satisfactory, the evidence did not support the technical charge of manslaughter.

Insurance Implications

Some members have expressed concern about where they would stand should they find themselves on the end of a criminal prosecution!

Unfortunately, members would not be indemnified against the cost of defending themselves should a criminal action be involved. Nor would the insurance cover a fine, should one be imposed, as that would be illegal.

Members are covered for the cost of defending themselves should an action be brought under the Health and Safety at Work Act, provided the proceedings relate to a person other than a person employed. Again, however, the cost of meeting a fine, could not be covered.

Notes concerning the requirements for additional insurance should a member earn the whole or part of his or her living from canoeing instruction, are carried inside.

TELEPHONE ENQUIRIES

Please note the revised schedule

Would members please note that telephone enquiries to the Coaching Department at the BCU office, which require direct contact, should be made during the following times.

Monday, Tuesday, Thursday, Friday - 0900-1630.

The Coaching Clerk, Secretary or Director of Coaching will not be available for telephone enquirers on Wednesdays.

An answerphone service operates between 1630 and 0900 each night, and at weekends.

It is appreciated that everyone is very busy, but where possible, if applications for routine items such as Star Test entry forms could be made in writing, it does assist considerably - a pre-paid order form is now sent out routinely with each test entry form book.

COMPETITION COACHES CONFERENCE

The 1994 Conference for Competition Coaches will take place at Holme Pierrepont from 5-6 February.

The planned theme is 'Quality Control'.

Full details will be sent direct to all registered Competition Trainers and Coaches when available.

Please reserve the date.

National Vocational Qualifications and Canoeing

Dave Rodmore

Qualifications Adviser - North Derbyshire Training and Enterprise Council and Inland Kayak Instructor

Recent editions of CoDe have contained information on NVQs. This article is aimed at informing, dispelling myths and removing confusion.

S/NVQ is the correct term which should be used, to cover Scottish, as well as English, Welsh and Northern Ireland NVQs, which are identical.

The history to S/NVQs is not very exciting, so I will avoid boring you with that, save to say that they were developed to bring a sensible framework to the plethora of qualifications around, and to change from testing people's knowledge, and ignoring what they can do, to assessing people's ability to do their job regardless of how this expertise has been gained. Whilst the term 'job', 'vocation' and 'occupation' are repeatedly referred to in S/NVQs, this does not define whether this should be full-time or part-time, nor paid or unpaid. Depending on how future legislation is framed the requirements of employing authorities, and the view which insurance companies may take, S/NVQs could be as relevant for volunteers in the coaching scheme, as for those that make their living from sport and recreation.

S/NVQs in Coaching

The BCU is not 'developing NVQs', but reviewing the current coaching qualifications as to how they compare with the requirements for S/NVQs in the Coaching, Teaching and Instructing field of the Sport and Recreation industry launched in November last year.

S/NVQs are designated a level between 1 at the lowest level, to 5 at the highest. The level is based on the type of role an individual will undertake, with the qualification taking account of responsibility, independence of self/supervision of others, level of technical knowledge required.

How are S/NVQs gained?

S/NVQs are not exam based. There is no syllabus. No one fails, but equally no one passes with less than 100%. To gain an S/NVQ you will be assessed on your ability to perform the tasks defined in the S/NVQ. This is assessed by observation, questioning and the preparation and submission of a portfolio of evidence, dependent upon the nature of the task being assessed. The assessment can be supported by complementary evidence, such as training courses attended, and non S/NVQ qualifications held, but no one can pass on this alone. There is no requirement to attend any training courses. If you have gained your skills, knowledge and understanding required without attending a course so be it - why teach granny to suck eggs?

The assessment is carried out by qualified assessors who have 1) proved their ability to carry out an unbiased assessment to the required standards; 2) have relevant and recent experience in the tasks that they are assessing; and 3) have been accepted by the Awarding Body as one of their assessors for specific S/NVQs. Assessor skills are transferable. If, therefore, you have the assessor qualification from your work or other activity, then you have already met the first criteria. Likewise, if you have been an examiner of SI courses you may already be able to meet the assessor requirements, and can go forward for appointment as an assessor without attending any further courses. (This process is known by various names, the two most widely used being Accreditation of Prior Learning [APL] or Crediting Competence and is one of the key criteria of NVQs).

Why S/NVQs in canoeing?

There are a number of reasons why members of the Coaching Scheme may wish or may have to gain S/NVQ recognition.

- 1 Professionals will find that it may become a requirement before tendering for work. As is already happening with BS5750, and to a lesser extent 'Investors in People', some large companies and councils are already asking for evidence of quality of service and competence of staff in S/NVQ terms.
- 2 Councils, through their Youth and Community Departments, and LEAs, are likely to demand minimum standards from those taking

people on 'adventurous' activities. S/NVQs being the only national standard independently assessed, are likely to be the one adopted. This has already happened in council-run and registered care provision, so the precedent has been set. This will affect both paid and unpaid instructors equally.

- 3 With incidents such as the Lyme Bay tragedy, insurance companies may well seek to limit their risks. Loading premiums, or refusing cover for those without NVQs, could happen. It is already on the agenda of some large insurance companies, and is a realistic possibility for the future.

What next?

I'm not suggesting that all Coaching Scheme members should run out and immediately gain an S/NVQ, once they are available. For some, it may become essential, for others it won't. The need must be offset by the cost. Yes, there is a cost, for registration with the Awarding Body, certification, and of course the assessment. Costs vary, and some organisations are making large amounts of money from it. Typically, the registration and certification costs between £40 - £75. Assessment cost could be anything - from nothing to frightening levels. For professionals, there may be some help through the local Training and Enterprise Council, towards training and assessor fees. The BCU could be assessing through their current network therefore avoiding the worst costs of the assessment itself, particularly for the volunteer. Unfortunately, the registration and certification would still have to be paid for by someone.

