

CoDe

the magazine of the BCU Coaching Service
No 60 - December 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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CHRISTMAS GREETINGS



The compliments of the season are proffered to all members of the Coaching Service, with grateful thanks for your often heroic, and unsung efforts on behalf of the sport and the Union.

PLEASE CHECK YOUR LABEL

English (BCU) members only

The codes showing which qualifications and examiner gradings you hold, are carried on the address label of English (BCU) members for this issue of *Focus* and *CoDe*.

Please ignore the ST (standard) CD (CoDe) and RNL (renewal) if these appear at the top - they are not qualifications, nor do they indicate promotion to Sainthood as one member queried.

The coaching line appears under your name, and commences with a number which identifies your local panel. The same numbers are used in each region. It is not possible to list them all, so please ignore this number.

Please check the codes which indicate qualifications, or tests, or examiner grading, against the enclosed schedule. Should there be an error do **write** and let us know. (Please note that **write** is in bold letters !)

Grade 2 Examiners should ensure that the discipline for which they hold E2 status is correctly indicated. Where an examiner is SI in only one discipline there will probably not be a 'qualifying' code. If an examiner is SI for more than one discipline, and there is still no qualifying code for the E2 status, it means that he or she is registered as E2 for Inland Kayak only. If this is incorrect please write and confirm.

If you have thrown the label away, please try and remember to check it next time. Thankyou for your help.

INSPECTORS WANTED

Applications are invited from Coaches or grade II examiners who have sufficient free time to enable them periodically to undertake the inspection of approved centres on behalf of the BCU.

It is anticipated that on average 3 centres could be inspected every 2 days, and so a consultancy fee of £60 per day should be available. Travelling expenses will be paid at the standard BCU rate.

Currently the inspections are carried out by RCOs, with some help from LCOs. However, there is a 'log jam' at the outset of each season, and it is hoped that the availability of additional inspectors, with blocks of time (2-3 days at a stretch) available will enable a more speedy service to be offered.

1995 PRICES

There are only two changes to prices for 1995:

Annual Registration fee* / Enrolment fee / Assessment fee:

£7.50 from 1 January 1995

Proficiency Test Metal Lapel Badge: **£4**

*The annual registration fee is payable by Supervisors, PW Teachers, Competition Trainers, who elect not to become comprehensive members. (£21 for 3 years).

STAR TESTS remain at **£2.50** (£20.50 per lot of 10 - cwo)

PROFICIENCIES are **£5** (£7 non-members)

CANOEING SAFETY TEST **£2** (£4 with badge)

RESCUE/RESUSCITATION TEST **£3.50** (£5 non-members)

COACHING PADDLERS WITH A DISABILITY

Dougie Shannon

Unless the organism is intermittently flushed and stirred by some exciting experience ... overall rationalisation and restraint are apt to engender a dryness of the emotions, a feeling of monotony.. 'Leisure pursuits have a function which is 'the restoration of that measure of tension which is an essential ingredient of mental health' - Prof Norbet Elias and Eric Dunning

In 1988, the then Minister for Sport Colin Moynihan, commissioned a report entitled BUILDING ON ABILITY. This was to review the provision of sport in this country for those with a disability. When the report was published in 1990 it contained many recommendations relevant to canoe sport, not only to coaching, but to the rest of our governing body, the SCA and those who participate in the sport.

At the moment the provision of sport for people with a disability is organized by bodies that are disability specific, for example Cerebral Palsy Sport and British Deaf Sport Council. There are seven of these organizations covering most disability categories, all trying to provide a selection of sports for their members.

It was felt that this was the wrong way to provide sport for the disabled, rather, that it should be provided by sport specific organizations and the responsibility for this naturally falls to the governing bodies.

This does not mean that coaching should take all the responsibility for provision of canoeing for the disabled, touring, competition, and council all have responsibilities of provision as well, but I will restrict my comments to those relevant to providing coaching for the disabled canoeist.

What are the priorities ?

So what do we need do ? Education of the members of our coaching scheme has to come high on list of priorities, as we are effectively moving the goal posts. By changing the structure of provision of sport for disabled, from people with a high level of knowledge of specific disabilities and a little knowledge of many sports, to people with a high knowledge of a specific sport and who now need to have an understanding of many differing disabilities and their consequences.

This would at first seem like a very daunting task, but it should be seen that it has to be easier to train coaches about disability than to train those with a knowledge of a specific disability in many different sports, particularly in the area of adventure sports.

So what must this education consist of ? Surprisingly little of it will need to be sport specific as we are already supposed to be the experts at our sport, and coaching people with a disability is very similar to coaching able bodied people.

Terminology comes high on my list of priorities. Nothing will make us more uncomfortable than not being able to understand the language of carers and parents. We ourselves will stumble and stammer for the correct phrases to use. The problem is we have to use language to describe disability without causing offense to those to whom we are referring. As soon as an appropriate term has been found the meaning will change through use and become derogatory. Words like spastic and mental handicap are good examples, once appropriate words to describe specific disabilities, through playground use they have become terms of derision.

Below is a list of terms which I use and these will be my meanings for future use in this paper. This is not a comprehensive list, but they are terms I am happy with using, they will of course change over the years.

Impairment:	Loss of use of part of body.
Disabled:	Person with an impairment.
Handicap:	Restriction caused by an impairment.
Learning difficulty:	A person whose intellectual ability does develop as quickly or as fully as others, I.Q. of below 70
Mental handicap:	As above, but with an I.Q. of below 40.
Sensory disability:	Loss of, or impairment of, one of the senses.
Hidden disability:	Not an obvious impairment, but may be important to have knowledge of eg diabetes, epilepsy, arthritis, asthma, brittle bones, haemophilia, heart impairment.

These often accompany more obvious impairments.

Other terms you may hear of:

Special needs:	Anyone with extra needs requiring our attention (emotional or psychological)
Specific learning difficulty:	Dyslexia. May also include difficulty with co-ordination and telling left from right.
Challenging behaviour:	Used to be known as tantrum (still is with able kids). Frustration at not being able to express themselves may result in challenging behaviour.

Not included in this list are the names of specific impairments, but this would be the next appropriate area for education. It is out with the scope of this paper to go into these in detail, but an understanding of the more common impairments and their ramifications is helpful, as this will prevent the necessity of asking questions you may feel awkward about asking when preparing to coach a disabled person. It is important though, to always remember that all disabled persons are individuals and find out from them what they can and cannot do. Specialist equipment and techniques are not generally required to teach disabled people to canoe, more important is the ability to laterally think and possibly not accept some of the things we now accept as norms in our coaching or equipment.

