

# RYA Wavelength

Winter 2006

keeping RYA instructors and coaches in touch



## Motor cruising experience days

These days are intended to give an insight into motor cruising for shorebased instructors with little or no experience of handling or navigating a motor boat. With the growth in powerboating and motor cruising, we sometimes receive criticism that shorebased teaching can be biased too much towards sailors. We hope these experience days help to redress the balance.

If you are a shorebased instructor wanting to take part in one of these days, please contact Beth Jenkins at [bethan.jenkins@rya.org.uk](mailto:bethan.jenkins@rya.org.uk) to register your interest.



## Welcome

It's your **Wavelength** – what do you want to see? Please send any ideas, comments or articles for the next edition by February 22 to [jane.hall@rya.org.uk](mailto:jane.hall@rya.org.uk)

# Royal launch down under



The introduction of our cruising scheme in Australia was celebrated in July with a royal launch, led by RYA President HRH The Princess Royal.

Working in partnership with Yachting Australia we will be delivering our internationally acclaimed sail and motor cruising courses through a growing network of Australian training centres. Coastal Skipper and Yachtmaster® qualifications in Australia will be endorsed by the MCA in exactly the same way as qualifications which are gained in the UK. It is hoped that mutual recognition of all student and instructor qualifications will facilitate new job opportunities for Australians

working in the marine industry across the world.

*"This co-operation is in the best interests of Yachting Australia's training centres, the industry generally, as well as sailing and boating in Australia. Yachting Australia recognises the very successful training schemes and resources that the RYA has developed over many years and the increasing recognition of their expertise around the world,"* said Phil Jones, Chief Executive Officer of Yachting Australia.

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## Editorial: It's only a matter of time

**As an instructor at the yacht club bar, before long someone will come up and say how much they would like to do a course – it's just a matter of finding the time.**

About seven years ago we had a problem with our dinghy training scheme. We had plenty of centres, well trained instructors and the learn to sail syllabus was fine. But we simply were not attracting enough participants. The solution was to break the syllabus down to two-day units. Most people are happy to commit to a couple of days which do not eat into annual leave. Even at a holiday resort, two days of training is more popular than using up the whole week on a course.

Even the most talented instructor is unable to progress trainees from zero to sailor in two days, but four is possible, so the basic skills training is split into Level 1 and 2, which can be covered



in a couple of weekends. Following this there are a number of two-day advanced courses in seamanship and the use of high performance dinghies. We now have a net increase, both in the number of participants and the number of training days.

In the cruising scheme, the two-day Start Yachting course was developed in response to a demand for an introduction to the sport without the commitment of the five day Competent Crew course. It has exceeded all our expectations and, encouragingly, Competent Crew numbers are also on the up.

RYA navigation courses require about 42 hours of tuition and assessment, which can be covered in five days or 22 sessions of evening classes. Over the last two years, LEA night schools have been hit hard by a lack of Government funding, and because busy people have less free time. Commercial training centres are recognising this and many now deliver RYA training in short packages to suit their customers' schedules. We are also addressing this problem by looking at ways to introduce a more accessible two-day introduction

to navigation. This could prove popular with the sailor or motor boater who cruises close to home and cannot justify the time commitment of more extensive training. It could also be a useful lead-in to further shorebased and practical courses once the student has been bitten by the training bug.

When writing the RYA syllabi, there is always a tension between accessibility and high standards. Our certificates have to be worth achieving but also within reach of the time available of the yachting public. If we get that balance right the sea becomes safer, but if not you can be sure that the first to notice will be the experts in the club bar.

**James Stevens**  
Training Manager and Chief Examiner

## Emergency wreck marking buoy

Following successful trials, Trinity House has introduced a new emergency wreck marking buoy. This is to provide high visual and radio/radar recognition in the initial period following a wreckage and until the full suite of cardinal and lateral buoys can be deployed.

The buoy has the following characteristics:

- A pillar or spar buoy, with size dependant on location

- Equal blue and yellow vertical stripes
- Alternating blue and yellow flashing light with a normal range of 1nm (depending on local conditions). The flashes are alternated with an interval of 0.5 seconds
- If multiple buoys are deployed, the lights will be synchronised
- The top mark, if fitted, will be a standing/upright yellow cross.



Emergency wreck marking buoy

## Diesel Engine DVD

**We are currently working on an exciting initiative to promote the Diesel Engine course. It is a joint venture between the RYA, MCA, RNLI and IPC who publish the Practical Boat Owner and Motor Boats Monthly magazines, aiming to promote awareness of the need for basic maintenance skills in order to reduce rescue callouts.**

Mounted on the cover of the January issues of Practical Boat Owner and Motor Boats Monthly magazines will be a DVD on marine diesel engines, promoting good practice and encouraging people to take the RYA's diesel course. In addition the DVD will be available at every Coastguard and lifeboat station and will be distributed at boat shows and other events by the RYA, MCA and RNLI. In total 150,000 copies will be produced.

Leading up to the launch of the DVD there will also be wide and varied publicity from all organisations involved, and both magazines will carry editorial on the need for good maintenance.

## New Guidance Notes for UK centres

**The revised Notes have now been circulated to centres and supersede previous exemptions granted on any conditions of recognition, whether in writing or otherwise.**

The Notes were rewritten mainly in the interests of clarity, and a great deal of feedback from principals, instructors and inspectors has been incorporated.

There are three particular changes:

- In certain circumstances, the appointed sailing or windsurfing SI can delegate to an instructor, though they still carry responsibility for the centre. This can only happen with a single

sailing or windsurfing group afloat.

- The tuition ratios for 'taster sessions' can be varied if appropriate.
- SIs are encouraged to give appropriate training to regular unqualified helpers, enabling them to become assistant instructors. Whereas assistant instructors count in the tuition ratios, unqualified helpers do not.

The changes are designed to reflect currently accepted good practice, but Principals should read them very carefully before suggesting that a Senior Instructor should delegate a sailing or windsurfing group to someone else. Instructors should

be made aware of the guidance notes. In particular, please note that the RYA does not intend that it be normal practice for SIs to be disassociated from sailing groups in outdoor centres. Taster sessions are a vitally important part of tuition in RYA recognised centres and the Guidance Notes apply to them, too.

The Notes are effective immediately; it goes without saying that inspectors will look to help and support you. Please do not hesitate to call us if you require any other information or background, or indeed if you have any comments.

## Make money for your centre

Personal membership of the RYA is important for many reasons, but did you know that it also provides centres with the opportunity to earn some commission?

Joining Point is a scheme set up to reward training centres, clubs, associations and commercial organisations for recruiting RYA members by paying them a fee for each new member they sign up.

Commission is payable quarterly and the current rates are:

- £7.50 for new personal members
- £10.00 for new family members
- £2.50 for under 21s

There are some centres who are so successful in recruiting new members that they earn more in commission than they pay out in RYA recognition fees!

To find out more or join the scheme, contact our Marketing Department on 023 8060 4213 or [marketing@rya.org.uk](mailto:marketing@rya.org.uk).

## Course dates

You can find a large and regularly-updated list of instructor courses, for all areas of sailing and boating, on the RYA website at [www.rya.org.uk](http://www.rya.org.uk)

# Reward your outstanding instructors

We are looking for nominations for the Instructor of the Year Awards 2007. Tell us about your top instructors – volunteers or professionals, young or old, newly qualified or highly experienced.



We are after inspirational people who are committed to instructing, with a high level of expertise and enthusiasm. Do you have a valued member of your team who would fit the bill?

Nominations are welcomed from all RYA coaching schemes. Awards will be presented for the following categories at the Dinghy Sailing Show in March 2007:

Dinghy Instructor

Dinghy Senior Instructor  
Dinghy Advanced Instructor  
Personal Watercraft Instructor  
Powerboat Instructor  
Inland Waterways Instructor  
Yachtmaster® Instructor  
Shorebased Instructor  
Windsurfing Instructor  
T15 Coach  
Under 21 Racing Coach  
Club Racing Coach  
Squad Racing Coach

### Winners of the 2006 awards.

In a departure from previous years, one winner will be selected from the above categories to become the overall RYA Instructor or Coach of the Year 2006.

Please contact Jane Hall on [jane.hall@rya.org.uk](mailto:jane.hall@rya.org.uk) for a nomination form. Nominations must be submitted by December 31, 2006.



## Food hygiene

The RYA's Legal department has been negotiating with the HSE about food hygiene legislation.

Thanks to their efforts it will not be necessary for instructors dealing with food (for example on cruising courses) to undergo commercial food hygiene training. Instead, you can comply with the law by downloading and following the common sense advice available on our website in the instructor resources section of 'Working with us'.

## RYA Vouchers

RYA Vouchers make great presents and we hope they will bring new people into boating and encourage them to take RYA courses. Over 300 centres are now accepting vouchers as part-payment of course fees.

If you want your centre to get involved in the voucher scheme, please see [www.rya.org.uk/vouchers](http://www.rya.org.uk/vouchers) for further information, or contact our marketing department on 023 8060 4213



## Looking for work?

The RYA holds a database of RYA Instructors available for long or short term work. If you wish to be added to this list, please fill in your details below. This will be forwarded to third parties, such as RYA Training Centres or clubs/centres looking to become RYA recognised.

Please return the form to: Bethan Jenkins, Royal Yachting Association, RYA House, Ensign Way, Hamble, Southampton SO31 4YA

Name .....

Address.....

Tel (day) ..... Tel (eve).....

Mobile..... RYA Membership No.....

E-mail .....

RYA Instructor Qualification.....

If you are no longer looking for work, please let us know so we can remove your name from the list.

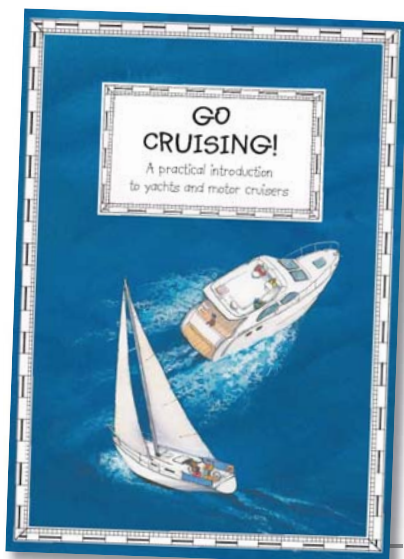
## Spreading the word

Our world-renowned training books are going from strength to strength with a busy schedule of new titles. We are also translating a selection into a number of languages including German, Spanish, Portuguese, Indian, Icelandic, Dutch and Norwegian. Here is a selection of our new releases.

### Go Cruising

Following the immensely popular Go Sailing, we now have this follow-up book covering all the essentials to help young people become interested and valuable crew members. In the same style as Go Sailing, this book is beautifully illustrated and the format makes a potentially complicated subject both accessible and fun.

Order code: G42  
Retail Price: £8.99

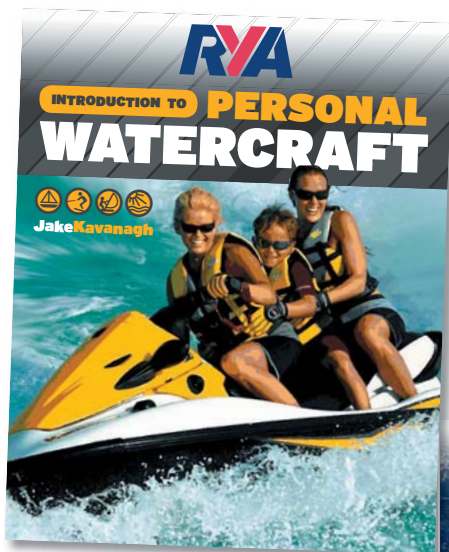


## Moving address

Please do remember to inform the RYA if you move or change telephone numbers.

