

CoDe

the magazine of the BCU Coaching Service
No 66 - December 1995



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.

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.

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DEMOCRACY AND CONSULTATION

'We wasn't consulted' was the cry.

'Oh yes you were' is the reply !

There have been a number of complaints about lack of consultation over the proposed changes to the tests and awards structure. The latest reaction has been to the shock announcement at the BCU Lifeguards agm in September that there was a suggestion that the requirement for the holding of a Canoeing Safety Test prior to Instructor assessment, should be dropped.

Following is the extract from CoDe No 49, February 93, where the rationale for this proposal was first promulgated:

7 That the Safety/Rescue Test need not be a requirement if first aid is incorporated on the grounds that:

- 1 Resuscitation is covered by first aid.
- 2 Canoe to canoe (or kayak) rescues are well covered in the awards training.
- 3 Reach/Wade/Throw can easily be incorporated in the awards training.
- 4 The possession of life saving techniques as a swimmer should be a matter of personal choice.

The page of notes about the significant changes suggested was followed by 4 pages showing the full schedule of the tests and awards as envisaged at that time.

Two issues later two pages of reaction to the proposals was printed, with a comment to every response. No one commented on the recommendation that the CST should be dropped as a pre-requisite.

Neither was there any adverse reaction from anyone except occasional Lifeguard members when the item was spelled out at subsequent conferences and panel meetings. There was therefore no reason to believe other than that there was general acceptance that this was a sensible notion, cutting

out a lot of duplication once the policy that the holding of a first aid certificate should be mandatory - a recommendation that had received universal support at Conferences and Panel meetings.

At the recent meeting of the National Coaching Committee the issue was re-debated, and on a very close vote (the committee was split virtually 50-50) it was agreed that the CST should be retained as it reinforced kayak to kayak (or canoe to canoe) rescue skills, as well as resuscitation and some first aid.

A second vote achieved a much greater level of consensus. This determined that whilst the CST should be retained for Instructor assessment, the requirement for the Rescue Test prior to Senior Instructor assessment should be dropped. This was on the basis that the first aid requirement for SI is higher, and by the time an Instructor is ready for SI assessment he or she will have had considerable practical experience at rescuing candidates, and the test really does become duplicative at that level.

It should also be noted that the updated draft of the schedule of tests and awards, which is repeated in this issue in its latest form, was carried in full in the December 1994 issue.

The consultative process

The only way in which it is possible to proceed is to announce proposals, and gauge their acceptance or otherwise by the response from the field. There is also an assumption that any cross section of members gathered round a table to discuss a particular issue, are likely to come finally to roughly the same conclusion as any other cross section of members, given the available facts and arguments and counter-arguments.

INFORMATION CORNER

KENT SPORTS DEVELOPMENT UNIT

Kent County Council, supported by the Sports Council, runs a comprehensive coach development and resources unit, including a Kent Coach of the Year Scheme, Kent Coaches Scholarship Scheme, and the maintenance of a directory of coaches, besides the resource data base of publications and learning resources. Full information from Emyr Roberts, Kent CC Sports Development, 123 High Street, West Malling, Kent ME19 6ND (01732 871791).

OVERSEAS AND FEES

Notice has been given concerning insurance implications for those who are not domiciled in the United Kingdom or Eire. Following further clarification from our insurers, and debate at the November meeting of the National Coaching Committee, the situation is now as follows:

Citizens of the United Kingdom who are domiciled in Britain or Eire may obtain and continue to hold BCU qualifications and are protected against claims for negligence by the Union's third party indemnity, up to a maximum for any one claim of £2 million. This includes the cost of defending an action, as well as any damages which may be awarded.

Citizens of Eire who join CANI are also included as above.

British military personnel are also included, no matter where they may be serving.

All the above are protected by the third party policy anywhere in the world, provided they maintain BCU membership.

Overseas Certificates

It was decided by the NCC at its November meeting that the 'Certificate of Equivalence' should be replaced by a BCU 'Overseas Certificate'. This will be awarded to anyone who is not a United Kingdom national, nor is domiciled in Britain, who chooses to obtain a BCU qualification either on a course in Britain, or on courses run by BCU coaches working overseas.

Holders of 'Overseas Certificates' cannot be insured by the BCU, regardless of whether or not they remain in membership, nor can they obtain BCU Examiner status except through following the full procedure in this country.

When qualifying, those who are not UK citizens domiciled in Britain, who are to receive an 'Overseas Certificate' will be given the option of joining the BCU, and paying the relevant enrolment/assessment fee, or paying a one-off enrolment/assessment fee of £20 per course, which does not include membership.

THE YOUNG PERSONS SAFETY (ACTIVITY CENTRES) ACT

Together with a variety of other bodies, the BCU has responded to the draft regulations implementing the above Act. The closing date for comment was 24 November.

The schedule will now be that the HSE will consider the comments and produce a final draft for confirmation by the Minister in February. Applications from bodies wishing to be the licensing authority will be considered and an organisation appointed in time to commence work in April 96.

After April 96 all centres which come within the scope of the regulations must register. Those which have been practising will continue to do so, but will have to hold a formal licence by October 1997.

Any centre, organisation, enterprise or individual who offers one of the prescribed activities for commercial gain, must apply for a licence. The prescribed activities are:

Canoeing (including white water rafting) Sailing (including wind surfing) Mountaineering, Ski-ing and Caving.

In spite of the various anomalies which have been pointed out, it is unlikely that the prescribed list will change, nor is it likely that there will be a major change in procedures from those which have been set out in the draft regulations.

Those offering only basic level canoeing, using open canoes, could avoid the necessity to register by fitting out the canoes to be propelled by oars instead of paddles! Beginner level canoeing is undertaken on exactly the same water as rowing, with the canoeists wearing buoyancy aids and the rowers not - canoeing is prescribed, but rowing isn't! The criteria by which the prescribed activities are determined do not apply to canoeing at this level and in that context - and even more particularly to the Placid Water Progression. This does appear to be anomalous, but we are assured that there is not 'a snowball in hell's' chance of any form of canoeing being excluded.

The positive and objective attitude of the HSE, and their willingness to meet with the organisations likely to be affected by the Act, is reassuring and refreshing. Whilst 'Lyme Bay' was inexcusable and must not be repeated their overview of the industry is that it is largely responsible and accident free.

Private members clubs will not come within the requirements to register, but there will be a voluntary scheme which those clubs who offer occasional courses to the public for the sole intent of recruiting members can subscribe to if they so wish.

It is now too late to comment, but a copy of the draft regulations may be obtained from HSE books (01787 881165).

Full information concerning any requirement for action on the part of those affected will be carried in future editions of CoDe.

COACHING SERVICE FEES

Please note that the following fees apply with effect from 1 January 1996

Registration fee*	£10	(level 1 coaches only - first year only)
Enrolment fee	£10	(level 2 and above trainees - fee payable on first training course at each level only)
Assessment fee	£10	(level 2 and above assessments - payable for every assessment)

*Level 1 coaches may join as comprehensive members, in which case no additional fee is payable, or pay a £10 registration fee providing them with insurance and CoDe only. After the first year they will be invited to continue as Basic members or above.