COACHING SCHEME REVISION and Scottish & National Vocational Qualifications

KEEPING YOU UP TO DATE

The detailed work required to bring the tests and awards syllabus' into line with the principles previously outlined, is now underway. There is a great deal to be achieved, however, and a long and painstaking process is involved.

At the same time, work is commencing on the task of making our requirements for the sport fit the requirements for recognition by the National Council for Vocational Qualifications.

The plan now is to concentrate on level 2 - the Instructor award - and launch that if and when the final decision on seeking NCVQ approval has been made, and approval has been obtained.

It is possible that by the late spring of 1994 we will be ready to train the first wave of assessors and internal verifiers. Due notice will be given.

Initially it is likely that there will be two types of Instructor course available - a BCU Instructor award examined by existing E2s, and a S/NVQ level 2 award (BCU Instructor [Children/Adults]). The latter qualification will be offered in situations where S/NVQ assessors, appointed by the BCU, are carrying out the examination. The same revised syllabus (as finally agreed) will apply in each instance.

The opinion is now being expressed that even if, and when, the S/NVQ system is fully implemented it will, in fact, be a fairly simple matter to continue to offer BCU qualifications, with the option of registering the award as a S/NVQ only if this is necessary for the candidate concerned. In this way, the additional expense of S/NVQ registration will be incurred only by those who will benefit from such.

Testing centres

Already applications have been made to City and Guilds by some, for recognition as assessment centres. This is premature for canoeing, however, as we are at least 9 months away (optimistic estimate) from having the first S/NVQs available.

Even where BCU assessors have obtained S/NVQ assessor or verifier status in other sports or branches of industry, they cannot operate as such for canoeing unless appointed to the task by the National Coaching Committee.

What examiners are advised to do is to begin to assemble their 'portfolios'. This is a posh way of saying, keep a record of the assessments in which you are involved. Obtain signatures confirming your involvement, and maintain notes concerning the methods of assessment employed, and so forth. Information concerning the 'state of play' will be given in each edition of CoDe.

NOTICES

WELCOME TO MARIA

We welcome Maria Winfield, who has joined the BCU staff as Coaching Clerk. Annette Cluley, who has been on maternity leave, re-joined in September, but has decided that she does not want to work full time. Annette has therefore filled an alternative post, and Maria has become the full time coaching clerk.

Some problems have accrued, due to the three changes of staff in the last year, but we anticipate being completely up to date again very shortly.

THE STAGING OF AWARDS COURSES

Please note that all courses for the training or qualifying of candidates for BCU coaching awards, must have the prior approval of your Regional Coaching Organiser. This includes all training or assessment courses for Supervisor, PW Teacher, Instructor, Senior Instructor and Advanced Proficiency testing.

Forms for notifying courses for the 1994 calendar, and for obtaining approval where necessary, were sent to all coaching organisers, and organisers of courses listed in this year's calendar, in early September. If you are planning courses either for the calendar, or for which approval is needed whether they need to get into the calendar or not (eg 'closed' courses) send to the BCU office for a Course Authorisation Application Form, and details of the requirements, if you did not receive a set.

'Closed' courses may be staged - eg courses for the staff of a centre, school, club or college - but these must still be authorised by the RCO, and must, of course, conform to the requirements for the number and grade of examiners. Two months notice is normally required.

RCO/LCO ELECTIONS

The following posts are subject to election/re-election. Current Coaching Scheme members from the regional or local panel concerned are invited to submit alternative nominations, which must be proposed and seconded.

Nominations must be received by the Director of Coaching at the BCU office on or before Friday 29 October 1993.

In the event of no further nominations being received the appointees listed will be confirmed. Should alternative nominations be made, a ballot will be announced in the next edition of CoDe.

South East

RCO: Paul Newman, 20 The Rise, Hempstead, Gillingham, Kent.

LCO East Sussex: Chris Childs, 92 Stanford Avenue, Brighton, E Sussex BN1 6PE.

LCO West Sussex: Mike Watson, 6 Hillside Crescent, Angmering, W Sussex BN16 4AA.

LCO West Kent: Di Richardson, 1 Hawthorne Avenue, Rainham Mark, Gillingham, Kent ME8 6TR.

LCO East Kent: Steve Devlin, 41 Adelaide Road, Elvington, Kent CT15 4DS.

LCO Surrey: Bob Thomson, 3 Elmtree Road, Teddington, Middlesex.

West Midlands

LCO Herefordshire: Paul Marshall, Alton Court, Penyard Lane, Ross-on-Wye, Hereford.

Yorkshire and Humberside

LCO South Humberside: Derick Kendrick, 45 Farlings Road, Barton on Humber, DN18 5AZ.

South Wales

Please note that the RCO for South Wales is now:

Terry Davies, 87 Tyisha Road, Llanelli, S Wales.

Vacancies

A Vacancy still exist for an LCO in South Cambridgeshire. If you are willing to volunteer, or know of someone who would do a good job, and who you think should be 'volunteered', or might volunteer with a little persuasion, please get in touch with your RCO.

PANEL MEETINGS

Wiltshire: Monday 8 November, Potterne, 7.30 pm. Details: Doug Manning (0793 527051).

Somerset: Friday 15 October, YMCA Bridgewater, 8pm. Details: Graham Warnecke 90373 812767).

COURSES

Aquatic First Aid Trainers' Course

A course for those wishing to train and assess for the BCU Aquatic First Aid Certificate. Candidates must hold a current St John's Ambulance Public First Aid Certificate.

21-25 October; 25-30 November. Shoreham, West Sussex.

Courses commence Thursday evening - assessment on Monday.

Mark Osborne, 2 Weavers Croft, Weavers Hill, Angmering, Littlehampton, W Sussex BN16 4BP (0903 782604).

Slalom Trainer

20-21 November (Training); 15 January (Assessment). Banbury. Details: Sue Janes, Rowan Tree House, Upper Boddington, Daventry, Northants NN11 6DJ.

