

CoDe

the magazine of the BCU Coaching Service
No 58 - August 1994



CoDe is the official organ of the BCU Coaching Service. 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

THE AIM OF THE BCU COACHING SERVICE 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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THE 1994 COACHING CONFERENCE

29-30 October
HOLME PIERREPONT

Conference fee, inclusive of coffee, lunches, tea and
Saturday dinner: £25

Accommodation according to taste: camping, b&b
- details and costs on application

The Conference will centre around sports psychology
sessions, both theoretical and practical,
conducted by **Dave Collins**, Reader, Manchester University.

'IN MY EXPERIENCE'

- the pros and cons of the Experienced Instructor

'BUT WHAT YOU MIGHT WANT TO DO IS ...'

- behavioural ways to Coach Education

'SPORTS INJURIES AND THEIR AVOIDANCE'

- a sports physiotherapist

PRACTICAL SESSIONS

An update on the issues before the Coaching Service, the
agm and an open forum, complete the programme

Please send sae for full details to: Director of Coaching,
BCU, Adbolton Lane, West Bridgford, Notts NG2 5AS.

BCU COMPETITION COACHES CONFERENCE

Holme Pierrepont - 3-4 December 1994

PLEASE RESERVE THE DATE

Full details will be sent direct to all members registered as
competition trainers (or assistant) and coaches.

The theme for this year's conference is 'Quality Control',
particularly with regard to relationships
- paddler-coach, inter-coach, and team

Leading speakers will address the issues involved

1995 CALENDAR OF COURSES

But we haven't started on the second half of 1994 yet !

However, the time has arrived to plan for next year. A set
of forms and full information will be sent to all coaching
organisers, and course organisers whose names appeared in
the 1994 Yearbook. If you are new to organising courses, or
if you do not receive your bulletin by Friday 2 September,
please let Mabs know in the BCU office.

PERSONALITY, RELEVANCE AND OVERLOAD

by MARTIN BARRY

Martin Barry prepared this paper for his Coach Development course. He works at Plas Pencelli Outdoor Centre

Prologue

This paper is in two parts and is a collection of ideas, some old, some new, which may help to raise awareness within certain aspects of everyday canoeing teaching, with an intention of helping to make sessions more satisfying for the student and a little more smooth running for the teacher eager to develop and perhaps willing to modify existing strategies in the light of recent ideas. It would be hoped that the information contained herein will be of use to those who are involved in teaching a variety of activities, indoor or outdoor, as considerable content is based on personal experience whilst attempting to coach a range of sports. (The term student is used throughout the article, but could refer to novice/pupil/client/youngster etc).

PERSONALITY

According to Drever (1963), personality is

"... the integrated and dynamic organisation of the physical, mental, moral and social qualities of the individual, as that manifests itself in other people in the give and take of social life."

(Or, what a person actually IS, and not just what she/he appears to be).

But why should the canoe teacher be aware of any of the theory underlying personality? Firstly, it may allow the teacher to assess not only how the student will learn, but what strategies she/he ought to employ in order to increase the chances of success to the individual in the learning situation. Secondly, it may allow an assessment of how that person might react under pressure, useful when deciding what level of challenge may be appropriate to the group, having considered the individual dispositions within it.

The personalities within a given group of students will tend to fall within the range of categories polarised by those who are termed extrovert, and those who are termed introvert. Although it is not assumed that the canoe teacher ought to perform a detailed Personality Factor/Questionnaire before getting onto the water, the awareness that different personality types bring with them a whole range of factors for consideration, can enhance the chance of a session running really well, instead of just OK.

Simplistically, extrovert individuals are more likely to be:

- gregarious;
- eager to offer their views;
- harder to teach; less precise performing fine skills;
- resistant to discomfort;
- harder to get going first thing in the morning;
- happy to try a new skill without much teacher input;
- capable of doing their best work in the evening;
- able to learn from their own mistakes without undue fear of failure, but requiring a good deal of arousal (coaxing, encouragement, setting of challenges, etc).

On the other hand those who tend towards introversion are more likely to:

- be happy to have one or two close friends;
- need prompting if their views are sought;
- perform fine skills precisely;
- be a little less resistant to physical discomfort;
- be less calm in a situation perceived as stressful;
- be able to perform efficiently first thing in the morning;
- need immediate feedback if things 'start to go wrong';
- require reassurance and precise wording before commencing the practice of a new skill;

be capable of doing their best work in the first part of the day;

listen attentively and therefore create fewer class management problems;

be reluctant to learn from their own mistakes, and worry unduly about appearing to fail at a given task.

The implications

As we can see from the above, the implications for the teacher are immense, especially when one bears in mind that the personality of an individual may lie somewhere on that imaginary line between the two definitions. School examination boards take into account personality types, with reference to the ability of individuals able to work most efficiently at different times of the day. This is reflected by scheduling exams where possible towards late morning or early afternoon, to give students with extrovert and introvert dispositions an equal testing structure.

Take, for instance, a group of eight 14 year olds who have come along for their first kayaking lesson. Within your group there is going to be a whole range of personality types, each requiring a slightly different teaching and management approach if you are to get them enthused about the activity which you are introducing.

You decide upon a plan which involves talking about the different parts of the craft; why buoyancy is important; how to hold the paddle; how to brace with the feet, knees, thighs, hips; the position of the arms when making the catch on a forward stroke; how to hold a grab loop; a detailed monologue on what you will do if they fall out, and so forth. A proportion of your group have begun to fidget and talk to one another when you appear not to be looking, and have become uninterested in what they regard as useless theory. You get agitated with them for their inattention and poorly stifled yawns. Before you know it the group appears to be full of difficult youngsters and, apparently out of nowhere, your session is developing management problems.

On another day, for a similar class, you set your safety parameters and have some cover on the water before running an experiential learning session. This essentially entails giving the youngsters eight boats and eight paddles and saying '...go for it!' In this example, a proportion of the class will get stuck in and have plenty of 'learning by doing' activity and fun. However, one or two of the others will feel very reluctant about committing themselves without explicit, further verbal guidance. In this situation it is not uncommon for a youngster to be told just to '...get on with it,' thus further heightening their consternation in undertaking an activity with what they regard as insufficient guidance and information.

Student-control teaching

As can be seen from the examples, the two extreme approaches will be received differently according to the personality composition of the group. It is possible to experiment with a number of strategies which will enable you to satisfy the greater proportion of the class for the greater amount of time. Subsequently, with a degree of trial and error, it becomes possible to identify which students are responding to a given approach, and then it is viable to alter the approach subtly in order to gain the best results from those who didn't respond particularly well to your first attempts.

It is important to realise that each student brings with them not only their own expectations of what activities and skills they will have to attempt, but also of how they would prefer to have the session organised. The general teaching atmosphere aims to make the students feel relaxed but willing to try their hardest, consequently being confident of making, and learning from, mistakes which are made along the way.

The responsibility of the balanced canoe sport teacher is to make sure that she/he is able to employ a variety of teaching strategies to ensure that all students are 'psychologically collected' as the class progresses, and become enthused as a result of the subtle change in tasks and emphases. It is important to be able to rationalise one's own teaching within the perspective of personality theory.

It is almost certain that a poorly organised, inadequately thought out canoeing session will develop difficulties, no matter what the personality types within the client group. When a class still doesn't run smoothly, despite good organisation and careful lesson planning, the answers may lie in how you as a teacher/instructor react to an individual within the group, on the basis of their personality.

Personality studies are not the panacea for all ills within canoe coaching. However, an appreciation that diverse individuals will respond differently within a variety of teaching strategies might go a long way to making sense of frustrating sessions, and help in reflection and analysis in the development of coaching method. Similarly, this perception can help lessons progress more smoothly for the teacher, and perhaps most importantly, more successfully for the student.