Coaching

How we as coaches measure success may have to be reviewed. We tend to measure success by a series of teaching goals ie we should be able to cover forward paddling and sweep strokes in our first session, and either we have failed somehow or the group is particularly stupid if this is not achieved. Especially when working with people with learning difficulties this may not be appropriate, success may be measured in getting a buoyancy aid on without any challenging behaviour. What I am saying is, that because we are dealing with people that do not fit the norms of ability then our preconceived ideas of norms of development may have to be radically reviewed. Individual programmes should be devised when possible, with goals set jointly with the coach and student.

Confidence is a common problem with people with a disability and teaching progressions should be realistic, as failure can reinforce any feelings of insecurity, but success can transform someone before your eyes.

Equipment

The type of questions we need to be asking ourselves in this area are, do we need to use paddles with a feather ? Do we need to use paddles at all ? What use do hand paddles have ? What type of craft suits our needs best, some people will need small cockpits with centre pillar buoyancy to secure themselves, whilst others will need large cockpits with no interference with their legs. Open canoes have huge possibilities, particularly for those with sight impairment. Duos also have potential, and what about sailing canoes ?

Equipment to be modified eg velcro on paddles loom matching a velcro glove, buoyancy aids may need tailored or even a life jacket may be more appropriate. Speciality equipment is on the market, but they are not generally available and are expensive.

I have said much about the practicalities of what we must learn and how we must alter our thinking in coaching, but in my experience of running training courses on this topic for instructors, these are not the areas they are most anxious about. What worries people most is

Dear CoDe

Dear CoDe,

Hi ! My name is Jackie Effiong. I'm a member of the BCU and work at an Approved Centre. As a Black Woman Instructor I'm quite interested in linking up with other Black Instructors out there. I would really like to contact them ! This is mainly because I want to do my SI Training this year and I also want to build up my contacts.

If you could help by passing this information on to Black Workers I would greatly appreciate it.

JACKIE EFFIONG

WAC, The Old Boathouse, Off Maddison Road, Fairfield Locks, Droylsden, Manchester. M35 6ES

Dear CoDe,

Having read the exchange of views in the letters section of CoDe 59 on the subject of an Instructor's ability to roll and the safety precautions which groups should take, I would like to congratulate Geoff Good on his thoroughly commonsense attitude. Canoeing will always be an 'assumed risk' activity. The only way to ensure no risk is never to get on the water at all. The Director of Coaching is clearly in tune with the realities of the risks at a practical level. I do hope BCU policy will continue to reflect his views.

JIM LYTGOE

PS I can roll !

Dear CoDe

Should an Instructor be able to roll ?

I found myself agreeing with most of the comments in Geoff Good's article (August CoDe).

However, I would point out that those who 'maintain that it is necessary for an Instructor to be able to roll', are only following the Director of Coaching's guidelines !

By this I mean that the 3 star test requires a roll, even if a bit inconsistent at this stage.

Hopefully, after going through the process of Instructor training, probation period, Instructor assessment, the Instructor's skills will have improved, in every area.

This overall improvement in performance should include the ability to roll in flat water.

If there is a problem in this area, surely it highlights either a lack of practice on the paddlers behalf, or an inconsistency in our training/testing standards.

If it was generally agreed that rolling is not essential, then surely it should be removed from the three star test, or the three star test should no longer be the prerequisite for Instructor training.

CLIVE BEATTIE

DoC comments: Guidelines are issued to explain the policy determined by the elected representatives of the membership.

There was an anomaly regarding a rolling requirement for 3-star, while not requiring an instructor to roll. The explanation is that the Star Tests were designed for their own purpose - a natural progression of learning, indicating when generally recognised 'learning plateaus' have been reached. Subsequently they were used as a convenient, ready-made indicator of sufficient personal ability to enter a training course for a qualification.

The anomaly was noted by the working party recommending necessary changes to the scheme, who proposed the removal of the rolling requirement from 3-Star..

At its recent meeting, however, the National Coaching Committee disagreed, and so the 'beginnings of' rolling' will remain in.

NCC also held an informal debate on the necessity for an Instructor (closed cockpit kayak) to be able to roll. The members were split in their views, although there was general agreement that 'image' was the main issue, rather than 'safety'. (Before you put pen to paper please note that this comment does not mean that safety is not the most important issue, just that it is difficult to argue that a group on flat water is in mortal danger if on the very odd occasion an instructor happens to come out of his or her boat).

The point was made that rolling is now so easy to achieve, and so basic a skill, that there is no reason for an Instructor not to be able to roll. In many cases it is the first skill that a paddler learns.

The counter-argument was that whilst this may be true in even the majority of cases, it still leaves a considerable number - perhaps 500 per year ? - who are not interested in rolling, and who could well find the requirement a barrier to their otherwise safe and successful pursuit and use of the award.

It could be argued, of course, that those instructing from kayaks designed for white water who are not 'rolling orientated' are, perhaps, teaching from the wrong boats, and should move over to the placid water progression !

Dear CoDe,

Should *Discretion* be a part of an examiner's armoury ? I ask this question, since starting my long and expensive climb to SI. I am at the moment a TI, and slightly deflated by my achievement, as others who are at least equal, and even higher than myself, seem to be just scraping through, and even not up to the mark, but still being passed as competent. Do you not think it is about time there was a clear cut set of guide-lines, so an applicant can pass or fail, and not just scrape through because they might improve in time ?

BCU No 059262/f Leicestershire

DoC comments: Without specific complaints, and being able to pursue the matter in detail with the examiner(s) concerned, it is impossible to pursue such a generalisation.

It is anticipated that the planned revisions to the scheme, with a greater emphasis on assessor training, and more detailed guidance, will achieve further improvements to the consistency of standards .

Coaching Paddlers with a Disability

(continued from previous page)

meeting people on a one to one basis who have a disability, having to interact and socialize with them. They worry that they might not cope, they might stare or not know where to look. Do you talk about their impairment with them ? This in my opinion is the greatest barrier instructors getting involved with coaching the disabled, not the lack of facilities or equipment, these problems exist also in able bodies sport.

The problem is easy to identify, a solution is not as obvious, as these fears are real.

What I find helps it to work firstly with simulated disability, blindfolded for example and generally increase our awareness of what it is like to be disabled. Gain access to a wheel chair and try to use it. Teach someone to paddle with their arm inside their buoyancy aid. Meet disabled people on a social basis, where you are not the 'instructor' and everyone expects you to have the answers.

This is what we try to achieve on the Disabled Endorsement Courses, but it can not all be achieved on a weekend.

Summary

In many ways our sport is in the forefront of implementing the governments recommendations, but this should not make us complacent. In the two years since the report was published movement has been painfully slow, but it has been movement.

Many people participate in the sport at a taster level, but few go on to be committed in competition or recreationally. Identifying why and resolving this should be our next step forward.