Water Sports Instructor Training Course

Commencing January 1994 for 1 year - full time. Details: David Hart, Sneyd Community School Water Activities Centre, Vernon Way, Bloxwich, Walsall WS3 2PA (0922 710020).

CRIB CARDS

The popular Instructors' Crib Cards are available from the Coaching Office at £5.95 per set. The cards, A5 size, in sets of 12 in a ring binder, are encapsulated in waterproof plastic, and cover the basic skills for kayak, or canoe, and remind the instructor of the salient teaching points. They include the 'wriggle' test.

Please send a cheque with your order, and stipulate whether KAYAK or CANOE is required.

STAR TESTS PLASTICISED MARKING SHEETS

The sets of 5 cards in a ring binder, on A5 encapsulated in plastic, provide the syllabus and marking sheets for the 1-3 Star Tests, and the Inland Proficiency.

Stipulate whether KAYAK or CANOE, and send cheque for £5 to the BCU office.

TWR-Y-FELIN

Twr-Y-Felin is one of the most dynamic outdoor centres in Britain and is seeking to employ a motivated team in 1994.

Applicants should be over 21 and have a sound knowledge and experience of working with people in challenging environments.

They should hold instructor qualifications in a variety of outdoor sports, and through a mature attitude demonstrate a high level of understanding of customer care.

Posts from April to September. Permanent post opportunities. Please send detailed cv and accompanying letter to:

Mr M Exley, Twr-Y-Felin, St Davids, Pembrokeshire, Dyfed. SA62 6QS

KEY COURSES

1993

1994

(NB blank means courses prior to April 93)

Venue	Bedford NCC	Birmingham NCC	Eastbourne NCC (actual venue Crawley)	Leeds NCC	Liverpool NCC	Reading NCC	Bangor NCC
Course							
DELIVERING THE GOODS (DTG)	Thurs 29 April/6 May 7pm - 9pm Mon 3/10 Oct 7pm - 9pm	Sat 24 Sept 9.30am - 1.30pm	Sun 19 Sept 9.30am - 1.30pm Sun 20 Feb 9.30am - 2pm	Sun 11 Sept 10am - 3pm	Mon/Tues 19/20 Sept 7pm - 9pm	Sun 2 Oct 9.30am - 1.30pm	Tues/Thurs 12/14 Oct 7pm - 9pm Tues/Thurs 1/3 March 7pm - 9pm
COACHING CHILDREN (CC)	Thurs 13/20 May 7pm - 9pm Mon 17/24 Oct 7pm - 9pm	Sat 8 Oct 9.30am - 1.30pm	Sun 10 Oct 9.30am - 1.30pm Sun 13 March 9.30am - 2pm	Sun 2 Oct 10am - 3pm	Mon/Tues 5/6 April 7pm - 9pm Mon/Tues 3/4 Oct 7pm - 9pm	Sun 9 Oct 9.30am - 1.30pm	Tues/Thurs 19/21 Oct 7pm - 9pm Tues/Thurs 8/10 March 7pm - 9pm
MOTIVATING YOUR ATHLETE (MYA)	Thurs 27 May/3 June 7pm - 9pm Mon 7/14 Nov 7pm - 9pm	Sat 22 Oct 9.30am - 1.30pm	Sun 7 Nov 9.30am - 1.30pm Sun 10 April 9.30am - 2pm	Sun 4 April 10am - 3pm Sun 30 Oct 10am - 3pm	Mon/Tues 19/20 April 7pm - 9pm Mon/Tues 17/18 Oct 7pm - 9pm	Mon 10/17 May 7pm - 9pm Sun 16 Oct 9.30am - 1.30pm	Tues/Thurs 26/28 Oct 7pm - 9pm Tues/Thurs 15/17 March 7pm - 9pm
UNDERSTANDING & IMPROVING SKILL (UIS)	Thurs 10/17 June 7pm - 9pm Mon 21/28 Nov 7pm - 9pm	Sat 12 Nov 9.30am - 1.30pm	Sun 28 Nov 9.30am - 1.30pm Sun 24 April 9.30am - 2pm	Sun 9 May 10am - 3pm Sun 20 Nov 10am - 3pm	Mon/Tues 10/11 May 7pm - 9pm Mon/Tues 7/8 Nov 7pm - 9pm	Mon 7/14 June 7pm - 9pm Sun 23 Oct 9.30am - 1.30pm	Tues/Thurs 2/4 Nov 7pm - 9pm Tues/Thurs 22/24 March 7pm - 9pm
