

# RYA Wavelength

keeping RYA instructors and coaches in touch

## Recognising volunteers in sailing and boating



### Nominations needed

The RYA Community Awards, launched in 2002, recognise the exceptional voluntary contribution given by individuals. These awards, seen as the 'MBEs' of our sport, are given to people who make a real impact at local, grass roots level.

We are currently looking for nominations for this year's awards. For this, the fourth

year, we have decided to introduce three categories of award for which volunteers can be nominated.

**Lifetime commitment** - someone who has shown exceptional commitment and dedication over a number of years.

**Outstanding contribution** - someone who has volunteered for less than five years but who has nonetheless made a significant contribution. This could be a single or 'one-off' contribution.

**Youth** - someone under the age of 25 on 1st October 2005 who has demonstrated a regular commitment and/or inspirational contribution to the sport.

This is your opportunity to recognise and reward outstanding contributions made to our sport by individual volunteers within your club, training centre or community sailing project.

Award winners and their guests will

be invited to a special presentation ceremony and luncheon in London in October.

For further information and a nomination form please either call Ann Chewins on 023 8060 4103 or download one from the RYA website [www.rya.org.uk/HQ/awards/](http://www.rya.org.uk/HQ/awards/)

Written nominations should reach Rod Carr, RYA Chief Executive, by Friday 27th May 2005.

### A new face

The RYA has a new Chief Windsurfing Instructor.

Amanda Van Santen started her teaching career in dinghies but found herself swiftly converted to windsurfing! Later she combined the knowledge she had gained through years of teaching at all levels, both in the UK and abroad, with her interest in marketing and began work in both. Recently, qualifying as a Trainer gave her an opportunity to see a different side to the industry.

With this new appointment, Amanda will be focusing on the development of the beginners' training and, with input from the national dinghy



Amanda Van Santen

scheme, the initiation of a windsurfing Senior Instructor qualification, as well as ensuring the continuous delivery of

a high standard of training.

As Chief Windsurfing Instructor she is now working within the Training Department. If you have any queries, ideas on the development or articles you would like to see in **Wavelength**, please contact her on: [amanda.vansanten@rya.org.uk](mailto:amanda.vansanten@rya.org.uk).

### Welcome

**Wavelength** welcomes Cruising instructors to this issue, as we develop our aim to support all instructors, whatever their RYA instructor qualifications.

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## Editorial: Active Encouragement

According to Marcus Baillie of the Adventure Activities Licensing Authority (see page 5), 30,000 people in Britain die each year from obesity and lack of fitness. This, of course, relates to the entire 55 million population, but compared to 20 to 30 boating deaths amongst the 2 million boat users, it rather puts paid to the idea that sitting in front of the telly with a take away is a safe pastime.

All sports authorities, the RYA included, face competition not so much from each other trying to attract new participants, as from computer games and the electronic bedroom.

The government knows this and has been keen to use lottery and other funds to build leisure centres and sports facilities, but persuading people to use them is much harder. We are up against a culture amongst many young people who see sport as uncool and are reluctant to realise their own talent.

The government also knows that sporting heroes encourage participation. For example, the number of rugby players increased by 16% after the World Cup.

British sailing has had its best year ever. Our Olympic team was the best in the world at Athens and is still ranked number one. More significantly, there can hardly be a household in the country that has not heard of Ellen MacArthur.

Following Ellen's Vendee Globe race in 2000, which also coincided with a successful Olympics for the British Sailing Team, the number of people attending Competent Crew courses rose by 30%. Encouragingly the year after, Day Skipper numbers were up 15%, showing that many of these beginners continued in the sport.

We are now in a similar year to 2001 for sailing, thanks to one woman



enjoying unprecedented coverage in the press and on television. We could not have asked for a better advertisement. It has come at a good time for sailing, for while powerboating has experienced a boom, the numbers going sailing have remained pretty static in the UK over the last year.

One of the RYA's jobs is to keep up the numbers in the sport and in particular encourage young people. For a sport like sailing this isn't simple, we need suitable sailing water, boats and instructors.

The RYA recently launched an initiative called Onboard which aims to introduce 500,000 young people to sailing in the next 10 years. Realistically, we are aiming at 10% of these remaining in the sport.

Onboard co-ordinates clubs and sailing schools and uses Development Officers to sell sailing to schools and youth groups. This year will be our best chance of success.

For details of the Onboard scheme contact [victoria.lenz@rya.org.uk](mailto:victoria.lenz@rya.org.uk).

**James Stevens**  
Training Manager and Chief Examiner

## Instructors/coaches of the year

Winners of the RYA Instructor and Coach of the Year awards were nominated by their fellow instructors and trainers during 2004. The award ceremony took place during the Dinghy Show on 6th March.



Awards were presented by Athens bronze medallists Chris Draper and Simon Hiscocks

### Powerboat Instructor – David MacGregor

David volunteers at the Scout Centre at Lochgoilhead, trains people and drives the rescue boat. He is also involved with Loch Venachar Sailing Club, Kinghorn Lifeboat and helps out at RYA Scotland events.

### Powerboat Trainer – Candice Abbott

Candice runs her own powerboat school and is working to get more women qualified as powerboat and PW instructors.

### Joint Senior Instructor – Mike Woollard

Mike uses a dynamic personality to motivate beginners, who then recruit many new members. He is greatly respected by his fellow instructors.

### Joint Senior Instructor – John Barnett

John is one of the team of volunteers at Mengham Rythe Sailing Club. He has taken on an expanding cadet training programme and has been instrumental in the success of the club's scheme.

### Dinghy Instructor – Alison Husband

Alison is a charismatic instructor who has earned the respect of students, parents and staff at local schools.

### Dinghy Coach/Assessor – Charlie Falconer

Until recently manager of the RVDP in East London, Charlie has played a part in several Coach/Assessor training courses and is coach to the Special Olympic team.

### Windsurfing Instructor (UK) – Ben Lidstone Scott

Ben is an incredibly popular instructor whose students constantly request him when booking further courses, and many youth members want him to run their watersports birthday parties.

### Windsurfing T15 – Jill White

Jill has shown a tremendous enthusiasm for the sport and especially for her T15 club, Bewl Blasters. Their success is largely due to her hard work, commitment and passion for windsurfing.

### Windsurfing Instructor (Overseas) – Tim Fraser-Harris

Tim loves to instruct at every level and puts in as much effort teaching

Level 1 as he does in the advanced courses.

### RYA Squad Racing Coach – David Cockerill

David has been a huge driving force for Topper sailors and coaches alike. His firm but fair approach has inspired confidence in his sailors while still retaining a healthy approach to their sailing.

### Club Racing Coach – David Gray

David has run the youth race training at Dorchester Sailing Club with 150 new youth members passing through their coaching programme and has inspired the next generation of sailors aiming for stardom. Watch this space!

### Under 21 Racing Coach – Rob Greig-gran

Rob has made a huge effort in creating the standards for coaching used with the Mirror classes. His organisation and knowledge of the sport have meant that the Mirror classes have one of the best websites for helping sailors to learn even when they're not sailing.



RYA is grateful to Greatkit for sponsorship.

## New Sailability officer

Robin Fletcher has been appointed RYA Sailability Development Officer for Greater London.

Robin will be responsible for developing the Sailability for London Project, launched a year ago by the charity's patron, HRH The Princess Royal.

He is a keen dinghy sailor, a member of Broxbourne Sailing Club and a Trustee of the Leyton Sailing Trust which helps disadvantaged people to sail.

Previously, Robin was a detective superintendent in the Metropolitan Police before becoming a senior lecturer in Policing Studies at the University of Portsmouth. He has had considerable experience of working with local authorities, at the Home Office and with ministerial departments as well as with voluntary agencies.

The post is being supported by a grant made by The Bridge House Trust.

## 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.

# Deaf Assistant Instructors' course



Signing on the course

Another weekend of the Deaf Assistant Instructors' course took place at Sussex Yacht Club on 12th and 13th March. Kevin Headon, Training Principal, facilitated, assisted by Simon Terry, a Sailing Instructor. The course has been organised so that deaf people will be able to assist in teaching at an RYA Level 1 course for deaf people being held in April and to encourage and promote deaf sailing in the UK.

The training has been undertaken under varying conditions from zero wind to 30 knots and using various different boats and it is thought that

the group will achieve their Assistant Instructor qualifications at the next training session.

The deaf sailors on the course are Mike Aston, Jason Drobig, Mike Mason, Ruth Marrison and Andrew Taylor, a mixture of Oral and British Sign Language users. Communication support was provided by qualified communication support worker Melanie Clark. The two Mikes, Jason, Andrew and Melanie are all

committee members of the recently formed Deaf Sailing UK.

Eight deaf people will take part in the RYA Level 1 Course on 23rd and 24th April at Sussex Yacht Club when Kevin Headon and Simon Terry will be supported by the Deaf Sailing Assistant Instructors. A follow-up RYA Level 2 course for deaf people is proposed for September and plans for additional courses are also being formulated.

## 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. They 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.



Cartoon by Phil Twining

Come on guys, this is an excellent time to practise capsized drill without getting wet!



## Splash Camp



CiTV's first reality show for – and starring – kids will begin at 4pm on Friday 15th April. Funded by the British Marine Federation (BMF), this

exciting 10-part series is a pioneering initiative to attract more than a million young people to the exciting world of watersports.

An all-girl team takes on an all-boy team in a watersports challenge that includes an action-packed line-up of sports. The kids, aged 11-12 years, with no previous watersport experience, live in a specially-designed camp and battle it out on a range of boating-related challenges including canoeing, dinghy sailing, rowing, windsurfing, power boating,

### Yachtmaster quality assurance

Each month, The Leadership Factor, a quality assurance company, telephones 50 Yachtmaster® and Coastal Skipper candidates, passes and fails, to ask their opinion of the exam, their examiner, and the preceding tuition. Their answers are measured against their expectations and give an indication of the level of satisfaction with the service.

The RYA is consistently in the top 5% of The Leadership Factor's clients who include ASDA, BBC, Rolls Royce, Edexcel and Sport England.

To view the reports go to the instructors' section of [www.rya.org.uk](http://www.rya.org.uk).

### First aid and commercial endorsements

Please remember that a valid and in-date first aid qualification is necessary to validate your instructor qualification. Most first aid certificates expire after three years so it's worth checking your certificate. RYA first aid Recognised Training Centres can be searched for on the RYA website.

In addition, Cruising and Yachtmaster® Instructors should check that their commercial endorsements are also in date. To receive a revalidation form please contact the Certification Department, 0845 345 0377 or [certification@rya.org.uk](mailto:certification@rya.org.uk).

wakeboarding, waterskiing and sailing to win a Neilson Active Holiday.

Splash Camp will create the interest in young people but the next step is to actually get them onto the water and start boating. This is your chance to promote your sport to a brand new audience, taking advantage of the Splash Camp brand.

To help you with this, the BMF, with the support of RYA, have created a dedicated website with a full Splash Camp tool kit designed to make it as easy as possible to promote watersports clubs to local children.

The tool kit, free for you to use, includes the Splash Camp logos, photos of the kids in action, ideas of how you can get involved, and much more. There will also be an events calendar on the site; you will be able to add your events and we will then promote these in our Splash Camp database via the website.