RELEVANCE AND OVERLOAD

No matter what situation immediately precedes your meeting with a group of students, it is almost certain that they will already have been faced with a barrage of information and instructions: "... kit to wear on the water, change of clothes (mustn't forget my towel!) meet by the bus at 0920, don't forget to pick up a buoyancy aid and paddle, packed lunch, got to help unload the trailer, did I tell my mum what time to pick me up?"

In an outdoor centre setting, the students have already been given a multitude of instructions concerned with expectations of the course, do's and don'ts, fire drills and so on. In a school situation there is typically an element of travel away from the building, so consequently the activity itself may be the part of the day which causes least anxiety. After all that lot, the students are expected to be able to listen attentively, re-attention themselves and begin to learn skills in an area which is usually alien to their normal learning environment.

At the beginning of the session the brain of each individual designates a new 'file' in which to store incoming information. The file could be called 'Canoe-Day', or 'Watery-Nightmare' depending upon the preconceptions and experience of the individual. As can be seen, though, it is quite possible that this file could already be quite full with a stack of information from the preceding hour or so. If further information is added to the file, and channel capacity is reached, then obviously there is going to be an overload of some description. This manifests itself as inattentiveness, through to the un-learning of skills which previously were being performed with ease.

Despite most instructors' beliefs that they are really entertaining their students with amusing and interesting anecdotes about canoeing, there is a great need for concise and wholly relevant facts, especially at the beginning of a session, or when the instructor is new to the group. It is desirable that information comes in neatly packaged blocks with keywords being used as essential summaries when appropriate. This method of 'chunking' comparable information allows the details to be packed neatly together so that essentially the material takes up less channel capacity.

The brain's 'systems'

In the human brain there are three information storage systems. From the short term sensory store (STSS) with a storage duration of less than one second (!) the information is transferred to short term memory (STM) if of immediate significance. However, the storage time of the STM is only 8-10 seconds, so if you would like the skill which you are teaching to be stored for longer, ie in Long Term Memory (LTM) then almost immediate rehearsal and revision is necessary.

The ease of movement of information through the three storage systems depends upon a number of factors: the intellect of the student, the practice the student has at processing information (work), and significantly, the way in which it is presented (chunked) with opportunities for immediate rehearsal and feedback. (Implications of video work here).

It is possible, with experience, to reduce even slightly extraneous material to a minimum when teaching a skill. During rehearsal of a skill or activity, closing of the eyes will help to reduce visual periphery information, and performing the skill in a quiet atmosphere will obviously reduce audio distraction. Safety considerations are important here, but 'masking' during skill rehearsal can be very valuable. A good example being the teaching of edging, and in breaking into and out of the current.

In my view it is important to teach some basic skills very thoroughly, so that in the event of channel capacity overload and potential breakdown of skill, it is possible for the student to return to a solid home base position. It can be useful to actually explain the basic mechanics of a stroke so that the student knows that propulsion strokes with an upright loom tend to make you go forwards, whereas strokes with a more horizontal loom tend to make you turn. In this way the onus on learning and understanding has been passed from teacher to student, and the information is owned rather than borrowed. An interesting and fundamental analogy. (Intrinsic vs Extrinsic knowledge and motivation).

As a last point, one of the ways in which to reduce the chance of information overload, and to encourage the 'ownership' of knowledge, rather than the temporary loan of it, is to refine the existing skills of the students rather than attempting to teach them from scratch. Ask the group to work out for example, how to go sideways, and then develop and/or perfect their preliminary attempts. I consider it important not to deny the students the chance to have a go and learn from their own experience in the craft. In this way, the teacher does not always have to formally 'front' the group, thus leading to a more relaxed and busy atmosphere.

Further reading and bibliography.

Catell, R B (1965) *The Scientific Analysis of Personality*. Penguin Books

Vanek, M (1981) *12th International Coaches Convention Report*. Edinburgh SAA Joint Coaching Committee

Kane, JE (1972) *Psychological Aspects of PE and Sport*. Routledge, Kegan Paul

A STANDARD FOR CANOEING HELMETS

The BCU's draft of a proposed standard for canoeing helmets has recently been circulated for public comment. It has been considered by the BCU's White Water Safety Working Party. It's availability was also notified to Clubs, Approved Centres, and Traders.

The draft was compiled by Dr Nigel Mills of Birmingham University for the 1989 International White Water Safety Symposium, and subsequently agreed by a joint BCU/BACT Panel for proposing through BSI as an international standard.

Copies are available, on request, from the BCU office, although the date for public comment is now past.

From 1 July 1995 manufacturers of helmets will have to claim compliance to the requirements of the EEC Directive, regardless of whether or not the Standard is in place by then.

If the Standard is agreed and in operation, helmets will have to be tested to it, by an approved EC Testing House. Should the Standard still be in the processing stage around 1 July 1995, then helmets will still have to be submitted to an approved Testing House, who will appraise them against the general requirements stated in the Directive.

It will be illegal after 1 July 1995 for a manufacturer to supply a helmet which does not bear the EC mark.

Retailers, and Centres issuing helmets to staff and paying customers, will be able to continue to do so while stocks last, or until the helmets in use have reached the end of their reasonable life.

Dear CoDe

NVQ's in other Things

I am sure that everyone has now heard at least something about NVQ's, and I guess most people will have an opinion about them, good, bad, or whatever.

I make no excuses, for my belief that NVQ's are one of the better things to happen to the industry, in recent years. I have been involved with NVQ's a great deal and the more I have come to understand about them the easier to work with they are. Do you know how many NVQ's there are available to you now and relevant to work in outdoor education or specialist canoe schools?

Well the answer depends on the amount of responsibility you have and your role, but available NOW and have been for nearly a year are:

NVQ Level 1 Facility Operation. This forms a good introduction to NVQ's for voluntary or part time staff, working as support to instructors or trainers.

NVQ Level 2 Facility Operation. For people working in centres or schools as support staff.

Level 4 Facility Management. Aimed at Centre Managers, this is an award that will recognise good management practice, an invaluable award for people running centres.

But what about my work as an instructor or trainer you may be thinking. Well also available NOW are:

Training and Development NVQ Level 3 & 4. These are for the operating practitioner, in centres mainly concerned with management or development training.

Outdoor Education Level 3. The main award for senior instructional staff in outdoor centres.

Assessors Awards. The Assessors Award D32, D33 and the APL adviser, and the Internal Verifier, are all relevant to senior staff in centres.

How many people do not fit or want to fit one of these awards? I know many do not because I have seen how much demand there is for:

Sport Recreation and Coaching Level 2. The award for people operating as sessional instructors. After it's trials discussions are now taking place on its future. It will be in its final format VERY SOON.

But I am very happy with my BCU awards. Good, you should be. They are a very good scheme, but they do not reflect all that goes on in a canoeing school or outdoor centre. If you want to work in these areas, why not have a qualification that shows your ability to do just that.

We, as the BCU, have decided that there should be NVQ's available in canoeing instruction, and soon there will be that option. Do you know what other National Governing Bodies are up to?

Well, the MLTB have agreed their awards will have an NVQ option, the RYA will have a dinghy instructors NVQ available by the time you read this, and the Windsurfing NVQ is available now.

Financial Reasons why you should think about doing an NVQ.

- o Your local Training and Enterprise Council is most likely to fund half the award for you.
- o You can claim tax relief against the expense of an NVQ
- o If you are out of work, training schemes will offer the opportunity to do NVQ's.
- o There are training loans available from some banks with government support.

So, in conclusion. NVQ's are here. They are available now, in areas that should interest you, and there's no reason to miss the train/boat and be behind the people who have already done them.