There are no changes to the fees for tests, as follows:

1 & 2 Star Tests. all Placid Water Tests:	£2.50 each
3 Star Tests	£2.50 members £3.50 non-members
Bulk prices for qualified Instructors: £20.50 per lot of 10 (these can be mixed)	
£100.00 per lot of 50	
4 Star (Proficiency) & 5 Star (Advanced Prof.)	£5.00 members
	£7.00 non-members

Canoe Safety Test:	£2.00 for certificate, plus £2.00 for badge
Rescue Test:	Members £3.50 Non-members £5.00
Resuscitation Test:	Members £3.50 Non-members £5.00

Supplies

Log Books(Bound or Loose-leaf):	£2.50 members £3.50 non-members
Badges 4(Prof) & 5(Advanced Prof) Star	Metal £4.00 members
	£5.00 non-members

Qualification award badges:	£1.00
Handbook:	£14.95 members (plus £2.00 post and packing)
	£15.95 non-members (plus £2.00 post and packing)
Crib Cards (Kayak & Open Canoe)	£7.95
Marking sheets (Kayak & Open Canoe)	£7.95
Waterproof paper:	£2.00 for 11 sheets £7.00 for 46 sheets
Instructor Course notes:	£2.50
How to be a Canoeing Star	£4.95 (including post and packing)

DONALD BEAN 75 YEARS YOUNG

We have just received a postcard from Donald Bean, now aged 75, post-marked Nepal. He has just paddled the lower Bhote Khosi and Sun Kosi, and rafted and paddled on the lower Tamur - a total of 196 miles with minimal swims!

Donald, you're amazing, and put some of us to shame. Long may your paddles plop.



NATIONAL ASSOCIATION for OUTDOOR EDUCATION

For those who would educate others....

In the varied arena of Outdoor Education, whether your work in the great outdoors is within youth work, mainstream education, management development training or community work, whether paid or unpaid, and even in further and higher education, this association exists to represent your professional needs. Its mission - "To develop excellence amongst those committed to and responsible for learning through educational and training activities in the outdoors" is achieved through campaigning, and lobbying, training events, study weekends and conferences, information sharing through regular newsletters, journals and specialist book publishing, professional services including insurance, research, networking and project advice.

The direct services it delivers to members are wide-networking, regional and specialist groups and events, careers support and guidance.

The Spring Conference 'Outdoor Education within Schools' (Apr 18-19 1996 Birmingham) is to focus on 'total curricular concerns'. Shared with the Outdoor Education Adviser's Panel, it will cover "The Use of Outdoor Education: within the National Curriculum at Keystages 1 to 4 and in Cross Curricular Themes; in personal and Social Development, Spiritual, Moral and Cultural Development, Equal Opportunities and within the specialist areas of Disability, Truancy and Special Educational Units".

Those who wish to know more about the Association or details of the conference should ring or fax 01654 711342.

BCU Aquatic First Aid

14 and 21 January, venue East Midlands
£25.00

Contact Graham Wardle on 0116 2356445

The FE/HE Funding Arrangements

It has been agreed that from 1 January organisers of courses in England may claim £20 per head for candidates on all courses for training or assessment for qualifications from level 1 (Supervisor) upwards. This subsidy should therefore be taken into account when costing out the course for candidates.

The subsidy applies only to those courses where the BCU centrally is claiming FE/HE funding through its agreement with South Nottingham College. A cheque will be returned to the course organiser immediately upon receipt in the BCU office of the C3s and course schedule.

Where centres or course organisers have their own contract with a local college and receive FE/HE Funding Council subsidy for their courses direct through that agreement, course organisers will be charged an additional administrative levy of £20 per head, which must be returned to the BCU office when the results are forwarded.

Members will have seen the debate in the last issue of CoDe with regard to the disbursement of the revenue available through the Funding Council. It must be appreciated that the purpose of the funding is to restrict the cost of courses to candidates. This is what is being done.

The increased level of servicing which is now required, involving the employment of additional staff, more training and involvement for assessors and verifiers, the production of resource material and so forth, is all being accomplished without making a significant increase in charges to candidates - in fact, as shown above, there will be a direct subsidy on courses to offset the increased costs now facing organisers.

EASTERN REGION COACHING PANEL

2-3 March - Lowestoft College, Suffolk

Examiners Forum (Saturday only). Essential for Course Organisers for revalidation of E2 status. Also a two-day coaching panel seminar open to all regional panel members. A varied programme could be offered to the coaching panel, suggestions include personal progression, examiner status, NVQ's use of the Environmental Pools, Aquatic First Aid, Sea/Coastal Touring, use of VHF radio, pyrotechnics display. Contact RCO with other suggestions or for further details.

June - Suffolk/Norfolk/Essex Area

A two-day meeting open to all the region's canoeists. It is hoped that members of the coaching panel will want to support this event. Watch the press for further details. Offers of help would be much appreciated. Lesley Quinlan and Roger Hardman are the prime movers behind this. RCO awaits advice of the date and venue!

28-29 September - Bedford and River Ouse, Beds

Coaching panel seminar open to all regional panel members. A varied programme could be offered to the coaching panel. Suggestions include personal progression, examiner status, NVQ's, review of 3 and 4 star (proficiency) tests. Instructor Assessments.

6 November - Cambridge

Regional Strategy Meeting for Qualifications Courses 1997. To ensure a suitable level of provision of courses within national guidelines and related to anticipated demand.

Dear CoDe

Dear CoDe

Wot! No Goon Stroke.

In response to your quest for replies to the article by Peter Griffiths, which I do reluctantly because I am offering 'negative thoughts' as well.

Surely, the J-stroke is a power stroke, with a correction factor at the end. The correction is no more and no less a steering stroke than the initial cause of a turn - the power phase.

The steering stroke is the stern rudder, which with the power stroke becomes the unfortunately named Goon stroke. I question the theory that a strong J stroke or a knifing J stroke produces less drag than a stern rudder. It is the recovery with a feathered blade which is less efficient from a stern rudder.

If the flow of water is totally laminar or only along the surface of the blade I cannot see how the paddle will affect the direction in which the boat is travelling, except to make the craft continue in the direction in which it is travelling as a result of the power phase. (Yes, I do feather my single blade, and my rowing blade, even though I question the need for feathered paddles for most, and especially beginner, kayakists).

Until the canoe is tracking, ie has momentum, so that the water is flowing along the blade, I find that the J stroke is less effective, and that a goon stroke is more effective be-

cause the steering phase is more powerful. Also, palm rolling for the J, Knifing J and Indian strokes is not as easy with T grips, especially Coleman ones, than with pear grips.

Counteracting the effect of wind, tide and current may require more positive action than simply "correction" so a positive steering stroke at the end of the power phase may be needed. The "negative" instructor, unfortunately still common in canoeing, insists that you should not be using the goon stroke. The "positive" instructor, after considering the student, paddle, craft, the water and the weather, among other things, suggests what the novice could be trying to achieve and how she might best be able to achieve that objective. I find it amusing that so much effort goes in to teaching the "correct" stroke whilst so little is done to teach the "correct" way to walk.

ROD HYDE, Sheffield

Dear CoDe,

In response to Peter Griffiths' article "Anatomy of the J Stroke", I have a third version. With this stroke the J stands for 'Jolly Nice'. This is any roughly J Stroke-like action that keeps the canoe on a straight course no matter what the conditions.

Or how about the J for 'Jingle Bells Stroke', this being a version of J Stroke performed during the Festive Season. Or the J for 'June Stroke' (as distinct from the 'July Stroke') that emphasises the subtle differences of canoeing on the summer solstice.