For more information visit [www.splashcamp.co.uk/trade](http://www.splashcamp.co.uk/trade)



### RYA in Oz and NZ

See page 14 for news from Penny Haire and Neil Murray.

## Reporting regulations – a victory for common sense

In September 2004 the government introduced the Merchant Shipping Reporting Regulations 2004. These required the masters of all vessels - and they meant all vessels - to report all incidents and accidents to the Maritime and Coastguard Agency (MCA).

Before the MCA became deluged with reports of lasers capsizing, faulty VHF radios and torn sails, the RYA legal

### Attention coaches and instructors

Take care to ensure you are covered  
See page 5

### Proposed voucher scheme

The RYA is working on proposals to introduce a voucher scheme for RYA products, principally aimed at training courses.

The public will be able to purchase vouchers from the RYA, or obtain them from magazine or newspaper promotions and other outlets. The vouchers would be valued at, say, £10, £50 and £100 and could be traded in towards a course fee at a participating Recognised Training Centre.

The Centres would redeem the vouchers with the RYA. There is, of course, the inevitable administration fee in common with other schemes of this type. For instance if the administration fee were to be 15%, the RYA would pay £85 for each £100 voucher redeemed.

The big advantage is that we expect these vouchers will be promoted to a whole new group of people who might not otherwise consider taking an RYA course.

team went into action to prove that this law had been introduced without due process.

On the basis that the MCA had 'gold plated' an EU directive and had not consulted fully, the RYA took legal action to obtain a judicial review. The MCA has now conceded and we are back to where we were in August, able to go boating without further unnecessary legislation.

## Centre inspections

A condition of RYA recognition is that your centre is inspected annually. We appreciate your co-operation with inspectors when they contact you to organise this. The Principal/Chief Instructor must be present during your RTC's annual inspection.

We aim to visit each centre annually in order not only to ensure that standards are being maintained, but also to offer advice and encouragement in developing training.

During the visit the inspector will complete a report form. This may seem tedious, but is important for the correct continuation of your centre's recognition. Our inspectors have requested that you complete the blue part of the inspection form (sent out with your recognition certificate in January), including details of your most regularly used instructors, before they arrive; they will complete the remainder whilst they are there.

One item that is commonly missed is the section relating to which courses your centre can be recognised to run. This needs to be checked by both parties – the Principal to ensure that each course you wish to run is included, and the inspector to ensure that the correct staff and equipment are in place to offer those courses. Please do not sign the form until you are happy with these details, and the rest of the form.

# Help your students learn from you

**How often do we find ourselves afloat shouting upwind, trying to explain something at full volume? Probably all we manage to communicate at this point is our level of stress!**

Over many years the RYA has found that the most important quality of an instructor or coach is to be personable. Tuition from an approachable and pleasant instructor succeeds where impatience and an ego fail. It's a sobering thought to those of us with years of experience: the least experienced sailor or driver may be the closest mentally to the students on a course, and therefore teach much more effectively.

Here are some tips to help improve how well you communicate:

**Give the big picture**  
"By lunchtime we'll have achieved ..."

**KISS**  
Keep it short and simple. If they have to think about more than one or two things, they'll get confused. Briefings should be short. So should feedback. So should the summary.

**Demonstrate and do**  
A demo and an activity will do more for most sailors/boaters than a long talk or a practice session with no demo. Consider people with disabilities; a person who cannot

see too well will need a lot more verbal description in a demo, and a deaf person will find it difficult to watch your lips and look at what you are demonstrating at the same time.

**Think background**  
What novices do in their real lives will change how they learn. Do they do science or arts at school? Is the impossible question you've just been asked from a lawyer, a teacher, or a teenager? Adjust your answer to suit.

**Nurture nervous novices**  
Take every opportunity to give positive feedback, to create fun, and be positive to each person. Eye contact and smiles go a long way to reassure a nervous novice.

**Set high expectations ...**  
... without demanding results. If they think you think they'll get it right, very often they will.

**Make connections ...**  
... with other knowledge/skills. If they know about ballroom dancing, use it to teach tacking footwork!

**Give strugglers a change**  
A change of face or a change of pace can make all the difference. If they've been next to the beach all morning, take the group round the training area after lunch. Look for things which give a sense of achievement.

**Set achievable challenges which work**  
You'll tell your students to keep a good lookout. They are unlikely to do it until they find themselves having to avoid each other ... so include that as a challenge!

**Review the learning**  
Get them to feed back the key points at the end of the session, the end of the day, the end of the course. You'll likely double or triple what they remember afterwards.

**Go for retention, instead of content**  
The real challenge on an RYA course is to help the students remember afterwards – not to cover more than you need, that they then forget.

## Take care to ensure you are covered

As anyone who reads the press or watches the television knows, we live in an increasingly litigious age. In today's 'compensation culture' people are more willing, and indeed more able, to seek redress through the courts than ever before. Against this background there is a critical need to ensure that anyone who comes into contact with members of the public in a 'professional' capacity such as coaching or training has cover in place to protect against potential legal liabilities.

The RYA Coaches and Indemnity Liability scheme has been designed to provide individuals with an important element of that protection. However, it is important to stress that it is what insurers term a 'contingent' cover, designed as a product to provide peace of mind in case cover arranged by a club or training centre establishment fails to respond in the event of a

claim. **It is not designed to act as a replacement or alternative to a training establishment arranging its own liability insurance, in its own name, which should include cover for tuition.**

For this reason, it is vital that you check that the clubs, training centres and other bodies for whom you are delivering training have in place public liability cover of their own, as it is to this cover that insurers will look in the first instance following notification of a possible claim.

If you are concerned that this might not be the case, or are uncertain as to what cover you should have in place, you should contact Heath Lambert Group, on 01384 822222, whose staff will be pleased to advise.

 Heath Lambert Group

## Risk and outdoor activities

Marcus Bailie of the Adventure Activities Licensing Authority spoke at the 2005 RYA Yachtmaster® Instructor conference. He showed statistics that put into context the risk associated with outdoor activities.

**Total deaths per year for all ages**

|               |                               |
|---------------|-------------------------------|
| 130,000       | All cancers                   |
| 120,000       | All heart attacks             |
| 100,000       | All smoking related illnesses |
| <b>30,000</b> | <b>Obesity and unfitnes</b>   |
| 20,000        | All alcohol related illnesses |
| 10,000        | All accidents                 |
| <b>6,000</b>  | <b>Suicide</b>                |
| 4,000         | Asthma                        |
| 4,000         | Accidents in the home         |
| 3,500         | Road Traffic Accidents        |

350  
**150** Accidents at work  
**Adventure activity accidents**

Sailing and other outdoor activities are perceived to be high risk and accidents are given high publicity. Those of us involved in promoting the sport must emphasise the benefits that come from a healthy lifestyle. Risk is part of the attraction of outdoor activities, and giving people, particularly young people, the opportunity to experience risk is healthy: "A small accident can prevent a big one".

Marcus Bailie's presentation can be e-mailed to you. Contact [annie.lawler@rya.org.uk](mailto:annie.lawler@rya.org.uk).



## Youths enjoy powerboating

A new and exciting venture opened its doors on Sunday 27th February 2005. Glasgow Powerboat Club Youth Section held its first day of activities.

The flexibility of powerboating is an ideal medium to get more 8-16 year-olds interested in our sport. The base is Seaforce Training Centre, at the Tall Ship, right in the heart of Glasgow, and

the Clyde estuary is only a 15-minute boat ride away. Training, fun and excursion days where family and friends can come along are planned activities. The Honda Youth RIB Challenge is also in our sights. The club has opted for a simple membership package with an annual fee. So far, seven members have joined up, two girls and five boys with ongoing interest. Much experience in training under 16s has given us confidence to run the club in a relaxed and friendly atmosphere; it should be fun after all!

**Greg Connelly  
Seaforce**



## Do you know ...

### about these changes to endorsements and exams?

The current system of commercially endorsing Advanced course certificates changed in January 2005. No Advanced course completion certificates issued **after** 1st January 2005 can be commercially endorsed. Any new candidates for commercially endorsed Advanced certificates require an exam.

Exams commenced in January 2005 and the administration system will follow the same pattern that has been operated for commercial Yachtmasters and Coastal Skippers since the Codes of Practice were first introduced. The pre-requisite experience and qualifications for Advanced exam candidates is as follows:

- Minimum 2 years relevant experience including night pilotage. (As a guide: 30 days, 2 days as skipper, 800 miles, 12 night hours). For holders of the RYA Advanced powerboat course completion certificate this seetime is reduced to 20 days, 2 days as skipper, 400 miles, 12 night hours.

- VHF/SRC operator's licence
- Valid first aid certificate

### New Advanced Powerboat Course Certificates

The Advanced course, which was revised in 2004, is still available for students who simply want to improve their own knowledge and don't necessarily wish to use their qualifications commercially. There is no requirement for these students to pass the Advanced exam in addition to the course.

To coincide with the change in Advanced Powerboat Examinations we introduced re-styled Advanced course certificates in January 2005. The re-styling is in line with the other powerboat certificates, such as Levels 1 and 2, which centres have been issuing for some time.

**Editor's note: Check that you know about the changes to the ICC system – page 15**

## Lessons to be learned

**This summary of an accident report submitted to the RYA by a training centre, highlights some important learning points.**

### Day 2 – Powerboat course level 2

After discussing the previous day's activities, the student was briefed on day two of the course, which took place in a large dock. The student then got the boat and equipment ready. The first exercise was to practise skills learnt on day one before proceeding to day two activities - high speed runs, S-turns and U-turns. The manoeuvres were first demonstrated by the instructor, then practised by the student.

After four practice U-turn runs around the dock, the student was asked to manoeuvre the boat towards the wall in preparation for a U-turn. About three boat lengths from the dock wall, the instructor, who sat on the foredeck, called out instructions. The student did not respond and continued to proceed. As the wall approached the student was becoming increasingly anxious and repeatedly called out to the instructor whilst waiting for the order to turn. At one boat length away from the wall, as the instructor moved into the boat, the student panicked and inadvertently

opened the throttle full instead of closing it. The boat hit the wall head on and the force caused the instructor to strike his rib cage on the forward bulkhead, rendering him breathless and in considerable pain. The student took the boat back to the dock, promptly phoned for an ambulance and alerted the water sports centre manager. The instructor suffered a broken rib cage.

Several lessons could be learned from this accident and recommendations/changes made to stop similar incidents occurring in the future:

- You should position yourself close enough to the controls to take charge if necessary
- Make sure you can pull the kill cord
- Consider having two kill cords – one for the instructor and one for the student
- Use the area carefully when doing any manoeuvres at high speed
- Consider a student's level of competence and confidence and tailor exercises to suit these, to avoid demoralising the student – i.e. don't confine the area until a student can cope with confidence.

## Enjoy the season!



**Bethan Jenkins**

The mad rush of powerboat centres seems to have eased slightly. However, overall the power sector continues to grow. Sadly I won't be here to see it; after three very enjoyable years at the helm of the power sections, the water beckons and I will be off in mid-April. I can only wish my successor the very best in what can be a very exciting job!