With 24,000 instructors on the database, keeping track of everybody is a mammoth task.

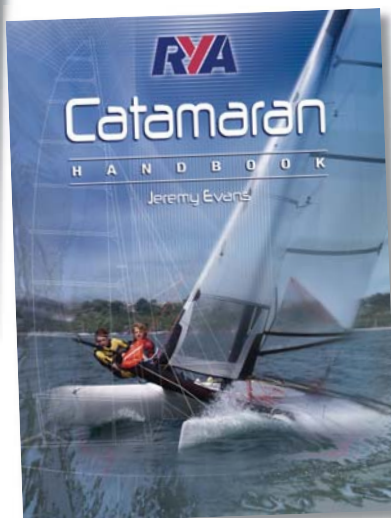
Email [training@rya.org.uk](mailto:training@rya.org.uk)



### Introduction to Personal Watercraft

This book is a total overhaul of the Personal Watercraft Practical Course Notes. Its clear text and drawings cover everything from pre-launch checks to offshore cruising, as well as advising on legal requirements, towing, passage planning and much more. See page 10 for more information.

Order code: G35  
Retail price: £7.99



### Catamaran Handbook

Written by Jeremy Evans, this brand new title covers all aspects of cat sailing and supports the courses of the National Sailing Scheme. For beginners and advanced sailors, this book is an invaluable reference point.

Order code: G46  
Retail price: £13.99

### Weather Handbook – Southern Hemisphere

To accompany the addition of southern hemisphere shorebased papers to our range of teaching materials, this book has been adapted from the existing northern hemisphere book. It also complements the hugely popular RYA Navigation Handbook.

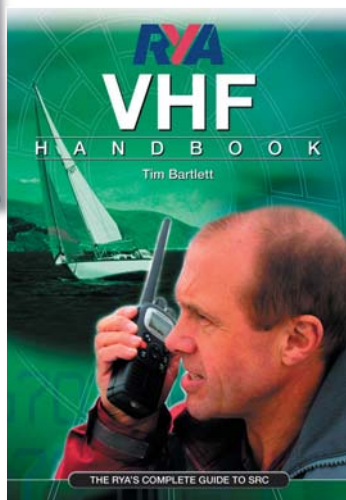
Order code: G33  
Retail price: £14.99



### VHF Handbook

This handbook expands on the information contained in the existing VHF books G22 and G26. Through clear instructions and colour illustrations, the book explains how VHF works, the rules and regulations which govern it and the procedures that must be followed.

Order code: G31  
Retail price: £11.99



## Certificate translations

As yachtsmen travel further afield, the acceptance and knowledge of RYA certification by port officials is of greater importance.

Some RYA qualified skippers are encountering difficulty with acceptance of their certification after entering foreign ports and when working overseas. This is often because the port officials don't understand what the certificates say and what they entitle the holder to do. These problems are often short-lived as, after translation, the port officials are usually happy with the standard, and indeed accept that it often exceeds their own standards.

The ICC goes some way to solving this problem. However, the countries to which British yachtsmen now venture far outstrip the present scope of the ICC.

With this in mind we are translating our major cruising, powerboat and PW qualifications into 14 languages, which can be presented to foreign port officials. We cannot make every country accept our qualifications, but we can make the qualifications easier to understand so they can make an informed decision.

It is planned to produce the translations as PDF downloads from the RYA website. We may also produce a booklet available for purchase by skippers and centres operating outside the UK.

The languages to be covered will be Croatian, Turkish, Greek, Portuguese, Spanish, French, Italian, German, Mandarin, Thai, Arabic, Dutch, Danish and Russian.

## Keep up to date

For information on everything to do with RYA affiliated clubs and classes, read *RYA Briefing*, published three times a year and distributed to all RYA Training Centres.

## Customer service or sales?

Whether you are teaching an academic subject at a school or watersports at an outdoor centre, you have a responsibility to ensure that your students' first experiences are enjoyable and that they continue with the subject. But are there similarities required across any subject or sport that can distinguish the great instructors from the merely OK ones? Andy Hooper, Regional Development Officer for the South and South East explains.

Having seen many beginner sessions in a variety of disciplines, I have noticed that instructors who excel in their work and continually get good feedback from students are often not necessarily the best at their sport, and may not even have vast amounts of knowledge. So why are they so great? It's their customer service and sales skills that set them apart from the average instructors.

So, what is great customer service? Being polite, conscientious, honest, sensitive, knowledgeable, able to communicate, listen and ask relevant questions. All signs of a good instructor. When teaching we



**What do you mean your cold, wet and tired? Just get on with it!**

generally start with a briefing to get across several pieces of information – the aim of the session, what we will do, where and how we will do it and safety issues. If we fail to give any of this information, the session may not be as productive as it could be, so the students may feel a lack of achievement. Giving the right information, being honest and building a rapport are key areas of good customer service.

So, where does the sales side come in? If a sales person is not

enthusiastic about their product, the customer is unlikely to be. If the customer doesn't like the sales person they are unlikely to buy from them. It's exactly the same when you're teaching. For beginners we must provide fun, safe sessions to enable them to learn, but we should also concentrate on building a rapport with them and being enthusiastic about the sport. If this is lacking, they are unlikely to continue. Ensure that you adapt your teaching approach to the students so everyone feels they have

something to take away from the course.

### Keys areas for improving teaching through customer service and sales:

- Communication: always tell your students what is happening and how it will affect them. Don't forget to ask for feedback.
- Structure: Plan your sessions well. Use visual aids, demonstrations and open and closed questions to feed information to and from your students.
- Praise burger: Criticise and praise without prejudice using the praise burger (positive-negative-positive)
- Conscientious: Take care over your course delivery, the boats and equipment. Always consider the safety of those on the water.
- Adjust: Different students have different needs and ways of learning. Adjust the course and your style to the way they learn best.
- Enthusiasm: If you don't have any, they certainly won't!

Happy teaching!

## Do you enjoy the water?

Ever wondered what you could do to help the environment?

If the answer to these questions is yes, then you may want to think about becoming a supporter or ambassador for The Green Blue, a joint BMF and RYA environmental initiative. Working with the boating community, we aim to promote effective and practical actions that people can take to lessen their impact on the natural environment.

We need passionate, interested individuals to work with us. If you think you might be the right person please get in touch with us by emailing [info@thegreenblue.org.uk](mailto:info@thegreenblue.org.uk) or calling 02380 604100 and asking for The Green Blue.



## Use of RYA logos

There appears to be some confusion over the correct usage of the RYA's training centre logo, with it popping up all over the place in all sorts of guises. A brief guide to its correct usage is below. There are two main points to note:

**RYA** This logo is only for use by the RYA. It is not available for use by training centres or instructors.

**RYA Training Centre** This logo is only for use by currently recognised training centres. Individual instructors may not use it.

Correct usage of the training centre logo:

- The logo may only be used by training centres to advertise RYA training and to make

accurate references to their RYA recognition. It may not be used to imply that other activities such as boat charter or sales are approved in any way by the RYA.

- You may display the logo on your advertising, printed and online marketing materials only.
- "RYA" or the logo may not be included in your trade or business name, domain name, product or service name, logo, trade dress, design, slogan, or other trademarks.
- Except for size, you may not alter the logo in any manner.

Some of the main offenders are instructors who use the RYA logo on their letterheads or business cards. Please review your own stationery and publicity materials to ensure you comply with the requirements.

The above is just a brief summary. Full details can be found on the website at [www.rya.org.uk/WorkingWithUs/](http://www.rya.org.uk/WorkingWithUs/)

trainingcentres in the 'Resources for training centres' section.

If your centre is still using old versions of the logo, we can send you a disc of the current one free of charge – simply email us on [training@rya.org.uk](mailto:training@rya.org.uk).

## New RDOs

Welcome to two new Regional Development Officers. Sally Kilpatrick is taking over in the North as the existing RDO, Chris Eades, moves down to the Midlands. George Rice will be RDO for the Eastern region.

Sally Kilpatrick Tel: 07747 534527  
Email: [sally.kilpatrick@rya.org.uk](mailto:sally.kilpatrick@rya.org.uk)

George Rice Tel: 07747 563298  
Email: [george.rice@rya.org.uk](mailto:george.rice@rya.org.uk)

Chris Eades' contact details remain as before: Tel: 07876 330136  
Email: [chris.eades@rya.org.uk](mailto:chris.eades@rya.org.uk)

## Working your way up

Ali Travis has developed her career in sailing tuition over the last 15 years, working her way up from basic dinghy sailing instruction to skippering Ocean Youth Trust yachts. We talked to her about her career, and her advice for new instructors starting out.

### How did you first get into sailing?

In 1991, I was working for Outward Bound in Aberdovey and, as I had to teach sailing, thought it would be a good idea to have a go first. From shaky beginnings, fierce competition developed with Tuesday night staff sailing round the estuary.

### Did you make a conscious decision to develop a career in sailing?

Yes. I wanted to work in the outdoors and enjoyed watersports more than land-based sports. Dinghy sailing was my favourite sport so, after teaching taster sessions in various activities, I decided to pursue sailing to a higher level. I became a Senior Instructor in 1995.

### What other instructing jobs have you had?

Following my job at Outward Bound I spent three years teaching various sports at Calshot Activities Centre in Southampton. Again, it was the sailing sessions that I enjoyed most. I then did three seasons at SWAC



### About to set sail on the Greater Manchester Challenge

in Southampton, working with some great people.

Wanting a new challenge, I took my Day Skipper certificate at Southern Sailing and, after chatting to a friend in the pub, got wind of a skippers' training scheme run by the Ocean Youth Trust. There were only four places on the scheme and I managed to get one – it was the best move I ever made. In the winter we trained in small boats in the Solent, and in the summer we sailed the OYT ketches. The scheme lasted a year after which I went freelance, working in the Solent

and as relief first mate with the OYT running sail training for young people. I did that for two years and then took my Yachtmaster® Instructor and OYT Skipper qualifications.

In 2000 I became Staff Skipper for OYT North West on their ketch, Greater Manchester Challenge, spending two years sailing with young people from all walks of life, which was hugely rewarding.

I am now working freelance again, living and teaching in north Wales. I also work as an OYT relief skipper, and became a Yachtmaster® Examiner last year.

### You now have your own training centre. How's it going?

I set up Valley Marine Training about three years ago, and am working hard to get it off the ground. I offer navigation, sea survival, radio and first aid courses. It seemed like a good idea to offer courses over the winter when my skippering work is less busy. I've produced brochures and a website and word is slowly getting around.

### What do you enjoy most about instructing?

The most rewarding job I have done is working with kids from deprived backgrounds. After sailing for a week they go away feeling more confident and little bit better about themselves. Their future is brighter than before they came on board. There are many organisations doing similar work – it really does make a difference.

I also like to seeing adults developing their skills and feeling more confident

about skippering their own boats. I get emails from students telling me they've just ordered their new boat – bank managers must love me!