I guess that's enough variations on a theme, although I do have a little black book of Pitch Strokes if anyone is interested.....!?

ANDY CUMMINGS, Powys

IMPORTANT NOTICE

Compulsory Examiner Forums

Will grade II examiners, and grade I examiners who plan to assist on courses in order to obtain grade II status, please note that in order to be appraised of the differences in the tests and awards, which will run to the new syllabus' from 1 January 1996, it is necessary to attend an Examiner's Forum this winter or next spring.

Examiners should ideally attend the forum planned for their own region, but if this is not possible an examiners' conference in another region will count.

The dates will be notified as soon as they are available. Those currently planned are:

London Region:	Saturday 25 November, 1995, Outdoor Centre, Dagenham
South Wales:	Saturday 25 November, Haverford West
Yorks & Humbs:	Saturday 9 December, Bewerly Park Outdoor Centre
South East Region	Saturday 13 January 1996, Gillingham
Cumbria:	Saturday 13 January 1996
Southern Region:	Sunday 14 January 1996, Woodmill Centre, Southampton
Northern Region:	Saturday 20 January
Northern Ireland :	Sat/Sun 20/21 January
Devon & Cornwall:	Saturday 27 January
Channel Islands:	Saturday 27 January, Jersey Canoe Club
West Midlands:	Saturday 3 February, Ackers Trust
North Wales:	Sunday 18 February, Plas y Brenin, Capel Curig.
Eastern Region:	Saturday 2 March 1996, Lowestoft
East Midlands:	Sunday 17 March, Current Trends, West Bridgford, Notts

For venues and start times please contact your RCO

COACHING PANEL MEMBERSHIP AND ELECTIONS OF OFFICERS

The Wiltshire Panel has raised the question of eligibility to vote for LCOs/RCOs, and it has been decreed that all members of the Panel who are aged 18 or over, and who are individual comprehensive members, may do so. As there is rarely a contest or any 'needle' involved the query has not arisen before, but that is the constitutional position throughout the BCU's committee structure.

Youth and family members may be panel members, and attend meetings, in the same way that they may attend the BCU agm, but they are not entitled to vote. The reason that comprehensive youth and family members may be members of the Coaching Service and Coaching Panels, is to keep the cost to a family as low as possible.

Who are the Panel members ?

All members holding a coaching qualification automatically belong to the local and regional panels as designated by their address, or by their personal choice. Members are informed of this situation within the letter of welcome they receive when first undertaking a coaching award.

For technical reasons we cannot separate between regional membership for coaching, and regional membership generally, however. If you choose to be a member of an alternative region for coaching purposes, that will be the region of your choice for all purposes. Also, we cannot attribute you to a local coaching panel outside your region - your regional membership would have to relate to the local panel of your choice.

Elections

The following notifications are given

Eastern Region

Suffolk Tim Midwinter, who has served the county for many years, has now reached the end of another three year term of office and is retiring, ie does not wish to stand for re-election. A nomination has been received for Stephen Cone, who is willing to stand. Any further nominations to RCO, Paul West, 33 Risedale Rd, Hemel Hempstead, Herts. HP3 9NW by 30 December 1995 please

Cambridge (South) Dave Robinson has retired from the position (and is not seeking re-appointment). We thank him for his service and invite nominations from the county coaching panel for a replacement. Nominations for the post of LCO to RCO, Paul West, 33 Risedale Rd, Hemel Hempstead, Herts. HP3 9NW by 30 December 1995 please

Note: David Savage, who is manager of the centre at which Dave Robinson works, has offered his services to caretaker the work until a successor is appointed.

Bedfordshire Trevor Wadsworth, who initially took on the role of LCO as a "caretaker" and subsequently was elected, has now served in post for three years. Nominations for the post of LCO to RCO, Paul West, 33 Risedale Rd, Hemel Hempstead, Herts. HP3 9NW by 30 December 1995 please

South Region

Isle of Wight Robin Brigstock has, through pressure of work, resigned as LCO for the Isle of Wight. On behalf of the region we thank him for his work in promoting our sport on the Island over the long period that he held the post. At

present no replacement has volunteered. Nominations to RCO, Les Porter, 17 Albany Place Egham, Surrey, TW20 9HG by 20 December 1995

Wessex Region

Wiltshire There will be a panel meeting to be held at Pottern on 18 March commencing 7.30pm. The LCO, Doug Manning, is standing for re-election. Alternative nominations proposed and seconded by current members entitled to vote, may be made at the meeting. Election is by simple majority of members present at the meeting. Proxy voting is not permitted.

West Midlands

Shropshire: John Halford is standing down as LCO. Nominations please to RCO Roger Drummond, South View, 8 Severn Bank, Shrewsbury, Shropshire SY1 2JD by 20 December, proposed and seconded by current members entitled to vote.



**THE GUIDE
ASSOCIATION**
Incorporated by Royal Charter

"FOXLEASE"

SEASONAL INSTRUCTORS REQUIRED

MAY - SEPTEMBER 1996

Candidates should be over 18 years of age.

Two positions available. One for a BCU Senior Instructor. The other, minimum qualification BCU T.I.

Ideally the applicant will also have other qualifications eg: Archery, Life Saving, First Aid, Driving Licence.

Application forms and job description available from: The Manager, Foxlease, Lyndhurst, Hants. SO43 7DE



**YMCA SEEK;
WATER BABIES
SAILING,
WINDSURFING &
CANOEING
Instructors
Needed**

The YMCA is recruiting now for instructors for it's children's Activity holiday in Middlesex for the summer of 1996

The charity's Day Camps scheme, which runs day time activity holidays for children, needs RYA **fully qualified** Sailing Windsurfing Instructors and BCU **fully qualified** Canoeing/ Kayaking instructors to help teach children at it's Watersports Camp in Harefield

Part-time instructors are needed for 2 days a week for 5 weeks over the school summer holidays of 1996 to run watersports activities for 9 to 14 years. **Applicants MUST be RYA/BCU qualified and will be paid upto £10 per instructed hour** depending on qualifications and experience.

For an application form, please contact John Weston, the director of YMCA Day Camps on (01992) 652272.

The Award Changes

Please read this !

IMPORTANT NOTICE REGARDING THE IMPLEMENTATION OF THE REVISIONS TO THE TESTS AND AWARDS

Following are important notes concerning the implementation of the revisions to the tests and awards system, and including decisions made by the National Coaching Committee at its meeting on 12 November:

BCU qualifications will continue to be offered into the foreseeable future as an alternative to S/NVQs.

The syllabus for qualifications will, however, be the same for both BCU awards and S/NVQs, in all aspects which are common to both awards. This will be delivered during a 2-day training course as now, and over a 1-day assessment for Instructor (BCU level 2 Coach) or 2-day assessment for SI (level 3 Coach) as at present.

Those wanting their award to be recognised as an S/NVQ will need to attend a further 1-day training course, and additional assessment as required.

Candidates who do not wish to proceed with an S/NVQ immediately, but may require an award to be recognised as an S/NVQ at a later stage, are advised to have their BCU award assessed by an S/NVQ examiner, so that there will be no need to repeat that part of the assessment when proceeding to an S/NVQ.

At present, only the Instructor award has been approved as an S/NVQ level 2. Examiners are in place throughout the country able to assess this.