MENTAL PREPARATION FOR PERFORMANCE (MPP)	Thurs 24 June/1 July 7pm - 9pm Mon 5/12 Dec 7pm - 9pm	Sat 24 April 9.30am - 1.30pm Sat 26 Nov 9.30am - 1.30pm	Sun 12 Dec 9.30am - 1.30pm Sun 8 May 9.30am - 2pm	Sun 13 June 10am - 3pm Sun 11 Dec 10am - 3pm	Mon/Tues 24/25 May 7pm - 9pm Mon/Tues 21/22 Nov 7pm - 9pm	Mon 21/28 June 7pm - 9pm Sun 30 Oct 9.30am - 1.30pm	Tues/Thurs 9/11 Nov 7pm - 9pm Tues/Thurs 29/31 March 7pm - 9pm
ANALYSING PERFORMANCE (AP)	Thurs 25 Nov/2 Dec 7pm - 9pm Mon 13/20 June 7pm - 9pm	Sat 27 Nov 9.30am - 1.30pm Sat 16 April 9.30am - 1.30pm	Sun 9 May 9.30am - 1.30pm Sun 27 Nov 9.30am - 2pm	Sun 28 Nov 10am - 3pm Sun 5 June 10am - 3pm	Mon/Tues 15/16 Nov 7pm - 9pm Mon/Tues 23/24 May 7pm - 9pm	Mon 15/22 Nov 7pm - 9pm Sun 13 March 9.30am - 1.30pm	Tues/Thurs 2/24 Nov 7pm - 9pm
PREVENTION & TREATMENT OF INJURY (PTI)	Thurs 9/16 Dec 7pm - 10pm Mon 4/11 July 7pm - 10pm	Sat 4 Dec 10am - 5pm Sat 14 May 9.30am - 4.30pm	Sun 23 May 9.30am - 3.30pm Sun 11 Dec 9.30am - 4pm	Sun 12 Dec 10am - 5pm Sun 26 June 10am - 5pm	Mon/Tues 29/30 Nov 6.30pm - 9.30pm Mon/Tues 6/7 June 6.30pm - 9.30pm	Mon 29 Nov/6 Dec 6.30pm - 9.30pm Sun 20 March 9.30am - 4pm	Tues/Thurs 29 Nov/1 Dec 7pm - 10pm
DEVELOPING ENDURANCE (DE)	Thurs 30 Sept/7 Oct 7pm - 9pm Mon 31 Jan/7 Feb 7pm - 9pm	Sat 25 Sept 9.30am - 1.30pm Sat 5 Feb 9.30am - 1.30pm	Sun 18 Sept 9.30am - 2pm	Sun 12 Sept 10am - 3pm Sun 6 Feb 10am - 3pm	Mon/Tues 20/21 Sept 7pm - 9pm Mon/Tues 21/22 March 7pm - 9pm	Mon 20/27 Sept 7pm - 9pm Sun 13 Feb 9.30am - 1.30pm	Tues/Thurs 25/27 Oct 7pm - 9pm
DEVELOPING STRENGTH & SPEED (DSS)	Thurs 14/21 Oct 7pm - 9pm Mon 14/21 Feb 7pm - 9pm	Sat 9 Oct 9.30am - 1.30pm Sat 19 Feb 9.30am - 1.30pm	Sun 9 Oct 9.30am - 2pm	Sun 3 Oct 10am - 3pm Sun 6 March 10am - 3pm	Mon/Tues 4/5 Oct 7pm - 9pm Mon/Tues 11/12 April 7pm - 9pm	Mon 4/11 Oct 7pm - 9pm Sun 20 Feb 9.30am - 1.30pm	Tues/Thurs 1/3 Nov 7pm - 9pm
DEVELOPING FLEXIBILITY (DF)	Thurs 28 Oct/4 Nov 7pm - 9pm Mon 14/21 March 7pm - 9pm	Sat 23 Oct 9.30am - 1.30pm Sat 5 March 9.30am - 1.30pm	Sun 4 April 9.30am - 1.30pm Sun 30 Oct 9.30am - 2pm	Sun 24 Oct 10am - 3pm Sun 10 April 10am - 3pm	Mon/Tues 18/19 Oct 7pm - 9pm Mon/Tues 25/26 April 7pm - 9pm	Mon 18/25 Oct 7pm - 9pm Sun 27 Feb 9.30am - 1.30pm	Tues/Thurs 8/10 Nov 7pm - 9pm
NUTRITION & SPORTS PERFORMANCE (NSP)	Thurs 11/18 Nov 7pm - 9pm Mon 16/23 May 7pm - 9pm	Sat 13 Nov 9.30am - 1.30pm Sat 19 March 9.30am - 1.30pm	Sun 25 April 9.30am - 1.30pm Sun 13 Nov 9.30am - 2pm	Sun 14 Nov 10am - 3pm Sun 8 May 10am - 3pm	Mon/Tues 1/2 Nov 7pm - 9pm Mon/Tues 9/10 May 7pm - 9pm	Mon 1/8 Nov 7pm - 9pm Sun 6 March 9.30am - 1.30pm	Tues/Thurs 15/17 Nov 7pm - 9pm
HOME LEARNING COURSES (HLC)	Planning Your Programme (PYP), An Introduction to Structure of the Body (SOB), and An Introduction to Sports Mechanics (ISM), are now available in home learning format.						