### What's your plan for the future?

I don't really plan beyond next month, but I'm thinking of buying a Laser and getting back into dinghy sailing – it will be a steep learning curve!

I would also like to sail on a Tall Ship. I passed my Class 4 through a bursary from Trinity House three years ago and have sailed on two Tall Ships races on OYT boats.

### What advice do you have for new instructors starting out in their career?

Work hard and build up a good reputation. Once you have that, finding work will be easier and will often come to you via word of mouth. Keep your ears open – some of my best jobs have come about following chats in pubs.

Finally, don't ever give up if your goal looks unachievable – it seldom is.



At the helm of the 72' Robert Clarke ketch 'Taikoo'



## The dangers of dehydration

A couple of years ago a student collapsed on a powerboat course. It was November, the weather was clear and sunny, the student fit and well motivated. All should have been great, but it wasn't.

Mild headaches and tiredness were felt on the first couple of days by most of the group, but were attributed to long days on the water, studying in the evenings and anxiety to pass the course.

On the third day things deteriorated for one student. His headache was affecting his vision and he was close to vomiting – symptoms that went unnoticed by the instructors as they stuck to their schedule. Dizziness and loss of balance finally caused the student to collapse as he stooped to remove his drysuit. The instructors failed to appreciate that anything was seriously wrong and it was the rest of the group who cared for the casualty who was seriously dehydrated.

It is all too easy for this to happen on the water. Dehydration by just 2% of body weight reduces performance, alertness and concentration. Generally, it is self-induced, due to inexperience or embarrassment. Drysuits and oilskins can cause sweating, whilst chilling is caused by driving at speed in a powerboat, or having moisture trapped next to the skin by inappropriate cotton clothing. Inexperienced students need advice about the type of clothing to choose, the importance of staying hydrated and about “comfort stops” during the day or they will not drink enough. On offshore boats seasickness, concern

about going below or fear of using “the heads” can exacerbate the problem.

The student concerned was wearing several thermal layers and had limited his fluid intake to one or two cups of coffee at breakfast!

### Signs and symptoms:

- headache
- tiredness
- dizziness
- confusion
- nausea
- pale skin, perhaps masked by exposure to sun and wind
- stopping sweating is a sign of serious deterioration
- thirst, or lack of thirst, should not be seen as a good indication of condition

### Treatment and prevention

We all know we should drink plenty of water, but it is not the best way to re-hydrate or prevent dehydration. A pint of water can pass through the system in 30 minutes with no great benefit.

If specialist drinks are not available, mix fruit juice and water in a 1/3 to 2/3 ratio and add a pinch of salt. The salt helps absorption of the fluid into the blood, but it is important that the



A pint of water can pass through the system in 30 minutes

drink tastes good so use juice and serve chilled if possible.

Carry an icebox onboard and take regular breaks for drinks. Avoid coffee, tea, alcohol and high caffeine soft drinks, which will add to the problem by acting as a diuretic (makes you wee). High calorie soft drinks may put off the health conscious too.

Most people are aware that an intake of 1.5 litres is an absolute minimum under normal conditions. Much more is required in hot weather or when exercising, especially in conditions of high humidity.

Remember, dehydration affects performance, alertness and concentration – all required to win the race or do tidal calculations.



Always choose sunglasses with good UV protection

## Beware the glare

**We are all aware of the dangers of too much sun on our skin, but one area often neglected is our eyes. Just as your skin is at risk from not covering up or using sunscreen, your eyes can suffer damage from constant exposure to the sun's reflection on the water.**

One common eye condition that watersports instructors are susceptible to is Pterygium, characterised by redness of the eyes and a fleshy growth that can spread across the cornea. In extreme cases this can affect the vision, but more commonly the symptoms are itchiness and irritation in the eyes, along with the deterioration in cosmetic appearance.

In addition, the most common place for Basal Cell Cancer (non-melanoma skin cancer) to occur is on the lower eyelid. BCC grows quite slowly and usually starts as a small round or flattened lump. The lump may be red, pale or pearly in colour. Sometimes it appears as a scaly, eczema-like patch on the skin.

You can do a lot to protect yourself from both these conditions by wearing good quality sunglasses with a high level of UV protection.

*Thanks to Mr Hunter Maclean, Consultant Ophthalmic/Oculoplastic Surgeon at Queen Alexandra Hospital for his help in compiling this article.*

## Volunteers – use them or lose them

Thamesmead YMCA in South East London started in 1957, with a small group of enthusiasts building their own boats. They now run sailing and powerboating for the local community and have been involved with the RYA sailing schemes since 1972. Hundreds of young people and their parents go through their doors, with around 250 per season carrying on to do courses from the RYA Youth Sailing Scheme. It is not uncommon for them to have 70 to 80 children on the water in a day.

Principal, George Reynolds OBE talks to RYA Volunteer Development Officer, Jackie Bennetts, about the centre and its great relationship with its volunteers.



Some of Thamesmead YMCA's young recruits

### How is the centre funded?

We have support from 'Trust Thamesmead' who rent us our premises very cheaply, and we receive a small annual grant from Bexley Council for Voluntary Youth Services to help towards utility bills. However, our main asset is our volunteers. We have a large number of people who volunteer their time as instructors, safety boat drivers, and maintain our fleet of boats, not to mention the parents who come to help out and support us in our efforts to get young people on the water. This generosity enables us to keep overheads to an absolute minimum and offer four day RYA courses for £16 to £25.

### Where do you find your volunteers?

Most volunteers get involved because they want to 'give something back' to sailing or to Thamesmead YMCA. Many of them will have learnt to sail with us, and want to continue to be part of the set up. We train all our own instructors

and powerboat drivers – and pay for their courses.

### How many volunteers do you have and what do they do?

We have 19 dinghy instructors, seven senior instructors and eight people who meet every Tuesday to repair engines, do maintenance and generally keep the boats on the water. Parents are also encouraged to get involved in many ways, such as moving boats and trailers and looking after children ashore. Often they just need to be asked, or offered an opportunity to help out with something they feel confident to do.

### What are your 'top-tips' for working with volunteers?

Show people you trust them by letting them get on with their jobs and not interfering too much.

Flexibility is also crucial - allow for other things in your volunteers' lives, such as holidays, family commitments, illness etc. This is

only possible as we have sufficient qualified and experienced volunteers in all aspects of what we do.

Nominate someone responsible for developing your volunteers' qualifications and experience - it doesn't just happen on its own.

Define key volunteer roles and allocate them to people based on their skills, qualifications and experience.

For each key role have a person who is primarily responsible, along with someone who 'ghosts' them. This means there is always someone else who knows the job, and can step in at the last minute. It also means we are never completely reliant on certain individuals, thus creating a better 'team' atmosphere and sharing some of the burdens.

### Is there anything else that has been key to your club's success?

Offering RYA courses means the children

## Time to take action

The end of the season is a good time to reflect on your volunteers' contribution. Identify who/what has worked well or could be improved next year. Make a plan for the winter months to build on your successes.

- Identify individuals who have contributed and let them know that their efforts are valued – a personal 'thank you' or a mention at the club prize giving or on the website is ideal.
- Approach new volunteers to help out next season – some people are just waiting to be asked.
- Plan activities to keep volunteers interested, involved and motivated over the winter.
- Organise a training programme for volunteers eg. First Aid, VHF, Assistant Instructor, powerboat level 2 etc.

In the blink of an eye the new season will be upon us, so use the winter to prepare your volunteers for an even more successful 2007 season.

*If you need advice on working with volunteers, contact Jackie Bennetts on 023 8060 4199 or [jackie.bennetts@rya.org.uk](mailto:jackie.bennetts@rya.org.uk), or visit our website [www.ryavolunteering.org.uk](http://www.ryavolunteering.org.uk).*

get a real sense of achievement. They have a focus and something to work towards, and being presented with their certificate by the local Mayor really is the icing on the cake.

Gaining and maintaining training centre recognition is not as hard as most people think. Once you have all of the elements in place it's just a matter of maintaining good standards of instruction and safety.

We have a great relationship with a local sailing club, Erith Yacht Club, on the Thames. They sail throughout the year, we keep a few boats there, and they offer free youth membership to young people coming through Thamesmead YMCA. This means that young people can progress, join in with club activities and continue to sail.



It was a pleasure to receive some great feedback from the Spring edition of Wavelength. We always welcome your comments and will happily give them an airing whenever possible. We are keen to receive ideas for future articles to ensure that we are delivering the kind of information that you want – what would you like to see in the next edition? Email your ideas to [jane.hall@rya.org.uk](mailto:jane.hall@rya.org.uk).

Below is feedback from three of the articles featured in the last edition.



## Safe in the sun?

Following our article on the dangers of sunburn, we have heard from an instructor with first hand experience of the risks of excessive sun.

Mike has been sailing since the age of seven and working as a watersports instructor for the last 20 years. He is relatively fair skinned, being blonde, blue-eyed and freckled, but doesn't burn particularly easily. At the start of each season he is quite conscious of the sun and uses sunscreen, but as the season goes on he tends to use less sunscreen and doesn't cover up as much as he could.

During a recent trip to the doctor for unrelated reasons, it was suggested that a small blemish on his arm could be easily removed, purely for cosmetic reasons. This was done and it was only then that Mike was diagnosed with malignant melanoma – the most vigorous form of skin cancer.

The blemish in question was a dark pink, raised spot that didn't change shape or colour, which is uncharacteristic of skin cancer. It had

been on Mike's arm since he was a teenager.

Since the initial diagnosis, Mike has had a larger area of skin around the original blemish removed and has undergone further tests to determine whether the cancer has spread. Thankfully the news is good and Mike is in the clear. He is still in a high-risk group and will be having regular checkups over the next few years. When the wound on his arm has healed fully, Mike will be back to work as usual – albeit with a bit more sunscreen than he's used to.

**Malignant melanoma is commonly linked to sun damage during childhood – a sobering thought when you consider not just yourself, but the youngsters you are teaching. It really does highlight the need for vigilance when you are out on the water, and the importance of slapping on the sunscreen or, preferably, covering up as much as you can.**

For further information on skin cancer see: [www.cancerresearchuk.org/sunsmart/](http://www.cancerresearchuk.org/sunsmart/)

## When lightning strikes

It was good to receive feedback from our article on lightning from two people with first hand experience.

Graham Knox, Commodore of Hollingworth Lake Sailing Club, was racing his GP14 when a storm was brewing. As lightning struck, his crew was deafened for several days and the boat suffered substantial damage. The lightning tracked down the shrouds, forestay and keelband. The plywood delaminated where it touched water below the shroud plate and there was a clear burn mark on the bow at water level. There were

other signs of cracking and the boat was declared an insurance write-off.

George Whitchurch of Hertfordshire now tries to get off the water quickly as a storm approaches, after his Fireball was struck during a race. His crew was sitting on the side deck with his arm touching the shroud when the lightning threw him to the back of the boat. Although he initially appeared unconscious, he managed to struggle upright in a very bewildered state. Thankfully the only lasting effect for the crew was a burn on his arm and problems getting his hair to stay down. The boat was undamaged.



## Dealing with a major incident

In the last edition we gave advice on dealing with major incidents, from the point of view of handling the press, working with the police and keeping the RYA involved.

Ian Scott, a chartered health and safety professional, wrote to us regarding many other issues that must be addressed such as the correct reporting procedures, safety

policies and preparing for accident investigation. Issues such as these are addressed in various documents available to training centres including the Guidance Notes and Principals Pack, which can be downloaded from [www.rya.org.uk](http://www.rya.org.uk) in the 'Working with us' section.