Dougie Shannon prepared this essay for his BCU Coach course

notices

EXAMINER GRADINGS

At its meeting on 12 March NCC agreed that it was necessary for a candidate seeking an examiner grade to work with at least two different assessors on the qualifying courses. The Examiner Log Book has been amended accordingly.

Where the RCO has no personal knowledge of the candidate, his or her request for examiner recognition will be referred to a meeting of the Regional Coaching Panel, or referred to the Region in which the candidate mainly works.

EXAMINER FORUMS

Please note that Examiner grade II status has been extended, regardless of whether or not a further forum has been attended. This is due to the fact that there will be a compulsory attendance next autumn, or spring '96, once the proposed revisions and amendments are agreed and in place.

Avon Coaching Panel Examiners' Forum

All examiners are invited to the Examiners' Forum to be held at Avonquay Resource Centre, Bristol on 21 May 1995. Details from: C Knifton, Summer Lane, Banwell, Avon BS24 6LP.

Eastern Region Forum

A weekend standards seminar and open forum is planned for 4-5 or 11-12 March in Norfolk. Programme will include active participation and paddling. Details to be announced in February CoDe, or apply to RCO (see address below).

LEICESTERSHIRE COACHING PANEL TO MEET

All members of Leicestershire Coaching Panel are invited to set aside 8-9 April for a coaching get-together. A full and active programme is being arranged.

Bernard O'Connor, another stalwart LCO, has decided to stand down, and an election for his replacement will take place during the weekend.

Full details in the next issue of CoDe.

ASSESSING TO THE STANDARD

Examiners are reminded that the tests and awards syllabus' as laid down are mandatory in order to achieve a national norm. It is not open to examiners to interpret the standards up or down according to regional variations, or the examiners' personal interests or opinions.

If there is disagreement with the standard as laid down this should be highlighted through the local panel, or to an examiners' forum, or through correspondence with CoDe.

The review as highlighted elsewhere in this issue will hopefully address some of the evolutionary changes which have occurred, but until they are finally agreed and published it is essential that we all work to the defined syllabus' and standard.

CANI CONFERENCE

The Northern Ireland Coaching Conference is planned for 27-29 January at Tallymore Centre, Newcastle.

White water safety (including open canoes) and sea safety are the themes plus updates on the national scheme and NVQs.

Full details from Mike McClure, 57 Tullybrannigan Rd, Newcastle, Co Down BT33 0PL.

CALLING ALL COACHES (Recreation)

A get-together is planned for 4-5 February 1994 at Holme Pierrepont. Notices have been sent to all registered Coaches and Aspirant Coaches. Should you not have received one, please send for details. Full information and a booking form will follow later.

INSTRUCTOR DEVELOPMENT DAY

On Saturday 15 October some 30 coaching scheme members in West Sussex gathered for a training and development day. Three very successful sessions were organised covering Open Canoe skills, Rescue Test training, and a skills update session which tackled basic stroke performance and coaching.

This day was a taster session which was designed to stimulate ideas for the future for 'instructor development' which will be an ongoing feature in West Sussex. Many thanks for all the help given particularly Mark Osborne and Rob Williams.

Two provisional dates for next year have been arranged for Saturday 4 March and Saturday 21 October 1995. Please send sae to LCO for programme: Mike Watson, 6 Hillside Crescent, Angmering, West Sussex BN16 4AA

A SCIENTIFIC USE OF KAYAKS AND CANOES

Matthew Bampton is running geography field courses in Casco Bay, based from kayaks, on behalf of the University of Southern Maine. If anyone is interested in this area of work, and would like to communicate with him, please write to: University of Southern Maine, Dept of Geography-Anthropology, College Avenue, Gorham, Maine 04038, USA.

RCO/LCO ELECTIONS

North East

RCO: Please note that Dave Gray has stood down as RCO, and Simon Clooney, 14 Amble Grove, Sandyford, Newcastle-upon-Tyne NE2 1NY has been appointed in his place, subject to election.

Alternative nominations should be sent to the Director of Coaching, at the BCU office, to arrive before 31 December 1994. Unless proposed and seconded by LCOs, nominations for RCO must be signed by at least 5 current members of the coaching region.

LCO Tyneside: There are two nominations for LCO Tyneside, and ballot papers have been sent to all current members of the panel. If you have not received a set and wish to register your vote, please apply now to the BCU office. Completed ballot papers must be returned by 20 December.

Eastern Region

LCO Hertfordshire: Dr Mike B James, 34 Echo Hill, Royston, Herts SG8 9BB has been nominated as LCO. In the absence of alternative nominations Dr James will be confirmed as LCO in the next issue of CoDe. Alternative nominations, proposed and seconded by current members of the Hertfordshire Panel must be sent to the RCO, Paul West, 33 Risedale Road, Hemel Hempstead, Herts HP3 9NW, to arrive before 20 December 1994.

LCO Essex: Henry Monaghan, 10 Caernarvon Close, Hornchurch, Essex RM11 3QL has been appointed LCO for Essex. Alternative nominations to Paul West, please, by 20 December.

Suffolk still requires an LCO. Volunteers, or recommendations, to Paul West please.

West Midlands

LCO Staffordshire: Keith Sunderland, Almond House, 31 Java Crescent, Trencham, Stoke-on-Trent, Staffs ST4 8RT is due for re-election. Keith is willing to re-stand. Any alternative nominations please, proposed and seconded by current members of the Staffordshire Coaching Panel, to RCO, Roger Drummond, South View, 8 Severn Bank, Shrewsbury SY1 2JD before 20 December 1994.

East Midlands

LCO Northampton: Tony Bloor, MBE, is retiring as LCO after many years of sterling work. Dave Deane, 26 Olympia Close, East Hunsbury, Northampton NN4 0RU is willing to stand in his stead. Alternative nominations, proposed and seconded by current members of the Northampton Panel, to RCO, Keith Sykes, 8 Marlwood, Cotgrave, Notts NG12 3NS before 20 December 1994.

THE RUNNING OF PLACID WATER COURSES IN 1995

Over the last two years there has been a considerable change in the Placid Water Teacher/Instructor and Senior Instructor course content. At the Placid Water Coaching Panel (PWCP) meeting this year the question of who is able to present and assess Placid Water Coaching Courses was discussed and resolved. To align with the closed cockpit scheme, E2 status is now required by any Placid Water Senior Instructor who wants to present a PW Awards course.

To keep the scheme current, anyone intending to run a PW coaching qualifications course not formally appointed by the PWCP in the last two years should contact the National Coach to arrange either qualified staff for the course or the update of their award.