I work for Adventure Education, who are committed to NVQ's, and I will be most happy to talk to anyone about NVQ's. Telephone me on 0768 891065

PETE BUTTON

Dear CoDe,

In recent months I have become aware of certain forms of assessment that give me great concern. The forms of assessment to which I refer involve 'Senior' instructors from given organisations being asked by their employers to qualify fellow employees.

The most outrageous examples that I have knowledge of involve, firstly, a junior employee of a large outdoor activity company being issued with his 3 star kayak award without even sitting in a kayak during his so called assessment, and, secondly, employees being invited to take part in an "in-house" Trainee Instructor course after less than 3 months since they themselves were taught to canoe.

I imagine that my worries are obvious enough. As an Instructor, who has gained his qualifications through independent assessment, I am concerned that "in-house" assessments may lead to compromises by the assessor and the lowering of standards for nationally recognised awards.

What is the "Senior" Instructor to do? He or she may be hoping for employment in the future and as a consequence does not wish to needlessly upset their employer (who recently has a need for nationally qualified staff). When asked to assess fellow employees who perhaps are borderline candidates, will the financial pressure of future work sway their judgment, even just a little? If the answer is yes, then we have a corruptible situation where even the most honourable instructor may find him or herself compromised.

I'm not implying that anyone, be they employer or Instructor, is consciously cheating (although this may take place) but, that where candidate, assessor and employer are financially linked there is always going to be the potential for corruption. I believe that this is a serious situation which will have a negative affect on (i) the standard of national qualifications, (ii) the achievements of independently qualified paddlers and (iii) the BCU as a governing body.

The BCU may already have an answer, in which case I'd like to hear it, but if not I'd suggest that in order to save one of the best structured qualification schemes in the country the BCU needs to take action. For qualifications of 3 star and above the financial link between candidate, assessor and joint employer must be broken and assessors must be seen to be truly independent.

Your comments or those of your members on this issue would be welcome.

DoC Comments: The name of the contributor has been withheld in this instance, for obvious reasons. We have a dilemma. On the one hand it is undesirable to make it difficult for those to operate who do have the integrity to keep to the rules, regardless of the 'vested interest'. On the other hand, the integrity of the system has to be upheld, and be seen to be upheld.

There is a long-established principle, that has not, perhaps, been stated very clearly, that ideally an assessor should not test people that he or she has trained.

Insofar as 'in-house' training and assessment by centres is concerned, an outside examiner should always be included for Instructor and/or Senior Instructor assessment

Dear CoDe

How to survive the NVQ demands

Turn every negative into a positive goes the oft used coaching call. Say YES and go with the flow. Well this is always easy to say and rarely easy to do in real life. But we should try. My own "battle" with the NVQ system has been really a battle with myself. My attitudes to what I consider to be "disease" of the modern world in its rush to over-regulate, overstandardise and over-ridicule our lives has been the key to my NVQ problem.

The problem has been in my head.

My work with canoeing and adventure education involves trying to get others to achieve things through a use of creative talent. Should I not practice what I preach? Should I not use creative ideas to satisfy the demands of the NVQ? It was these questions that helped me find my way through the mazes of amazing NVQ directives. Let me explain.

continued at foot of p5

TEACHING THE ESREVER FERRY GLIDE

by Ray Goodwin

Ray Goodwin is a BCU Coach (Kayak and Canoe). Among other things, Ray, in company with Rob Egelstaff, completed a canoe circumnavigation of Wales, and has crossed Scotland by open boat. Ray is currently a free-lance instructor.

I have just run yet another Senior Instructor course and as so often the reverse ferry glide was badly taught; the same error cropping up yet again. So below I have outlined a teaching progression that I often use myself; I make no claim to originality.

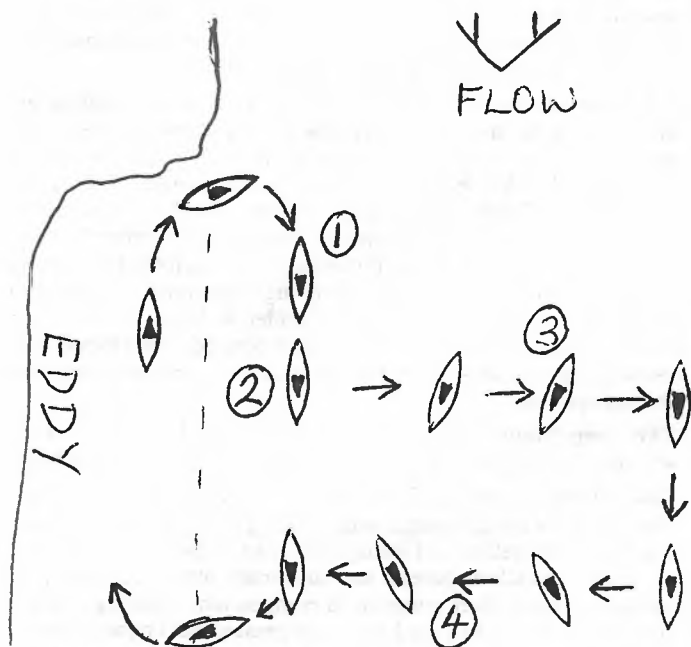
INTRODUCTION

This is often a difficult technique for people to learn. Normally they have a reasonable degree of control in rapids and have successfully learned to forwards ferry glide. The need to have a reason to make the effort. So . . .

When is it used ?

- To manoeuvre whilst travelling down a rapid
- To avoid a rock.
- To inspect a drop and select a line down it.

Stage 1



It is convenient when teaching the technique to work from an eddy, remember, in 'real' situations you would be already in the current facing downstream. So . . .

- 1 get them to break in and get established in the flow. I so often see people getting their students to break in in reverse - a manoeuvre that often results in the boat being spun to face upstream, and has no relevance to the reverse ferry glide.
- 2 Hold position for a brief period.
- 3 Angle the boat and start learning !
- 4 The circuit shown enables the instructor to have the group working - not just an individual.

The position of the instructor will depend on the situation and will take into account safety. However, if the site is well chosen, with not too strong a current, and no downstream hazards, the group will get maximum activity and learning. Having just one student practising at a time is poor practice. Pick a good site.

Stage 2

Imaginary rocks and drops

Travelling down stream the following game gives good practise, and is excellent fun. There are two types of imaginary situation. A shout of 'Rock' ! and you reverse ferry glide two metres to the left or right, and then continue on down stream. A cry of 'Drop !' and you manoeuvre three or four metres one way, and then a few metres the other way, before paddling on. Each student gives their own shouts for their own manoeuvre. Inevitably they have to avoid each other as well, all with reverse ferrying. Soon new calls are added: 'Jackie', 'Chris' and so forth.

Stage 3

The real thing

Choose a suitable rapid and do it for real, but let individuals set their own goals and work at their own level.

Other ideas

Try on an easy section the sequence given in stage 1, but when the student gets to position 2, that is established in the current, they close their eyes. It's remarkable how well they all do. So long as the instructor manages this well, and people are not banging into each other or the banks, it is a very quiet, mellow session, with most groups. 'Chris, open your eyes', enables Chris to avoid a problem before re-closing, and the rest of the group to feel secure.

Edge, Strokes and all that

I use these sequences for teaching the manoeuvre for both kayaks and canoes, so no details of strokes have been included in this piece.