Our thanks go to Ian Scott for taking the time to write to us.

## Senior Instructor Training

The Senior Instructor training course remains the most important and influential instructor course that most sailing instructors will experience. It is also the most important course for the RYA. A good SI course makes a big long-term contribution to RYA training.

The revised SI Workbook has been well received. As many Coaches will have seen, it is a little briefer and simpler, and includes material for Dinghy or Windsurfing SIs as appropriate.

Where Regional Development Officers are in post, there will be a regional SI course each year. 'Fast Track' SI training can also be arranged through the RDO.

There is still a wide range of approaches to SI training. There is no doubt that all the best courses combine several elements:

- input to the candidates' sailing or windsurfing skills
- discussion (but not actual marking) of the work done in the SI Workbook
- experience in boats and boards
- short sessions enabling everyone to deliver something every day
- the candidates should be responsible for every part of the day that it is possible to delegate, including timekeeping, management of instructors and safety cover. After an initial brief and perhaps demo sessions from

the coaching team, you should aim not to intervene in the sessions, except to save time if required, or for safety reasons

- innovate tasks that challenge the candidates and help them to think and perform. Standard 'run of the mill' tasks are not popular, and often yield poor results

## Instructor record cards

When completing record cards for new instructors **please** ensure that **all** requested information is written on the card. Unfortunately, with so many cards to process, our certification department will return any incomplete cards to the coach or trainer concerned. Please help us to avoid these unnecessary delays.

## Principals, trainers and coaches conference

In a slight departure from previous years, the next conference will be held over the weekend of February 17 and 18 at the Ramada Hotel in Watford. This conference is aimed at principals, trainers and coaches working within the dinghy, power and windsurfing schemes. Invites will be posted around the end of November.

## Power

## New PW book

The RYA Introduction to Personal Watercraft has been updated. With new illustrations and revised text, the book makes an excellent companion to the RYA PW course. It should be noted that whilst the book has been updated the course content and syllabus remain the same.

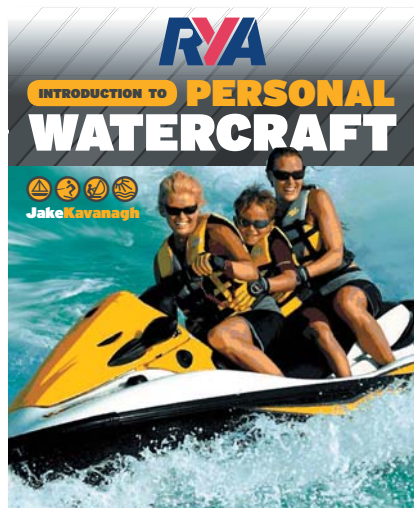
Order code: G35  
Retail price: £7.99  
Available: early December

To give you a flavour of the new book, here is an extract from the section on capsizing recovery.



Paul Mara  
Chief Powerboat Instructor

E-mail: paul.mara@rya.org.uk  
Tel. 023 8060 4187



### capsize

PWs are designed to turn over, it can be part of the fun. Always keep your buoyancy aid done up with the kill cord attached to your wrist or a strong point on your buoyancy aid.

#### After capsize

- 1 Make sure the engine has cut out.
- 2 Check the label on the stern for the way to rotate the craft. You can damage the engine if you rotate it the wrong way.
- 3 Swim alongside, put one hand on the grill and one on the grab-handle. Put toe (or knee) on rubbing strake if possible.
- 4 Roll the craft over so the water drains off. Move to the stern, climb over the back, do not tread on any of the jet parts, it may cause damage.
- 5 Keep body low as craft is unstable, especially in choppy water.
- 6 Re-attach kill cord. Restart without choke but with slight throttle.

#### Capsize with passenger

- 1 Check the passenger is still with you and uninjured.
- 2 Keep passenger in sight, roll the craft upright. Passenger should hold craft and help keep it steady.
- 3 Climb over the stern as before, assume the driving position. Once seated and balanced, ask passenger to follow.

#### restart machine

- 1 If engine does not restart the carbs may be flooded with fuel - leave it for a few minutes.
- 2 If it still won't start don't try to effect repairs out on the water.
- 3 The open engine hatch will unseal the machine, and it could be sunk by a capsized.
- 4 Get a tow, but first make sure you agree there is no fee. Someone could tow it in and claim salvage. Stay with the machine. Don't let it drift.

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# Top Ten Tips for teaching personal watercraft courses

I am often asked what the key points are for teaching the PW course. As you can imagine there are many, so here are ten top tips to consider.

## Be considerate

When planning your training area, remember other water users and consider the impact on them. If another boat is passing close by, consider slowing the group down to avoid conflict. Give them a wave - you never know it may be returned!

## Avoid the classroom

Remember, the best teaching aid that you have is the ski itself. The more hands-on experience the students get, the better.

## Rules of the road

Students can find this subject boring, so make it a fun exercise. Don't treat it as a one-off session - keep re-introducing it throughout the course. Your students must leave the course confident they will be safe in the future. Consider confirming their knowledge with a short quiz.

## Kill cord

Ensure best practice at all times. Always wear the kill cord and check your students do too. If they forget at first, gently remind them so it



PWs can adapt to a variety of tasks

becomes second nature by the end of the course.

## Courtesy to other users

Throughout the course gently remind your students of the perceived dangers and prejudices that other water users may have towards PWs. Explain that if used responsibly in designated areas, there will be less conflict.

## Group control

From the start of the course, students are likely to be in control of their craft without an instructor on board. For safe group control, a precise briefing ashore is essential. Define the training area, acceptable speeds, hand signals, what to do in an emergency and what will happen if the rules are broken. Consequences can range from removing a dangerous student to cancelling the rest of the course. Remember, safety

is the most important element taught on the course.

## External influences

You may not be the only group on the water. Keep a lookout for other vessels approaching your training area. You may have to consider suspending your session until it is safe to continue.

## Be prepared to assist others

There have been occasions where PWs under tuition have been called upon to assist others. They make excellent rescue craft, especially in shallow waters.

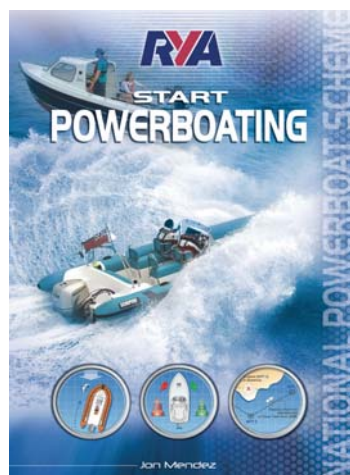
## Students' age

When booking students onto a course ensure they are at least 12 years old. Do not be pressurised into accepting anyone under that age onto the course. If in doubt, ask for proof of age. Remember, the RYA does not condone the use of PWs by under 12s.

## Gain respect

Gain respect and support for RYA PW training in your area. Be seen to be responsible and fly the RYA training centre flag during your course.

## Powerboat Level 2 certificates



The Start Powerboating book has proved a great success and a real asset to our courses. This course is the world's most successful powerboat course and the book adds to its value and credibility.

From January 1, 2007 every Powerboat Level 2 certificate bought by centres will be packaged with a Start Powerboating book. Certificates will no longer be bought in packs of ten - simply order the quantity you actually need.

Before the course, the instructor should open the pack, remove the certificate and give the book to the student. On

successful completion of the course the certificate will be issued as usual.

The order code for the book and certificate pack will be PBP and the cost to training centres will be £4. The normal retail price of the book alone is £8.99. We believe your students will welcome the book and be pleased to take it home as an aide memoire.

If you have a stock of the existing packs of ten certificates, please use them up before ordering the new packs.

The book is still available to buy as a stand alone publication.



Fly the flag for RYA courses

## A convert to powerboating?

Former RYA Sailability Chairman, Geoff Holt, is paralysed from the shoulders down, his fingers don't work very well and he cannot feel or move anything below the chest. He is well known for his sailing endeavours, having sailed twice around the Isle of Wight single-handed and, prior to his accident, more than 27,000 miles at sea as a professional yachtsman. In a departure from his usual challenges, he took a Powerboat Level 2 course at Boatability in Portsmouth. Here Geoff gives an interesting insight into the joys and difficulties of powerboating for disabled people.



"The smile stayed on my face for weeks"

### How was the boat adapted?

Boatability has developed a craft based on the Nab 23 dory hull, with features such as ramped access, a purpose built higher steering console and re-positioned controls. The boat is capable of taking almost anyone powerboating, regardless of their disability. There was enough room for me to position my heavy, powered wheelchair anywhere and use safety fastening points in a number of places. I'm 6'3" and so needed the console to be high enough to fit my knees under. In addition there was an optional quad grip on the wheel allowing me to steer as normal, and the hydraulic steering was extremely light, enabling quick and easy manoeuvres.

### What was the most challenging part of the course?

I found navigation the most challenging subject. Anyone with years of seamanship under their belt but without RYA training to back it up (like me), is bound to think their experience is sufficient. I don't mind admitting that having to study navigation, chart work, signalling, etc made me realise the importance of being properly trained. A lot of the elements were familiar to me, but there were certainly areas where I have learned new things. I was surprised by how much more there was to learn.

### How did you cope with manoeuvres such as man overboard?

It was clear from the outset that some manoeuvres would be physically impossible for me to do on my own. However, my instructor told me that so long as I am able to give clear and accurate instructions to the crew, my certificate would be endorsed to say that it is only valid when I am accompanied by another adult. It was interesting to see that directing a person to do something with only your voice, clearly demonstrates your understanding of the task in hand.

### What was the best part of the course?

Going out to sea and opening up the 90hp outboard to 30 knots. It only lasted a few seconds, but the smile stayed on my face for weeks! It was the fastest I have ever been on the water and I am still amazed that it was me driving.

### What advice would you give to other centres and instructors wanting to teach people with disabilities?

The first thing to remember is that disability does not just mean people in wheelchairs – it includes sensory and learning disabilities too. Don't be frightened – talk to the individuals about their specific needs, and seek advice from RYA Sailability.

The disposable income of disabled people is currently around £52 billion a year, much of which is spent on leisure activities. So, if you don't feel a moral reason to do something, perhaps the financial argument might persuade you!

### What's your next step?

I would love to improve on my Level 2 and progress to the Advanced course, but am not sure how to go about it. Now I've discovered a love of speed, I've got some difficult decisions to make about my future as a sailor!

**In May and June 2007 Geoff will be taking part in the Personal Everest Round Britain Challenge in his 15ft Challenger trimaran. He will be sailing single-handed the 1,500 miles around the coast of Britain over a 35 day period in order to raise awareness of sailing opportunities for people with disabilities throughout the UK. [www.personaleverest.com](http://www.personaleverest.com)**

*Paul Mara's comment: What a fantastic achievement and great news that you wish to progress onto gaining your Advanced Certificate. Your next step would be to gain your*



### Good communication is key

*Intermediate day navigation course followed by the Advanced course. As you are not going on to take the exam for a commercial endorsement, your Advanced course completion certificate could be endorsed in a similar way to your Level 2. Good luck with your challenge.*

## Boat review

### Delta HBR 5.7

The Delta 5.7HBR is a drop front workboat used for rescuing casualties from the water without disturbing or aggravating neck and spinal injuries. Such craft are in operation around the world as rescue boats with the offshore powerboat racing scene.