Getting involved in PW Coaching and Instruction

If you would like to set up a PW coaching course in 1995, or, you are a practising Closed Cockpit SI, Instructor or Supervisor and are interested in upgrading your qualification to Placid Water, or, you would like the latest information on courses in your area please contact the National Coach for the Placid Water progression for further details:

Richard Ward, 3 Gordon Terrace, Park Street, Crediton, Devon. EX17 3EB (0363 775914).

EXPERIENCED KAYAK/CANOE INSTRUCTORS

Mature, highly motivated, widely experienced instructors required for the 1995 season to help develop centre on the Ottawa River. Expert paddlers with sound theoretical knowledge of all aspects of whitewater paddling in kayaks or canoes, with solid instructional background. The River Run Paddling Centre, PO Box 902, Chelsea, Quebec, Canada JOX 1N0 (819 827 2550).

IMPORTANT ANNOUNCEMENT

CONTRACT FOR COURSES

The BCU has entered into a contract with a technical college for the delivery of its courses leading to qualifications.

Would course organisers please note, therefore, that centres and other establishments - apart from FE Colleges themselves - are not at liberty to apply for funding from TECs, or through FE Colleges, in support of the following BCU courses:

Supervisor / Placid Water Teacher; Instructor Training / Assessment; Senior Instructor Training / Assessment.

The agreement has enabled the Union to benefit from an additional source of funding. The main purpose to which this funding has to be put is for the development and ongoing delivery of NVQ's and the provision of improved resources for courses and the training of assessors.

Please **write** to the Director of Coaching should you have any specific query with regard to this arrangement.

ACTIVITY INSTRUCTORS REQUIRED FOR A GUIDE ACTIVITY CENTRE DURING MAY TO SEPTEMBER 1995

Short and long term contracts available.

Candidates should be over 18 years of age and hold BCU TI or BMC SPSA training as a minimum. Enthusiasm and the ability to work with young people are essential attributes.

Activities include canoeing, climbing, abseiling, archery and skiing. Experience in the other activities is an advantage although full training is given.

Application forms and details available from:

Blackland Farm, Grinstead Lane, East Grinstead, Sussex.
RH19 4HP. Tel. 0342 810493

STATEMENT OF PHYSICAL COMPETENCE

The Advisory Committee on Canoeing for People who are Disabled produced a policy statement which set out terms which would enable people with an impairment to hold a coaching qualification. This was endorsed by the National Coaching Committee, and subsequently several members have acquired, or regained, their coaching qualifications.

In essence, it is an 'enabling' not a 'disbarring' policy, whilst safeguarding the interests of the student and the BCU.

During the forging of this policy, the obvious issue arose - what about people who already hold a qualification but become less than physically competent within the accepted norms?

Let us suppose that an instructor develops epilepsy. Undoubtedly the majority would act responsibly, and take whatever precautions were necessary to ensure that should he or she experience a seizure whilst in charge of a group there was sufficient competent help on hand to ensure the safety of the group and themselves.

Should that not be the case, however, where would the BCU stand?

Would we not look rather suspect in court if we had to confess we did nothing in the way of monitoring the ongoing physical competence of instructors?

'We rely on the integrity of the person concerned, Sir'

'But it didn't work on this occasion, did it Mr Good?'

We believe, therefore, that all we are doing is taking reasonable precautions, and merely formalising requirements to ensure the safety of canoeing groups which responsible individuals would take anyway.

I am sorry that the Statement of Physical Competence was introduced without proper explanation - that was a factor of the emergency nature with which most matters have to be dealt, I'm afraid.

Please note also that the intention is to take only 'reasonable precautions'. We can all invent 'what if' scenarios - do we always need 2 instructors, for instance, because of the ever present, even if remote possibility of an instructor suffering a coronary? Hopefully commonsense can continue to prevail.

Statement of Physical Competence

Candidates who sign an application form for a course leading to a BCU qualification, from August 1994, have agreed the following. The attention of all existing members is drawn to this statement, and you are requested to contact the Director of Coaching if you believe that you fall within its scope.

"I understand that in law I have a 'duty of care' to others, and this duty of care is enhanced with regard to my responsibility to those whom I teach because of the training and any qualification which I may receive.

"I declare that to the best of my knowledge and belief I am physically fit, and do not have any *condition which may impair my ability to be responsible for the overall safety of canoeists in my charge.

"I do not have *diabetes or *epilepsy. I understand that in the event of any significant change in my fitness to be responsible for the safety of others, I must declare the fact to the Director of Coaching of the BCU."

*The declaring of an impairment does not necessarily debar a person from holding a coaching qualification. The BCU does its utmost to ensure that only common sense conditions are placed on those who may not be able to fulfil all the requirements, both stated and implicit, for the holding of a coaching qualification. Please send sae to the BCU Office for a copy of the policy statement giving the terms of reference under which qualifications may be awarded.

AQUATIC FIRST AID

Nottingham - 15 January - contact Graham Wardle, 39 Heatherbrook Rd, Anstey Heights, Leicester LE4 1EJ (0533 356445)

MULTIACTIVITY INSTRUCTORS REQUIRED

Full time, seasonal and trainee posts. CV plus sae to Calvert Trust, Kielder Water, Hexham, Northumberland NE48 1BS.

The Independent Sea Kayaker

by GEORGE THOMPSON

There are fundamental differences between the preparation required for an inland, river trip and that needed for one at sea. These differences should be reflected not only in our equipment but in the training and skill-level of the participants. These differences revolve around the need for a far greater degree of independence on the sea. It is not hard to find support for this:

As a prudent mariner you must take full responsibilities for your actions . . . No matter how big a crowd you have around you, in the end you are on your own. (Seidman)

Sea kayaking safety is an individual matter that affects the safety of the entire party. Each paddler must take responsibility for his or her own well-being, assessing the risk involved and deciding if the risk is acceptable. (Wyatt)

It is important to look at rescues as the Eskimos would have, that is not only to be self-sufficient in equipment but in self-rescue techniques also (Jeffs)

Fundamental to safe sea kayaking is a reliable method of self rescue. It is not enough to rely on the platitude that there is safety in numbers. (Dowd)

Teachers of sea kayakers must work hard to engender this independence in their students. As novices, they rely heavily on the leader and so, at this stage, trips and venues should be planned around the possibility of needing to abort a session quickly and easily. As confidence and experience grow, ambition will increase accordingly until the teacher can be sure the independent state of mind has been achieved and another sea kayaker is ready for a journey, confident in his or her ability to deal with all likely situations.

In most group situations, a well-prepared leader should be able to effect the recovery of one of the group who has come out of the kayak. Experienced sea paddlers, however, are only too aware that conditions can deteriorate very quickly and circumstances conspire to compound the severity of the situation so that the ability of the leader and the group to recover a capsized boat or boats is greatly impaired. It is for these conditions that we need to be confident in the next ring of defence, the ability to perform a reliable re-entry.