KEY COURSES

1993

1994

Please note that if two dates appear in the same sector of one box you should attend both sessions.

Cardiff	Edinburgh NCC Please apply direct to the NCC	Bristol NCC	Crewe + Alsager NCC	Loughborough NCC	London NCC	Newcastle (*actual venue Middlesbrough)	Glasgow NCC Please apply direct to the NCC	Belfast NIIC Please apply direct to the NIIC
Sun 9 Oct 10am - 2.30pm	Tues/Thurs 14/16 Sept 7pm - 9pm Tues/Thurs 8/10 March 7pm - 9pm	Sun 5 Sept 10am - 2.30pm Thurs 3/10 Feb 7pm - 9pm	Sun 17 Oct 9am - 1pm Sun 13 March 9.30am - 1.30pm	Sun 10 Oct 10am - 3pm Sun 27 Feb 10am - 3pm	Wed 5/12 Oct 7pm - 9pm	Sun 12 Sept 10am - 3pm *Sun 6 Feb 10am - 3pm	Tues/Thurs 4/6 Oct 7pm - 9pm	Wed 6 Oct 5.30pm - 9.30pm Wed 26 Oct 5.30pm - 9.30pm
Sun 25 Sept 10am - 2.30pm	Tues/Thurs 28/30 Sept 7pm - 9pm Tues/Thurs 22/24 March 7pm - 9pm	Sun 10 Oct 10am - 2.30pm Thurs 17/24 Feb 7pm - 9pm	Sun 10 Oct 9am - 1pm Sun 27 March 9.30am - 1.30pm	Sun 26 Sept 10am - 3pm Sun 13 March 10am - 3pm	Wed 19/26 Oct 7pm - 9pm	Sun 26 Sept 10am - 3pm *Sun 27 Feb 10am - 3pm	Tues/Thurs 25/27 Oct 7pm - 9pm	Wed 13 Oct 5.30pm - 9.30pm Wed 2 Nov 5.30pm - 9.30pm
Sun 25 April 10am - 3pm Sun 23 Oct 10am - 2.30pm	Tues/Thurs 12-14 Oct 7pm - 9pm Tues/Thurs 19/21 April 7pm - 9pm	Sun 24 Oct 10am - 2.30pm Thurs 3/10 March 7pm - 9pm	Sun 24 Oct 9am - 1pm Sun 17 April 9.30am - 1.30pm	Sun 12 Sept 10am - 3pm Sun 17 April 10am - 3pm	Weds 2/9 Nov 7pm - 9pm	Sun 10 Oct 10am - 3pm *Sun 20 March 10am - 3pm	Tues/Thurs 6/8 April 7pm - 9pm Tues/Thurs 8/10 Nov 7pm - 9pm	Wed 20 Oct 5.30pm - 9.30pm Wed 12 Oct 5.30pm - 9.30pm
Sun 23 May 10am - 3pm Sun 6 Nov 10am - 2.30pm	Tues/Thurs 26/28 Oct 7pm - 9pm Tues/Thurs 10/12 May 7pm - 9pm	Sun 21 Nov 10am - 2.30pm Thurs 17/24 March 7pm - 9pm	Sun 31 Oct 9am - 1pm Sun 8 May 9.30am - 1.30pm	Sun 24 Oct 10am - 3pm Sun 8 May 10am - 3pm	Wed 7/14 April 7pm - 9pm Weds 16/23 Nov 7pm - 9pm	Sun 24 Oct 10am - 3pm *Sun 10 April 10am - 3pm	Tues/Thurs 27/29 April 7pm - 9pm Tues/Thurs 22/24 Nov 7pm - 9pm	Wed 27 Oct 5.30pm - 9.30pm Wed 19 Oct 5.30pm - 9.30pm
Sun 6 June 10am - 3pm Sun 20 Nov 10am - 2.30pm	Tues/Thurs 9/11 Nov 7pm - 9pm Tues/Thurs 24/26 May 7pm - 9pm	Sun 5 Dec 10am - 2.30pm Thurs 14/21 April 7pm - 9pm	Sun 7 Nov 9am - 1pm Sun 15 May 9.30am - 1.30pm	Sun 14 Nov 10am - 3pm Sun 22 May 10am - 3pm	Wed 21/28 April 7pm - 9pm Wed 7/14 Dec 7pm - 9pm	Sun 14 Nov 10am - 3pm *Sun 24 April 10am - 3pm	Tues/Thurs 11/13 May 7pm - 9pm Tues/Thurs 6/8 Dec 7pm - 9pm	Wed 10 Nov 5.30pm - 9.30pm Wed 5 Oct 5.30pm - 9.30pm
Sun 19 Sept 10am - 3pm Sun 22 May 10am - 2.30pm	Tues/Thurs 22/24 June 7pm - 9pm Tues/Thurs 15/17 Nov 7pm - 9pm	Sun 6 June 10am - 2.30pm Thurs 10/17 Nov 7pm - 9pm	Sun 9 May 10am - 3pm Sun 6 Nov 10am - 3pm	Wed 3/10 Nov 7pm - 9pm Sun 6 Nov 10am - 3pm	Weds 20/27 April 7pm - 9pm	Sun 13 Nov 10am - 3pm	Tues/Thurs 16/18 Nov 7pm - 9pm Tues/Thurs 10/12 May 7pm - 9pm	Wed 23 March 5.30pm - 9.30pm
Sun 3 Oct 10am - 5pm Sun 8 May 10am - 4.30pm	Tues/Thurs 29 Nov/1 Dec 6.30pm - 9.30pm	Sun 4 July 10am - 5pm Thurs 24 Nov/1 Dec 7pm - 10pm	Sun 20 Nov 9.30am - 3.30pm	Sun 23 Oct 10am - 5pm	Wed 17/24 Nov 6.30pm - 9.30pm Weds 4/11 May 6.30pm - 9.30pm	Sun 20 Nov 10am - 5pm	Tues/Thurs 7/9 Sept 6.30pm - 9.30pm Tues/Thurs 24/26 May 6.30pm - 9.30pm	Sun 27 March 10am - 5pm
Sun 17 Oct 10am - 3pm Sun 27 Feb 10am - 2.30pm	Tues/Thurs 20/22 April 7pm - 9pm Tues/Thurs 20/22 Sept 7pm - 9pm	Thurs 8/15 Sept 7pm - 9pm	Sun 25 Sept 9.30am - 1.30pm	Sun 11 Sept 10am - 3pm	Wed 1/8 Sept 7pm - 9pm Wed 16/23 Feb 7pm - 9pm	Sun 11 Sept 10am - 3pm	Tues/Thurs 5/7 Oct 7pm - 9pm Tues/Thurs 1/3 March 7pm - 9pm	Wed 23 Feb 5.30pm - 9.30pm
Sun 7 Nov 10am - 3pm Sun 13 March 10am - 2.30pm	Tues/Thurs 18/20 May 7pm - 9pm Tues/Thurs 4/6 Oct 7pm - 9pm	Thurs 22/29 Sept 7pm - 9pm	Sun 2 Oct 9.30am - 1.30pm	Sun 28 April 10am - 3pm Sun 25 Sept 10am - 3pm	Wed 15/22 Sept 7pm - 9pm Wed 2/9 March 7pm - 9pm	*Sun 4 April 10am - 3pm Sun 25 Sept 10am - 3pm	Tues/Thurs 19/21 Oct 7pm - 9pm Tues/Thurs 15/17 March 7pm - 9pm	Wed 2 March 5.30pm - 9.30pm
Sun 28 Nov 10am - 3pm Sun 27 March 10am - 2.30pm	Tues/Thurs 18/20 Oct 7pm - 9pm	Thurs 6/13 Oct 7pm - 9pm	Sun 16 Oct 9.30am - 1.30pm	Sun 4 April 10am - 3pm Sun 9 Oct 10am - 3pm	Wed 6/13 Oct 7pm - 9pm Wed 16/23 March 7pm - 9pm	*Sun 25 April 10am - 3pm Sun 9 Oct 10am - 3pm	Tues/Thurs 21/28 Sept 7pm - 9pm Tues/Thurs 5/7 April 7pm - 9pm	Wed 9 March 5.30pm - 9.30pm
Sun 5 Dec 10am - 3pm Sun 17 April 10am - 2.30pm	Tues/Thurs 8/10 June 7pm - 9pm Tues/Thurs 1/3 Nov 7pm - 9pm	Sun 9 May 10am - 2.30pm Thurs 20/27 Oct 7pm - 9pm	Sun 23 Oct 9.30am - 1.30pm	Sun 20 Nov 10am - 3pm	Wed 20/27 Oct 7pm - 9pm Wed 6/13 April 7pm - 9pm	Sun 30 Oct 10am - 3pm	Tues/Thurs 2/4 Nov 7pm - 9pm Tues/Thurs 26/28 April 7pm - 9pm	Wed 24 Nov 6pm - 9pm Wed 16 March 5.30pm - 9.30pm