Rutland Sailability obtained a Delta in 2001 to aid the recovery of people from the water and eliminate the need for helpers to lift casualties over the side of a conventional RIB (not good for their backs either). The bow door is hydraulically operated and controlled from the driver's position. The steering is hydraulic, eliminating all prop torque.

Rutland Sailability have never had the need to rescue one of its own members from the water, although some club sailors have been recovered through the bow door.

**John Morley**  
Rutland Sailability





## Kill cord failure

Recently a kill cord lanyard failed during a demonstration on a powerboat course. Whilst demonstrating that the kill cord functioned correctly it snapped, leaving the engine running and the instructor with a length of red plastic cord in his hand.

Upon inspection it was discovered that the red plastic spiral lanyard did not have an inner fibre strengthening cord running through the middle, if possible. Closer inspection identified that the cord had become brittle and slightly discoloured due to UV degradation.

The important lesson learnt from this incident is that it is essential to check the operation of the kill cord at the start of each day or session.

Other general considerations:

- When replacing kill cords ensure that you purchase a good quality lanyard with a strengthening cord through the middle, if possible.
- Do not leave kill cords out in the elements. Extremes of temperature and UV light will harm the lanyard in the long term.
- If your lanyard has a fabric outer sheath but has lost its spiral tension, it is advisable to replace it with a new one as it is possible that the inner strengthening cord may be damaged

## The safe use of kill cords

The RYA recommends that the kill cord be attached around your leg or securely to your personal buoyancy. In either case it should not foul the steering or gear controls.



We do not recommend extending the length of the kill cord provided by the manufacturer of the engine. It's purpose is to prevent the helmsman moving away from the normal operating position either intentionally or by accident.

**Top Tip for teaching good kill cord discipline. When changing students, disconnect the kill cord at both ends and hand it to the next student. This will give them practice in attaching the lanyard to both themselves and the kill switch.**

## Kill cords on children's courses

When teaching 8 to 11 year olds, both the instructor and the student must wear a kill cord. The following series of pictures deals with the two common types of kill switch encountered on powerboats and how to attach two separate kill cords in each instance.

If you have the toggle switch system it is possible to place two loops over the toggle and then push the toggle to the run position.



If you operate the other type of switch which uses the prong type connector, the following series of pictures shows an effective method of attachment:



Add a key ring loop to one of the lanyards



Place the ring over one of the prongs of the other lanyard



Locate the kill switch and attach the two lanyards as above

The key point to remember is that the two lanyards will separate should either be used to stop the engine. Above all, avoid directly connecting the two lanyards together as this could cause injury.

## Wear the Kill Cord

Attach the kill cord around your leg, or secure to your personal buoyancy



**RYA**  
Training

[www.rya.org.uk](http://www.rya.org.uk) 0845 345 0384

We are producing a sticker to remind powerboat drivers to use the kill cord. These will be sent out to each training centre in January with the annual certificates of recognition.





## Teaching Boat Control

**These days, one big issue after Level 2 is controlling the power. Fast in light airs, the new boats are very powerful in a breeze. Here are some teaching tips.**

### Setting up the rig

The most common mistake is sailing with too much power in the rig. Modern boats don't reef, they rake. Lean the rig back before sending the boats out in strong winds and get your sailors to flatten the sails to lose unwanted power. The difference between a bad and good setup can be extraordinary. The class website should give you a better and more detailed picture. Get a rig tension gauge of the type specified on the website and a long tape measure. When you have got it right, make a note of which pin holes are used on the shroud plates and the position of the jib halyard on the mast. Keep this for future use.

### Sail shape

To start with your sailors will have the best fun in medium airs. Get them to ease the outhaul and sheet the jib in a gentle curve. A bit of kicker will power up the sail by increasing both curvature and reducing twist, but use no downhaul (cunningham) until they're unable to keep the boat flat. In strong winds be prepared for some

fun and swims. Masthead floatation may be a good idea. Pull all the mainsail controls on to the maximum, except in waves, when a bit of curve should be left in the foot of the sail with less outhaul tension. The top of the rig will really knock boats over - aim for flat top sections, using kicker and cunningham to achieve this. Move the jib cars right aft to flatten the jib and open the leech. Rake centreboards aft and concentrate on teaching steering, rather than pumping the mainsheet in and out - they'll get tired otherwise.

### Boat handling

Downwind, teach the sailors to bear away in the gusts so that the boat stays level, but luff up as the gust passes to keep the boat flat by increasing the sideways force on the rig. To teach this, sail them downwind on a broad reach, hiked out but with crews standing up by the mast. Allow neither to move, but encourage smooth but large steering adjustments to keep the boat absolutely level. Only introduce the spinnaker when the steering has been learned.

Remember: the number one mistake is having too much power in the rig, so get your sailors to rake, flatten, and steer to maintain control.

## The Dinghy Coaching Handbook towards 2010

**The Dinghy Coaching Handbook G14 is an important reference book for instructors and coaches. Containing a very wide range of information, it could perhaps be easier to use and easier to read!**

- Less text and many more pictures.

And finally...

- It is still a good resource, keep it streamlined, don't duplicate other resources, and make it much shorter

Your thoughts on this, particularly how to produce a resource that is short and easy to use, would be appreciated! Emails and letters on the subject from recently qualified instructors who have just come across G14 would be particularly welcome.

Send your feedback to  
[dawn.seymour@rya.org.uk](mailto:dawn.seymour@rya.org.uk)



Revising the book is a very challenging and difficult task, and is certainly a long term project. At the Coach/Trainer conference last November, opinions were sought as to what direction the book should take in the future. A variety of suggestions were forthcoming. The revised powerboat and windsurfing instructor handbooks, due for publication over the next couple of years, will provide some relevant new material. Whilst there are no plans for an imminent revision of G14, we are interested in gathering ideas and looking at any suggestions for the book.

Some suggestions already made:

- A much simpler presentation of information.
- Improved navigation through the book using colour coded pages, better indexing and referencing
- Include a DVD for visual backup on a range of drills and techniques - maybe also via website links.
- Include a variety of boats, tiller lengths etc.
- Produce instructor 'crib cards' for key points.
- Include more generic coaching notes.
- Include lecture key points for common topics (could be on DVD/website).

## A trip to Romania

**Twenty three days after reading the appeal in the latest 'Wavelength', Liz Stewart was on her way to Romania for three weeks at the Spirit Euxin centre, not quite sure what she was letting herself in for...**

What a beautiful place, despite the fact that I was living in a building site and could see the second largest petrochemical plant in Europe!

The challenge was to train outdoor instructors and I rapidly discovered the need for adaptability with no powerboat, flipchart, black board and little spare rope. Canoes were useful for rescue and laying 'buoys' (empty water bottles tied to rocks).

Most of the sailing was in five Toppers, although normally some were out of action due to missing/

broken parts. Creative methods were used to fix them - part of the plastic cover of a 'Water Safety' manual filled a hole where a self bailer used to be.

Despite the problems, it was a real delight to see the incredible speed with which the Romanians and Moldavians developed new skills and a passion for the sport.



**David Ritchie**  
National Sailing Coach

E-mail: [david.ritchie@rya.org.uk](mailto:david.ritchie@rya.org.uk)  
Tel. 023 8060 4100



## Shorebased courses under threat

**In May the Government celebrated Adult Learning Week. Simultaneously, hundreds of Local Authority Centres throughout the UK had their funding withdrawn for RYA courses.**

Public funding for RYA courses comes from a body called the Learning and Skills Council. Their head office in Coventry decides broad policy and there are 49 regional LSC offices who apply this locally. RYA recognised centres have been advised to negotiate their funding, course by course, with their local LSC.



**Simon Jinks**  
Chief Cruising Instructor

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Tel. 023 8060 4100

The predicted outcome for many RYA recognised centres running evening classes is that they will have to dramatically increase the cost of a shorebased Day Skipper or Coastal Skipper/Yachtmaster® course from around £120 for two terms to about £240. Alternatively, the courses might be cancelled, which is already the case in many places. Certainly, the number of people taking RYA shorebased courses will drop with a consequent impact afloat. Initial indications were that the drop in attendance could be as high as 30%. Although some commercial centres are managing to lessen this impact, some night schools are clearly struggling.

Clearly, the more people who take training, the safer the sea becomes. Britain has a good safety record because so many yachtsmen voluntarily become trained – around 30,000 enrolled on shorebased courses last year. Admittedly, not all these people go afloat regularly but many do, and for many boat owners these evening classes are the only training they do.

Politically, a high participation in training is a strong argument to the legislators that the sport is self regulating.

Over the last 20 years the RYA has lost its evening class funding several times. In the early days the cost of

the courses rose by £30 to £40 and the yachting public to their great credit dug deep into their pockets and continued to enrol. This time the hike is huge and, obviously, this is likely to prove a significant discouragement.

The RYA is negotiating with the authorities using not only the safety argument but also emphasising that the RYA issues 3,500 commercial Yachtmaster® and Coastal Skipper certificates each year. This is a sizable body of employed small craft skippers and has significant economic impact. The Department for Transport has confidence in these qualifications, which are incorporated into marine legislation and accredited by the MCA.

The Department for Transport will shortly be asking some searching questions of the Department for Education on our behalf.

There are obviously difficult decisions and priorities with Government funding, but there is a heavy price to pay if the boating public are not encouraged to take training.

Shorebased instructors can help to redress the balance by applying for recognition to run these courses themselves. It is a simple administrative process to apply for recognition, with an annual fee of £72 or £79 outside the UK. In addition you need to have access to a suitable classroom and teaching equipment. You can download an application form from [www.rya.org.uk/WorkingWithUs/trainingcentres](http://www.rya.org.uk/WorkingWithUs/trainingcentres) or email [training@rya.org.uk](mailto:training@rya.org.uk)

## Forthcoming instructor conferences

**Thursday 9 November**  
Club de Mar, Palma, Mallorca  
Open to shorebased and practical instructors  
Bookings must be at RYA House by 0900 on Thursday 2 November

**Saturday 18 November**  
Docklands Sailing & Watersports Centre, London  
Open to shorebased instructors  
Bookings must be at RYA House by 0900 on Tuesday 31 October

**Sunday 19 November**  
Quayside, Port Solent, Portsmouth  
Open to shorebased instructors  
Bookings must be at RYA House by 0900 on Thursday 31 October

**Saturday 9 December**  
The Boat Museum, Ellesmere Port  
Open to shorebased instructors  
Bookings must be at RYA House by 0900 on Tuesday 29 November

**Sunday 10 December**  
Northampton Town and Country Club  
Open to shorebased instructors  
Bookings must be at RYA House by 0900 on Tuesday 6 December

**20 to 21 January**  
Marriott Hotel, Bournemouth  
Annual Yachtmaster Instructor conference  
Bookings must be at RYA House by 0900 on Friday 29 December

**Saturday 10 February**  
Inverclyde, Scotland  
Open to shorebased instructors  
Please contact RYA Scotland on 0131 317 7388 to book your place

**Saturday 17 February**  
Royal Western Yacht Club of England, Plymouth  
Open to shorebased instructors  
Bookings must be at RYA House by 0900 on Tuesday 6 February

For further details on any of these conferences (except Inverclyde) please contact Hazel Wilson on 023 8060 4183 or [hazel.wilson@rya.org.uk](mailto:hazel.wilson@rya.org.uk)



## MAIB stress gybing caution

The Marine Accident Investigation Bureau has recently investigated two separate incidents of life threatening injuries, each sustained by crew members struck on the head by mainsheet fine-tuning blocks on 37 foot racing yachts.