To add to the confusion my Administrator, Jane Hall, is also leaving us for a while! Beth Jenkins is taking over from her and holding the fort along with my successor. If you have any queries regarding powerboating, motor cruising, personal watercraft or inland waterways training, please call Beth on 0845 345 0326 or [bethan.jenkins@rya.org.uk](mailto:bethan.jenkins@rya.org.uk). Jane will return to a different post within the Training Department in September.

**Jon Mendez**

## Stuart wins!

**Stuart Scrimgeour, a Powerboat Trainer from Staffordshire, won a waterproof hand-held radio in the December 2004 Wavelength competition.**



Helicopter work

# Becoming a powerboat trainer

**This year's Powerboat Trainers' Course took place over February half-term and exceptionally strong winds made it an interesting experience for all involved. Congratulations to Amy Veasey (South) Elaine Smith (West Midlands) Matt Beaumont (Wales) Alan Greenhowe (South) Duncan West (Wales) Robert Edward Horne-Wingett (South East), who were all successful on the course. Here, Ed Wingett tells how it was for him!**

"So what were the highs and lows of the course; what were your experiences?" a certain Jon M asked hours before this article was expected. Well, for me, the trainers' course started with the first obstacle that had to be overcome, a recommendation for the course by your Regional Coach. This was followed by the selection day. These take place at various locations throughout the country. On these days the training team that appoints the eventual trainers scrutinises aspects of your powerboating skills to ensure that you have a suitable skill level for the course itself. It quickly becomes apparent that it is going to be a tiring, educational, nerve racking but with a bit of fun, slog!

Once this day is over, there is a couple of months to rest, or more accurately spend a lot of time thinking powerboating to ensure the

old skills are up to scratch and also doing the pre-course work that is set. This re-affirmed what I already knew - there was going to be a lot of work.

There was an optional, and not assessed, extra day on the Friday before the course, laid on at the Army Sailing Association base at Netley. The purpose of this day was safety boat work but it had the added benefit of allowing me to get to know everybody on the course and just check out my safety boat skills; it had been a good few months since I ran a safety boat course. Almost everybody turned up and had a nice fun day before things really got started, ensuring a relaxed atmosphere for the other days.

The course started early Saturday with a quick brief by Jon Mendez. My fellow candidates and I were assessed in all aspects of our knowledge, both theory and afloat from Level 1 to Advanced and also, more specifically, our suitability and personality for the trainer appointment. It was made clear throughout that you have to achieve the various technical tasks to get to trainer level and there is little, if any stress, put upon you in the course from the staff. However, we all managed to put ourselves under plenty of stress throughout the course - anybody who saw me in the hour before the final result would agree. The timetable was certainly packed,

starting about 8 am and finishing around 11 pm, leaving us all exceedingly ready for bed at night.

As a trainer you can run both Advanced and Level 2 instructor courses so this timetable did allow for some night navigation and finding of those unlit marks in the Solent. Most of us managed well and it certainly provided a welcome opportunity to 'blow the cobwebs away'! We also had a chance to refine our skills with some very wet higher speed work and some fun/education with the coastguard helicopter.

The key skill and running theme in the course is the ability to de-brief;

a lot of time is spent refining and practising this. The reason is to enable the trainer to give criticism in a constrictive way and so allow the potential instructor to develop his/her skills. Invaluable information was also passed on, not just about the scheme but about how different people learn and better teaching techniques.

The agony of the final wait for the result was made more fun by discussing (or was it playing) games we used as warm-ups on children's sailing courses with the more 'peter pan' element. The high point of the course was definitely meeting my course mates and learning loads.



A bit rough on the course

## It's time to get hands on

**“It wasn't the student who had failed, but the instructor who had not taught the student to keep one hand on the wheel and one hand on the throttle.” Paul Mara and Jon Mendez explain.**

Hands up if you have ever had to step in and take control of a powerboat from a student when teaching. How could this happen? The important technique that is often not stressed enough is the teaching of one hand on the wheel and one hand on the throttle at all times. As with kill cord discipline, we must teach this practice from the beginning. At high speed this technique makes perfect sense, but by teaching it from the outset our students will gain confidence and competence as they progress from slow to faster manoeuvres. If you teach it well it will become second nature. Students may later forget some of the finer points of their newly acquired skills but if they don't follow this technique they may well fail to locate the throttle at a critical moment.

Teaching one hand for the wheel and one for the throttle at all times is essential in ensuring that your students are always in control of the boat, at all speeds.

A good example is turning the craft in a confined space. A common problem that occurs during this manoeuvre is that the student tries to spin the wheel very fast using both hands. If the craft happens to be moving backwards at the time they will, hopefully, be looking astern and when they see that they are getting close to a pontoon or whatever is being used to create the confined space, they panic trying to locate the throttle and often miss.

At this point the instructor has to step in and take the controls from the student. This action has a number of negative effects. One may be that the student will have a false sense of security for the future - but will there always be an instructor there with him/her? Or the student may experience a deep sense of failure. In reality it wasn't the student who



had failed, but the instructor who had not kept ahead of the situation and taught the student to maintain full control by keeping one hand on the wheel and one on the throttle.

Here are a few key elements that should be considered.

- Always demonstrate best practice yourself
- As with kill cord discipline, teach this technique from the outset.
- Gently correct your students whenever you see them let go of the throttle.
- Ensure that by the end of the course this practice is second nature.

Are there any exceptions? As a general rule no, not in planing craft, even smaller ones with low-powered engines. Remember that your student may purchase a craft capable of very high speeds. If your school craft has steering that requires two hands to turn it, get it fixed - it may only need a bit of lubrication. For those of you teaching young people, if they struggle with one hand on the wheel consider the suitability of the craft.

So Hands Up who is going to teach students a Hands On approach so that you can keep your Hands Off in the future?

## Inland

# Testing for the CEVNI regulations

You may be aware that last year we published the handbook explaining the CEVNI rules for European inland waterways, in conjunction with one of our Inland Waterways Instructors, Tam Murrell.

The book is now being improved with some additional illustrations and we are also revising the CEVNI test papers which have been in circulation

for some years. The new papers will be circulated to ICC test centres in due course and the new edition of the book will come in as existing stocks run out - so please don't rush to replace any existing copies that you hold in stock.

If you wish to order a copy of the handbook *European Waterways Regulations* (order code G17) please

contact our Orders Department on 0845 345 0372.

If your centre wishes to offer the ICC and CEVNI tests to its customers, but isn't already experienced in doing so, please contact the Training Department for a copy of the ICC Test Centres' Pack which will explain the process and the standards required of your ICC candidates.

## Inland Waterways Instructor courses

If you are interested in passing on your skills to others, you may like to take the Inland Waterways Instructor course. We run a small number of courses each year, depending on demand, so please let us know if you would like to attend. We are looking for experienced inland boaters who have done the one-day Inland Waterways course and who hold a first aid and SRC radio qualification.

Please contact Beth Jenkins, who can let you have details of future course dates, on 0845 345 0326.



# Youth Sailing Scheme (YSS): the changes summarised

The new scheme was launched in January. It is simpler than the old one and provides a certificated progression covering the basic skills of modern sailing in small chunks. Most of the changes arise from feedback from instructors; as usual, the full details are in the new logbook G11/05.

The scheme is designed to be as practical as possible, with significantly less theory:

**Stage 1** is much the same as before.

**Stage 2** is a little harder than previously, with a shallow triangle replacing the figure-of-eight course.

**Stage 3** has been simplified; the 'logjam' of sailors who cannot pass Stage 3 should be at least partially solved.

**Stage 4** should be delivered mainly in two-handed boats, includes crewing skills, and covers some of Seamanship Skills in the National Sailing Scheme (NSS). The step from the YSS into the NSS should therefore be more achievable than it perhaps might have been.

If individual sailors are familiar with the relevant skills, there is no reason why Stage 4 cannot be bypassed.

Courses are all a minimum length of two days, or equivalent.



## Racing/Advanced badges

The Advanced and Racing Badges have been retired; the NSS advanced modules should be used in their place:

Racing Red badge is replaced by Start Racing, which can be issued by club racing coaches in RYA affiliated clubs.

Intermediate and Advanced Racing will replace the Racing White and Blue badges. Their syllabuses and certificates can be found at [www.rya.org.uk/racing/coaches](http://www.rya.org.uk/racing/coaches). See page 17 for full details.

## Sailing to windward

### Just a few thoughts ... and an illustration ... from Phil Twining

Over the years I have 'moderated' quite a large number of dinghy instructor courses. Usually, but not always, I have sat in a teaching dinghy while one of the course students demonstrates how to teach part of the Method. When I ask different candidates, from different courses, to demonstrate how to teach sailing to windward, I am often surprised at the response:

"Start on a beam reach, haul in both sails as tightly as possible. The dinghy will heel over and turn towards the wind. As the front of the jib begins to lift, flatten the dinghy and bear away slightly (until the jib fills again). You are now sailing close to the wind."

"Push the tiller away and start sheeting in the mainsail until you are sailing close to the wind."

"The student I am teaching can steer the dinghy and understands that if the sails begin to flap they need to be pulled in until the flapping stops. Ask him/her to change course and straighten the tiller so that he/she is sailing a little higher than a beam reach. The sails will lift. Ask the student what needs to be done. He/she will trim the sails. Steer a course a little higher. Sails flap and are pulled in. Finally he/she will steer higher

but the sails are already pulled in as far as they can go. The need now is to bear away a little. The student is now sailing close to the wind."

All three methods work, all will bring a dinghy onto the wind but I do prefer the third way of teaching the process.

Sailing to windward is quite a difficult thing to do well. By the time the first dinghy has reached the windward mark many quite experienced racing sailors are still battling their way uphill.

Sailing off the wind, particularly for a beginner, is simply a matter of a straight line sail from A to B. Attention on this leg of the course can be given to trimming the sail, testing and adjusting to the fluctuations in the wind. Although changes in the dinghy's course may also require sail adjustment, it is unlikely that the novice sailor will relate the small course changes to the reaction of the sails. In the early stages the two events, steering and sail trim, may not appear to be very closely linked.

When we teach sailing to windward using the third method as described above we are, perhaps for the first time, closely relating the two processes. As the dinghy turns (just a little) sails are trimmed. This exercise demonstrates the link very clearly. When the dinghy

is finally beating and is headed, the attuned sailor will now realise that to trim the sail the dinghy has to come off the wind a little. The next step is to explain that sail trim can now be tested by moving the dinghy, and hence the sails, towards and away from the wind.

I think that the sailing to windward exercise is a very important one. Like many parts of the Method there are hidden elements that lay foundation skills for more advanced sailing as the beginner progresses.