Compulsory examiner forums and assessor training

Currently all grade 2 Examiners are having to attend Forums to be updated on the system and the procedures and the revised syllabi for the Instructor award (level 2 Coach). A full schedule appears in this issue of CoDe.

During 1996 there will be courses staged around the country, both mid-week and at weekends, for examiners, as follows:

2-day training courses for current grade 2 examiners who wish to obtain S/NVQ assessor status (Units D32, D33)

1-day acclimatisation courses for current grade 2 examiners who are already S/NVQ assessors (holding units D32, D33) and wish to be able to assess canoeing qualifications as S/NVQs.

1-day training courses for grade 1 examiners, and those current grade 2 examiners, who do not want to become S/NVQ assessors, but who wish to become, or transfer to, the new BCU Assessor status.

A schedule of dates for the above courses will be published in February CoDe.

Please note that current grade 2 examiners may continue to train and assess Senior Instructors until 30 March 1998, after which time only those who have become Advanced Senior Instructors (level 4 Coaches) will be able to do so.

The Senior Instructor award and the operation of 1996 courses

When the syllabus for the SI award (level 3 Coach) and agreement of City and Guilds for its recognition as an S/NVQ has been obtained, notice will be given in CoDe and through a bulletin direct to all course organisers and coaching organisers.

The latest information which is available for courses will be sent direct to course organisers listed in the Yearbook 1 month ahead of the date, with sufficient copies for the examiners involved.

It is planned to re-publish the Directory, with the revised syllabi and systems, complete, as early as possible in the New Year. This will be sent direct to all coaching members. Currently we are aiming for the Exhibition, but it may well be the April edition of CoDe before it is ready.

The new names

The names of the awards from 1 January 1995 will be as follows:

Level 1 Coach - was Supervisor / PW Teacher / Assistant Trainer (Competition)

Level 2 Coach* - was Instructor / Trainer (Competition)

Level 3 Coach* - was Senior Instructor / Coach (Competition)

Level 4 Coach - (Advanced Senior Instructor - new designation) / Senior Coach (Competition)

Level 5 Coach - was Coach / (new designation: Staff Coach - Competition)

For the time being the traditional names will be carried in brackets after the new title.

The names of the tests from 1 January 1995 will be as follows:

1 Star - (beginners)

2 Star - (improvers)

3 Star - (intermediate)

4 Star - (proficiency)

5 Star - (advanced proficiency)

Assessing Star Tests and becoming assessors

Current grade 1 examiners may continue to assess Proficiency (4 Star) until 31 March 1998, after which time only level 4 Coaches (Advanced Senior Instructors) may do so. Senior Instructors who are not currently grade 1 examiners may assess 3 Star but may not become examiners for 4 Star (Proficiency). Senior Instructors who have an entry in their examiners log book prior to 1 January 1996 confirming that they have assessed at least one of the qualifying tests to the required standard may complete their Log Book and submit

it for recognition as a grade 1 examiner.

Current grade 1 examiners who have an entry in their log book confirming that they have assisted on at least one of the qualifying training courses or assessments to the required standard may complete their Log Book and submit it for recognition as a grade II examiner. Such grading will, however, be subject to their completing a 1-day assessor training course as set out above.

Further consideration is to be given by NCC at its March meeting to the requirements for members to transfer their examiner status, and to become assessors.

First aid and life saving certificate requirements

Those entering the scheme from 1 January 1996 will be required to hold a current (within 3 years) first aid certificate, the minimum being as follows:

- Level 1 and 2 Coaches (Supervisor / Instructor)
 - 4-hour emergency aid
- Level 3 and above Coaches (SI and upwards)
 - 8-hour certificate

Level 1 and 2 Coaches must also hold the Canoeing Safety Test prior to assessment. There will be no requirement for Senior Instructor candidates to hold the Rescue Test, however.

Surf qualifications

Current Senior Instructors who are experienced and competent surfers, but do not hold BCU TSI (Surf) or SI (Surf) status, will not be regarded by the BCU as competent to teach surfing skills after 31 March 1998.

Until 31 March 1998 existing Senior Instructors who can show experience and competence in surf, and logged experience of teaching surfing prior to 31 December 1995, may attend a 2-day 'conversion' course to be endorsed as either TSI (Surf) or SI (Surf) according to ability. A list of conversion courses will be promulgated in future editions of CoDe.

The immediate period of change-over

Up to date information and syllabi will be distributed as soon as they are to hand. If examiners have not been provided with a revised syllabus prior to a programmed course they should continue with the existing syllabus - after all, we have not been doing things 'wildly wrong' up until this point in time.

Examiners are asked to please use common sense and discretion when assessing people who have been trained to existing syllabi, and are now coming for testing. Should there be shortcomings, or differences, these should be pointed out, but the candidate should not be refused, or deferred, an award, without very good reason, during this change-over year.

The recognition of existing qualifications as S/NVQs

At the time of writing it is not known as to what the requirements will be for existing BCU awards to be recognised as S/NVQs. We will promote the concept of current awards being an equivalent in the hope that this will be accepted by employers or authorities demanding S/NVQs, avoiding the need for a formal system for recognition. Should it become essential to provide a 'conversion' system this will be done, and the arrangements notified through CoDe in due course.

Revalidation

No decision has yet been finalised with regard to the requirements to be set for revalidation of coaching qualifications. Because of the amount of support 'from the field' for there to be such a requirement it is likely that terms of reference will be set. NCC will debate this matter in March, and suggestions, comments to your LCO or RCO, and reports back from debates at Coaching Panel meetings are sought in order that the consensus view may be accurately determined.



LONGRIDGE SCOUT BOATING CENTRE

require qualified Instructors from May to September to help run canoeing/kayaking and sailing courses.

In addition we are also looking for Instructors (min TI) for July/August

Applicants should have a back ground in Scouting or Guiding.

**For more information please contact the Manager, Longridge
S.B.C. Quarry Wood Road, Marlow, Bucks SL7 IRE.**

Tel: 01628 483252

Robinwood Activity Centre for children

requires B.C.U. qualified instructors from
January to November 1996, 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. Instructors receive from £54 to £63 per week, with full board and accommodation provided. A 4 week training course is provided covering 11 Robinwood activities and leading to national governing body qualifications including G.N.A.S. Archery "Leader", N.S.R.A. Air Rifle "Tutor", B.O.F. "Instructor Level 1", M.L.T.B. Single Pitch Supervisor training, St.John Ambulance Emergency Aid.

**For details phone 01706 814554 or write
to Robinwood Activity Centre, Jumps
Road, Todmorden Lancashire OL14 8HJ**

TESTS/AWARDS PROGRESSION - ASSESSOR LEVELS

Revised proposal - 12 November 1995

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 1-day 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 direct the level below and assist on the next grade of training/assessment until recommended for the relevant assessor status to be awarded.