There is concern that the similarity of these incidents could indicate a need to increase awareness within racing and cruising crews of the danger of all running rigging during fast gybe manoeuvres.

### Note to skippers/instructors:

When briefing crews about potential dangers, as well as stressing the importance of avoiding the boom, especially during a planned gybe and at all times when sailing downwind, remind them that all parts of the running rigging can also become lethal projectiles, especially any sheet blocks that are hanging unsupported in the mainsheet arrangement.

The full MAIB report can be downloaded from [www.maib.gov.uk](http://www.maib.gov.uk).



ICOM

## VHF TRAINING SIMULATORS

Don't miss the boat! There are 3 types of fully-modified, RYA-approved, SRC/DSC VHF training simulator radios now available from Icom, so get aboard...

**CALL 01227 741741 NOW!**



Icom UK Ltd.

Sea Street, Herne Bay, Kent CT6 8LD. Tel: 01227 741741. Fax: 01227 741742.  
e-mail: [sales@icomuk.co.uk](mailto:sales@icomuk.co.uk) [www.icomuk.co.uk](http://www.icomuk.co.uk)

Count on us!

## Shorebased paper amendments

We hope you have had a chance to look at the new papers and get to grips with the updates. As you can imagine, with such major changes a few minor errors have been found by some eagle-eyed instructors. None of them are critical to the workings of the questions, but the correct information is shown below. If any further amendments are necessary we will update you via the website in section [www.rya.org.uk/WorkingWithUs/instructors](http://www.rya.org.uk/WorkingWithUs/instructors).

This year there is no symbol to identify which questions can be completed using the chart plotter. Most questions can use the plotter.

However exercise 3 question 3 and exercise 4 question 3 of both the northern and southern hemisphere packs are particularly suitable for plotter practice.

### Day Skipper Instructor Pack (northern and southern hemisphere)

The correct answer to question 7b is:  
HW 3.5m  
LW 0.8m  
range 2.7m neaps  
Ht of tide 2.2m

### Northern Hemisphere Day Skipper Instructor pack

The acetate overlay for exercise 4 part b; question 1 should read question 9.

## Yachtmaster Examiner meetings

We will be holding some informal meetings for Yachtmaster Examiners over the winter to discuss current issues and provide an opportunity for you to feed back your views. The dates and venues will coincide with some of the conferences listed on page 16.

All Examiners were recently sent an invitation to these meetings. If you didn't receive one, contact Annie Lawler on 023 8060 4191 or [annie.lawler@rya.org.uk](mailto:annie.lawler@rya.org.uk) to book your place.

## Changes to the Maritime Safety Information Service

The RYA has worked closely with the MCA to ensure that the views of pleasure boaters were given full consideration in the development of changes to the Maritime Safety Information Service (MSI), taking effect from February 1, 2007.

Changes are being made to both the content of the broadcasts and the transmission procedures. Details of the new times and the transmitters are available to download from [www.rya.org.uk](http://www.rya.org.uk) – type 'MSI Broadcast' into the search box in the top right hand corner.

The MSI is a weather forecast broadcast released by the UK's 18 Maritime Rescue Co-ordination Centres (MRCC), which the centres currently release in a 'round' taking four hours. This means that the last MRCC in the cycle releases information that is already four hours old. Thanks to a re-allocation of channels, this broadcast cycle will be reduced to one and a half hours. Announcements will continue to be

made on VHF Channel 16 prior to the start of the MSI broadcast, but they will be shorter and more focused.

From February 1, 2007 there will be two full MSI broadcasts a day. The times for these have been set in consultation with the RYA to fit with the start of the sailing day or a night passage. There will also be two additional interim forecasts, meaning that boaters will have access to an updated inshore forecast every six hours. MSI will be broadcast in local time such that the 'clock time' that the broadcasts will be received at will remain the same throughout the year.

Strong Wind Warnings (SWW) will serve as a function of the Inshore Forecasts, similar to the way in which

Gale Warnings do to the Shipping Forecast. If the wind is forecast to exceed force 6 but this was not identified in the previous Inshore Forecast, a SWW will be issued. It will then be incorporated into the next Inshore Forecast.

The WZ navigation warning areas will also be brought more closely into line with the inshore forecast area boundaries to increase the ease of cross referencing weather and navigation information.



## Galileo

**Galileo is the first satellite positioning and navigation system specifically designed for civil purposes. It will operate similarly to the American GPS system but will be operated by the European Space Agency (ESA) and is funded by Europe.**

Galileo has been in the pipeline for years but there was uncertainty whether it would get funding support from Europe. However, the first satellite was launched just before Christmas 2005 and transmitted its first test signal in early January 2006.

Over two dozen medium earth orbiting satellites will be required to make the system fully operational, plus a further four as spares. As well as position fixing, the system will also transfer EPIRB alerts to the Maritime Rescue Co-ordination Centre, with the added benefit that the Galileo system will send an acknowledgement back to the EPIRB that the distress has been heard.

When Galileo becomes operational the name for these satellite systems will probably become GNSS (Global Navigation Satellite System). Galileo should work in harmony with the NAVSTAR GPS system and sets



should be capable of receiving signals from both systems. It is currently not clear how existing sets will cope, but it is thought that newer sets will be able to cope with the data, while some older sets may require software upgrades.

ESA is also responsible for Europe's satellite differential system, EGNOS (European Geostationary Navigation Overlay System). This is comparable to the American WAAS system for correcting GPS timing signals, giving more accurate positions with higher positional integrity. Visit the ESA website for further details: [www.esa.int](http://www.esa.int).

## Choosing the right simulator

The windsurfing simulator has been for many years a necessity to gain windsurfing recognition. However, some confusion exists about what is required and how it should be constructed. The following information and examples from RYA centres should help answer your questions.

The simulator is one of the many aids available to you when teaching windsurfing. It is not the essence of the activity but if used well, can be very effective for the initial introduction and to return to for further coaching at all levels.

There are few simulator manufacturers, so many centres use the local welder to produce one to their own design.

### Basic simulators



All recognised windsurfing centres need a basic simulator, preferably with the following characteristics:

- low to the ground
- stable base
- solid assembly
- damping system
- realistic board
- suitable rig
- mobility (if you need to move it)
- clear wind location
- sufficient space around it



### Basic stance or 'funboard' simulators

The basic stance, or what used to be known as a 'funboard' simulator, is necessary for intermediate and advanced recognition and should be sufficient for teaching techniques such as harness work and footstraps, and the coaching system Fastfwd.

Familiarity is key, so a modern, durable board similar to the one your

students will be using on the water is the best option.

Lack of placing options often dictates that a rig without a sail is used. However, when at all possible you should use a small fully-battened rig. The boom height must be adjustable and fitted with a pair of harness lines.

The pulley system on most is a length of shock cord made into several loops with shackles on each end and a webbing adjustment.

A safety leash should also be fitted and attached from the main structure, half way along the pulley system (if possible) and on to the boom.

### The board

Place on a soft surface or welded structure in a position that allows the student to face the instructor (looking upwind). It should also be easily changed to enable a beam to a broad reach.

### The wind

Usually created by attaching a pulley system (as described above) that can be adjusted depending on the desired wind strength and direction and the size of the student. For normal simulators the wind strength should be sufficient for the student to sit comfortably outboard in an efficient planing stance and able to move back into the straps.

### Transitions simulator

A useful simulator and easy to construct, this can literally be a board with a rig in a clear area. Placing a matt or board bag under the board will enable the simulator to be manoeuvred through all points of sail as the transition is demonstrated or practised.

## Windsurfing instructor handbook

The windsurfing instructor handbook 'W33' was advertised in error as a new edition for July 2006 in the RYA Publications catalogue. We would like to take this opportunity to apologise for any inconvenience the error may have caused.

The publication is currently being revised and will be available towards the end of 2007. If you have any ideas on to the content and look of this new publication we would be delighted to hear from you.

The original W33, will still be available in the interim, with 50%

off the original price. If you would like to update the skills section of your original W33, free downloads are available on the website. These replace the coaching material for levels 1 to 5 towards the back of the publication. See the instructor resources section of [www.rya.org.uk/WorkingWithUs/instructors](http://www.rya.org.uk/WorkingWithUs/instructors).

### Running a course?

If your centre is running any instructor courses, please advise us of the dates.

## Youth Windsurfing Scheme

With the National Windsurfing Scheme now incorporating the successful coaching model 'Fastfwd', is it time we looked into the future of the youth scheme?

We would be grateful for your input. The following questions should help provoke your thoughts:

- Does the youth scheme need revising?
- Should the youth scheme incorporate Fastfwd? If so, in what capacity - the complete model, parts of the model in a simplified version or perhaps not at all?
- How should the youth courses progress and flow?
- What should be incorporated in each level?
- Should the youth scheme lead onto a specific level within the National Scheme?

Please send your thoughts to [amanda.vansanten@rya.org.uk](mailto:amanda.vansanten@rya.org.uk) or to the postal address on page 25. We look forward to hearing from you!



**Amanda Van Santen**  
Chief Windsurfing Instructor

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Tel. 023 8060 4179

## How safe are you?

Like a mother duck looking after her ducklings, RYA instructors aim to give their students the ability and knowledge to sail comfortably in suitable conditions, enabling them to look after themselves if they get into trouble or need to attract attention.

All in all, us windsurfers are pretty good at looking after ourselves on the water, but can we do better? Below are the RNLI statistics for windsurfing related rescues from Brighton to Weymouth during 1996 to 2005.

Station Name	Launches	Lives Saved	Rescued (inc lives saved)
<b>Grand Total</b>	<b>512</b>	<b>75</b>	<b>245</b>
<b>Including selected stations:</b>			
Poole	121	10	53
Weymouth	96	15	44
Hayling Island	60	9	33
Portsmouth	54	6	31
Mudford	38	9	21
Littlehampton	31	6	17
Shoreham	25	3	8
Brighton	18	1	4
Calshot	15	3	4

It is very easy to get complacent. As professional instructors we should not only increase our students' awareness of safety when sailing outside the safe haven of an RYA training centre, but we should also take a look at ourselves and other experienced windsurfers we sail with.

During our instructor courses, we might have impressed our trainers with an array of spares and necessities in our bum bags, but what happens to all that safety awareness when we sail in our free time?

Go to page 25 to see what can happen when it all goes pear-shaped.

We asked top windsurfers and RYA instructors, Jon Metcalfe, Tim Cox and Tom Buggy to tell us what essentials they take afloat for recreational sailing.

### Personal sailing

All three carry about 4ft of 4mm pre stretch rope. This is put in the back of the harness and can be used to fix almost anything on a rig. In addition Tim also said 'in the back key pocket I keep a small homemade dayglo flag and whistle – I feel it is easy to carry these items, doesn't hinder my sailing and could save my life. Maybe others could try it?'

All experienced instructors will understand the need for good rig and board maintenance. Always check

your equipment and do maintenance as soon as they are needed – don't leave it until your kit lets you down. Get yourself a comprehensive tool kit and carry essential safety equipment with every time you go afloat.