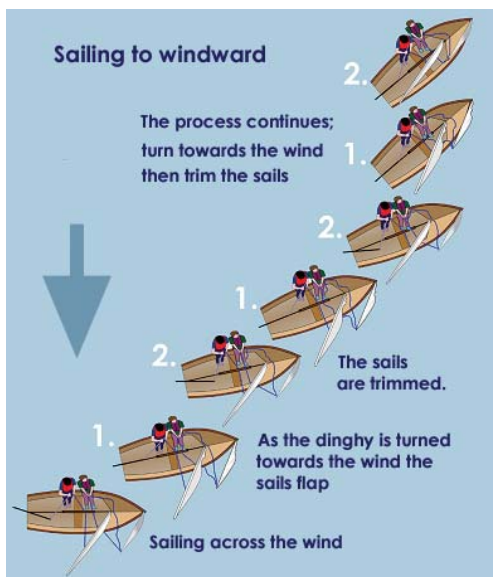


Illustration Phil Twining



David Ritchie  
National Sailing Coach

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Tel. 023 8060 4100

## How to teach rudderless sailing

**Dave Garvey works for the Irish Sailing Association as National Dinghy Trainer. This article is an edited extract from the ISA's Training and Coaching newsletter, reproduced with thanks to the ISA.**

**(Editor's note: As an alternative to taking the rudder off, an elastic loop round the tiller and extension can be used throughout— see G12 page 52).**

When I think back to my own instructor pre-entry assessment, without a doubt the most daunting and seemingly impossible thing was to sail around a triangular course without a rudder. I regularly see the same fear I once had of this apparently impossible feat.

However, rudderless sailing is quite straightforward and enjoyable once we teach it correctly. This means building people up to the skill in a series of steps and breaking the technique down into teaching points.

To begin with I do some exercises to demonstrate the effects of heel, counter-heel and sheeting of the main and jib on the boat. An example of one of these exercises is using a piece of string instead of the tiller extension. This means the helm will only work in one direction and balance or sail setting have to be used to steer the boat in the other direction.

After doing some of these exercises, it is time to take the rudder off. This is when I introduce the teaching points below and start the students on a reaching course before introducing a windward - leeward course.

- Set the boat up correctly with the appropriate sail plan for the conditions - too little power can be as difficult as too much.
- Completely stop the boat by lying to and heeling the boat slightly before taking the rudder off.
- Raise the centreboard  $\frac{1}{3}$  to  $\frac{1}{2}$  way.
- Ask the crew to sit in the centre of the boat, and stay there. It is almost impossible to co-ordinate the movements of both people so the helm should do all the moving.
- Brief the crew to operate the jib and trim it as they would normally do.
- With both sails flapping use the helm's weight to bring the boat flat.
- Sheet in the jib to get the boat moving. This will also cause the boat to gradually bear away.
- Slowly sheet in the main, just enough to get the boat going straight. On boats like 420s or Laser 2s take the sheet from the block on the boom rather than the deck or traveller block. This allows you to respond more easily to changes.
- To keep the boat travelling straight, the helm should sit in the average position to keep the boat flat in the prevailing conditions. Then use the main

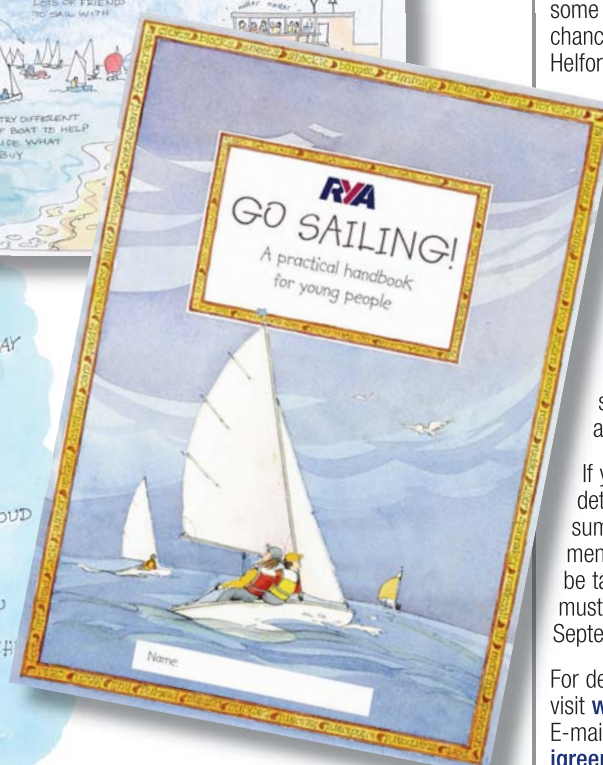
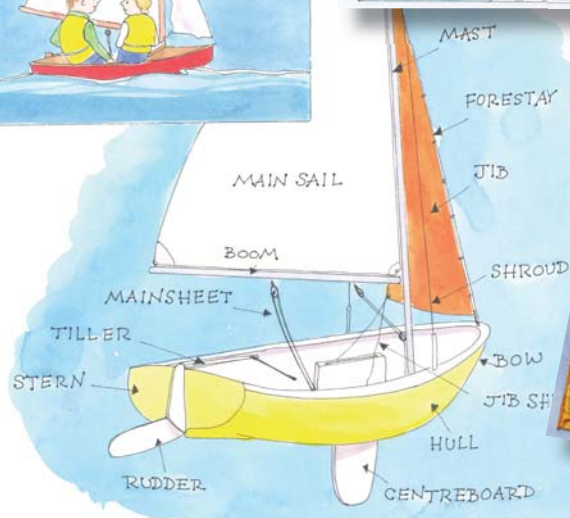
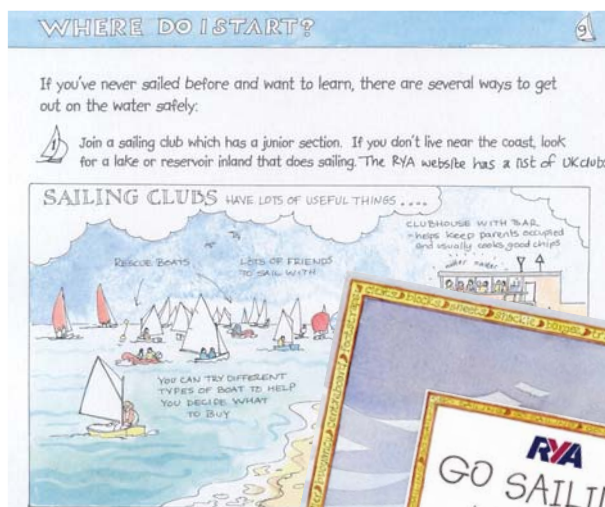
sheet to make small changes in direction. Sheet in to luff, sheet out to stop luffing. Carefully watch the bow of the boat against the water in order to spot changes in direction quickly. Look upwind to see the gusts coming.

- To get the boat travelling upwind, sheet in the main slowly and move the helm's weight out accordingly.
- To go downwind, raise the centreboard slightly more, move the helm's weight back a little and use changes in weight position to steer the boat as the main will already be fully out. Standing up works well for this, particularly for larger dinghies.

Using these pointers I can comfortably get people sailing across the wind in minutes and usually sailing upwind and downwind by the end of session. I also find jumping into a boat to give a demo to someone who is struggling really helps.

## Go Sailing!

Go Sailing (G32) will be published in the summer. Written and illustrated by Claudia Myatt in consultation with the RYA, this practical A4 handbook for young people targets the 8 - 12 age group in particular, but is suitable for a wide age range. The book covers many of the basic skills of sailing as well as providing background to the sport in all its forms. Its humorous, pictorial approach should prove popular.



## Apply for £2000 award

If you're a hotshot SI (not just a good sailor but great on the details as well) and looking for an opportunity to expand your experience and get some extra dosh too, here's the chance you've been looking for. The Helford River Children's Sailing Trust in Cornwall is awarding £2,000 to the best RYA-trained senior instructor. The winner of the 2005 award will be announced in September.

The successful applicant – a Pied Piper of sailing – will have at least one year's work experience, be able to demonstrate strong leadership skills, and have inspired sailing and teaching abilities.

If you fit the bill, keep a detailed log of your work this summer. Great references from mentors and instructors will also be taken into account. Applications must be received by 15th September.

For details and an application form visit [www.hrcst.org.uk](http://www.hrcst.org.uk). E-mail submissions to [jgreen@hrcst.org.uk](mailto:jgreen@hrcst.org.uk).

## RYA publishes entrapment research

In recent years there have been one or two tragic fatalities where a sailor became tangled under an inverted boat. Whilst the risk was apparently very small, no clear statistical records appeared to exist.

Over the past two years the RYA has been logging incidents through the website. We have looked for good ways to prevent or reduce the problem and tested a range of techniques for rescuing a trapped sailor.

### Results

The statistical risk to a dinghy sailor of becoming dangerously trapped is tiny, but rescue can be difficult in the time available. Dinghy sailing is still a very safe sport.

Incidents occurred in a wide range of conditions and boats. They included all levels of experience and equipment. Approximately one third of incidents involved ropes caught around the sailor. Just over one third involved other fittings or equipment, and one third involved trapeze equipment.

### Prevention

New trapeze equipment with releasable hooks is becoming available. It is important that a trapped sailor can find the release mechanism instantly by feel.

The best defence amongst sailors is probably widespread awareness of the issue.

Masthead flotation may be useful in training centres. A great deal of time and energy can be saved if the boat will not invert, but will float on its side while the crew recover. 30 – 40 litres of air at the masthead appeared to prevent inversions in a range of boats and conditions during trials.

Sailors are therefore advised to:

- Keep control lines short, tidy and maintain elastic so it does its job and practice good housekeeping
- Carry a very sharp, easily accessible, preferably serrated knife

### Rescue

The best rescue strategy for safety boats seems to be to right the boat as quickly as possible. A sharp serrated knife can be very useful, and it is often helpful to pick up one end of small light boats such as Toppers.

The full report is available at [www.rya.org.uk](http://www.rya.org.uk) and from Dawn Seymour in the RYA training office.



## Coach/Trainers' Corner

### Coach updates from 2005

After some consideration we have decided to continue with Coach/Assessor updates in a modified form, reports David Ritchie, National Sailing Coach.

The aim of your update days is to give our team of Coach/Assessors a chance to exchange ideas, to keep them aware of current developments and to equip them for the next five years of instructor training and inspections.

For the next five years I would like to provide the best possible input afloat as well as discussing instructor training informally ashore, in small groups. There will be a variety of craft available with which you can improve your skills.

Coach/Assessors are still expected to sail to a good pre-entry standard and also to be competent with a spinnaker. I would expect land drills to be smooth, inspiring and technically correct as laid down in G14/03; this is likely to be tested.

We hope you update for the full five years. Another outcome would be an action plan to polish skills which have become rusty. As before, everybody will leave the update day still a Coach, but if necessary with a year to complete any outstanding items. As before, end of day debriefs will be

carried out one to one, in private if there is concern about an individual's performance. Otherwise the day will end with a group discussion.

Coach/Assessors who were trained some years ago will have attended two similar updates during the past ten years, one organised by James Stevens and one by me. These updates have made a huge contribution to the improvement in standards that we have seen:

- There has been a lot of discussion and feedback to the RYA
- Updates remind us of the trainees' experience of being assessed
- The standard of sailing has been maintained at a reasonable level
- Basic teaching methods have been reviewed

One or two concerns arose from updates during the past five years:

- Many people have found the process difficult and worried about it for some time beforehand. I regret this and would stress that there are no hidden 'elephant traps' in the process. Please do not hesitate to get in touch if you are unclear what is expected.
- A number of people did not know how to tack, gybe, or teach according to the RYA method, and the standard of land drills was sometimes poor.

- It was clear that while many Coach/Assessors sail regularly, some do not go sailing much between updates.

Our team of experienced Coach/Assessors make an enormous contribution to the RYA schemes and I do hope that all of you will continue to be involved in this way.