The two main problems with the NVQ demands are:

- 1 How to understand the language and the meanings.
- 2 How to achieve what this language and meanings demand

To solve these problems, at least at level 3, I have found the following methods quite useful as solutions:

- 1 To help me understand the language and the meanings while at the same time staying with my normal working programmes I simply use my students in an active and an open way. We all discuss and try out things through using the sets of guidelines/directives of the NVQ. The feedback has been not only positive for all but also educational for me. For example - on satisfying the demands of job descriptions I circulated my college officials and also the students with a questionnaire asking just what everybody *thought* my job was - in reply I got some

interesting information which really helped me to understand my own college role better.

- 2 To help me achieve the demands I began to use the NVQ texts as teaching aids and as discussion/feedback tools. I also began to use the NVQ texts as a basis for demands/tasks for students in their own work practice/instructing practice. I have found no problems and my students have only gained.

Of course the wise among you will say that all NVQ demands should be met and achieved by us all, and as a natural method of professional work - but most of us are human and less than wise. We all need some little help at times to make things better. It may be that the NVQ system will help you, and if it does it may be because you turn a negative into a positive and use NVQs as a tool, or coaching aid.

STEVE BOWLES, Finland

HEADS ARE VULNERABLE

One of the people agitating strongly for the compulsory registration of Centres is Stephanie Trotter, a barrister and journalist, who wrote an article on the subject recently for *Canoeist* magazine.

She believes that no-one should send their children to an activity centre until legislation is in place. In that regard, my own two sons are about to depart on their school's activities week. So far as I can ascertain, having studied the statistics, and even taking 'Lyme Bay' into account, they are at least 200 times more likely to be killed on the road this year, than to die on their adventure holiday.

This does not imply complacency, and the BCU has supported the call for legislation to require centres to conform to reasonable standards. Facts and perspective are important, however.

Much of Stephanie's concern stems from the experience that her son once returned from an activity holiday, having suffered a blow to the head. It was later discovered that he had a clot on the brain. Little or nothing had been done about the injury at the Centre concerned, even though the blow had obviously been significant.

In my own experience in outdoor education, on at least two occasions I can recall taking a youngster to hospital late at night, because earlier in the day they had suffered a blow to the head from a boom on a sailing dinghy, and nothing had been done about it.

Why my particular concern? Because years previously when I had helped to run a boys' club, one night I had arranged a games evening with another group. One of our members brought a friend, and asked if he could come. I had agreed, and off we went in the coach.

During the course of the evening this 'friend' did not want to join in and complained of a headache. I asked a few questions, but failed to ascertain a particular reason for his condition, although I didn't ask him if he'd suffered a blow to the head. I gave him a tablet - we didn't have to worry about Health and Safety legislation, detailed insurance considerations, and such matters, in those days!

We returned home by about 10.30pm and dropped the youngsters - ages 10-15 - at the ends of their roads.

On the next morning, Sunday, we held a club meeting. The mother of the 'friend' turned up, and asked about her 14-year-old son's condition during the previous evening. He had apparently been found by the police wandering the streets in the early hours, not being clear where he was or what he was doing, having been dropped just yards from his house at about 10.30 pm.

We were able to offer no help apart from stating that he had been a bit 'mopy' and that I had given him a tablet for his headache.

It later transpired that the previous day had been his birthday, and he had been 'given the bumps' at school. He had been dropped during this operation, and hit his head.

He was subsequently transferred to a neurological unit in a London hospital, but, we later learned, had sadly died.

Since that time I have always been very aware of the potentially serious nature of any blow to the head, and so perhaps have been over-cautious at times.

However, unless one is medically qualified, and equipped to make a proper assessment, I believe that following any strong blow to the head, and not just if the person is obviously concussed, the victim must be referred immediately to the nearest hospital casualty unit.

INTERNATIONAL SEMINAR ON KAYAK-CANOE COACHING AND SCIENCES

Some copies of the report on the above seminar, held in Belgium in 1989, are still available (fee) if any coaches would like to send to the BCU office for one.

PLACID WATER

The sort of questions which are most often asked about the Placid Water Scheme are ones aimed at clarifying the various coaching awards. The inclusion of the instructor award several years ago and the co-ordination of the instructional and competition coaching awards are usually the source of the uncertainty. A problem compounded in some small clubs where only one person covers all the various functions supported by the scheme. To clarify the current coaching progression the six Placid Water coaching awards are explained below.

The awards can be split into two main categories: *instructional* and *competition coaching*. Both parts of the scheme cater for both canoe and kayak, competence in both is required for all the coaching awards.

The Instructional Awards are intended for those introducing beginners, and organising activities within a Placid Water Club and form the following progression:

PW Teacher is a basic award for teachers and leaders, who are not themselves established canoeists and wish to introduce paddling in a placid water environment using open cockpit canoes and kayaks.

PW Instructor is for those capable of instructing in a club or unit based on placid water. Some clubs have formal beginner and improver sessions like Richmond CC, where instructors encourage good paddle technique and all round canoeing skills, other clubs integrate new people straight into a mixed ability group.

PW Senior Instructor is for those capable in instructing, leading and organising a club or unit based on PW. Senior Instructors need to be widely experienced in Placid Water environments and are usually Canoe Club Leaders. Part of the required experience for a PWSI is the Competition Trainer award, this ensures continuity (if required) between the introduction of new paddlers and their further development in Sprint and Marathon. For example, Solihull CC has a strong racing section and the Club SI as an organiser fulfils a variety of functions, from race organiser to team leader. As leader and instructor the SI forms part of the coaching team whose activities range from introducing beginners to helping out with the coaching of the more able competitors.

The competition coaching awards are intended to support those who are coaching individuals to greater success on an ongoing basis.

Competition Trainer (CT/R) is for those introducing paddlers to the lower levels of competition, usually helping in clubs based on placid water where marathon and spring forms part of the club activities. It is aimed at paddlers, parents and supporters interested in helping paddlers achieve their potential in competition. Paddling is not a compulsory part of the award, but it is suggested that Trainers take the PW Teacher award to improve their understanding of the sport and for safety reasons.

Competition Coach (CC/R) is aimed at those regularly involved with coaching individuals and groups of paddlers for competition at club level. At present it forms the progression from the Trainer award. At some clubs, for example Nottingham KC, the Competition Coach has responsibility in the club for coaching a certain section of performers, whereas at other clubs they are more of a personal coach to an individual or small group of paddlers.

Senior Competition Coach (SCC/R) is an honorary award for National level coaches. For example the Marathon and Racing team and squad coaches. SCC/R are awarded by the Director of Coaching after consultation with Sprint and Marathon Committees.

Anyone requiring further information on the Placid Water coaching scheme contact BCU headquarters for a leaflet [CT(A).410/93]. Details of forthcoming courses are available in the BCU Yearbook or from your regional Placid Water representative. The names and contact numbers of the Placid Water representatives are available in the 1994 Canoe Racing Handbook.

RICHARD WARD

THE JOINT SERVICES AND THE BCU

NOTES CONCERNING THE AGREEMENT BETWEEN THE BCU AND JOINT SERVICES WITH REGARD TO THE ADOPTION BY JOINT SERVICES OF THE BCU AWARDS

The Joint Services Adventurous Training Scheme has agreed to discontinue its own system of qualifications in favour of BCU awards. Agreement has been made with Joint Services regarding the recognition of existing JS awards, and these are spelled out below.

From now on all the Joint Services Mountain Training Centres will run courses staffed by BCU examiners and offer the relevant qualifications.

Services personnel will be given the option of joining the BCU at the time of taking the award, and, if successful will be offered the relevant qualification.

Should the person concerned not wish to join the BCU or relevant National Association at the time, they will be given the same qualification, but it will be called by its Joint Services name (see schedule below).

In that instance, however, the award holder will have to start from scratch if they later decide that they want a BCU qualification - there will be no transfer across after 1 April 95.