In terms of being responsible for a group, Figure 1 compares some of the options open on a river trip with those for one at sea. The first few levels are largely the same, but normally the option of going to the bank is not available at sea except in the event of a capsize in surf at the start or finish of a trip. It is for this reason that some reliable method of re-entry to become fully operational again is available. Failing this, the individual kayaker needs to be able to attract attention to themselves and to remain in the water until rescued. There are many methods of solo re-entry, some involving specialised equipment and fittings, others requiring the agility and ability not only to re-enter and roll but also to be able to remain upright until the spray deck is in place and the water pumped from the kayak. In practice this is difficult and can take a considerable time.

The concept of concentric rings of defence (Figure 2) is one used by Randel Washburne. This model can easily be adapted for any type of canoeing trip, but it is for the sea kayaker that the concept originated. The outer ring is the planning and preparation stage, the knowledge of sea and weather to anticipate conditions and act accordingly. The second is the ability to negotiate rough seas and the ability to remain upright in difficult conditions. Thirdly is the ability to roll and to recover fully by a method of re-entry should the roll fail. Lastly is the ability, if all the outer rings have been breached, to signal for help and to survive in the water until rescued. The failure of any of these rings brings in the skills, experience and equipment associated with the next.

The nearer the middle of our model and the more rings breached, the more dire the situation becomes and more difficult to rectify unaided.

Skills need to be developed in all rings and none neglected. Unfortunately this does not always happen. The second ring, that of having the skills and techniques available to master difficult conditions is often neglected as the novice sea paddler becomes more ambitious and tackles longer journeys. It is easy to assume that the consequences of a capsize will not be serious because some method of re-entry has been prepared. Often this preparation has taken place in settled conditions, even in a swimming pool. In conditions where capsizing is likely for anyone other than a novice, re-entry is a serious undertaking and the consequences of failing even more serious. Far better to be prepared with techniques to cope with more extreme conditions acquired as part of a programme of coaching, making capsizing less likely. This can be undertaken where easier conditions can easily be reached and the session terminated if necessary.

It cannot be denied that a greater degree of independence is required of a competent sea paddler but this is not a recommendation of solo paddling which is an entirely different question. The independence required here is more an attitude of mind dictated by the conditions which could be encountered. Of course it is safer to paddle as part of a group but, without the option of going ashore when conditions get rough or things start to go wrong, the sea kayaker must achieve a higher degree of self sufficiency.

There is an old saying about safety in numbers. Don't believe it for a minute or doubt it for a second. No matter how big a crowd you have around you, in the end you are on your own; but if you can, never forgo the company of others on the water. It is not that it is unsafe to paddle alone, only much safer if you are not. (Seidman)

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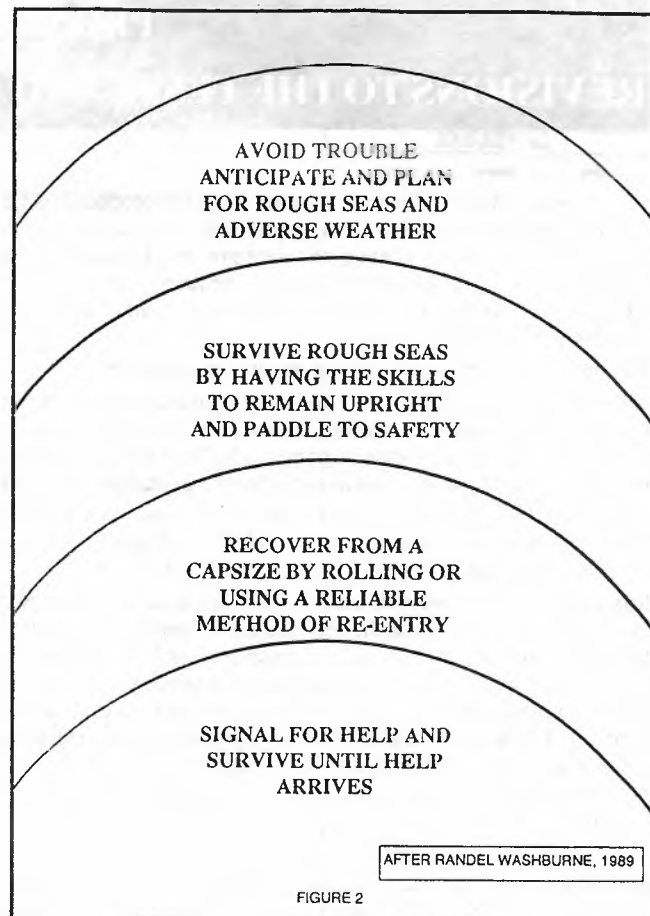
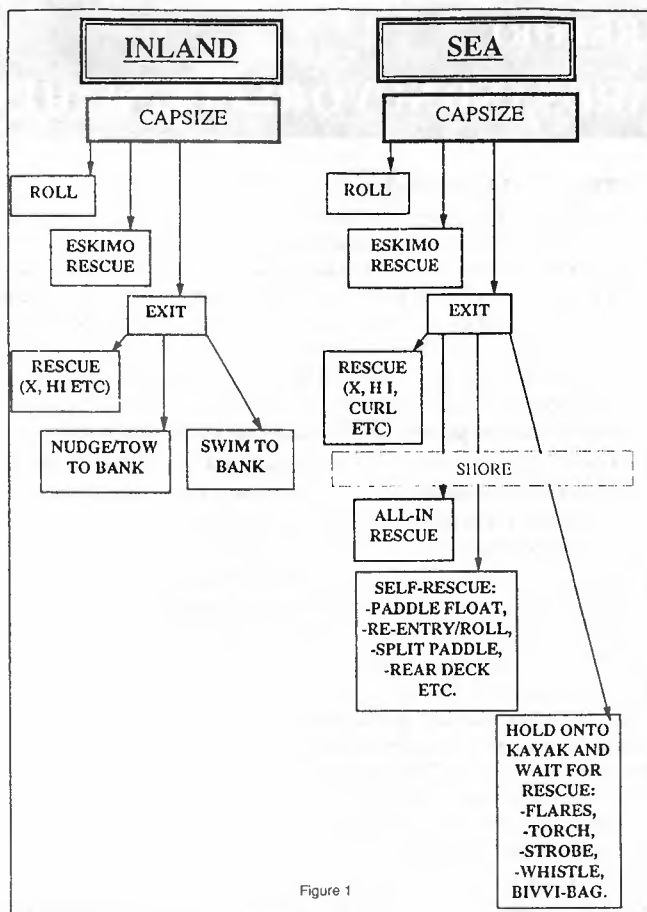
(George Thompson is Director of the Dukeshouse Wood Centre, Hexham. He prepared the above article for his Senior Instructor (Sea) assessment).