<i>Minimum Qualification</i>	<i>Original name</i>	<i>Assessor eligibility level</i>	<i>Terms of reference</i>
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 1 Coach
Level 2 Coach	Instructor	A1	Eligible to assist on Level 1 and 2 Coach

As agreed 11 November 1995 TESTS/AWARDS PROGRESSION

RECREATION						COMPETITION		
NVQ level	Pre-requisite	New name	Operates on	Types of craft	May test	Pre-requisite	New name	Field of operations
IV	T/C5	Level 5 Coach	Grade IV / Advanced Sea / Surf	CN CCK ++	5*	Level 4	Level 5 Coach	Senior National
(IV)	C4	T/C5	Grade III/IV / Advanced Sea / Surf	CN CCK++	4*			
IV	C/4	Level 4 Coach	Grade III/IV / Advanced Sea / Surf / PW (wide experience)	OCK / CN CCK++	4*	Level 3	Level 4 Coach	Region/National
(III)	5*	T/C4	Grade II / Defined beaches / Surf/PW	OCK / CN / CCK ++	3*			
III	T/C3	Level 3 Coach	Grade II / Defined beaches / Surf/PW	OCK / CN / CCK++	3*	Level 2	Level 3 Coach	County/Region
(II)	4*	T/C3	Sheltered water / Moderate surf+	OCK / CN / CCK+	2*			
II	T/C2	Level 2 Coach	Sheltered water	OCK / CN / CCK	2*	Level 1	Level 2 Coach	Club (Improvers)
(II)	3*	T/C2	Very sheltered water	OCK/CCK/ CN	1*			
(I)	2*	Level 1 Coach	Very sheltered water	OCK / CN / CCK	1*		Level 1 Coach	

+ Surf TSI only

++ Discipline specific: ie Inland / Sea / Surf

1 STAR

(Beginners)

Open Cockpit Kayak (PW)	Open Cockpit Kayak Double	Closed cockpit Kayak	Closed Cockpit Kayak Double	Open Canoe Double	Open Canoe
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THEORY	PRACTICAL A	PRACTICAL B			JOURNEYING		
OCK / CCK / CN	OCK / CCK / CN	OCK	CCK	CN	OCK	CCK	CN
1 Equipment	1 Lifting/carrying		Capsize, swim ashore and empty		To have paddled 2 k		To have paddled 2K
2 Safety	2 Launch, get in						
3 Hypothermia/First Aid	3 Forward paddle 100m						
4 Access	4 Stopping						
5 Environment	5 Rotate 360° on the spot						
6 Planning	6 Reverse paddle 25m						
7 General (History, differing aspects of sport)	7 Paddle a figure of 8 course						
	8 Return to the edge & disembark						
	<i>Show beginnings of:</i>						
	1 Moving sideways						
	2 Rudder						
	3 Preventing a capsize						

2 STAR

(Improvers)

Open Cockpit Kayak (PW)	Open Cockpit Kayak Double	Closed cockpit Kayak	Closed Cockpit Kayak Double	Open Canoe Double	Open Canoe
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THEORY	PRACTICAL A	PRACTICAL B			JOURNEYING		
OCK / CCK / CN	OCK / CCK / CN (*with rudder for PW progression)	OCK	CCK	CN	OCK	CCK	CN
1 Equipment	1 Launching	Capsize and swim craft ashore	With help take charge of a deep water rescue. Then act as capsized patient	Capsize and swim craft ashore	Give evidence of appropriate use of craft for journeying:		
2 Safety	2 Efficient forward paddling				At least 1 race or trip of 6 Km	At least 1 trip of 2 Km (total)	At least 1 trip of 6 Km (total)
3 Hypothermia/First Aid	3 Reverse paddling						
4 Access	4 Moving sideways						
5 Environment	5 Preventing a capsize				Show beginnings of:		
6 Planning	6 Ruddering	Sculling for support (flattening out)	Sculling	Trim			
7 General (History, differing aspects of sport)	7 Turning		Bow rudder	Prys/ draws to effect turning			
	8 Disembarking		Eskimo rescue	Reverse J			
	9 Securing		Edging	Cross-deck draw			
				C stroke			

Open Cockpit Kayak (PW)	Open Cockpit Kayak Double	Closed cockpit Kayak	Closed Cockpit Kayak Double	Open Canoe Double	Open Canoe
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THEORY	PRACTICAL A	PRACTICAL B				JOURNEYING			
OCK / CCK / CN	OCK / CCK / CN	OCK	CCK	CN	SURF	OCK	CCK	CN	(SURF)
1 Equipment	1 Launching		Eskimo rescue	Cross-deck backwater	Paddle out and attack waves	<i>Give evidence of appropriate use of craft for journeying</i> 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 Safety	2 Efficient forward paddling			Knifed 'J' (Canadian)	Good choice of wave and position for take-off				
3 Hypothermia/ First Aid	3 Reverse over a figure of 8 course		Deep water rescue	Singlehanded deep water rescue	Take off on wave, broach round into side on position and low-support into beach				
4 Access	4 Turning whilst on the move		Towing and	use of tow lines					
5 Environment	5 Tilting to assist turning	<i>Show beginnings of:</i> Wash hanging	Rolling			(the expectation is that the cumulative total of journeys will be of about 10 hours duration)			
6 Planning	6 Moving sideways								
7 General (History, differing aspects of sport)	7 Supporting				Show good evidence of use of the low-braced rudder for control of direction and turns				
	8 Securing								
	9 Rescue a capsized canoeist from deep water								
	(For OCK a better all-round performance is sought, where relevant, rather than skills being performed 'on the move').				(above on small surf - max 2')				

4 STAR

(Proficiency)

The full syllabus has still to be finalised for 4 Star (Proficiency)

(See 4-Star appendix for Journeying)

THEORY		PRACTICAL				
OCK / CCK / CN	CCK INLAND	CCK SEA	CANOE	OCK (moving water)	OCK (open water)	SURF
1 Equipment	Rolling on flat water	Rolling on flat water		1 Get into kayak in flowing water	1 Get into kayak from beach or lakeside	1 Dynamic paddling out
2 Safety			<i>Performed on Grade II water</i>	2 Break-in		2 Good wave choice and positioning
3 Hypothermia/First Aid	Rescue of a swimmer and equipment appropriate to conditions	<i>On the Sea. Max. force 4 wind.</i>	1 Setting	3 Break-out	2 Demonstrate paddling into, and going with, waves	3 Take off on green wave - to form shoulder
4 Access		Paddle into, with and across 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 Environment	<i>Performed on Grade II water</i>	Negotiate moderate surf to secure a safe landing. (Max. 4ft waves)	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 Planning	Manoeuvre across and in and out of current efficiently.	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 Weather	Paddle down rapids avoiding hazards in control.	Use of tow line.	5 Use of throwlines	7 Support strokes	6 Demonstrate coming ashore onto beach or lakeside	7 Rescue - swimmer to paddler
8 Group awareness/control	Surf small waves, and paddle in and out of small stoppers.		6 Show technique for rescue of jammed canoe	8 Getting out correctly		8 Maintaining position on the shoulder
	Use of throwline		7 Lining and tracking	9 Capsize drill with spraydeck fitted		
	Explain technique for rescue of jammed kayak			10 Empty kayak		

4 STAR APPENDIX - Journeying

JOURNEYING				
CCK INLAND	CCK SEA	CANOE	O CK	(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 of 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
* Comments are invited with regard to the practicalities involved in moving from grade II to grade II/III				

Science Teaching, Sea-kayaking and Student Development on the Coast of Maine

by Matthew Bampton

The teaching of both "hard" and "soft" skills necessary to canoeists are discussed at length and in detail in many issues of CoDe. Less space is devoted to the discussion of connections between teaching canoeing and other areas of education. Yet these connections can easily be made. For three years I and two of my colleagues at the University of Southern Maine have been teaching a geography and geology field school, using sea kayaks as our basic means of transportation through the field area. Each summer 18 students participate in a two-week survey expedition on the coast of Maine, and spend a further week in the laboratory processing and mapping their field data. All available evidence suggests that linking science teaching and sea-kayak training produces an unusually fertile learning environment in which students rapidly acquire two diverse sets of skills.