Until that time, the old ACU and JS qualifications can be recognised under the following arrangements:

OLD JOINT SERVICES CANOE QUALIFICATIONS

JSSWL Holders of the Joint Services Still Water Leader (JSSWL) qualification may gain entry to the new scheme at Kayak Instructor (Inland) Training/BCU Trainee Instructor level dependent on their Log Book experience. Candidates should send their Log Book showing sufficient relevant and recent experience either to a JSMTC or the Director of Coaching at the BCU for validation.

JSCI Personnel holding the old Joint Services Canoe Instructor (JSCI) qualifications are exempt from the Joint Service Kayak Instructor (Inland) Training/BCU Instructor (Inland) award and are eligible for direct entry to a Senior Kayak Instructor (Inland) Training course. This arrangement will operate until 01 April 1995, when the old ACE/JSCI qualification will have lapsed. (Those holding the ACU Instructor Award must provide relevant and recent logged experience to a JSMTC for their award to be ratified as a JSCI qualification).

JSWWL The old Joint Services White Water Leader (JSWWL) qualification equates to the Kayak Advanced Proficiency (Inland)/BCU Inland Kayak Advanced Proficiency Test awards. Holders of this qualification should send their Log Books to the Commandant JSMTC Scotland for endorsement as Kayak Advanced Proficiency (Inland) award holders. If it is to be used as a leadership award outside the Services the holder needs to join the BCU and attend for re-assessment on a BCU Inland Kayak Advanced Proficiency assessment course.

JSSEL The old Joint Services Sea Expedition Leader (JSSEL) qualification equates to the Kayak Advanced Proficiency (Sea)/BCU Sea Kayak Advanced Proficiency awards. Holders of this qualification should send their Log Books to the Commandant JSMTC Scotland for endorsement as Kayak Advanced Proficiency (Sea). If it is to be used as a leadership award outside the Services the holder needs to join the BCU and attend for re-assessment on a BCU Sea Kayak Advanced Proficiency Test assessment course.

MEMBERSHIP

Membership of the BCU is open to all Service personnel. The current price is £24.50 and the BCU operates a 50% membership fee for overseas military members, where there is a BFPO address.

SCHEDULE OF SERVICE / BCU EQUIVALENTS

<i>Joint Service Test/Award</i>	<i>BCU Test/Award</i>
Kayak Proficiency (Inland)	3 Star Test BCU Proficiency (Inland)
Kayak Proficiency (Sea)	BCU Proficiency (Sea)
Kayak Advanced Proficiency (Inland)	BCU Inland Advanced Proficiency
Kayak Advanced Proficiency (Sea)	BCU Sea Advanced Proficiency
Kayak Instructor (Inland) Training	BCU Instructor (CCK) Training
JS Kayak Instructor (Inland)	BCU Instructor (Closed Cockpit Kayak)
Senior Kayak Instructor (Inland) Training	BCU Senior Instructor Training (Inland)
Joint Services Senior Kayak Instructor (Inland)	BCU Senior Instructor (Inland)
Senior Kayak Instructor (Sea) Training	BCU Senior Instructor Training (Sea)
Joint Services Senior Kayak Instructor (Sea)	BCU Senior Instructor (Sea)

A CONFERENCE ON SAFETY IN OUTDOOR EDUCATION

This Conference was held in the House of Commons on Thursday 23 June. It had been convened by David Jamieson, MP for Devon and Cornwall, and was supported by delegates from over 70 local authorities, besides other related organisations.

David Jamieson, Simon Jenkinson, Chief Education Officer for Devon, and Doug MacIlroy, General Secretary of the NUT, spoke, and were all stressed the educational value and importance of the outdoor activities component of outdoor education, and of the residential experience.

All were firm in the view, however, that only the compulsory registration of centres, with a legal requirement to conform to national guidelines would render the industry safe.

Noel Dunne, and Caroline Langley, parents of two of the victims of the Lyme Bay tragedy, each made a short and moving statement. Mrs Langley made the point that parents do not have to check on the qualifications of the teachers in school, and that they do not have the

information or expertise to know what questions to ask of Centres, or to know when they have been given the right answers. Mrs Langley also pointed out that no-one could set up a kennels to look after dogs without being registered, and yet when it came to the welfare of children there were no requirements.

The debate was opened to the floor and various contributors made a number of useful points, with the adverse effect on LEA centres of cutbacks in spending on education, featuring strongly.

The difficulty of checking for a criminal record of potential instructors, how to monitor centres/ski schools abroad, the legality of seat belts in coaches and mini-buses, were other topics raised.

There is to be a Select Committee consideration of the issue, and submissions may be made to that forum. The Conference concurred with the view that compulsory registration was the only way to ensure that all centres worked to acceptable levels of safety in their delivery of potentially hazardous pursuits, and that view appeared to have a good measure of cross-party support.

NOTES AND NEWS

COACH OF THE YEAR AWARD

Nominations have been invited by the National Coaching Foundation for the prestigious 'Coach of the Year Award'. Closing date 16 September 1994.

Categories for: the female coach and the male coach coaching individual performers; the female coach and the male coach coaching teams; the male or female coach coaching disabled sports people (not necessarily to a high level); the male or female coach coaching junior competitors; the male or female coach coaching in schools; the male or female coach who has made an outstanding contribution nationally to the development of coaching.

Hugh Mantle, recent GB Slalom Mens Kayak Team Coach, was a recent worthy winner, for the second time.

Please send to BCU office for full details and nomination form.

SECOND ANNUAL SCOTTISH SEA KAYAKING SYMPOSIUM

**National Sports Centre, Island of Greater Cumbrae, Ayrshire
30 September - 2 October 1994**

A beginners guide to maps and charts, tides, weather forecasts; sea paddling - the Scottish perspective; women's forum; making paddles work - design and manufacture; forward paddling; ear and cpr; first aid; search and rescue; sea birds; navigation - coastal, crossing and night; expedition planning; sea touring within the SCA; safer sea paddling; the environment; access; kayaking travel lectures; kayak handling skills; group rescues; self rescues; rolling clinic; towing; kayak orienteering; flares demo; RNLI rescue; day trips; night paddle; instructor assessment; trade participation; ceilidh and bar, plus land based activities for non paddlers.

Accommodation available - both self and fully catered, camping with or without meals supplied; b&b.

Send for full information to Gordon Brown, Blairview, Hillside Cottages, Dalry, Ayrshire.

RALEIGH INTERNATIONAL

Raleigh International urgently require voluntary canoeing instructors for an expedition to Zimbabwe for periods until 12 September; Chile (Patagonia) - Sea kayak qualified - 13 September-19 December, 7 January 95 - 14 April 95, 20 September - 21 December 1995; Botswana (inland) 25 September - 20 December 1994.

Applicants should ideally be aged over 25, and qualified to BCU Senior Instructor level. Volunteer staff are asked to contribute towards their costs and be available for a whole expedition.

Details from: Karren Norman, Raleigh International, Raleigh House, 27 Parsons Green Lane, London SW6 4HZ (071 371 8585).

ASSESSOR REQUIRED

A Coach grade 3 assessor (who is also grade 2) is required to carry out a test in British Columbia. Expenses paid. Please submit name to Director of Coaching at the BCU office for details.

FIRST MARATHON COACHING NEWSLETTER

Richard Ward has produced a coaching newsletter which has been sent to all marathon interested clubs and all registered Race Trainers and Coaches. If you are so registered and have not received your copy, please let us know, so that our records can be set to rights.

SLALOM COACHING DEVELOPMENT SUB COMMITTEE

The SCDS has continued its good work of rejuvenating the Slalom awards scheme. An Assistant Trainer level has been introduced, followed by an assessment for Trainer when the candidate is ready.