For details of the home learning packs please refer to the Coachwise catalogue for details of the prices and how to order.

Dear CoDe

Dear CoDe

Instructing in France

Since January 1990, the French had a law to stop foreign instructors working in France without an 'Equivalence de diplome', which was originally to stop British Association of Ski Instructors teaching in France, in particular BASI grade 3 instructors, mainly youngsters working for school tour operators for low wages, and taking work from the French Ski Schools, whose instructors have taken several years to qualify, not just a 2-week training course, 60 hours of teaching practise, and a 5 day assessment.

Unfortunately, this law covers all sports, mountaineering being the second worst hit. I have unfortunately been caught teaching canoeing, along with many Italian instructors, followed up by the local police checking up that I was not teaching.

From a letter from Geoff Good, the BCU are unable to obtain funding from the European Commission, the Department of Employment, the DTI or the Sports Council to pursue the matter, so wrote a letter stating I was a Senior Instructor, and this was an indication of competence to teach canoeing professionally up to and including white water of grade 2-3, plus a similar letter for advanced proficiency. Unfortunately the French were not impressed.

Those wanting to teach in 1994 in France should apply to the "Direction Departementale de la Jeunesse et des Sports" for the required paperwork for "Demande d'Equivalence d'un diplome etranger" which should be returned before November for forwarding to the Minister for an answer. At present the granting of equivalence is only once a year, but hopefully in time, a BCU award will be accepted and acceptance will be able to be granted at Departementale/Regionale level.

The long term advantage of this law should be to stop "Watersports Instructors" or other instructors (as printed on T shirt) from working in France, help improve pay for those qualified, and get rid of the 'cowboy' image of adventure holidays, as has been so much in the news.

MIKE BRUCE, Les 2 Alpes, France

DofC comments: My understanding is that the French have long had a law which prohibits someone from being paid for instruction, unless they hold a government approved qualification. Awards provided through the Federation Francaise de Canoe/Kayak (FFCK) - the French equivalent of the BCU - are valid only for working in the voluntary sector.

Until recently there has been little enforcement, but matters were brought to a head for ski-ing, in 1990.

With the advent of the EEC Directive on the free movement of labour, because the French have a law which prohibits a person from obtaining employment without a particular qualification, it has been incumbent upon them to make provision to recognise equivalent qualifications from other countries. This is easier said than done, and so ski-ing, sailing and mountaineering have all interpreted the EEC Directive to mean that they need to bring about a harmonisation of qualifications, and in the main have now done so.

These activities all enjoyed existing international machinery, which was able to be used to achieve the desired end. For canoeing, however, no such organisation exists - the ICF is not organised in a suitable way. The French made an attempt to convene a meeting about two years ago, but unfortunately did not receive sufficient support - the fact is that very few EEC canoeing federations have a system of qualifications for the teaching of canoeing. I made an endeavour to obtain financial support to host such a meeting, and undertake the long and detailed work which would ensue, but no agency was able to offer financial help.

Although there are several thousand canoeing 'instructors' working in France, in the main they deal with British nationals, and there is not

the same level of financial competition between local enterprises and British canoeing enterprises. This probably accounts for the fact that including Mike Bruce's complaint, there have been only 3 other enquiries of this nature, and 2 of those were related to rafting.

I am at present pursuing again with Sports Council the possibility of obtaining help to host and service a forum to achieve mutual recognition of canoeing awards, throughout the EEC, but unless such help is forthcoming, we are not in a position to proceed.

Dear CoDe

I write with the hindsight of 20 years voluntary youth work.

In my experience it takes more skill, patience and ingenuity to teach a group of young people, that is required by a coach about to enthuse a group of talented canoeists aspiring to SI status or beyond.

The most difficult group is one that know each other well, but that are unknown to you. (eg a school group). Some wish to be there, some do not.

The question is; what is the best approach ?

Alan Johnson, in his article in the last edition of CoDe, answers his own question by saying 1) there is no fixed answer, and 2) we need to adapt to each situation.

These answers are correct, and that is what makes it such a fascinating subject.

For the sake of brevity here are a few tips, for first time paddlers.

Avoid the Pitfalls

Get them to sit in their chosen craft BEFORE getting on the water. This will avoid having to get off the water to adjust footrests, or find a larger volume craft because large feet are jammed between hull and deck.

If possible start with curved paddle blades. Flat paddles painted on one side to indicate the "face" of the blade, only add confusion.

If you have a grassy flat area, use it. Get the pupils to sit in the kayak and roll it over onto its side. This will emphasise the importance of the hip, thigh or knee position. If you wish, combined with the paddle for support.