### Action plan form

An action plan form (see below) for instructor course candidates to use after their courses can now be found on the website [www.rya.org.uk](http://www.rya.org.uk), under Training and Instructors, to be used as required. Its use is entirely optional.

| Action Plan following RYA Instructor Course |                      |
|---|----------------------|
| Candidate name: _____                       |                      |
| Instructor course details _____             |                      |
| Course dates: _____                         |                      |
| Course venue: _____                         |                      |
| Coach/Trainer: _____                        |                      |
| Moderator: _____                            |                      |
| Evaluation: _____                           |                      |
| Action plan details:                        | Complete by:         |
| _____                                       | _____                |
| Signed: _____                               | Coach/Trainer: _____ |
| Course/Date: _____                          |                      |

## Let's go sailing ... in the city

**Jane Scott, RYA Scotland Development Officer, reports on a new children's sailing venture.**

RYA Scotland (RYAS) has a new project on the go in Glasgow. **Sailing in the city (SITC)** was created in 2003, with a pilot to see just how easy it was to deliver sailing on the doorstep. It is often easy to make a pilot successful, and hard to then expand it, but on this occasion, the pilot was difficult – we simply didn't have enough boats to cater for the enthusiasm with which we were greeted. I persuaded RYAS to fork out rather a lot of money to purchase two trailers of Tazs, rescue boats, and all the kit necessary to get kids between 8 and 14 out on the water. The instructors describe the trailers as 'The Circus' – we have a big top, and all the stuff just piles out of the trailers and amazes any passers by.

We needed to change how we taught sailing. It's hugely important that we put lots of effort into ensuring that the taster session is as fun as possible, with the right amount of

Suzie), and a large box of toys. We use the buoys not only to mark out a suitable sailing area, but as an obstacle course for the kids to paddle and sail round. The toys are primarily sponge frisbees and rugby balls, soft play balls, and rubber ducks – I have a great time wandering about shops looking for new suitable toys for the Tazs!

Having launched the boats and got the kit ready, to ensure all runs smoothly, a 90 minute taster programme begins when we start getting the kids kitted up in bright blue waterproofs and bright red buoyancy aids. Then we put them into helmets, and we write their names across the fronts. We take them to a boat on the shore, pop a couple in it, and



very similar activities again. We feel it is very important to keep the whole thing as light as possible, referring constantly to things that the kids know, and avoiding all use of technical terms.

One question that I get asked constantly is why Tazs? Why not Oppies? Well the answer is pretty simple – I showed a couple of what could be described as inner city kids a picture of an Oppie, and a picture of a Taz – they both without hesitation picked the Taz. When I asked why, they primarily liked the colours, but it also looked like a 'proper' boat to them (no offence intended to Oppie supporters).

The main thing that we would all say is – 'We have to get these kids, and keep these kids, and the only way to do that is to be light'. So, we don't recommend throwing away your G14, but we do suggest that to make your sessions as successful



because the instructors are having too much fun!

Then we put one of the boats back on the shore, stick a mast up and get it set up for sailing. We explain how this works, and give each kid a chance to try. Whilst this is going on, the other instructors are setting up the rest of the boats, so the kids just leave the shore briefing, hop back into their boats, and we run through

as ours, think about doing things differently. We live in a culture that expects instant gratification, so having 'briefings' just doesn't fit in – you have to 'get 'em hooked, then teach 'em'.

If you would like to discuss our project more fully, please contact me – 0131 317 4610, 07770 604234, or [jane.scott@rya-online.net](mailto:jane.scott@rya-online.net), or go to [www.sailinginthecity.org.uk](http://www.sailinginthecity.org.uk).

learning to give the kids confidence to come back to us for Stage 1 and 2 courses. Firstly, we employ the staff with the most enthusiasm and experience in working with kids that we can find. They bring with them ideas and resource that we have plundered to produce a teaching system specifically for SITC. Secondly, we produced a way of teaching that works anywhere – small ponds in parks, through to coastal venues in the Outer Hebrides – and is easy to deliver. The trailers have a box of six small, brightly coloured marker buoys with faces on them (thanks to

get them to practice steering and paddling – this takes about five minutes, and makes life on the water much easier. Usually they then paddle round all the faces, noting the expressions on them, and return to us, where they have to run through the expressions using their own faces – very funny! The rescue boat is on the water during this time – guiding and helping where required. Then it's on to some games – we use all of the toys in the box for relay races, etc, which gets the kids steering and paddling really well. This part usually lasts about 20 minutes – probably



# Report of Instructor Conference 2004/5

**175 Shorebased Instructors attended a number of shorebased conferences through the autumn and winter.**

**250 Cruising and Yachtmaster® Instructors attended the Bournemouth and Largs conferences.**

## Speakers

We had an entertaining list of guest speakers:

**Peter Newell** – Race Director, Sail Training International

**Marcus Baillie** – Head of Inspection for the AALA

**Dr Colin White** – Director, Trafalgar 200, Chairman, Official Nelson Commemoration Committee

**Dr John Leach** – Lecturer in Neurocognition, University of Lancaster

**Penny Haire, Simon Jinks, James Stevens and Jon Mendez** gave an update on RYA Training and the RYA Agenda at the Scottish and Shorebased conferences. This focused on compulsory licensing and the recently introduced alcohol legislation.

## Discussion topics Sail

**“What lessons can be learnt from the tragic yacht capsizing in Biscaya?”**

Most instructors felt that the skipper's age was not relevant. He was deemed to be skilful but light on experience to make the judgements that may have altered the outcome. It was felt that the RYA provided the correct training although it was suggested that an information leaflet could be sent when a commercial endorsement is issued. It was also felt that the commercial pressures to leave port were relevant. It was suggested that the employer should take more responsibility especially with regard to the safety equipment carried. It was further suggested that MAIB safety digests should be included during classroom discussions to ensure that lessons are learnt from such accidents. The MAIB website is [www.maib.gov.uk](http://www.maib.gov.uk). (All conferences)

**“Discuss the case for and against a new introductory shorebased course.”**

The feedback suggested that a short course (possibly two days) could be useful for the powerboat scheme. However, it was felt that further discussions with powerboat trainers and RTCs would be needed. Practical instructors felt that the shorebased courses that accompany the sail and motor cruising schemes were sufficient and so a new course was not necessary; this view was not supported by RYA Shorebased Instructors. There was also a concern expressed by RTC Principals that attendance at the new course may detract from people doing the longer Day Skipper shorebased course. (All conferences)

## Discussion topics Power

**“How do we encourage more people to do the Day Skipper practical course rather than just doing an ICC course or assessment?”**

It was felt that the ICC was seen as the ‘easy way out’. It was suggested one way to try and overcome this was that the ICC and Day Skipper became the same, or possibly an independent examiner should undertake the assessment. It was felt that clarification on the ICC should be issued so that it was less open for interpretation by RTCs. It was also felt that some updating of assessors and the level of the ICC was needed.

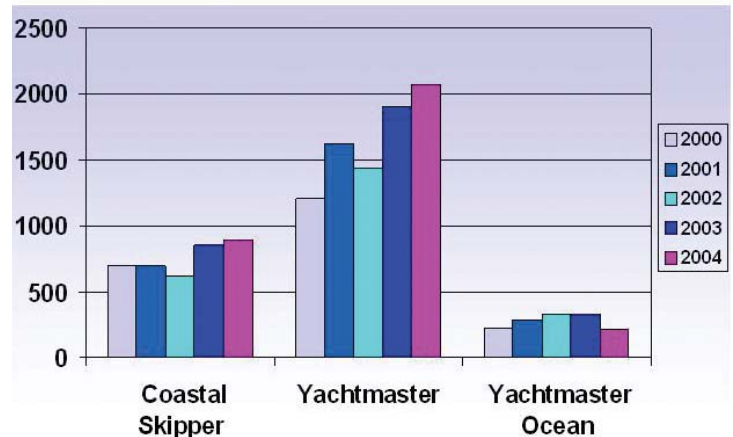
**“How will the new 10m ruling for ICCs affect the training offered?”**

It was thought that the 10m cut-off was a positive move and that training offered should be down to the advice of the instructor to ensure it was suitable to the type of vessel to be used by the student. It was felt that the new groups reinforced the motor cruising scheme.

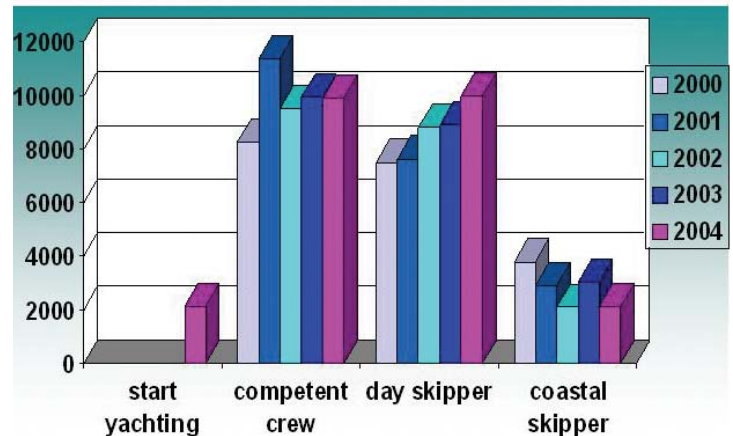
## RYA update

We now have over 2,000 RTCs, including 191 overseas centres and over 24,000 instructors and examiners across all disciplines. The number of RYA certificates issued is continuing to rise and is presently around 150,000.

## Certificates of Competence



## Practical Certificates



### Certificate of Competence

The number of Coastal Skipper and Yachtmaster® Certificates of Competence issued is continuing to rise, although the number of Ocean Certificates of Competence issued has fallen.

### Course completion – practical

There has been an enthusiastic uptake of Start Yachting, with over 2,000 students completing the course between April and September 2004. This course has proved particularly popular in holiday resorts. It has resulted in a plateau in the number of people taking the Competent Crew course but,

**Continued overleaf**



**Simon Jinks**  
Chief Cruising Instructor

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Tel. 023 8060 4100

encouragingly, the number of people completing a Day Skipper course has increased by over 1,000. Coastal Skipper could not sustain the growth that it had in 2003 but participation levels are still higher than the low experienced in 2002. Participation levels are now starting to slow.

## Course completion – shorebased

There has been a marked increase in the number of people completing Day Skipper and Coastal Skipper/ Yachtmaster® shorebased courses. This trend normally occurs when practical courses plateau.

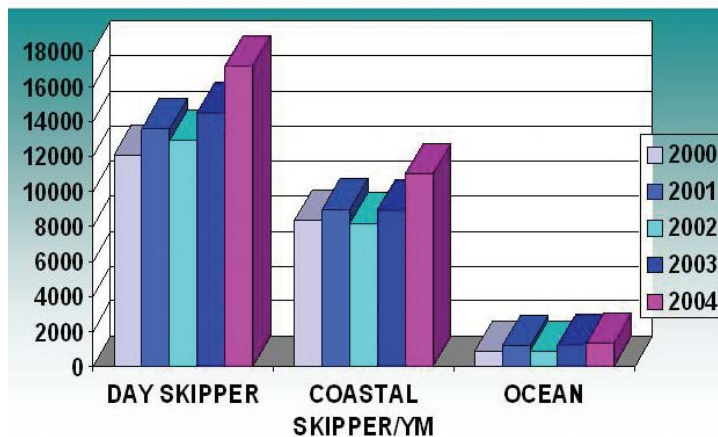
## Railway and Transport Safety Act 2003 Section 78 and 79

Instructors were briefed on the importance of being aware of this legislation, which covers the consumption of alcohol when running courses. RTCs were asked to brief all their instructors. Professional skippers are limited to the same limits as drink/driving laws ashore.