Interest in, and uptake of the courses has been encouraging. A team of coach tutors, able to deliver the courses throughout the country, has been established. The next move is to offer to take Assistant Trainer courses to clubs, rather than candidates having to travel to attend courses. It is believed that this will encourage many more parents, in particular, to join the scheme.

PROPOSED EUROPEAN DIRECTIVE THWARTED

Unbelievable as it may seem, it is possible to affect the introduction of proposed Directives which could prove detrimental.

Just over a year ago a member mentioned at a meeting of the rafting committee, that a Directive was planned which said:

Quite clearly, if someone has suffered injury or death as the result of negligence on the part of another, there should be means of compensation. However, current British law appears to be adequate in that regard, but requiring as it does, that the injured person proves negligence on the part of the other party.

This Directive would have turned around the normal presumption in Britain of innocence until proven guilty, and in all likelihood would have encouraged a great number of spurious claims.

Although members are insured against the cost of defending an action, and for any damages which may be awarded, how many voluntary instructors and officials want to be on the receiving end of a claim?

Our belief was that if the Directive encouraged claims, it would be very detrimental to the ability of voluntary sport to recruit helpers - it's difficult enough already.

The Central Council of Physical Recreation was therefore alerted to the matter. They took it up with the relevant ministry, and brought in other governing bodies who were expressing concern. This has culminated in a recent statement which says that there is too much opposition to the proposed Directive, which has been withdrawn. The issues will be addressed through guidance notes on the protection of consumers from service providers.

COACHING ORGANISERS CHANGE

Please note the following:

Tyneside: LCO post now vacant. Nominations, proposed and seconded by current members of the Tyneside Coaching Service Panel, to RCO: Dave Gray, 48 Ovington View, Bewick Grange Est, Prudhoe, Northumberland NE42 6RG on or before 31 August 1994.

Eastern Region Coaching Panel elections

South Cambridgeshire - welcome to new LCO: David Robinson, Mepal Outdoor Centre, Chatteris Rd, Mepal, Ely, Cambs CB6 2A

Hertfordshire - nominations are invited, vacant since the election of Paul West to RCO.

Essex - nominations are invited. Please note Dave Coggins is retiring from office and has indicated that he will not be standing for re-election.

Suffolk - due for re-election. Nominations are invited.

Norfolk - due for re-election. Paul Fynn has offered himself for re-election.

N Cambs - due for re-election. Keith Sunderland has offered himself for re-election.

Nominees must have agreed to stand for election, and be proposed and seconded by current members of the Panel concerned. To be received by Paul West on or before 31 August 1994.

Eastern Region Coaching Panel Open Forum

Saturday 17/18 September 1994

An Open Forum is offered to all members of the Coaching Panel on the above date. Please note that THIS WILL NOT BE A VALIDATION SEMINAR

Venue - Bedford, Saturday premises to be advised. Saturday evening - Priory Park (CASC) + Camping if required. Sunday - Cardington Artificial Slalom Course/River Ouse, Bedford.

Suggested Topics: The Amended Awards - the up-to-date position; NVQ - the up-to-date position; NCC - discussion of the previous minutes, direction for the next NCC meeting; Qualifications courses 1995 - preparation of the draft calendar; 2 Star and 3 Star standards; + Topics suggested by the SERVICE members.

Interested? Details and map required? Then please send sae to Paul West, 33 Risedale Road, Hemel Hempstead, Herts. HP3 9NW.

BCU Eastern Region agm 1994 at Cambridge on 21 November

Would members of the Coaching Service be able to attend a 'pre-meeting' at the above function? The start time would have to be 7pm prompt to enable the BCU Regional Agm to commence at 8pm. Your views to RCO please.

FOLLOW THAT STAR

Complaint is sometimes expressed, by Coaches in particular, that the Star Tests encourage too prescriptive an approach to the teaching of canoeing.

This was never the intention. The Star Tests were meant to identify the basic skills - those essential building blocks. They are set out in a logical progression - but by no means the only one. Ability is evidenced by the performance criteria set - which shows when a candidate has reached a naturally identifiable level of ability.

The levels are intended as good 'indicators' of when a person is ready to 'move on'. eg a 2 Star candidate should be 'safe' to take a canoe or kayak out from the club on sheltered water, in company with others of the same level of ability, without 'qualified' or more experienced, supervision.

The 2 Star candidate is probably ready to be introduced to moving water skills.

Currently, working parties are considering both the kayak and the canoe definitions of the basic skills, and re-appraising the teaching sequence. No dramatic changes are envisaged, but clearly the sport has moved on since the Canoeing Handbook was last written, in 1989, and we want everything up together when the revised awards scheme is launched next year.

Debate presently centres around such issues as the point at which the action of the lower body is stressed in sweep strokes, draw strokes, and 'tilting for directional control'. The definition of the 'bow rudder' has also caused a certain amount of controversy. Some regard the basics of bow rudder as a fairly simple matter of pivoting around the paddle, while others consider it to be a mystical experience which cannot possibly be set out in words for mere mortals to employ!

An article in the next issue will raise in detail some of the remaining areas of debate.

Nomenclature is also of interest. Some say 'does it matter what a stroke is called, so long as it does the job?' In isolation the answer is 'no'. However, when one person is training, and another testing, there has to be a common language. Furthermore, established technical usage of words does avoid a great deal of misunderstanding, and also time wasting, from people arguing when in fact they are saying the same thing!

It is being suggested, therefore, that the following definitions will be used:

Support strokes. The following are both support strokes:

Brace

a 'brace' is where the paddle is held relatively static. It is the action of the water against the blade, with the paddler resisting, which is giving the dynamic effect to enable support to be gained. eg bracing against a surf wave, or in a stopper.

Recovery stroke

a 'recovery stroke' is where the paddle blade is pushed dynamically against the water in order to gain the inertia and leverage required to hip flick the boat back to stability.

Both strokes can be used in the 'high' or 'hanging' mode - ie where the drive face of the blade is employed against the water; or in the 'low' mode - ie where the 'non-drive' surface, or 'back' of the blade is employed against the water.

The emphasis on 'elbows above the paddle shaft' for support strokes has been queried, and the consensus is that a straight wrist, but with the elbows in a more natural relationship to the shaft - about 45 degrees - is called for.

HOW TO BE A CANOEING STAR

by Kath Wright

BCU publication ISBN 0-9000082-05-4

Price £3.95 members; £4.95 non-members plus £1 p&p

the complete guide for Star Test candidates

Should an Instructor be able to roll?

It is generally agreed that a Senior Instructor should be able to roll. Currently, it is not a fail factor in itself, but if a Senior Instructor cannot roll reliably, he or she would have to be very convincing in all other aspects to be passed. There are now those, however, who maintain that it is also necessary for an Instructor to be able to roll.

I can accept that if a person is employed full time as a closed cockpit kayak Instructor, from an 'image' point of view, it may be *desirable* for the Instructor to roll. I cannot accept that it is *necessary*.

The Instructor works on sheltered (flat) water. What possible set of circumstances could occur to make the ability to roll an essential part of his or her repertoire? It should be unlikely that the Instructor is going to capsize in the first place, and certainly not during the introductory sessions.

Even if it did happen, what is wrong with getting to the nearest student, emptying across their boat, and getting back in? Or simply swimming to the edge? There could be some 'loss of face' involved - but I cannot believe that there is any real danger.

Logic tells me that if it is essential for an Instructor to roll, for safety reasons, then we should not teach from an open canoe at all! Or if we do, then the Instructor should always be either in a kayak or in a white water canoe, full of air bags, equipped with saddle and thigh straps, and possessing an ability to roll.