And here are a few more tips for the same group on the 2nd or 3rd outing. (This could be the same session):

Aim to get the group to help each other

Having 'had a go' at forward paddling, split the group into pairs. Get one to stand in the water, or lay on a flat bank and hold the rear of their partners craft, while the partner tries to paddle forward. You will be surprised how this helps correct faults in technique. Ask the partners if they can spot any mistakes.

With the same 'pairs' get one to stand with the rear of their partners canoe between their legs whilst standing in water above knee depth. The 'standing' partner can tip the kayak to one side whilst the partner in the canoe can practise a simple low brace. It is simple but effective.

Having taught the basic forward paddle, sweep and draw strokes try this game, which I call "10 in the bed".

Split the group into rafts of 3 or 4. Let each group have plenty of space. They are all rafted up, facing the same way. On the word 'go' the person on the Right Hand side of the raft leaves it and makes their way to the left hand side of the raft, facing the same way. When they arrive, the next person of the right hand side leaves the raft and makes their way to the left hand side etc until the people in the raft are back in their original position, at which point they all shout "Yahoo !" They have just practised all possible basic strokes ! - Simple but effective.

Finally, aim for the following:

- 1 Make it fun - Read *Canoe Games* by Dave Ruse
- 2 Work on Motivation - make them WANT to do it
- 3 Get the group to help one another - as above
- 4 Encourage them to talk to you - after a while, ask each member to go through a basic stroke - ie teach the group themselves - be generous with the praise !

GORDON JONES, Epsom

SOME THOUGHTS ON DE-BRIEFING CANDIDATES

I have always believed that the most important part of any canoe course is not what has been taught or learned during its duration, but what the candidate takes with them when they leave. The success of any course can be gauged by what the participants are doing a number of months after they have left you.

Have the skills taught been learned, ingrained and now being applied in new situations? Has paddlers' confidence increased because of your sympathetic approach and realistic goal setting?

I would suggest the most influential session often will be the verbal de-briefing which has been given by the assessor/trainer at the end of the course.

It is the manner in which you give this vital de-briefing, which will carry forward the lasting memories of the weekend.

Having been in the position of having to give these final words for a number of courses, over a number of years, experience has brought me to rely on a number of key points and follow a loose structure which seems to benefit all sides concerned.

If the candidate in question has been on an assessment course, I try to give their result as soon as possible. Nothing is more likely to distract than listening to a lengthy pre-ambles before learning of their fate.

One question I always ask before giving the verdict, is the candidates own views on the organisation and running of the course and also their own performance during the weekend.

During these answers you can gain vital information, first, about your own performance as a trainer/assessor, and secondly the candidate will often refer to instants and areas from the weekend which may help you build a justification of any result later during the de-briefing.

Try and stage the de-brief in a location in which the candidate will feel most at ease, they have the most to benefit from the review process, so give them every opportunity to concentrate on what is being said, and not outside factors which may distract them.

Some assessors like to de-brief candidates in a team, suggesting that it presents a collective group decision, not just an individualistic one. However, de-briefing by a group can subject candidates to undue pressure and inhibit an open exchange between the reviewer and the reviewee.

One to one de-briefs, I feel are preferable, and by careful choice and use of your words, you can de-personalise any unwelcome result.

Make reference to the paddling/teaching you have seen this weekend, not the candidate as a teacher/paddler. Comment on the performance, not them personally. Try to separate the actions seen from the person as an individual.

PROFESSIONAL INDEMNITY

The third party indemnity provided through your membership applies world wide, and covers you for defending a civil action, and for any damages which may be awarded by a court, to a maximum of £2 million.

The insurance has been negotiated on the assumption that you are a volunteer working in the voluntary sector - which includes receiving direct 'out of pocket' expenses. It also includes the receiving of modest fees for running, or assisting on, 'BCU courses' such as training or assessment for awards, or for 'club based' introductory courses and so forth.

However, should you earn part or more of your living from your canoeing instruction, then you are in an enhanced 'duty of care' relationship with your clients. Should you be successfully sued for negligence following an accident, the court is likely to award a higher level of damages than if you were teaching voluntarily. The insurance company therefore require an increased premium for the increased risk.

Normally your employer should carry adequate protection, but if you are concerned that you might be in a 'paid instruction' situation which is not covered in any other way, you are advised to contact Perkins Slade at Elizabeth House, 22 Suffolk Street, Queensway, Birmingham. B1 1LS (021 625 8080), or to take out the additional 'public liability' through the National Coaching Foundation (NCF).

This approach will help if the result is disappointing and is not as the candidate expects. It may help to avoid the situation where the candidate believes the result is purely personal judgement and is just "down to you not liking the colour of their eyes".

Try to be objective in any comments made, having notes to refer to about particular examples help justify the end result rather than a general "because you didn't paddle at the right standard" type approach.

Having said that, this objectivity becomes more problematic toward the higher qualifications. Within these, the leadership judgements on advance proficiency assessments are particularly difficult for assessors to judge with an objective stance.

Aim to place a time limit on a de-brief, its only fair to those waiting, often with long journeys home. And have a loose agenda to run through in a friendly but business like manner.

At times the assessor and candidates views may well differ on certain points, this is more likely to happen if the result has not been well received. Try to avoid lengthy debates, and as they say "you never win an argument with a customer".

When drawing the de-brief to a close try to end with a list of positive statements about the candidate for them to go away with, suggest where the candidate can go from here, and give them encouragement towards their own goals. Outline objectives that you feel they can realistically gain towards a further or re-assessment or ones that would help continue their paddling development.

During coaching scheme assessments and training courses, I always give the student a copy of the C3 remarks, can if requested, write to them after the course outlining the main points of the weekend and their performance during it.

The learning process should not stop for the student or the instructor once the course finishes. It is the job of each course organiser to provide courses which can act as spring boards to a students own further and future development and move away from being seen as the sole provider of it.

Effective and thoughtful de-briefs which leave the candidate placing the result second to the possibilities which have been open to them is the hallmark of a successful course.