**Sail Safe**  
**Check the conditions**  
**Check your equipment**  
**Check yourself!**



## T15 Needs You!

T15 clubs operate at RYA recognised centres and affiliated clubs and aim to bring kids into windsurfing in a fun and social environment. T15 club coaches run weekly sessions and within these find fun ways of teaching kids to windsurf and to help them improve.

### What is the role of a T15 Coach?

The coaches run weekly sessions and teach kids to windsurf in a fun and friendly atmosphere, eventually encouraging a T15 racing team to attend inter-club events throughout the summer. These events introduce kids to low level racing and are great fun.

T15 coaches advise, support and encourage children at all levels and ensure that everyone is having a good time, whilst keeping things safe and well organised.

T15 coaches have access to the private coaches' forum on the T15 website – great for sharing ideas and getting information. Our mailing list enables you to keep up to date with information on personal development, training courses and conferences to enhance your coaching skills, meet other coaches and share best practice ideas.

### How do I become a T15 Coach?

The T15 Coach course is two-days, run by T15 tutors at an RYA training centre. Courses are arranged according to demand via the RYA or, if you are at a club or centre with a large number of instructors requiring T15 training, you can contact a T15 tutor direct to organise a course for your centre. On completion of the course you will receive an endorsement on your

existing RYA windsurfing instructor qualification.

The course fee is £25.00 plus VAT per person. However, if your centre or club hosts a course, you are entitled to a free place for one of your instructors.

This year we have started running T15 Coach Freestyle courses, so you can add this to your coaching skills and bring something different to your T15 club sessions. These are also run over two days by T15 Freestyle Tutors and cost £25.00 plus VAT.

### So what are you waiting for?

If you are interested in becoming a T15 Coach or Coach Freestyle, keep an eye on the T15 website: [www.team15.org.uk](http://www.team15.org.uk) or contact the T15 team direct at the RYA on 023 8060 4194 or [gillian.wright@rya.org.uk](mailto:gillian.wright@rya.org.uk)

If you are interested in hosting a T15 course, please let us know and we will assess the demand in your area.



## Feasible freestyle Freestyle within our coaching

For years freestyle has been frowned upon and seen by many as a way for instructors to avoid teaching and have a chance to play. However, if used constructively, freestyle can reinforce all aspects of the fastfwd coaching model, enhance board and rig control, build confidence and encourage balance – all of which help to develop everyday sailing.

When we mention the word freestyle most start to think of the sail spinning and arial manoeuvres that the professionals perform. However, everyone can teach and benefit from giving 'feasible' freestyle a go regardless of age, gender and ability – and many instructors do.

For those who are a little apprehensive, instructors Chris Frisby and Ash Holmes joined me to demonstrate just a few of the many manoeuvres that can be used during coaching sessions to help with everyday sailing.

### Clew first beach start

A great exercise for developing the rig and body movement, needed when gybing.

- 1 Manoeuvre the rig into a clew first beach start position, place both hands with a wide spread grip on the boom with the board positioned on a broad reach to aid control. Place your back foot towards the back of the board. If it has foot straps, place your back foot just behind the front foot straps, as in a normal beach start. Let the rig move away as you bring your head up and over your

foot on the board (nose over toes) and extend the arms.

- 2 Bring the front foot up and onto the board, just behind the mast foot and next to the centre line. Keep controlled counter balance with a low body position.
- 3 When you are ready to rotate the rig, keep looking ahead. The finish is just like the end of a gybe – slide the mast hand closer to the boom clamp, let go with the front hand (the hand closest to the clew of the sail). Remember to bring the body forwards as the rig rotates back.



4 As the rig is brought forwards bring the body back, counter

balancing throughout the rig movement.

### Front to sail

A good exercise to enhance control of both board and rig, wind awareness and balance. Front to sail is also the starting phase to many other manoeuvres.

- 1 Look and drive the board upwind, ensuring the nose of the board has gone through the wind before initiating the move.
- 2 With a positive movement from



the front arm, direct the mast forwards and low towards the nose of the board. You are now sailing front to sail.

- 3 With arms extended, feather the power to keep control. To increase the power, push out with your back arm.
- 4 To steer upwind, lean the rig to the back. To steer downwind, lean the rig to the front.

### Heli Tack

A Heli tack will encourage good board and rig control, emphasise movement, enhance balance and wind awareness. It is a great fun exercise for rig rotation during a gybe and once mastered, students should have the ability to use their skills for an upwind 360.



- 1 Look and drive the board upwind. A little back foot pressure pushing away will help ensure the nose of the board has gone through the

wind before initiating the move. Adopting a wider stance will also help this manoeuvre.



- 2 As in 'front to sail', a positive movement from the front arm directs the mast forwards and low towards the nose of the board. Transfer your body weight to the front foot. The sail should now be to windward of you.
- 3 Keep looking to the direction of travel, a relaxed back arm with light pressure. (Too much pressure

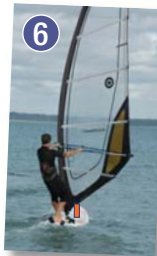


- 4 As the board and rig continue to pivot away from the wind, the wind will catch on the new side of the sail, taking you for



a short time into a clew first sailing position. Bend your knees and keep low. Hold the clew first position and change your feet as with a gybe, bringing the front foot to join your back foot with the original back foot placed forwards and towards the centre.

- 5 Keep looking forwards in the direction of travel. Release your back hand.
- 6 Ensure the board is trimmed as this will allow you a little more time to get comfortable with the rig and sail away!!



## Coaching the rules

*“Just when you thought you had made it idiot-proof, along comes a better idiot.” Anon*



I have to say that when it comes to the rules I used to be a bit of an idiot but, having worked with John Doerr for four years trying to coach the rules, my understanding has crystallised into a much simpler format. I figured that if it's something that works for me, it might be of use to others too. So, this is my slant on coaching the rules.

### Breaking it down

It's all about reducing the rules into bite-sized chunks.

Despite the fact that the Racing Rules fill a paperback book (and it's not a



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Coaching Development Manager

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good bedtime read), the rules that govern how we actually sail on the water only consist of 13 rules. The rules we are primarily concerned with here – Rules 10 to 22 – are all contained in Part 2, which deals with 'When Boats Meet'. All of those rules require a boat to do only four things:

#### The BIG 4

- avoid a collision (the biggy)
- keep clear
- give room
- sail a proper course

### Coaching the Rules

#### Stage 1: Establishing the essential vocabulary

Our starter for ten is getting sailors to understand exactly what is meant by the Big 4. This is best done by using a practical session, printed definitions or the rule book itself and creating some scenarios in the dinghy park.

#### Test

Write down your own explanation of the definitions: keeping clear, room and proper course.

Now compare your definitions with the full definitions in the rule book.

How did you do?

The best way to coach these rules

#### Dinghy park shuffle

is by using race scenarios, getting the sailors to walk around using the definition to explore what they are able to do and not to do in each situation.

#### Coaching Tips

The idea of 'wiggle room' to help explain keeping clear is really useful.

*Wiggle room: If the right of way boat is able to wiggle their tiller and not hit the boat keeping clear, then they are keeping clear.*

#### Stage 2: Coaching basics rules

Somewhere in the process we have to give sailors some idea about the basic rules to allow them to get around the course. These need to include:

- avoiding collisions (rule 14)
- port/starboard (rule 10)
- windward/leeward (rule 11)
- rounding marks (rule 18)

The easiest way I have found to introduce these rules is by giving a very basic idea of the rule, then to create an exercise that gives an opportunity to practise that rule on and off the water. Starts are a key area that need to be covered as early as possible, as the chances for collisions are at their highest.

#### Rehearsing the moves

Yes, I too have looked an idiot sailing around the slipway with my arms pretending to be a boat - yet it works.

For port and starboard, I made the sailors tack against the wind with one arm out, shouting "starboard" or "tacking/ducking", simulating the 'river bank' exercise that they would then do on the water. It allows you to stop the game at any time and bring out some real examples, giving them a great grounding. If you have room, you can extend this into the 'Dinghy Park Shuffle', pushing real boats on trolleys through examples of rules situations.

#### Stage 3: Coaching with tactics

From working with team racers, I have learned that they are very good at creating specific 'game moves.' These tactical scenarios are governed by the rules and so, in order to do well, you have to understand the rules that govern them. Speak to most team racers and they know what they can do in most scenarios, but they wouldn't be able to tell you the rule.

With this revelation in the bag, we can start coaching the rules using tactics:

- 1 Pick a scenario around the course, eg. start, top mark, windward leg, etc.
- 2 Create an exercise that simulates that part of the race.
- 3 Analyse what you can and can't do.

Using the keep clear, give room and proper course rules and a video camera, it all starts to make sense. Within each scenario, identify the 'right of way' and 'give way' boats. You can also identify the responsibilities of each boat and work out when each rule was broken.



Rehearsing the moves



Setting a mark trap on the water

You can use rules to get a tactical advantage, not to restrict what can be done. So for example:  
A 'simple' port/starboard incident.

Port boat	Starboard boat
Give way boat	Right of way boat
<b>Responsibilities:</b> To avoid a collision To keep clear of the starboard boat To tack or duck	<b>Responsibilities:</b> To avoid a collision To give the port boat room to keep clear. i.e. they can't change course at the last moment and crash into the port boat
<b>Actions:</b> Tack/duck or pass ahead	<b>Actions:</b> Steer a straight course
<b>Tactical considerations:</b> Tacking: Do I lee bow or cover? Ducking: Do I need to get across to the right?	<b>Tactical considerations:</b> Letting port pass ahead – 'hold your course' Forcing them to tack back to left of the course – 'starboard'

### John Doerr's Analytical Tool

The final tool of the trade is invaluable for coaches who often fear that their understanding is not good enough to coach the rules:

- Create a diagram of the incident;
  - position of boats before the incident started
  - just before
  - during
  - after
- Identify which boats have to keep clear and give room
- Is 'proper course' appropriate for the incident and what is it?
- What are the key facts?
- Has a rule been broken?
  - has the boat required to keep clear caused the right of way boat to alter course or collide?
  - has a boat required to give room allowed the other boat to act promptly in a seamanlike manner?
  - has a boat sailed above or below a proper course while restricted?
  - has a boat caused avoidable contact or interfered with another boat when not permitted to do so?

### Collecting Gems

- Don't shy away from coaching the rules.
- Try to create exercises that simulate real race situations and use the rules to shape what sailors can do. Team racing is a great tool for doing this.
- Use the Big 4 and the Analytical Tool.
- If you have rules incidents during training, bring them ashore and get the sailors to run basic protests.
- Use the Race Training Exercises Booklet on the Racing Coaches website [www.rya.org.uk/racing/coaches](http://www.rya.org.uk/racing/coaches) or order a waterproof copy from [jessica.mapplebeck@rya.org.uk](mailto:jessica.mapplebeck@rya.org.uk)

## Working for the classes

Traditionally, Top Mark has been an annual coaching conference which has evolved over the years to include a day of workshops and a day of coaching. Enthusiasm has been high but attendance has dropped. So, if the mountain won't come to Mohammed...



Adam Bowers

We have decided to turn things around. Rather than dragging you all to conferences, we will offer 15 classes their own top coach for a day to run a training event in whatever format is most relevant to the class. This day will be free of charge and, if you wish, you can go on to organise further training for a fee agreed with your coach.

Our aim is to promote and develop coaching in the classes, and experience shows that having an organised coaching team within your class is a great way to encourage participation.