I do think that we get a bit 'carried away' at times and forget that there are hundreds of people around who buy, beg or borrow a kayak, put it on the canal or placid river, and paddle away quite happily without ever having any instruction, let alone with a fully equipped first time roller on the water with them!

They don't all drown! In fact, no one wearing a buoyancy aid ever has drowned from a kayak, on simple water.

Good quality instruction is invaluable. At its most basic, it is silly for everyone to make their own mistakes. At its best, good instruction leads a person quickly and effectively to the point where they can cope safely with ever greater challenges and excitement, and achieve their full potential.

But do let's keep things in perspective!

Part of the argument is that rolling is such a simple skill to acquire nowadays, that there is no reason not to learn. This does pre-suppose, however, that all 1,500 trainees who enter the Coaching Service each year, have access to a swimming pool. It also pre-supposes that they all *want* to roll.

I have no quarrel with Instructors learning to do so, and being encouraged to do so. I merely dispute that it is an essential requirement on grounds of safety.

Geoff Good

Appointment of Senior Instructor SOUTHEND

My present BCU Senior Instructor, Robin Smith, has just informed me that circumstances force his resignation from the Centre at the end of July. We therefore have a vacancy for a fully qualified BCU Senior Instructor to work with us throughout the Summer and Autumn.

Obviously, this post would be ideal for a suitably qualified student who hasn't yet got a summer job. However, we would be delighted to speak to anyone with suitable qualifications and experience.

SPECIAL ANNOUNCEMENT

Please note that Mr Jamie Todd of 36 Swains Meadow, Church Stretton, Shropshire, is not a member of the British Canoe Union and does not hold any BCU qualifications

ALL AT SEA

- a Flare for This Sought of Thing

by STEVE SCOTT

This article was prepared by Steve for his BCU Coach course

Originally predominantly a sea canoeist from the North East of England but then working in Outdoor Education in Grampian, Strathclyde and now Tayside regions, my main canoeing - sorry, kayaking - activities have been river based. Over the past four years, however, I have assisted in the running of a Safety and Rescue for Sea Kayakers course based at Achnamara Outdoor Centre situated on Loch Sween. Jim Breen, who was the course organiser, was able to obtain the services of a dedicated Search and Rescue helicopter, Coastguard and RNLI with the aim of using these resources to possibly come up with a rough guide of how to react and the best or most practical way for a winchman to rescue a canoeist from a raft, or if there were any other means of rescue.

As this was a learning exercise for both canoeists and Search and Rescue crews, a number of scenarios were drawn up and discussed, what problems both parties might encounter, ie what would the effect of downdraught have upon a raft, would they be able to hold a raft together. Where would the best position be for a winchman to gain access to the casualty and so forth.

Because each party was unfamiliar with each others terms etc. a landbased drill was tried first to see if the winchman was happy at putting on the Nato Strop sitting on a raft and because of the nature of the lift this would have to be done with the winchman facing the casualty.

Being a fairly unknown phenomena it was decided to first test the effect of the helicopter's downdraught on a raft of 6 kayakers. We tried this a number of times using different angles and heights of approach. It was found that an approach at a height of approximately 60ft and then dropping down once overhead seemed to prove to be the most successful. It should be noted that the downdraught was most volatile around the peripheral of the helicopter blades, axis and once inside this axis the downforce abated.

The first scenario tried was the uplifting of a casualty from a raft of 6. Once the helicopter was overhead the winchman was lowered and it was then the winchman who directed the pilot and craft into the correct position.

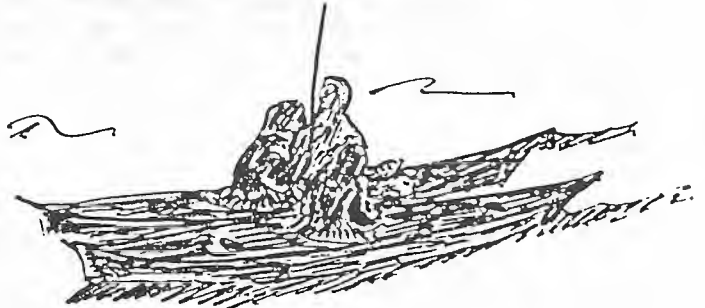
The winchman has a wire dangling below him so he can "earth" himself, ie get rid of any static electricity generated by travelling in the helicopter. Once he has "earthed" he can then proceed with the intended rescue. As the winchman was lowered onto the raft he was having profound difficulties in positioning himself on the kayakers due to the wellington boots which are part of his drysuit. These proved to be horrendously slippery and were skating off the decks of the kayakers.

When the winchman was in position he then placed the strop around the casualty who was still sitting in his boat.

It was then decided that it would be better and easier, and in the interest of the casualty for him sit on the back of the cockpit.

This exercise was repeated with a raft of 2 kayakers. The main problems being:

- o A smaller target for the winchman.
- o requires a lot of physical effort from the casualties partner ie holding raft together can he help casualty onto back deck etc.
- o Because a smaller number of craft are being used, there is therefore less drag/resistance to down draught resulting in a chase by helicopter before correct height and angle of approach are met.



Possible Uplift of Patient from Canoe of Two Man Raft Using a Double Lift.

These were experimented with a solo paddler which proved to be totally unrealistic, ie the kayak was blown all over the water which resulted in the paddler having an uncontrolled "Bongo Slide". Even if the kayaker managed to stay upright as soon as the winchman tried to sit astride of the kayak the paddler lost all balance and ended up swimming.

Because of the helicopter's range it would then decide the best course of action once it has taken aboard its casualties, ie return to nearest hospital, rendezvous with lifeboat, coastguard etc

This we practised with the co-operation of a coastguard inflatable rescue craft. This is done with the pilot instructing the boat to head to wind at around 12 knots depending on type of craft. The pilot positions himself overhead and lowers the casualty or casualty/winchman into the boat below. It proves to be easier to land a casualty onto a moving platform rather than hovering and lowering onto a pitching platform.

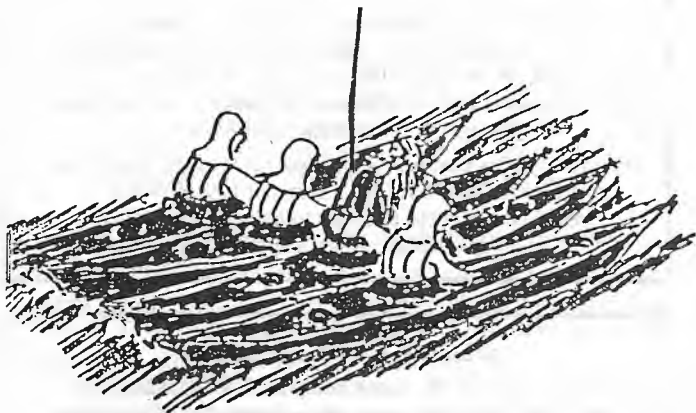
CONCLUSIONS

In conclusion and after considerable consultation with the various SAR crews the winchman would prefer the patient to be dumped in the water once contact had been made. After all, this is how they are trained. Even though as sea canoeists we are trained to stay together, look after the group and try and keep any casualty as warm and comfortable as possible it has proved to be quicker and safer for both parties to keep together until rescue is imminent, ie the winchman is being lowered down the wire and then deposit the casualty in the water and disperse quickly.

It then leaves the canoeists the added problem of how to deal with the casualty's equipment, ie can it be towed, which would depend upon different conditions.

- 1 Are the group equipped sufficiently well to deal with the situation
- 2 Due to the prevailing weather and sea conditions how big is the risk factor in being too conscious of the material worth rather than abandoning the equipment to concentrate on the groups safety.
- 3 Is it feasible to stay with the equipment until help arrives which could possibly rescue the equipment ie lifeboat, fishing boat ? Can they claim salvage rights?