It is what the students do with the course after they have left which is important. Positive and constructive de-briefing will help them on that path.

Apologies to the author of the above article, whose name has become separated. Please identify yourself, and an acknowledgement will be made in the next issue.

In the latter case please send a £5.00 cheque made out to National Coaching Foundation, to the BCU office. You will receive confirmation and an annual reminder direct from NCF.

Please note

The indemnity does not include cover for those in your employment. Please contact Perkins Slade who are able to negotiate this.

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COACHING FOCUS

Fatigue (in this case, the failure of muscles to perform to the level we desire, or require) is the inevitable consequence of any physically demanding task. Knowledge of the causes of muscle fatigue is obviously fundamental if we are to understand performance limitations in many sports.

It has long been known that lactate production leads to an increase in the acidity of the medium in which it is being produced, whether that medium is milk or muscle. A series of experiments in the 1960s and 1970s revealed that when muscles were exercised to exhaustion in a short period of time (less than 5 minutes) fatigue occurred when a muscle pH (a measure of acidity, range 0-14) of around 6.4 was reached. This led many to suggest that when a critical acidity level is reached in exercise, fatigue must occur and further, that lactate build-up causes fatigue. Researchers have subsequently tried to identify the mechanism by which acidity impairs muscle contraction.

In isolated muscle experiments, high acidity has been shown to have a number of negative effects on muscle function. High acidity can slow down glycolysis by blocking the enzymes that control this process, impair the transmission of the contraction signal sent through muscle fibres, stop the muscle's sliding filaments connecting, cause the depletion of the Phospho-creatine (PC) store, and slow the muscle's relaxation process. The extent to which these observations occur in intact muscles is less clear, but most researchers agree that in exhaustive exercise lasting from 30 to 120 seconds, *acidosis is the primary cause of fatigue*.

However, it is important to realize that fatigue can only be linked to lactate build-up when levels of lactate are very high. In many sporting situations fatigue occurs when lactate levels are very low, as in long-distance running and cycling for example. Here fatigue is related to other factors. Furthermore, in sports such as soccer and hockey, the physical demands are constantly changing. As such, lactate can be either accumulating or being used as fuel, depending upon the exercise intensity.

Measurement of Lactate in the Body

Clearly, it would be most helpful to know the concentration of lactate in the working muscles of our athletes if we wanted to examine the stress of training or competition.

THE EFFECT OF LACTIC ACID ACCUMULATION by PETER KEEN & TUDOR HALE

Unfortunately, the only method available for doing this, a muscle biopsy, is both painful and impractical. Sports scientists and coaches therefore have to rely on blood lactate measurements.

Lactate production during exercise occurs in the muscle fibres working sufficiently hard to cause anaerobic glycolysis. The lactate produced not only accumulates in these fibres but diffuses rapidly into the bloodstream and is therefore spread around the body. Muscle fibres that are working less hard and organs like the heart and liver treat the lactate as fuel and either burn or store it, so the concentration of lactate in the blood tends to reflect the balance between the rate of lactate production and removal in the body.

Blood lactate measurement will be most valuable when the concentration recorded reflects that of the active muscles. This is likely to be the case when the form of exercise employs a large percentage of the body's muscle mass working in a continuous, rhythmic manner that does not obstruct blood flow. Good examples are running, cycling, swimming and rowing. Conversely, when exercises of a highly variable or intermittent nature are performed, or where only a small muscle mass is used, muscle lactate levels are unlikely to parallel blood lactate levels, the former being much higher than the latter. Such conditions often occur in strength training and some ball sports.

So what does Lactate tell us?

From a practical perspective, the concentration of lactate in the body is best thought of as an indicator of the stress placed on our ability to supply energy (ATP) at the rate demanded by our muscles.

When viewed as a means of providing a "stress index" the measurement of blood lactate has a number of useful applications.

1. Investigating the exercise intensity (and dominant energy system) of a given discipline by monitoring lactate levels during or after competition or training.
2. The determination and control of training intensities.
3. The evaluation of fitness and training effects by examining lactate responses to fixed workloads.

Concluding points

1. Lactate is essentially an unburnt fuel, not a "waste product" or a "toxin". In most sports situations the build-up of lactate reflects the physical stress of the task rather than a cause of fatigue.
2. When exercise intensity is reduced sufficiently to allow lactate removal, most is consumed by aerobic metabolism or converted back into glucose. There will be very little lactate remaining in the body one hour after intense exercise, so delayed muscle soreness or stiffness cannot be attributed to the presence of lactate.
3. The formation of large amounts of lactate through anaerobic glycolysis is not necessarily undesirable. Intense and sustained bursts of activity could not be made if this energy system was not available to us, a point that is most clearly observed in people with McArdle's Syndrome, a condition in which the key enzyme controlling glycolysis is not present in skeletal muscle. Such individuals are incapable of performing intense exercise and also experience great discomfort at the onset of exercise due to the slow response of the aerobic system.
4. Lactate formation does not always mean the body is working "anaerobically". Lactate will be formed whenever there is an imbalance between the ATP demanded by muscles and the ATP supplied by the aerobic system.
5. Blood lactate measurements can provide a wealth of valuable data for the coach and sports scientist, but only when the type of exercise is suitable for this type of analysis.

The above information is an extract from the article, 'Lactate: what is it and what does its presence tell us?' by Peter Keen and Tudor Hale which first appeared in the Winter 1992/3 issue of **Coaching Focus**, the technical journal of the NCF. This issue focused on **Lactate and Sports Performance** with in-depth features on practical lactate testing in a variety of sports and the problems of lactate testing. The current issue of **Coaching Focus** (Spring 1993) focuses exclusively on **Eating Disorders in Sport**. The annual subscription rate to **Coaching Focus Gold** – a package including **Coaching Focus**, coaching insurance and discounted offers on NCF products and services, is currently £20.00. To subscribe, contact the NCF on 0532 744802 for a subscription form.