## Harmonised Code – SCV

As a result of Marine Guidance Note (MGN) 280 the new Harmonised Code of Practice is now in operation.

## Shorebased Certificates



The full text can be read on the MCA website: [https://mcenet.mcga.gov.uk/public/c4/mld/section03/280%20Annex\\_1.pdf](https://mcenet.mcga.gov.uk/public/c4/mld/section03/280%20Annex_1.pdf)

At first glance, the major changes are the requirement for bilge alarms, changes to liferafts and the marking of life saving appliances.

## New training charts and almanac

Instructors were given a preview of the new training charts that are due to be introduced for the 2006/7 shorebased season. The charts and training

almanac are fictitious and have been devised in a partnership between Mike Dymond and Chris Slade working on behalf of the RYA and UKHO. There will be northern and southern hemisphere versions of the charts.

The Practice Navigation Tables (PNT) will be replaced with a Training Almanac which will contain chartlets and more detailed information that will be useful for exercises.

We will keep you up to date with progress and realise the importance of your receiving these charts well in advance of the 2006/7 shorebased season.

## RYA Examination Fees 2005

(effective 1st April)

|                              |           |
|------------------------------|-----------|
| <b>Yachtmaster® Offshore</b> | £135.00   |
| South Africa                 | £159.00   |
| Australia                    | \$382 AUD |
| New Zealand                  | \$430 NZD |

### Coastal Skipper/Powerboat

|                 |           |
|-----------------|-----------|
| <b>Advanced</b> | £118.00   |
| South Africa    | £139.00   |
| Australia       | \$334 AUD |
| New Zealand     | \$375 NZD |

### Yachtmaster® Ocean

|              |           |
|--------------|-----------|
| South Africa | £101.00   |
| Australia    | \$285 AUD |
| New Zealand  | \$320 NZD |

### Partial Re-exam

|              |           |
|--------------|-----------|
| South Africa | £55.00    |
| Australia    | £65.00    |
| New Zealand  | \$156 AUD |
|              | \$170 NZD |

### Conversion examination

|              |           |
|--------------|-----------|
| South Africa | £72.00    |
| Australia    | £84.00    |
| New Zealand  | \$202 AUD |
|              | \$220 NZD |

**Application for commercial endorsement** £17/\$40 AUD

**Renewal of commercial endorsement/ Certificate of Service** £17/\$40 AUD

# News from Down Under

from Penny Haire, Training Development Manager - Australia / Asia Pacific

Things are pretty busy here in Australia.

At time of writing, there are 14 recognised RYA Training Centres in Australia offering training within the

Sail Cruising scheme from beginners through to Commercial Yachtmaster® and MCA Deck Officer Certification.

Two of these centres are branches of large UK training centres that see huge potential in the region; the rest are all home-grown Australian.

The market for training here falls into three categories:

- Professional sailors looking for a way into the international scene
- Australian recreational sailors who want to charter overseas
- Beginners – as usual

The big thing, that we are working hard on, is the recognition of RYA Certificates of Competence here – no mean feat since the different states apply maritime legislation in different ways. It's looking promising though – and it will certainly present opportunities for instructors and examiners who are visiting or intend to work out here. If you intend to visit Australia and are looking to instruct or examine, then please contact penny.haire@rya.org.uk and I can update you on where we are with things.

G'day!



## The RYA in New Zealand

From Neil Murray, Coastguard Boating Education Training and Development Manager.

The New Zealand Coastguard Boating Education Service (CBES) is set to deliver RYA courses to the New Zealand market, under a newly-established partnership with the RYA. Eight schools and over 30 instructors have been accredited to teach RYA courses since the programme was introduced in 2004.

Neil says a strong interest is expected from the New Zealand public: "We have had a great response from the marine industry to date, with a large number of student and instructor courses being actively sought."

Further accreditations are expected in 2005, including three specialised powerboating schools to cater for the large trailer boat fraternity in New Zealand. Eight percent of New Zealanders own a boat, and one third of the population goes boating each year.

For more information contact: Nina Collett, Coastguard Boating & Education Service [nina@cbes.org.nz](mailto:nina@cbes.org.nz)

## The ICC system has been changed!

Changes to the ICC system came into effect from 1st January this year, and it is imperative that you are familiar with them. The two tables below cover the detail of what Training Centres can offer and what instructors can test for.

### What can Training Centres test for?

| Type of Training Centre (TC)                              | ICC Direct Assessment via TC Vessel | ICC Direct Assessment via customer's own boat under 10m | ICC Direct Assessment via customer's own boat over 10m |
|---|-------------------------------------|---|--|
| Powerboat TC. Centre vessel - regardless of size or type. | ICC up to 10m                       | ICC up to 10m   | ICC up to 24m  |
| Motor Cruising TC. Centre vessel up to 10m.               | ICC up to 10m                       | ICC up to 10m   | ICC up to 24m  |
| Motor Cruising TC. Centre vessel length 10 – 24m.         | ICC up to 24m                       | ICC up to 10m   | ICC up to 24m  |
| Inland Waterways TC. Centre vessel up to 10m.             | ICC up to 10m                       | ICC up to 10m   | ICC up to 24m  |
| Inland Waterways TC. Centre vessel length 10 – 24m.       | ICC up to 24m                       | ICC up to 10m   | ICC up to 24m  |

### Tester qualifications

The following people can automatically run ICC tests through their centre or club. No Tester briefing is required.

| Qualification held by Tester   | Power up to 10m | Power up to 24m | Sail | Inland*** | Coastal |
|--|-----------------|-----------------|------|-----------|---------|
| Powerboat Instructor or above  | ✓               | ✓**             |      | ✓         | ✓       |
| Powerboat Instructor or above holding Coastal Skipper Certificate of Competence (Sail) or higher |                 | ✓**             | ✓    | ✓         | ✓       |
| Yachtmaster Instructor (Sail)  |                 |                 | ✓    | ✓         | ✓       |
| Yachtmaster Instructor (Power)   |                 | ✓               |      | ✓         | ✓       |
| Yachtmaster Examiner   |                 | ✓               | ✓    | ✓         | ✓       |
| Yachtmaster (Sail) and Dinghy Senior Instructor or Coach   |                 |                 | ✓    | ✓         | ✓       |
| Cruising Instructor (Sail)   |                 |                 | ✓    | ✓         | ✓       |
| Cruising Instructor (Power)  |                 | ✓               |      | ✓         | ✓       |
| Inland Waterways Instructor  |                 | ✓**             |      | ✓         |         |

The following people can run ICC tests following attendance at a Tester briefing.

| Qualification held by Tester | Power up to 10m | Power up to 24m | Sail | Inland*** | Coastal |
|------------------------------|-----------------|-----------------|------|-----------|---------|
| Yachtmaster (Power)          |                 | ✓**             |      | ✓         | ✓       |
| Yachtmaster (Sail)           |                 |                 | ✓    | ✓         | ✓       |

\*\* If carrying out assessments on a vessel of 10 – 24m LOA the Tester must be familiar with the type of craft. \*\*\* Requires a CEVNI test for the ICC to be issued

**Note: candidates who are tested onboard a sailing cruiser will receive an ICC endorsed for sail cruising and powered vessels less than 10m. This is because part of their practical test will be carried out whilst they are handling the boat under power and will ensure that they are able to use the tender.**

Please remember these tables are for direct assessment. People can also qualify via the course completion certificates as shown in the summer 2004 issue of RYA Magazine.

**Editor's note: Check that you know about the changes to exams and endorsements – page 6**

## Proud to be an instructor

**Julie Proudfoot gets her Yachtmaster Instructor Power ticket.**

It was a chilly Monday morning. I appeared at the RYA-assigned boat on the Hamble River. I was here to be tested for my instructor's ticket - scary stuff.

A large, orange-coated, distinguished gentleman called John Hart met me. There were four other guys with me on the course and we all felt rather nervous. We introduced ourselves over a cup of tea and chocolate biscuits, after which I was told to hide the biscuits from John as he has a definite liking for them!

We set off to be put through our paces. For two days John took us through various exercises and quite a few laughs; the funniest was trying to do a politically correct, man over board, oops no, lady over board, oops person, oh heck, something overboard shout. On the third, moderated, day we were joined by Jon Mendez. This was the day when we found out if we made it or not. So Jon knew he was walking onto a boat with some very, very nervous people but soon used his skills to calm and relax all there. We went out and played boating, teaching, debriefing and did a serious theory test just for good



**Julie Proudfoot**

measure, before heading back to the berth, to tidy the boat.

Then the crunch time. We waited - five nervous people in a group on the pontoon - to go in one at a time and find out if we passed. Guess what? I did it, I passed!

Now I feel proud as a member of the very select band of female Yachtmaster Instructor Power. Not bad for a middle-aged wife and mother of two.

## RYA Shorebased Packs

The new Shorebased Packs for 2005/6 will be available from Thursday 1st September 2005. Old packs (2004/5) will be available until Wednesday 31st August 2005. Any old complete and sealed 2004/5 packs (which must

include the certificate/exam pack) can be returned until Friday 30th October 2005 and their value credited to your account. Please bear this in mind when ordering quantities for the remainder of the season.

## Provisional conference dates 2005/6

|                                   |                                      |
|-----------------------------------|--------------------------------------|
| Yachtmaster Instructor Conference | Bournemouth 21st & 22nd January 2006 |
| Scottish Instructor Conference    | Saturday 11th February 2006          |

| Shorebased Instructor Conferences              |                             |
|--|-----------------------------|
| Southern, RYA House                            | Saturday 26th November 2005 |
| London, Docklands Sailing & Watersports Centre | Sunday 27th November 2005   |
| North West, The Boat Museum, Ellesmere Port    | Saturday 10th December 2005 |
| Northampton, Venue TBC                         | Sunday 11th December 2005   |
| South West, The Royal Western Yacht Club       | Saturday 18th February 2006 |

## IPS The new Volvo drive system

**Jon Mendez** recently had the chance to play with the new Volvo IPS system fitted to a Rodman 41 flybridge cruiser, a craft normally fitted with twin 370hp Volvos on shaft drive, the engines being mounted under the saloon floor.

The IPS version is Volvo's new drive system which is looking to combine the sea keeping and predictability of shaft drive with the fuel economy and efficiency of an outdrive. This article will give you an idea of how it drives, so you have a few clues if asked to step on one.