We are very flexible with the training that can be offered to classes. For example the day could be used to develop and update existing coaches, or to coach the sailors themselves, it's up to you. The only thing we can't do is qualify new coaches, that's what the Club/Class Racing Coach course is for.

The coaching team will include a range of our best coaching experts:

### Multi classes:

Mark Rushall -  
*RYA Squad Coach of the Year*  
Adam Bowers  
Mark Plummer  
Steve Irish  
Matt McGovern  
Peter Aitken  
Cathy Foster

### Single Handers:

David Cockerill  
Peter Walker

### Windsurfers:

Dom Tidey  
Ollie Woodcock

For more information on the coaches and their areas of expertise please look at our website:

[rya.org.uk/racing/coaches](http://rya.org.uk/racing/coaches)

For further details on how to take advantage of this offer, contact [jessica.mapplebeck@rya.org.uk](mailto:jessica.mapplebeck@rya.org.uk) 02380 604167



Coaching is a great way to encourage participation

## Training ideas for clubs and classes

The temptation for many people is to race whenever possible, but not actually train. Practicing boat handling both in and out of the racing situation is invaluable. Progress made by focusing on different aspects and addressing them one by one will help turn your skills into results. Clubs and class associations are always looking for ways to move forward and help all sailors improve – be they Sunday club sailors or competitors at the highest level. Here we look at some ways to organise and encourage training in your club or class.

### The Club / Class Racing Coach course

Many class associations are putting a number of their top sailors through the RYA Club/Class Racing Coach course to enable them to provide structured coaching days for their members. These courses are run nationwide on demand and can either be tailored to general club racing or for a specific class. For details on becoming a Club Racing Coach contact your High Performance Manager or check the RYA website. As class associations are putting the sailors through the course, the cost to the coach is minimal or non-existent. This provides a great way for top sailors to encourage and inspire others. If your class has sufficient numbers, you can request a training day run by a Club Racing Coach at your club via the RYA website.

### A national training day

You could organise a day of training

at a location(s) to suit your class. The Musto Skiff class held one earlier this year and enticed over 40 participants. The day was aimed at giving new owners a boost, with sessions including shore drills, boat handling skills on the water and an introduction to the class members and other Skiff sailors in the area. The sessions were led by top Skiff sailors and most enjoyed watching the video feedback at the end of the day. Training days can include sessions to suit every level from an introduction to racing, to advanced race coaching and 'master classes' on specific topics.

### Training day followed by open event

This style of training is the domain of the RS Association. They run a series of weekends at clubs nationwide for each class, with the Saturday focusing on training and the Sunday hosting a series of races that is also an open event. Each RS class has a



Junior sailors are the lifeblood of any club

specific database of RYA and Class race coaches who deliver the coaching. This is a great way to both train and race with other sailors in the class, especially if you do not have many of your class at your local club. The weekends cost between £20 and £30 per day and you can arrange an event at your club or organise some individual coaching by contacting the RS office.

### Sponsored / subsidised weekends

Some classes such as the Laser 2000s have been sponsored and subsidised by the association to provide a series of training weekends around the country that are free to class association members. The weekends are delivered by Club Racing Coaches and top L2000 sailors, and each weekend has a specific target audience such as those new to racing, mid fleet sailors, and front of fleet racers. These weekends are a very sociable way to meet other

sailors at the same level as you, sail at a new location or practice before an event. You will learn lots of tips and techniques that will help you on the circuit.

### RYA courses

The RYA Racing scheme offers Start, Intermediate and Advanced Racing courses that can be run by Racing Instructors or Club Racing Coaches at RYA affiliated clubs and training centres. The courses are run over a series of weekends, evenings or a full week. Some clubs run them as a summer camp. They are not class specific. However, they do provide a great way to learn and improve your racing skills, knowledge and prepare you for club events or open meetings.

### Club regatta weeks / weekend series

Clubs organise regatta weeks for both class and handicap racing, usually during the summer with one race a day. These are a great way to combine racing with a holiday, or to get the whole family involved. Others organise a week's race training either using the club boats or one specific fleet. After a series of training and practice sessions, the week often ends in a mini regatta.

If you have neighbouring clubs within a reasonable distance, why not organise a series of training weekends and then bring the clubs together for a regatta weekend?

*However you go about organising training, it is important to find out what will work best for your club or class. Make sure you find out what area and level of coaching is required so that you are providing something that will stimulate and drive others to participate in racing.*



Regatta weeks – a great way to combine racing and holidays



## Time to own up?

At one time or another, we've all had one of those days when things just didn't go according to plan. Are you going to be the instructor to confess all in the next issue of **Wavelength**? Send your story to Jane Hall – [jane.hall@rya.org.uk](mailto:jane.hall@rya.org.uk)

Copy deadline for the next issue is February 22.



It can seem a very long wait for help to arrive

## **RYA** Wavelength

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# Listen to your own advice

An experienced dinghy and windsurfing instructor shares a 'learning experience' that he will remember forever.

It was mid afternoon in December and we were looking forward to some good windsurfing at a place known for big swell in wind against tide conditions. On this particular day the swell was peaking at around waist height, but the wind was very solid and, with the tide picking up, the ramps would become bigger.

As I was rigging, one of my friends went on the water and was looking a bit overpowered, so I decided to de-power my sail a little by pulling on more downhaul. To do this I had to lengthen my mast extension to its maximum, leaving only a few centimeters inside the mast – something I would not have suggested to any of my students, and something that would later teach me one of my biggest lessons.

Off I went onto the water, fully wrapped up in my winter wetsuit – a semi dry steamer. I did several runs out and back, doing a few jumps and crashing as normal. After about half an hour I was half way across the stretch of water when I jumped, landed and snapped the bottom of the mast. The limited amount of mast extension I had left inside the mast hadn't been able to withstand the pressure of that final jump.

I started to body drag back to the beach, but the wind and swell picked

up and I found it incredibly hard. I got onto my board and decided to de-rig the sail and paddle back. As I detached the sail I started to drift with the tide upwind and found it hard to keep myself on the board. After what seemed like an eternity I had to let go of the rig and started paddling. By this time I was getting very cold and was a long way from where I had left the beach.

I knew the next bay up, so changed direction and paddled towards it, feeling extremely tired and cold. I saw a navigational mark and started to paddle towards it, but drifted past with the tide. I saw another buoy further down tide and thought I would be able to reach this one to take a break. I paddled as hard as I could and just managed to pick it up. I curled myself up and tried to stay warm.

I clung on for a while and had no idea what to do. I knew the people I was sailing with would be looking for me but I couldn't do anything about it. I saw several boats pass by, but too far away to see me. The weather was deteriorating and I could no longer see my launching point. I was starting to get hypothermia.

I spotted a rescue helicopter flying towards me and then it turned ninety degrees to the north and disappeared

into the distance. Several minutes later it returned, flying directly towards me. My sense of relief soon disappeared as the helicopter turned off again and flew away into the distance. I knew a little bit about search and rescue and realised they must be doing a sector search for me.

The helicopter finally spotted me and hovered above, but for a while nothing happened. I was beginning to panic that they hadn't seen me. Finally a life boat pulled up next to me and the crew pulled me aboard. The rescue teams were superb, hiding me from the wind and slowly introducing some heat. I was then winched up into the helicopter and taken to hospital to be warmed up and checked over.

This was a day that I will never forget. Writing this has brought it all back to me, and I am so grateful to the people I was sailing with that day. I would like to thank them for their huge part in saving me. I would also like to thank the guys that came out to look for me in the lifeboats and helicopter - they were all so kind and really did save my life. Thank you.

*It is easy to be over-confident and not pay proper attention to your equipment – something you will always impress on your students, but do you follow your own advice?*

## Running smoothly

We should all now be teaching to the 2005 guidelines. Initial reports from instructors are good – they are finding the simplified procedures easier for students to learn, which is increasing their confidence.

The 2006 update of edition 8 of the

First Aid Manual is in stock, along with the latest certificates which no longer carry the section for a brief update after three years.

Now we can all settle down and get on with running courses until the next update of the guidelines, expected in 2010.

## Buying time

The British Heart Foundation video/DVD 'Buying Time' has been updated with the 2005 guidelines and is now available for a minimum donation of £10. Copies can be ordered through their telephone order line: 0870 600 6566.



## Dealing with choking

Included in the 2005 guidelines were minor changes to the procedure for dealing with choking. This may be taught in the 'breathing difficulties' section of the syllabus.

The main changes are:

- Ask the casualty "Are you choking?" to determine if the obstruction is mild or severe.
- If the casualty becomes unconscious, follow the CPR protocol.
- The back slaps are now described as back blows to emphasize the force required. Use the heel of the hand to administer the blows.
- If it is necessary to use abdominal thrusts, a doctor should check the casualty as severe internal injuries can occur.

**RYA Yachtmaster Instructors required for 3 month contract with possible longer term placement.**

**Teaching all RYA courses at Ocean Sailing Academy in Cape Town, South Africa. Salary negotiable, flights and accommodation provided.**

**Contact Chief Instructor Pete Rollason, [pete@oceansailing.co.za](mailto:pete@oceansailing.co.za) or call 00 27 21 425 7837**

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A current driving license with at least 2 years experience or a D1 entitlement would be an advantage.

For further information and an application form please contact The Activities Manager, Calvert Trust Exmoor, Wistlandpound, Kentisbury, Barnstaple, Devon. EX31 4SJ Tel 01598 763221

## Northampton Watersports Centre

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## Salford Watersports Centre – Based at Salford Quays, Manchester

### Watersports Development Assistant (Permanent Instructor) ref: 16511

Scale 3, 36hrs per week £14,787 – £15,825

This post is to assist in the development & coaching of a watersports and outdoor activities programme.

The successful applicant must possess two coaching qualifications from any of the following governing bodies, BCU, RYA, MLTB. You must have over 12 months practical experience in a watersports centre or similar environment.

### Watersports Development Supervisor (Permanent Assistant Manager) ref: 16513

Scale 5, 36hrs a week £18,450 – £19,656

This post is to assist the Watersports Development Officer in all aspects of work relating to the centre including day-to-day management, programming, activity delivery, safety and water quality.

The successful applicant must possess two or more coaching qualifications from any of the following governing bodies, BCU, RYA, MLTB and hold a senior or level 3 coaching qualification.

For an application pack for either of these posts please call 0161-909-6503 (Minicom: 0161-909 6527), e-mail [recruitment.advertising@salford.gov.uk](mailto:recruitment.advertising@salford.gov.uk), or download from [www.salford.gov.uk/jobselect](http://www.salford.gov.uk/jobselect) Please ensure that you quote the relevant job advert number when contacting us.

For an informal chat or information about the above posts contact Sarah Barnes or Geoff Stones on 0161-877-7252 [watersportscentre@salford.gov.uk](mailto:watersportscentre@salford.gov.uk)



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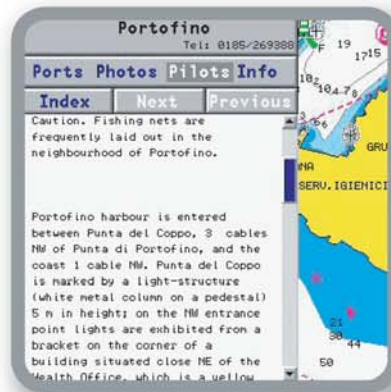
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