The idea of using the environment as a classroom is not new. Field sciences such as geography and geology have traditionally relied on field studies an essential part of student training. The education community, most notably that part of it associated with Outward Bound programs, has shown that outdoor education has a host of benefits beyond such immediate and obvious ones as learning basic survival skills enduring a few wet nights in a leaky tent, sustained by tepid porridge and tea-with-floating-bits really does seem to build character. Hopefully all canoeing instructors, regardless of seniority or discipline, understand that the benefits of training reach far beyond the learning of physical skills. Many groups like the Scouts and Guides, university and military activity clubs and the BCU are organised in part because their members believe this to be true. Social skills such as the ability to work as a part of a team, and personal skills such as the development of a sense of self-reliance are frequently cited as positive results of outdoor activities.

Connecting structured training in an outdoor sport such as sea-kayaking and the teaching of a university level science course is surprisingly rare. Yet in our field program we have found that students studying basic sea-kayaking techniques and field and laboratory skills make exceptional progress in both areas, and also appear to gain the more traditionally recognised character building benefits of outdoor learning.

The program grew out of a recreational interest in sea-kayaking shared by myself and two other faculty members at the University, and the happy accident of Maine's geography, which is well suited for sea-kayaking. Our campus is located in the heart of one of the more beautiful coastal regions of the USA. Over 3000 small islands, many of which are uninhabited, are scattered along a 3500km coastline (figure 1). This archipelago offers suitably challenging paddling conditions for novices, and is of remarkable scientific interest.

The main objective of the course is to teach students how to use low-impact survey techniques to produce extremely detailed maps of the coastal islands each of which is a tiny and extremely fragile ecosystem. In order to get to research sites students have to develop basic sea-kayaking skills_boat handling, rescues, group dynamics and navigation_and wilderness skills. For the vast majority of our students these activities, which

are the focus of the first couple of days of work, and thereafter are incidental to other parts of the course, represent a major undertaking.

The next phase of the work focuses on learning and applying surveying skills in the field. The students are divided into teams of three, each team making a high-resolution, large-scale map of a single island. As I and my two colleagues have specialities in physical geography, structural geology and wildlife biology respectively we encourage students to stress these characteristics of the islands. At the request of the University's archaeologists we also encourage students to add the numerous Native American archaeological sites, common on the islands, to their maps. In the final phase of the course students return to the laboratory where each team prepares a working base map from its field data. These base maps are then entered into a computer-based geographic information system (GIS), and added to the University's environmental data-base of the local region.

It is in the final phase of the course in the laboratory that several unexpected benefits of the program have become apparent. The software I use in the computer laboratory, called ArcInfo, is notoriously difficult to learn. In conventional courses students need an entire 16 week term to master the package. During the field school, teams of students learn to run it in six days. Further, the evidence I have at present suggests that in subsequent classes field school participants consistently out-perform those who have only studied in a formal classroom setting. In other words field school students learn faster, and they learn better.

Added to the quantifiable benefits of the course, such as improved classroom performance, I have noticed that field-school students appear to develop a better understanding of environmental processes in less tangible, but no less important, ways. There are some obvious examples of this: it's much easier to explain the dynamics of wave action to someone who has paddled through some surf. And there are also some more recent examples: students who have camped on a three hectare island for a couple of weeks have a far keener understanding of contemporary environmental problems than those whose only dealings with water supply and waste disposal involve turning a tap or pulling a chain.

I attribute the improved performance of field-school students to three things:

- the intensive nature of the course
- the team-work, self confidence and willingness to take calculated risks that are developed during kayak training
- the "spillover" learning from kayak training to environmental science, and vice-versa

The only canoe teaching I have been consistently involved in is in the summer field program. Consequently I have no evidence that student performance on the water is enhanced by science training in the same way that classroom performance is enhanced by kayak

training. I

simply have no knowledge of how fast people acquire kayaking skills in other circumstances. Yet the determination and ingenuity which the most unlikely individuals bring to their study of paddling skills suggests to me that the improvements in learning I see in the classroom may be matched by improved performance on the water. I suspect that people who would not otherwise contemplate the study of navigation, nor strive to master something as useless in everyday life as a sculling brace, are willing to struggle with these things when they are essential to a larger project. Opening the sport to such people, and encouraging them to pursue excellence seems a worthy undertaking in itself.

Many schools, colleges and universities run field programs. However, few utilise training in sophisticated outdoor activities like sea-kayaking as an integral part of their teaching. I have found that including such training in my teaching brings rewards by improving the overall quality of the course, and by improving student performance far beyond it. I would urge those teaching canoeing to explore the possibilities of linking their work to other educational activities, perhaps by co-teaching courses with universities and schools. Apart from introducing a much wider audience to the sport of canoeing, such activities offer a truly remarkable vehicle for learning. They also offer the possibility of liberating canoeing from the rather exclusive educational enclave of Sports and Physical Education by breaking down some of the walls which traditionally separate different kinds of teaching.

I am sure our program is not unique. However I have not found any discussion of links between canoeing and academic learning within the canoeing literature. An appeal for input published in CoDe last year yielded a solitary letter from an instructor interested in working with us, sadly we could not afford to hire him. I would relish the opportunity to discuss our program with anyone who has done similar work, or who has suggestions, thoughts or experiences they would like to share with us.

I can be reached at Geography-Anthropology, University of Southern Maine, ME 04038, USA.

Acknowledgements Thanks are due to my two colleagues, Jeff McEvoy and Mark Swanson: their collaboration is essential to the design and execution of the course.

CoDe Contributions

Do you have something to say ?

Do you have something you would like to share with your fellow coaches ?

CoDe is your newsletter and depends on your contributions. It is a forum for ideas, opinions, top tips and handy hints, cartoons, development, discussion and debate. There's only one snag.... you have to find time to contribute !

Please try and fill our postbag...

ALL YOU'VE EVER WANTED TO KNOW ABOUT THE COACH AWARD ?

It has been two weeks now since I completed my Coach Course at Plas y Brenin. It has taken me that length of time to put my head back together and pen to paper.

I finally embarked on the road to Coach after being repeatedly told by others that I should do it and that it was an excellent course. I had my doubts - how dare I enter that hallowed club !

Finally I booked my place and have now returned to give 'feedback' to all those of you that are or should be starting on that road. There is life after SI.

The pre-requisites for Coach Development are:

Senior Instructor

An Advanced Proficiency (same discipline as SI)

An alternative Proficiency Certificate

A very open mind and an ability to self-evaluate.

There are two options for Coach Development: a six day intensive course or a six days programme over a period of 18 months.

Assessment occurs any time when you think you're ready, between 6 months and 3 years following the course or programme.

So what do you do ? Three days of the course are spent in practical and theoretical sessions given by experienced coaches within the sport. The main thrust of these sessions is to look at the processes involved in coaching, the tools that we use, improving observation and analysis and transferable skills between the various disciplines. Other excellent lectures were given by specialists in various fields: eg Chris Lund, GB Slalom Team Physio. Throughout the week there was ample time for two-way feedback and useful discussion - 'Yes we told them what we thought of them too'.