Robinwood Activity Centre

for children require BCU qualified instructors

from January to October 1995, to instruct canoeing and other activities. Robinwood runs activity courses for junior school groups and accommodates between 25 and 40 children, attending 3 or 5 day residential courses. Activities offered include Canoeing, Archery, Rifle Shooting, Orienteering, Climbing and Abseiling, Mountain Biking, Problem Solving, Stream Walk, Narrow Boating and Raft Building.

Canoeing and General instructors receive £62 per week, with full board and accommodation provided. A 4 week training course is provided covering all Robinwood activities and leading to national governing body qualifications including GNAS Archery "Leader", NSRA Air Rifle "Tutor" and BOF "Instructor Level 1". For details phone 01706 814554 or write to Robinwood Activity Centre, Jumps Road, Todmorden, Lancashire. OL14 8HJ



'PRESI' TIME ?

Is your family stuck for something to give you ? Do you need a 'stocking filler' for that keen young paddler who is just starting out ? Here are some ideas (same day return 1st class postage guaranteed - but we obviously can't guarantee delivery !)

THE CANOEING HANDBOOK

The only comprehensive guide to the sport and recreation of canoeing in Britain.

£14.95 plus £2 p&p.

Please send a cheque with your order

HOW TO BE A CANOEING STAR

A guide to the 1-3 Star Kayak Tests. This booklet provides the candidate with all the background information to answer the theory questions for the 1-3 star kayak tests.

The booklet also provides an easy to follow 'potted' version of the essential information that every paddler needs as he or she begins to develop their paddling skills.

£4.95 inc p&p.

Please send a cheque with your order to BCU office

CRIB CARDS

The popular Instructors' Crib Cards (plasticised) are available from the Coaching Office at **£7.95** per set. The cards, A5 size, in sets of 12 in a spiral 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 TEST MARKING SHEETS

The sets of 5 plasticised cards in a spiral 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 **£7.95** to the BCU office

PROGRESS REPORT

REVISIONS TO THE TESTS AND AWARDS AND NCVQ RECOGNITION

The Tests and Awards Review Working Party has produced its final outline plan presenting the tests in a generic format, and an integrated progression of awards. These plans were presented to the Coaching Conference on 29-30 October 94, and subsequently 'fine tuned' by NCC at its meeting on 12 November, taking into account the observations of Conference.

The outline is reproduced here for general information.

Separate working parties have been reviewing the detail of the tests syllabus', and have produced detailed revisions which have been sent to our NVQ consultant. Revision of the 5 Star Tests for Sea and Inland has still to be undertaken. Working parties were established at NCC.

Nigel Timmins, Consultant to achieve NVQs, commenced work on 1 November and is working closely with Clare Claxton, our NVQ adviser, appointed by Sports Council through NCF.

It is anticipated that we will need to train an initial tranche of NVQ assessors/verifiers in March, and should be ready to launch the Inland Instructor as an optional NVQ in about June 1995. These initial assessors will be key to the development of the system, and will need to make a substantial commitment to the scheme. Please write to the Director of Coaching at the BCU office if you are a very experienced grade II Examiner and wish to be considered.

Further training opportunities for assessors throughout the UK will be offered once the system is under way.

The adoption of the revised scheme, with directories of information, associated log books, resource material for courses, and assessment material, is anticipated for January 1996. It is likely that examiners will be required to attend an updating/upgrading seminar in autumn 95 or spring 96.

A decision will have to be taken with regard to the need for an alternative system for the voluntary sector to remain in place once the full implications and costs of NVQs becomes established.

Please note the following main points about the proposed system, which follows:

- 1 That Tests be separated into two 'camps' - Star Tests and Other Tests. Star Tests cater for touring, placid water, white water, sea and surf, and have a direct correlation to Coaching Awards. Other Tests will be marketed separately and will include Slalom Skills Tests, Touring Tests, Racing and Marathon Tests, Surf introductory tests, and others which may be devised by the committees concerned, such as Polo Tests, WWR Tests. The handling of the tests to be the responsibility of the committee concerned, which will benefit directly from the income. The Coaching Service to assist with the promotion and carrying out of the tests.
- 2 For the sake of simplicity, the existing 4 and 5 Star Tests, for which there was virtually no demand, have been discarded. Proficiency and Advanced Proficiency will, however, be called 4 and 5 Star respectively. This avoids the use of alternative names.
- 3 The term 'coach' is to be adopted throughout - ranging from Level 1 Coach, to Level 5 Coach. The designation will be Level X Coach (Inland Kayak) or (Canoe) or (Placid Water); or Level X Coach (Polo) or (Racing) or (Slalom) or (Wild Water Racing).

When considering the impact of some of the recommendations regarding who can test proficiency (4-Star) and who can assess Senior Instructors, please note the principle that existing rights will not be taken away. The requirement for the holding of 5 Star (Advanced Proficiency) by a Senior Instructor to become a grade II examiner applies only to people joining the scheme once the implementation date is reached.

There will be a requirement for existing examiners who wish to be NVQ assessors to obtain the necessary training and updating as indicated, before being allowed to assess NVQs, and there will be a requirement for everyone to update at a forum in order to train or assess to the revised syllabus' regardless of whether or not an NVQ whether or not an NVQ is involved.

Discussion at local coaching panels is welcomed, and panel views on the proposal should be put to your Regional Coaching Organiser, who will relay the consensus view to the National Coaching Committee in March, where the final, 'final decisions' must be made.

BCU1-3STARTESTS - 23.11.1994

1 STAR

THEORY		PRACTICAL A		PRACTICAL B			JOURNEYING		
OCK / CCK / CN		OCK / CCK / CN		OCK	CCK	CN	OCK	CCK	CN
1	Craft, paddle and other essential equipment	1	Lifting carrying		Capsize, swim ashore and empty		To have paddled 2 k		
2	Personal dress and buoyancy	2	Launch, get in						
3	Capsize procedure	3	Forward paddle 100m						
4	Access	4	Revolve on the spot						
5	Hypothermia	5	Stopping						
		6	Reverse paddle 25m						
		7	Paddle a figure of 8 course						
		8	Return to the edge & disembark						
		<i>Show beginnings of:</i>							
		1	Moving sideways						
		2	Ruddering						
		3	Preventing a capsize						