It was also thought that given the right conditions a tired, heat exhausted group on a fairly calm stretch of water could be returned to safety by the use of the helicopter's downdraught actually blowing a raft back to safety. This was tried and seemed to work quite well - although realistically would probably never occur, and would also be a highly expensive waste of a rescue resource.



Double Lift of Patient from Cockpit on a Raft (after 'grounding')

STUDENT PROJECTS

Now is the time when college and university students will be choosing their subjects for their project or thesis to be undertaken in the coming academic year. How many times have we heard people on BCU Committees saying how useful it would be if research could be undertaken in a particular area or on a particular canoeing related subject? These have been pious hopes due to the lack of BCU resources to finance such research.

Subject areas worth researching from canoeing's point of view could include:

- o Canoe usage of given waterways and analysis of current frequency of use, the user profile and the proportion in BCU membership.

- o Impacts of canoeing on the environment and wildlife, including fish at given locations and an analysis of sustainable and non-sustainable impacts.
- o Canoeing participation amongst urban populations and promoting greater participation.
- o The use of dugout canoes and their development derivations in ancient times for the transport of people and goods in inland and coastal waters of the United Kingdom and northern Europe - (Low Countries).

The above only includes a few subjects to get the list started. Please write to the National Development Officer at the BCU Office with any topics you think should be added to the list.

The other side of this coin is to ask you, the readers of CoDe, to tell your colleagues, whether they be students or lecturers, that there are worthwhile areas for under-graduate work in the field of canoeing. Please tell them that a list of possible topics is held at the BCU Office by the BCU National Development Officer.

TERMS OF REFERENCE FOR THE APPLICATION OF BCU AWARDS

VERY SHELTERED WATER - quiet canals, small lakes, suitable sections of slow moving rivers

Supervisor (closed cockpit kayak)	All craft
Supervisor (canoe)	Open canoes only
Placid Water Teacher	Open cockpit kayaks (OCK) and canoes only
Trainee Instructor (Kayak - closed cockpit)	All craft
Trainee Instructor (Canoe)	Open canoes only

NB Canoe or Placid Water award holders, who obtain the Canoeing Safety Test in closed cockpit kayak are also authorised to supervise groups in closed cockpit kayaks on Very Sheltered Water or equivalent sections of Sheltered Water

SHELTERED WATER - canals, small lakes, suitable sections of larger lakes, slow moving rivers

Instructor (Kayak)	Closed and open cockpit kayaks (all craft on Very Sheltered Water)
Instructor (Canoe)	Open canoes only
Instructor (Placid Water)	Open cockpit kayaks and canoes only
Trainee Senior Instructor (Inland kayak)	All craft
Trainee Senior Instructor (Canoe)	Open canoes only
Trainee Senior Instructor (Sea)	All craft
Senior Instructor (Inland Kayak)	All craft
Senior Instructor (Sea)	All craft

WHITE WATER - Inland: Grade II rapids. Sea: Defined beaches - close inshore to beaches where there is easy landing, not involving tide races or overfalls.

Surf: Moderate - beach with no particular hazards in normal conditions

Senior Instructor (Inland kayak)	Closed and open cockpit kayaks only on inland waters only (also CCK on Moderate Surf provided sufficient personal ability and experience is held)
Senior Instructor (Canoe)	Open canoes only on inland waters only
Senior Instructor (Placid Water)	Open cockpit kayaks and canoes only on inland waters only - 'racing progression' only
Senior Instructor (Sea)	Closed cockpit kayaks only on sea only (also CCK on Moderate Surf provided sufficient personal ability and experience is held)
Trainee Senior Instructor (Surf)	Closed cockpit kayaks and wave skis on moderate surf only

ADVANCED WATER - Inland: Grade III rapids and above. Sea: open sea. Surf: Large.

*Senior Instructor (Inland kayak)	Closed cockpit kayaks only
*Senior Instructor (Canoe)	Open canoes only
*Senior Instructor (Sea)	Closed cockpit kayaks only
Senior Instructor (Surf)	Closed cockpit kayaks and wave skis only

*The Senior Instructor should hold the relevant Advanced Proficiency Certificate or be able to show equivalent ability and experience

COACH & ATHLETE



COACH & ATHLETE is a clip-and-copy guide featuring information of value to both the coach and the sports performer. Permission to reproduce and circulate this guide is granted by the NCF for non-profit making educational purposes.

Doping Control in Sport



DOPING CONTROL

"Testing is carried out for three reasons:

- to protect those who don't cheat**
- to deter those who might**
- to catch those who do"**

HOW TESTING IS CARRIED OUT

All coaches should be aware that athletes might be subject to testing at some stage during their athletic career. By discussing with their athletes the issue of performance enhancement and their opposition to the use of drugs, coaches can give a consistent message about legitimate ways to improve performance. Further, by having an understanding of the testing procedure and, where possible, being present during the testing of their athletes, coaches demonstrate their support for drug-free sport. The knowledgeable coach's presence will also allay fears the athlete may have about the testing process itself.

For most sports, testing is focused upon those athletes eligible for national selection. However, the decision to test might also be influenced by the potential for drug misuse in a particular sport, the sport's competitive standing (nationally and internationally) and its competition programme.

Testing is carried out for three reasons:

- to protect those who don't cheat
- to deter those who might
- to catch those who do

An athlete may be selected for testing at a competition, at a squad training

session, or at any other time. Regardless of how the athlete came to be selected, the actual testing procedures follow the same principles. The following guidelines explain what the coach and athlete should know. In the United Kingdom, all testing is carried out at short- or no-notice.

NOTIFICATION

Selection for testing is given in writing. The Independent Sampling Officer (ISO) carries an identity card issued by the Sports Council and a detailed, dated letter of authorisation for testing. When an athlete is contacted out-of-competition by telephone, the maximum time available to arrange to meet the sampling officer is 24 hours. In other countries, additional time may be available and the athlete will be notified appropriately.

REPORTING

Normally after competing an athlete is required to report for testing as soon as possible, although extra time may be negotiated if it is necessary to carry out specific tasks like attending a victory ceremony or for media interviews. Time is also given for the athlete to obtain warm clothing, to warm down or to receive treatment for any injury. During this time the athlete will be chaperoned but is entitled to be accompanied to the Doping Control Station by a team official. At a training session or out-of-competition, an athlete is allowed to continue their usual programme of activity until they are ready to produce a urine sample.

PROVIDING A SAMPLE

All athletes must provide their urine sample under the supervision of an ISO officer of the same sex. Sampling

officers are trained to look for secreted equipment or samples since it is essential for all concerned that the sample can be confirmed as valid. Samples are provided in a sealed collection vessel chosen by the athlete.

DIVIDING AND SEALING THE SAMPLE

The sample is divided into two bottles (A & B) containing approximately two-thirds and one-third of the sample respectively. Only the athlete handles the sample. The pre-sealed bottles will again have been chosen by the athlete and will be identifiable by code only. It is this code that is checked by the athlete and ISO and entered on the Doping Control Collection Form.

COMPLETING THE ADMINISTRATION

Athletes are asked to declare medication or substances taken in the last seven days (some countries ask only for details of the previous three days). This declaration is not obligatory but may be helpful, particularly where a substance available in an over-the-counter medication is reported as present in the sample by the testing laboratory. Questions about medications are best answered by the medical officer of the sport governing body.

[This information is provided as a coach education service by the Sports Council Doping Control Unit, Walkden House, 3-10 Melton St, London NW1 2EB. For further information on Doping Control in Sport and details of free educational materials, contact the unit on 071 383 5667.]