The next two days the group split into their various disciplines - the course caters for most people's tastes. The first day Coaches were observed coaching, and on the second it was our turn to coach a group of students, brought in for the day. We in turn were observed/evaluated by a coach.

The last day is taken up primarily by de-briefs - a crucial part of the course. The detail of observational notes was excellent.

The course is quite intense due to time restraints, but not an endurance test. Like many people, I have fallen into a relaxed paddling style, but personal coaching during the course proved beneficial. I found the coaches during the course very approachable and enjoyed the opportunity to chat with a group of like-minded people.

One of the best parts of the course is that it endorses styles and tools that you might already use, improving, adding to and clarifying them.

So, to conclude. All you SIs and E2s out there - do you want to improve your Coaching and observational skills ? Do you want to be more effective at coaching people to coach ? Then get on that road. Coach Development Courses are for everyone.

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Using Our Resources Effectively.. the Challenge of the Future

by Stephen Brown

Background

The benefits of greater leisure time and increasing disposable income have lead to an explosion over the last ten years of people undertaking activity in the outdoors and this has included canoeing activity. The revolution in kayak/canoe construction materials has had an effect on numbers who participate now more easily than in previous years. Absolute numbers participating in the sport are hard to determine but the BCU indicates that membership numbers are increasing. Other indicators are more subjective but it appears that the number of retailers are increasing, advertising in the two national magazines offer more diverse product lines including imported products and around the country there seem to be more kayaks and canoes on cars going places. Another subjective analysis but one that appears to be born out in the trends is that most of this development is in the area of recreational paddling using the environment of whitewater/moving water. A majority of the advertising in the magazines appears to feature craft for use on moving water and equipment that is associated with this branch of the canoeing tree. This branch of the sport is growing and seems set to grow in the future. Another branch that is expanding is the use of open canoes both on flat water and moving water. It is well recognised that several other branches of the sport are in quite serious decline. In this paper I am focusing on the kayak rather than a mixture of open canoe and kayak. I believe that the open canoe has it's place with work with young people but from their perspective the kayak is where "it is at". An open canoe is ok but the kayak has everything: independence - usually paddled solo, and the images that we see in the media speak of fun, adventure and excitement. The kayak often has different performance characteristics, it is affected less by wind and often waves when compared to the open canoe. It can travel faster, is often lighter in weight and makes a suitable craft for single day journeys.

The Situation

In Northern Ireland, an area roughly the size of East Anglia and with a similar rural and town population, we have witnessed a steady growth in canoeing but as with other aspect of life there is a time lag before the trends of England Scotland and Wales establish themselves. This has meant that we have seen an increase use of plastic 'general purpose' kayaks, but we still have a chance to put into action a number of ideas that may ensure that we use all our resources effectively over the coming years.

The Challenges

The first resource that we have more than sufficient of is water. Northern Ireland has a significant amount of rivers and lakes and almost all the rivers are flat water or slow moving water. Within the area we have some moving water and for Grade 2/3 white water we tend to use 4 'Classic'

sites. Six years ago when I moved to Ireland these were relatively quiet, now they are in danger of becoming "honey pots", attracting multi-person usage at weekends. Whilst it is encouraging to see this usage of these natural environments, we risk creating an 'English' phenomenon where potential overuse exists. At the moment on these sites canoeists still enjoy free access with good relationships with farmers and fishermen with little work needed behind the scenes by access officers. It could only take one or two incidents that could cause this current goodwill to be stretched and the situation currently enjoyed by canoeists to evaporate before our eyes.

Potential Solutions

Different factors may delay or prevent this happening and add new aspects to the canoeing scene in Northern Ireland. It may focus energy and resources into developing other branches of the sport and as a result expand the whole canoeing scene.

Firstly the use of other suitable white water sites needs to be encouraged. This is possible by the launch of a new guide book which will encourage paddlers to look elsewhere, so to spread the load across more rivers and reduce the impact on the 'honey pots'. Within Ireland the advent of shorter kayaks has occurred over the last two years, already well established on English rivers but now reaching our shores enabling rivers that were previously ignored to become a quality day out for the white water addict. White water kayaking will continue to grow and look after its own development with the support of the CANI Coaching Committee's commitment to produce a new guide book to the north of Ireland. For example a tributary of one of the 'honeypot' sites is an excellent mountain river at grade 2/3. It has good access and egress points, a clearly identifiable gauge which shows on the way to the start whether it is worth driving on and is only 20 mins away from the 'honeypot' site. It will be the sharing of this information about these small treasures that will be the key to the success of the guide. If clubs or individuals get precious about their 'gems' then we will be no further forward than the present verbal rumours that exist.

The real challenge to CANI, the CANI Coaching Scheme, Clubs and those involved in canoeing is to develop and use a resource that has been under-used and is currently under-rated at present. Flat water as an environment may not divert the attentions of the white water addict or the aspirant 14 year old but may provide a range of activity possibilities.

I believe that flat water is vastly under rated partly because we have taken the wrong craft to the environment. In taking a so called general purpose kayak to a flat water tour we see that most people enjoy the experience of the environment but have not got the most out of the day due to the wrong craft. Kayaks that were designed for use on a moving water environment do not perform effectively on flat water. It could be argued that there are very few craft which can

viewed as a general purpose kayak. The specialisms demanded by moving water and extreme white water environments have written the design features of new kayaks and these features are at a tangent to the requirements of a craft which performs effectively and efficiently on flat water. If we want people to undertake an off road cycle ride on a racing bike we would find that they would not operate in the environment as effectively as if they had mountain bike. They may enjoy the activity but they may get more from the experience which leads to continuing participation if they have the right equipment for the environment. An analysis of most craft in my local area show that we have white water kayaks when we are surrounded by flat water.

The region needs a response from CANI, it's specialist committees and those involved in canoeing such as Education and Library Boards (who play a major role in leadership development for canoeing as well as working with young people) to set in place an infra structure that will allow the full development of flat water canoeing. This infra structure will be achieved by the purchase of fleets of kayaks that are designed to be used on flat water. There are kayaks already in the market place but they don't achieve a high advertising profile (the offering by Ace in this field is badly advertised that I can see why white water kayaks dominate sales). Boats are produced in plastic for durability but what would be wrong in considering the re-emergence of self build glassfibre projects? There are already white water craft in the community, in clubs, outdoor centres, and second hand but it will require a bold step by people of vision to invest in these new fleets of flat water craft.

(Part of advertising of kayaks or related products has to be visualisation - where you the consumer see yourself in the same place or similar as the person in the advert. Therefore the current Old Town advertising 'Discover the exciting world of canoeing' showing a family in a canoe primarily appeals to the family market. The Avoncraft advert - young men on extreme white water and in craft that are suited to the situations again focus attention to that part of the market place. The problem of advertising flat water craft is how do you make the picture look adventurous, fun, challenging, 'sexy' etc. Whitewater lends itself instantly to these adjectives. Maybe this is part of the problem that we have insufficient visual images of people enjoying themselves or challenged by the flat water environment. Therefore we assume that there is no challenge and that it is boring and uninteresting.)