2 STAR

THEORY	PRACTICAL A	PRACTICAL B			JOURNEYING		
OCK / CCK / CN	*OCK / CCK / CN (*with rudder for PW progression)	OCK	CCK	CN	OCK	CCK	CN
1 History of sport	1 Efficient forward paddling	Capsize and swim craft ashore <i>Show beginnings of:</i> Sculling for support (flattening out) Eskimo rescue Edging Low brace		Capsize and swim craft ashore	Give evidence of appropriate use of craft for journeying: At least 1 race or trip of 6Km	At least 1 trip of 2Km (total)	At least 1 trip of 2Km (total)
2 Effects of weather	2 Reverse paddling						
3 Safety (idenitfication of hazards)	3 Moving sideways						
4 Group awareness	4 Recovery						
5 Environment	5 Rudder		Sculling	Trim			
	6 Turning		Bow rudder	Prys/ draws to effect turning			
	7 Securing			Reverse J			
			Cross-deck draw				
			C stroke				

3 STAR

THEORY	PRACTICAL A	PRACTICAL B				JOURNEYING			
OCK / CCK / CN	OCK / CCK / CN	OCK	CCK	CN	SURF	OCK	CCK	CN	(SURF)
1 Types of Craft	1 Sculling draw		Eskimo rescue	Cross-deck backwater	Paddle out and attack waves	1 divisional marathon race and 2 training runs of at least 10Km or 3 trips of at least 10 km	3 journeys on inland waters or the sea of at least 10km (may be shorter for white water)	3 journeys on inland waters of at least 10km	Give evidence of having surfed 3 separate beaches for 4-hour periods
2 Types of Paddle	2 Sculling support		Single handed deep water rescue	Knifed 'J' (Canadian)	Good choice of wave and position for take-off				
3 Personal Equipment for a day on the water	3 Draw strokes		Bow rudder	Single handed deep water rescue	Take off on wave, broach round into side on position and low support into beach				
4 Use of towline	4 Turning whilst on the move		Towing and	Use of tow lines					
5 Environment	5 Recovery strokes								
6 Safety - avoidance of incidents location of help	6 Tilting to assist turning								
	(For OCK a better all-round performance is sought, where relevant, rather than skills being performed 'on the move').	Show beginnings of: Wash hanging	Rolling		Show good evidence of use of the low-braced rudder for control of direction and turns (above on small surf - max 2')	(the expectation is that journeys will be of about 4 hours duration)			

4 STAR

(See 4-Star appendix for Journeying)

THEORY		PRACTICAL				
OCK / CCK / CN	CCK INLAND	CCK SEA	CANOE	OCK (moving water)	OCK (open water)	SURF
1 Environment (Camping)	Rolling	Rolling		1 Get into kayak in flowing water	1 Get into kayak from beach or lakeside	1 Dynamic paddling out
2 Access	<i>Performed on Grade II water</i>	1 Paddling with small waves	<i>Performed on Grade II water</i>	2 Break-in		2 Good wave choice and positioning
3 Group Control	1 Ferry glide		1 Setting	3 Break-out	2 Demonstrate paddling into, and going with, waves	3 Take off on green wave - to form shoulder
4 River grading	2 Eddy turns	2 Paddling into small waves	2 Eddy turns	4 Ferry glide, both forward and reverse	3 Demonstrate turning using waves	4 Tracking run including climbs and drops
5 Riversafety	3 Paddle down rapids with good control	3 Paddling in a beam sea	3 Paddle down and manoeuvre in rapids with good control	5 Demonstrate use of water, upstream and downstream	4 Demonstrate dealing with beam waves	5 Cut backs to shoulder
6 Give evidence of having undertaken a number of one day journeys on appropriate water	4 Surfing small waves	4 Surfing with a diagonal run	4 Eddying out	6 Use water to turn	5 Demonstrate deep water rescue	6 Finish run with loop/pop out
7 Journey safety	5 Paddle in and out of small stoppers	5 Negotiating moderate surf to secure a safe landing	5 Use of throwlines	7 Support strokes	6 Demonstrate coming ashore onto beach	7 Rescue - swimmer to paddler
8 Equipment	6 Effective rescue of a swimmer & equipment appropriate to conditions	6 Use of tow-line	6 Show technique for rescue of jammed canoe	8 Getting out correctly		8 Maintaining position on the shoulder
9 Rescues	7 Use of throw-lines	7 Rescue another kayak, with help, in rough conditions	7 Lining and tracking	9 Capsize drill with spraydeck fitted		
10 Signals	8 Show technique for rescue of jammed kayak			10 Empty kayak		
11 Importance of First Aid						

4 STAR APPENDIX - Journeying

JOURNEYING				
CCK INLAND	CCK SEA	CANOE	OCK	(SURF)
3 self-contained journeys of at least 4 hours duration on rivers containing grade II/ III sections At least two different rivers must have been involved.	3 self-contained journeys on open sea (force 4 winds maximum) of at least 4 hours duration <i>Theory:</i> General effects of tide, current, wind. Local CG organisation and rescue services Recognising hazards, estimating tidal speed and direction	3 self-contained journeys of at least 4 hours duration on rivers containing grade II/III sections At least two different rivers must have been involved. (At least 1 journey must have involved an overnight camp or bivouac).	1 Must have organised and led a day tour on placid water. 2 Have taken part in a recognised touring trial or achieving type marathon. 3 Have taken part in a series of marathons including at least one involving weir shoots and at least one involving open water. 4 Have attended a sprint regatta at the National Water Sports Centre.	6 x 2-hour sessions on surf of at least moderate size, with variable wind conditions 2 different coastlines must have been involved: eg S West / Wales / S Coast / East Coast / Scotland

REVISED PROPOSAL FOR TESTS/AWARDS PROGRESSION

RECREATION							COMPETITION		
Present level/award	Pre-requisite	New name	Operates on	Types of craft	NVQ level	May test	Present award	Pre-requisite	New name
COACH	T/C5	Level 5 Coach	Grade IV / Advanced Sea / Surf	CN CCK ++	IV	5*	Staff Coach	Senior Coach	Level 5 Coach
ASPIRANT COACH	C4	T/C5	Grade III/IV / Advanced Sea / Surf	CN CCK++	(IV)	4*			
SENIOR INSTRUCTOR with ADVANCED	C/4	Level 4 Coach	Grade III/IV / Advanced Sea / Surf / PW (wide experience)	OCK / CN CCK++	IV	4*	Senior Coach	Coach	Level 4 Coach
	5*	T/C4	Grade II / Defined beaches / Surf/PW	OCK / CN / CCK ++	(III)	3*			
SENIOR INSTRUCTOR	T/C3	Level 3 Coach	Grade II / Defined beaches / Surf/PW	OCK / CN / CCK++	III	3*	Coach	Trainer	Level 3 Coach
TRAINEE SI	4*	T/C3	Sheltered water / Moderate surf+	OCK / CN / CCK+	(II)	2*			
INSTRUCTOR	T/C2	Level 2 Coach	Sheltered water	OCK / CN / CCK	II	2*	Trainer	A/Trainer	Level 2 Coach
TRAINEE INSTRUCTOR	3*	T/C2	Very sheltered water	OCK/CCK/ CN	-	-			
SUPERVISOR/ PW TEACHER	2*	Level 1 Coach	Very sheltered water	OCK / CN / CCK	-	1*	Assistant Trainer		Level 1 Coach

+ Surf TSI only

++ Discipline specific: ie Inland / Sea / Surf

TESTS/AWARDS PROGRESSION - ASSESSOR LEVELS

A potential Assessor has to hold a qualification of at least level 2 Coach (Instructor) for a minimum of 3 years. He or she is then eligible to attend a 2-day course for NVQ assessors (units D32, 33*) and a half (?) day canoeing specific course for assessors.