The IPS version of the boat has the engines mounted in the lazarette with the drives mounted into special oval shaped holes in the hull about 70cm forward of the transom. The

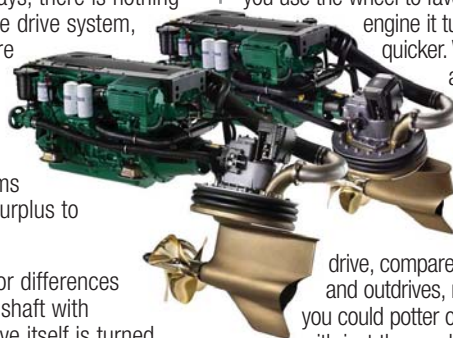
engines are canted in slightly, a bit like the front wheels on your car. The picture gives an indication of what it looks like from outside the boat. At the helm, except for the latest electronic displays, there is nothing to determine the drive system, except that there are no bow thrusters – the slight keel on the Rodman hull shape seems to render one surplus to requirements.

One of the major differences is that unlike a shaft with rudders, the drive itself is turned by the wheel – like an outdrive, but the amount varies depending on the speed of the vessel, from about 27° at slow speed to around 7° or 9° at high speed.

### So how does it drive?

The first thing that is apparent is that gear engagement is extremely smooth; no jolt or surge or clunk of an outdrive. The throttles are light but also need a pleasingly definite push. The craft felt fairly well glued to the water – like a shaft drive would, but on a light wind day it was very difficult to judge if this was the deep Rodman hull, the drives

or both. Around the marina, if driven in a traditional shaft drive mode of just using the throttles, it drives very similarly to a shaft drive boat except that it all feels a bit in slow motion. If you use the wheel to favour the ahead



engine it turns a little quicker. What became apparent very early on was that the much increased rudder area of the drive, compared to shafts and outdrives, meant that you could potter on one engine with just the smallest deflection of the wheel, and it would happily turn against the engine with minimum way on. What was most startling was the driveability in astern. Unlike most shaft boats, where you have to use alternate engines to keep going straight, you could drive this astern on either (or both) engines and it would just go wherever you pointed the helm with the bow following and not drifting off.

The large rudder area would now be leading the boat and its steer ability gave great confidence. Out on open water, bringing the craft up to speed showed no real discernable hump as we came up

to planing speed, but just a very smooth power delivery and fantastic acceleration. Once at speed the craft felt very stable and the new electric steering felt light and direct.

The turning ability was a revelation compared to shaft drive, but the boat heels into turns more like a 25-foot sports boat. The turning circle is half of most 41-foot flybridge motorcruisers and the wash is very low and significantly smaller on the inside of the turn.

### To sum up

The drive system certainly suited the Rodman hull. It has produced a craft that's easy and fun to drive, and you can choose how; either like a conventional shaft drive but with the steer ability in astern of outdrives and a grip on the water at the bow, or in the same manner as an outdrive, with one engine with helm at a time. The outstanding memory is how docile it is around the marina but with great acceleration and turning ability out on open water.

**Many thanks to Austen Smith at Volvo and Hugh Rayner at Ancasta Port Hamble - 023 8045 0024 - for the pictures, organising the craft and the freezing weather!**

## SRC Instructor Courses

SRC Instructor courses are organised on a regional basis. A list of regional organisers is shown below. Please contact the regional organiser to book places on courses and to discuss suitable dates for future courses in their region.

|                    |              |
|--------------------|--------------|
| <b>Scotland</b>    |              |
| Mike Dixon         | 01569 764080 |
| <b>North West</b>  |              |
| Mike Lynskey       | 01248 490393 |
| <b>East Coast</b>  |              |
| Sara Hopkinson     | 01473 780510 |
| <b>South Coast</b> |              |
| Alison Noice       | 02392 379626 |
| <b>South West</b>  |              |
| Margaret Hart      | 01446 734836 |

For more information on Cruising (Power), Yachtmaster®, Diesel, Radar and Shorebased instructor courses please contact Sue Morgan, [sue.morgan@rya.org.uk](mailto:sue.morgan@rya.org.uk) 023 8060 4184.

## New publications

### RYA Instructor Handbook G27

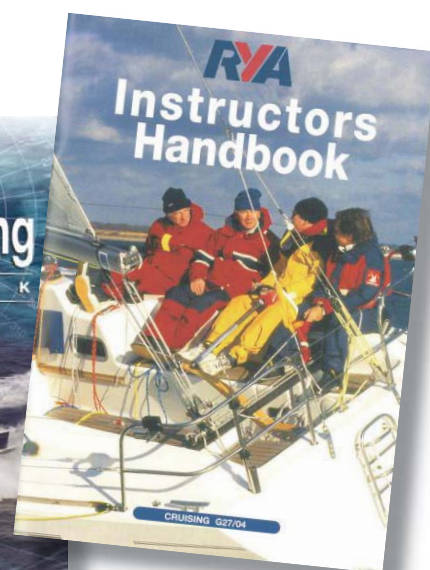
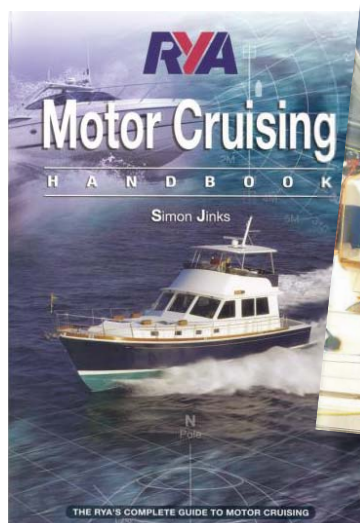
An updated version of the G27 is now available. This is essential reading for Principals and Instructors on the management of RTCs.

### Day Skipper Practical Course Notes DSPCN

The NEW version of the DSPCN has been available since January 2005. The book has been re-written and re-designed so that its style reflects that of the CCPCN, DSN and YSN. The DSPCN is designed to accompany the RYA Day Skipper Practical Course.

### Motor Cruising Handbook – and Practical Course Notes G24

This totally NEW book is designed both to complement the RYA motor cruising course, and be an invaluable reference for all motor boat skippers, crew and



instructors alike. It contains expert knowledge, top tips and easy-to-follow colour illustrations.

These new and updated publications can be ordered on the RYA hotline - 0845 345 0372, website – [www.rya.org.uk/shop](http://www.rya.org.uk/shop) - or by e-mailing [orders@rya.org.uk](mailto:orders@rya.org.uk).



# Top Mark 2005

## Learn it, do it, win it!

19/20th March 2005, Grafham Water Centre

As a sailor, I've always wanted to know how the experts did it, looking so natural as they headed for the top mark in clear air and on the right shift.

So we designed the RYA Top Mark event to help raise the level of sailing in the Classes and expose them to great coaching. The other key aim was to allow coaches to revalidate their RYA qualifications at an event that gives them a reward for their work.

The formula? Put good sailors in the same room as great coaches, light the touch paper and retire to a safe distance.

The star-studded cast for the weekend made an exciting list of Olympic campaigners and expert coaches.

- Adam May, sail and rig boffin
- John Doerr, Chairman of ISAF race officials and rules expert
- Cathy Foster, International umpire and coach
- Harvey Hillary, International Coach and author of *Higher and Faster*
- Joe Glanfield, coach and Athens silver medallist.

### Saturday – Learn it!

The day included a range of workshops:

- Rules - John Doerr
- Tactics - Harvey Hillary
- Two-boat tuning - Cathy Foster
- Downwind sail and rig tuning - Adam May
- Fitness for sailing - Alan Olive
- Crews: the essential ingredient – Joe Glanfield

The evening session with Joe Glanfield proved to be the jewel in the crown, with the story of his and Nick Rogers's journey from Sydney to Athens. A clear message for any team aspiring to win.

### Sunday – Do it!

This was the day that allowed our sailors to apply the lessons they had learnt in the classroom out on the water. Each class could choose its coach and select the topic for the day - pick your coach, strap on the boat and just add water.



Harvey Hillary

The Solos chose a session with Cathy Foster to try and discover what constituted cheating during racing. A complete eye opener for most, proving that that pumping, ooching, sculling wasn't quite what they had thought.

The noisy class of OKs had some dynamic sessions, with duct tape proving the panacea for most disputes on the start line.

The RS200 sailors had an equally active session with Steve Irish and Harvey Hillary and their tactical exercises, designed to test the skills, teamwork and decision-making of every sailor.

Adam May's video debrief of the OKs and Solos looked at the dynamics of sail rig and tuning and showed the real symptoms of speed from the sails - a true boffin of speed.

## The RYA racing syllabuses

With the demise of the racing red white and blue for young sailors, many people have been asking what will replace them. The simple answer is *Start Racing*, *Intermediate Racing* and *Advanced Racing*.

| Old Youth Racing Scheme   | New scheme for Youth and Adult  |
|---|---|
| <b>Red</b><br><b>Aims:</b> To introduce novice sailors to racing at clubs.<br><b>Awarded by:</b> Club Racing Coach or Racing Instructor in Training Centre or RYA affiliated club.<br><b>Duration:</b> 5 days/ 3 weekends<br><b>Certificate from the RYA</b><br><b>Syllabus:</b> G11 sailor's handbook              | <b>Start Racing</b><br><b>Aims:</b> To introduce novice sailors to racing at clubs.<br><b>Awarded by:</b> Club Racing Coach or Racing Instructor in Training Centre or an RYA affiliated club.<br><b>Duration:</b> 2 days<br><b>Certificate from the RYA</b><br><b>Syllabus:</b> G11  |
| <b>White</b><br><b>Aims:</b> To build on racing skills and prepare sailors for open meetings.<br><b>Awarded by:</b> Club Racing Coach at Training Centre or RYA affiliated club.<br><b>Duration:</b> 5 days/3 weekends<br><b>Certificate from the RYA</b><br><b>Syllabus:</b> RYA Coaching Resource pack            | <b>Intermediate Racing</b><br><b>Aims:</b> To develop/improve racing skills for racing at club level.<br><b>Awarded by:</b> Club Racing Coach at an RYA affiliated club.<br><b>Duration:</b> 5 days/3 weekends<br><b>Generic blank certificate from the website or by e-mail</b><br><b>Syllabus:</b> Coaching workbook and RYA website  |
| <b>Blue</b><br><b>Aims:</b> To develop the skills of the sailor prior to entering a national squad.<br><b>Awarded by:</b> a Class Racing Coach at a Training Centre or RYA affiliated club.<br><b>Duration:</b> 5 days/3 weekends<br><b>Certificate from the RYA</b><br><b>Syllabus:</b> RYA Coaching resource pack | <b>Advanced Racing</b><br><b>Aims:</b> To develop racing skills and knowledge for racing at open meetings.<br><b>Awarded by:</b> any Racing Coach working within a class run at a Training Centre or RYA affiliated club.<br><b>Duration:</b> 5 days/3 weekends<br><b>Generic blank certificate from the website or by e-mail</b><br><b>Syllabus:</b> Coaching workbook and RYA website |

All coaches can run these syllabuses, although the Advanced Racing should only be attempted by sailors who are already regularly racing at open level and have credibility within the class.

**Editor's note: The generic blank certificates and syllabuses along with example programmes are available from [www.rya.org.uk/racing/coaches](http://www.rya.org.uk/racing/coaches).**

## The Dinghy Sailing Racing Coaches Database

### Connect to a coach

The RYA, in conjunction with Dinghy Sailing Magazine have developed the first ever coaching database.