Secondly this development of flat water will require a core value to be fostered within Coaching Scheme members. There is a trend to see the early stages of learning to kayak on flat water as unfortunately necessary, but then to graduate onto the 'real stuff' white water! not seeing the ability to tour and explore on flat water as an end in itself. To alter core values is a long term process and the core value of "flat water has great potential" will not be one that all will want to absorb, however I am aware that my core values have altered. I would not have believed it 8 years ago if you had told me that I would be writing this paper on the underuse and the hidden potential of flat water. I was a committed 'white water addict' who chased away from the city at weekends to get his 'fix'. What has led to this change? A change of craft, a change of location into the flatwater heartland of Ireland and the influence of significant people. Having paddled for 6 continuous holidays in the Alps I joined two friends on a different holiday to the flatwater of Canada. The challenge was a multiday trip over 150 miles of lakes and portages added a fresh view of the pleasures and challenges of flat water. The images from this experience were so powerful that I found that people around me were wanting to

undertake similar trips and I found that desire in myself. This has been possible with groups in this area and people have discovered a lot of pleasure in the flat water tour. Some reading this may say that it is the perspective of a paddler who is getting old. During this period I was part of a small core of paddlers who, using latest short kayak designs, opened up rivers that were previously unconsidered and are only now starting to be repeated. So my own core values have changed - not neglecting the love I still have for moving water but adding the core value of the potential of flatwater using the appropriate craft. This has been achieved by the influence of people around me and using the medium for my own recreation.

Thirdly the development of flat water will require the development of sites that are suitable to the needs of the touring canoeist. We already have the sites that are used by instructors for beginners but we need to identify launch / finish points that can be used for half or full day trips. On the River Sharmon this is already in place with one busy site having an area set aside and marked as "Canoe Launch Point". Locally we have the Canoe centre in Enniskillen established as a base for the touring canoeist to stay but the development seems to have lost focus. From this base are more than 384 km of touring water to the sea at Ballyshannon and via the Ballyconnell Canal to the Shannon and the sea at Limerick. The re establishment of this canal link was one of the most innovative projects between the North and South but it only serves motor cruisers effectively. One local council's project to establish canoe trails with campsites is badly needed and has not yet emerged. When it does this will open up the area and really meet the needs of the touring canoeist to tour on a single or multi day trip.

Spin Off Developments

In this paper I have focused on the development of flat water and especially the range of impact on touring and coaching within CANI. However the rush of new canoeists towards white water may be distracted by other activity that still involves canoes and canoeing. In the CANI development plan 'competition development' features as a priority including marathon, sprint, slalom and polo. Two of these can be assisted by this development where people are already using flat water. The boats used are not that far removed from sprint/marathon craft. Maybe the development of a plastic touring boat section in a marathon series may encourage participation in a similar way that slalom allows 'general purpose' boats into Div. 4 slaloms.

A secondary development is that we may attract a new section of the public into paddling who were not switched on by images of white water kayaking and therefore didn't consider the sport. The chance to quiet water tour in a kayak could be the activity that they were looking for, easy to pick up, low cost, self sufficient and it may be associated with other activity that they are already interested such as bird watching, exploring the natural environment and others. It has been the experience of Orienteering that the involvement of all ages including those who are older is that they have time on their hands that they can devote to the sport. This may be a spin off that as we widen our participation base then we pick up talents that we need to help develop the sport.

Conclusion

A function of the National Governing Body (NGB) for Canoeing must be to try and support all aspects of canoe sport. Canoeing has many aspects and it is that diversity that makes the sport so interesting. It also makes the sport so frustrating when your particular interest could use support from the NGB and funds are apparently diverted into a side area that has a limited following when your area could grow with support. Many aspects of canoeing will continue to grow and need little outside support. White water kayaking could be one of these areas. It could be argued that this area only flourishes because the British Canoe Union Coaching Scheme through the star tests and proficiency awards focus energy of aspirant paddlers towards rivers and the strokes that are taught are fundamental to river paddling. There are areas of the sport that are fading and if we are not careful will disappear into specialist clubs. The NGB have a responsibility to maintain our cultural diversity by encouraging wider participation in all areas through supporting the small activities and events.

However the NGB has a responsibility to look at all resources and see where a small input can make a significant impact on the sport. I believe that the area of flat water usage is an area that is ripe for development. The natural resource is currently under used and under valued. It may be a slow process to put in place some of the ideas, the fleets of boats appropriate to the environment, the infrastructure provided by councils and land owners such as launch sites, camping sites etc and the changes in core values within parts of the canoeing community.

As an individual within a number of spheres of influence I can play my part. The coaching scheme through Instructor Training needs the constant challenge to use the flat water situation as effectively as possible. Senior Instructors have a role in supporting the work of instructors in helping them get the most out of flat water. As a staff member of an influential Outdoor Education Centre I can run courses and demonstrate projects that reflect these core values of using appropriate boats. This process was started by our Polypippin fleet seven years ago but this needs to be restated. The centre has just taken delivery of new flat water double touring kayaks and the challenge will be to use these effectively and challenge some bias in the coaching scheme that is sometimes seen in this area. The centre has started to walk

the talk..the results may not be immediate but I would hope that we will influence

local schools and youth clubs in their purchase of future craft for work with young

people.

I have tried to focus on the development of kayaking on flat water rather than involve open canoeing as well. I recognise that both activities on flat water may be very close in terms of their function, but I feel that kayaking needs to focus into this area more than open canoeing. Both may go together in many instances but I feel strongly that the environment of flat water must not become the domain of open canoes and kayaks are only found elsewhere. The challenge is to maximise our resources and to use them to the best of our ability.

White Water Safety Courses

BCU Approved Safety courses and Validated Tutors

At the workshop for course organisers which was held earlier this year it was agreed that those persons who run white water safety and rescue courses should attend a further weekend and be validated as competent to run safety courses to an agreed BCU syllabus. These courses would then carry 'BCU Approval' and participants would be entitled to enter attendance in their logbooks. The Approved courses would also be listed in the 1996 BCU Yearbook. Validation will become a condition of yearbook entry.

The body of opinion on the last WW Safety workshop was that these validation courses are critical to the delivery of good quality safety courses with relevant up-to-date content. There has been concern over both the content and standard of some of the advertised courses currently being run and this validation process should rationalise and clarify safety courses for those paddlers who pay for, and deserve, appropriate training.

The first of these is being held over the weekend 2/3 December, with more planned for 1996.

If you run or assist on WW Safety courses and wish to be involved in the 1996 programme please contact Kevin Danforth at the BCU Office.

Coaching Service Christmas Presents !!

Coaching Clothing

Along with the general update of the awards scheme, we are also updating the Coaching service clothing after a gap of a number of years. The first new item is a coaches bank jacket. Manufactured by Peak these superb jackets are fleece-lined, and the shell is breathable Cyclone material. Available in Black or Blue the Jackets are embroidered "BCU Coaching Service"

Sizes: large and extra large

The jackets are on offer in December only at £79.99 p&p free. Stay warm on the bank and promote your coaching service at the same time !

Symposium Souvenir T shirts

We also have a limited number of top quality commemorative printed T shirts available

They have long sleeves, black and in the following trendy baggy sizes L, XL, XXL.

The first few paddlers to send in a cheque for £10.00 + 50p post and packing to the BCU office will be sent this magnificent collectors item.

Get in quick and get yours. If you missed the symposium, don't miss the T shirt !!