The candidate is then graded A1 and is eligible to assist on training/assessment for levels 1 and 2 Coach awards in company with with an established A2. Once recommended as A2, provided the candidate holds the relevant level of qualification, or above, he or she can assist on the next grade of training/assessment until recommended for the relevant assessor status to be awarded.

*Assessor training undertaken in another sport, or even another branch of industry, is accepted for exemption from the generic training. Candidates must still attend the canoeing specific module.

Qualification	Original name	Assessor eligibility level	Terms of reference
Level 5 Coach	Coach	A4	Eligible to direct Level 4 Coach
Level 4 Coach	SI +Advanced	A3	Eligible to assist on Level 4 Coach Eligible to direct Level 3 Coach
Level 3 Coach	Senior Instructor	A2	Eligible to assist on level 3 Coach Eligible to direct Level 2 Coach
Level 2 Coach	Instructor	A2	Eligible to direct level 2 Coach
Level 2 Coach	Instructor	A1	Eligible to assist on Level 1 and 2 Coach

SLALOM COACHING NEWS

AIMS

Early in 1993 a new Coaching Development Committee was set up which had as its main aim:

To provide a structure of training for slalom competition trainers and coaches at all levels.

Its secondary aim was:

To promote training and coaching at club level thereby increasing the opportunity for canoeists to try slalom and gain access to the sport.

In March 1993 meetings were held in Grandtully, Nottingham and Reading to enlist the aid of those interested in promoting these aims.

In October 1993 the first pilot course using a revised syllabus was run at Nottingham and 'Area Coaches' had been established in six locations round the country.

AREA COACHES agreed to act as local points of contact for coaches and trainers and to arrange courses in their areas.

At present these are:

John Brown - Scotland	Bill Simpson - Yorks & Humberside
Len Smith - North	Pearl Mulholland - East Midlands
Richard Lee - Wales	Chris Masters - South

WE ARE SEEKING PEOPLE TO COVER OTHER AREAS - ANY VOLUNTEERS ?

New courses

By the end of the first full year (to November 1994) seven 'new' courses had been run:

4 at Level 1 (Assistant Trainer)

1 at Level 2 (Trainer)

2 at Level 3 (Coach)

and 58 would-be coaches had been introduced to the new structure.

New Coaching Development Structure

Level 1

Assistant Slalom Trainer (soon to be 'Level 1 Slalom Competition Coach')

A non-assessed, two day introductory course to introduce both paddlers and non-paddlers to the basic skills of canoe slalom - particularly suitable for parents of young slalomists who 'want to learn the best way to help'.

Candidates are encouraged to then move to the first 'qualified' level of:

Level 2

Slalom Trainer (soon to be 'Level 2 Slalom Competition Coach')

A one-day assessed course to establish progress and logged coaching experience above Level 1 and to introduce more advanced training modules.

(Levels 1 & 2 replace the previous 'Slalom Competition Trainer' award although all previous qualifications will be honoured).

Level 3

Slalom Coach (soon to be 'Level 3 Slalom Competition Coach')

A two-day assessed course requiring some pre-course work and aimed at the committed coach at club level with aspirations to coach at Regional or National Squad level.

Level 4

Senior Slalom Coach (soon to be 'Level 4 Slalom Competition Coach')

It is envisaged that this will be taken in a modular form and will involve an 'interview' type assessment following considerable experience of top level coaching. NASC/NCF involvement would be expected.

The syllabus for Level 1,2,3 have now passed through a developmental process and are settling into their final format.

Level 4 syllabus is still under consideration - more news soon !

SLALOM COACHING MANUAL

A new 'Slalom Coaching Manual' is being prepared with separate volumes to support each of the levels 1 - 3. In its draft form this has been in use during 1994 and it is hoped will be available in published form - for sale - at the Canoe Exhibition in 1995.

FIVE-YEAR PROGRAMME

Shortly after it was formed in 1993 the Coaching Development Committee (known as CoDev) produced a 5-year draft 'business plan' and is happy with the progress so far. Under the enthusiastic chairmanship of Ray Croft, CoDev had achieved most of its main aim by the end of its first year - certainly at Levels 1 - 3.

Thanks to the active involvement of the Area Coaches, promoting courses in various parts of the country, CoDev is well on its way to achieving its secondary aim - at Club level - by making available a supply of qualified coaches nationwide.

1994/95 PROGRAMME

The anticipated programme of courses over the next 12 months is:

Level 1

Nov 19-20	Banbury	Apr 19&26	Tees
Jan tba	Scotland	Sep tba	Llangollen
Jan tba	Nottingham	Nov 18-19	Buckingham
Feb tba	Nottingham		

Level 2

Dec 11	Tees	Jan 14	Nottingham
Jan 8	Tees	Feb tba	Llandyssul

Level 3

May 13-14	Tees	Oct 6-8	Nottingham
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Consideration is also being given to offering a 'slalom awareness' module, perhaps for recreational Supervisors/Teachers/Instructors to learn something of the competition environment - perhaps other disciplines might be interested ?

If you would like any further information on these courses or about the new Slalom Coaching Scheme please contact their Coaching Administrator, Brian Fuller on 01296 770 464

SCA COACHING CONFERENCE REPORT

A comprehensive report on the SCA Coaching Conference, held at Kilbowie OEC, Oban, in April, has been prepared by Matt McElroy, RCO for Strathclyde West. Copies are available on request from the BCU office.

The Conference addressed a number of issues, including Centres Approval, National Coaching Foundation resources, Cranked paddles, the implications of some EC Directives, Lifesaving and rescue award syllabus, First Aid, the Rainbow Tests, and methods of introducing much younger children to canoeing, CANI pool awards proposal, and NVQs. Samantha Turner entertained for the evening with her illustrated talk on the ladies' expedition to Nepal, while on the Sunday some departed to paddle the attractive waters of the area, whilst others engaged in a forum on testing standards.

It was a first-rate conference, in wonderful surroundings, and thoroughly enjoyed by all, with a welcome number of 'younger' members of the SCA Coaching Service involved.