This exciting new service will enable clubs, classes and sailors to access good, qualified coaches. For the first time sailors across the UK will be able to search for a coach by name, region or class

with complete assurance that all the coaches listed hold appropriate RYA qualifications.

This unique service will be available exclusively through the *Dinghy Sailing Magazine* website [www.dinghysailingmagazine.co.uk](http://www.dinghysailingmagazine.co.uk). Simply click on the link from the home page to find out how to beat the opposition and hone your sailing skills.

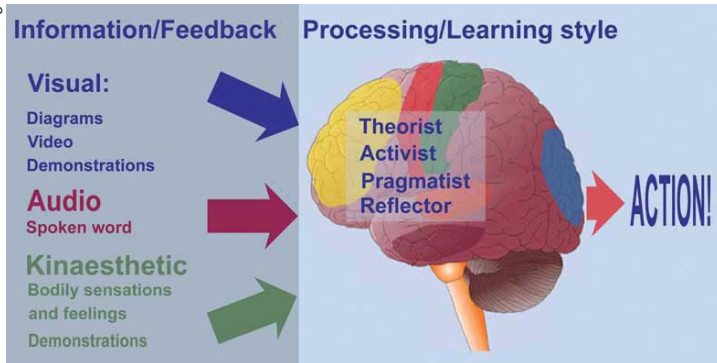


Alan Olive  
Coaching Development Manager

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Tel. 023 8060 4165

# Stop talking and start coaching!

Illustration Phil Twining



## Matching your coaching styles to your sailor's learning style

Understanding how people learn is essential to understanding how to coach. Ask a team of coaches how they like to learn and how they coach and the differences are always staggeringly contradictory. Most will like to be shown what to do and the chance to experiment by themselves and yet all will coach by talking through the problem. It's as if a coaching qualification is a licence to talk, even though most people only process 10-22% of what you actually say. So, stop talking and start coaching!

## Identify your learning style

There are lots of theories on learning styles and just as many websites offering to test yours. The nub of the issue is that people learn differently, in the way that they take in information and how they make sense of that information.

## Top Tips

- Keep the 'talk to doing ratio' to a minimum. Maximise their time on the water!
- Add variety to the way you present information, how you give feedback and the style of coaching you use. This will allow sailors to be flexible in their learning and the skills they develop.
- Programme in 'Practice time' to let sailors time to work out the problem for themselves.
- Don't overload with information (aim for one to three learning points per day). Don't try to give feedback after every manoeuvre, try to summarise and for allow for self learning
- Use video clips or a demonstration in the briefing to show best practice.

**Editor's note:** You can complete the Honey & Mumford

## How to identify learning styles (Honey & Mumford)

| Learning style    | Symptoms   | Negative aspects  | Coaching ideas   |
|-------------------|--|---|--|
| <b>Activist</b>   | Prefer to learn by doing   | Can end up constantly being active but will never learn if not given time | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Brainstorming</li> <li>• Reflecting on what they have learnt</li> </ul>  |
| <b>Reflector</b>  | Prefer to sit back, observe and reflect                                    | May spend too much time thinking without actually doing                   | <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Questionnaires</li> <li>• Observing others first</li> <li>• Feedback from the group.</li> <li>• Creating learning goals</li> </ul> |
| <b>Theorist</b>   | Prefer to have everything organised into a neat schema as soon as possible | Can create pet theories that do not relate to reality                     | <ul style="list-style-type: none"> <li>• Create models, statistics, stories, quotes,</li> <li>• Apply theories to sailing situations</li> </ul>  |
| <b>Pragmatist</b> | Like to see the relevance of what they are doing                           | Don't always take the best course of action                               | <ul style="list-style-type: none"> <li>• Demonstrate real examples</li> <li>• Problem solving</li> <li>• Discussions</li> <li>• Reflecting on learning points during feedback</li> </ul>           |

**Learning Styles Questionnaire online, at [www.peterhoney.com](http://www.peterhoney.com). It costs £10.00 per questionnaire and you can see and print off your results immediately.**

## Feedback system for coaches

The last edition of *Wavelength* included an article about coaches giving feedback. **Alan Olive** asks: "How often do coaches ask their sailors for feedback about themselves?"

Every time I run a course or session I try to get each coach or sailor to reflect on what I could do to improve my coaching. "How was I?" just isn't enough. If you want decent feedback you need to ensure that you ask the right questions, and that you encourage honest answers as well as dispelling any fears people may have of saying negative things.

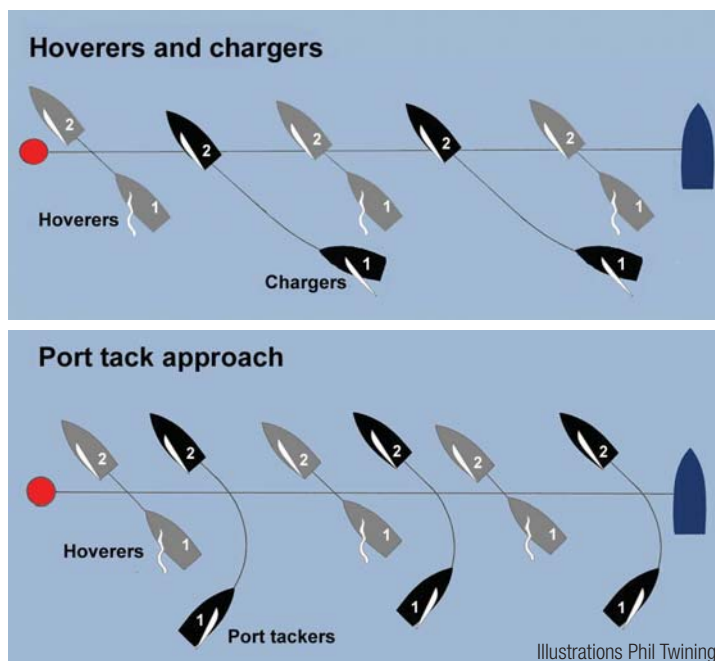
A questionnaire, or getting young sailors to lead a discussion, can be insightful ways of making real changes to your coaching technique and style.

## Line starts

By varying the approach and style of start you can get sailors to practise a range of starting styles. This is also a great exercise to examine the rules and tactics involved with starts.

Divide the fleet into two, each group aiming to practise different styles of starts. Repeat the exercise and swap the positions and roles.

The hoverers' role is to remain stationary on the start line until 5-15 seconds to go, and then accelerate to maximum speed. The chargers and port tackers then have to approach with speed or on port tack and work their way to a good start line position. As sailors develop then the hoverers can start to defend their position.





## T15 expands

The new team15 on the block is the T15 Midlands Zone. It encompasses clubs and windsurfing centres in Shropshire, Staffordshire, Herefordshire, Worcestershire, Warwickshire, Leicestershire, Lincolnshire, Nottinghamshire, Derbyshire, and means that the North and West Zones are no longer subdivided.

If you are based in any of these areas and would like to get a team15 club off the ground, then contact us for more information at [team15@rya.org.uk](mailto:team15@rya.org.uk).

### Inter-club Challenges

The established and highly successful

T15 inter-club challenges kick off in May. Clubs should be working towards building a full team of 15, but it's not a problem if you are short on numbers – we just want to see you out on the water!

Many kids who enter have only just learnt to windsurf, so don't worry if your club has children of varying abilities. The challenges are designed for all abilities and as the day progresses, and confidence builds, so the courses get that little bit more difficult. Anyone can take part in the challenges - so don't be put off getting a team together because you think the standard will be too high – it won't be.

All the events are zone based, so driving distances for parents and organisers are kept to a minimum and there are no worries about overnight accommodation. Visit the team15 website for details of the inter-club dates and venues and encourage your team to join in the fun.

### In the pipeline for 2005

#### Freestyle Events

**One-off events held in each zone for those T15 clubbers interested in freestyle, with equipment demos and speed sailing.**

This will be an inter-club challenge so

each T15 club gets a team together, branded up in their race vests. It will complement the existing four inter-club challenges taking place within each zone, and we plan to include: **Equipment Demo Days for Families** – for T15 clubbers and their families to try out the latest family-orientated kit. **Speed Sailing** - We're not quite sure how this one will work out yet! T15 clubbers can take up the challenge to get the fastest time down a speed course. We are hoping the fastest youth from each T15 club will have the opportunity to participate in Weymouth Speed Week.

### T15 Weymouth Speed Week entries

The organisers are thinking about setting an inshore speed course this year, as well as the offshore speed course, to encourage more youth participation. We are aiming to get the fastest child from each of these events in the zones to participate. Currently this is a fledgling idea and because it links in with an established event, it may not be possible. We'll keep you posted!

### T15 Champions Cup

We are working to bring together the winning team from each of the T15 Zones to see which is the best T15 club in the country. The ten winning teams from each of the zones would take part in the Champions Cup, with the remaining clubs battling it out among themselves to prove their supremacy – making this a truly national event. It would take place in October, once all the zone series are completed and the winning teams identified.

**Editor's note: Go to [www.team15.org.uk](http://www.team15.org.uk) to check out progress.**

# Andrew Funnell: cold water shock

A verdict of death by misadventure was recorded at the inquest of professional windsurfer Andrew Funnell on 8th February.

The post mortem report revealed that there was very little water found in the lungs, ruling out the possibility of death by drowning as first thought. The doctor who performed the post mortem suggested that the wearing of a wetsuit could have saved his life.

Only two days before, Andrew had returned from a PWA event in Costa Brava, where he and fellow competitors had been wearing just rash vests and shorts. Unfortunately it appears that Andrew didn't take into account the temperature difference in the sea, given his recent trip, and as a result misjudged the water temperature on one of the hottest days of June 2004.

On the evening of the accident, he and some local friends were taking turns in riding a jet ski approximately 50 metres out in Seaford bay, choosing to ride the jet ski without the protection of a wetsuit or a buoyancy aid.

Andrew paid the ultimate price when he plunged into water, not for the first time

that evening, which was judged by the coastguard representative at the inquest to be 11°C. He suffered a rare form of shock to his heart called vagal inhibition (reflex cardiac arrest).

This is an extract from a copy of the *Lawyer's Guide to Forensic Medicine*, which was made available to Andrew's family to explain the post mortem results by the Coroner's office:

*In essence, vagal inhibition is a convenient and exact term describing sudden heart stoppage due to excessive nervous stimulation of the*

*heart via the vagus nerve.*

*Any sudden unexpected stimulus to many parts of the body can cause a burst of nerve impulses to pass down the parasympathetic via the vagus, so slowing or stopping the heart.*

*The type of stimulus which can trigger this vagal reflex includes sudden cooling of the skin as it falls into cold water.*

As a professional windsurfer with 12 years' experience, Andrew would have known that the protection a wetsuit gives is a necessity when windsurfing off the shores of Britain, including the south coast. However, on that tragic evening after such a hot day (30°C), it seems that Andrew made the decision not to wear his wetsuit when he went out, even though he had taken it down to the beach with him. Sadly, this decision cost him his life.

We hope this information will assist you in educating people to evaluate the importance of wearing a wetsuit for this reason, as well as for buoyancy and to protect against hypothermia.

We would like to thank Trevor and Linda Funnell for their contributions to this article.



Andrew Funnell



Amanda Van Santen  
Chief Windsurfing Instructor

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Tel. 023 8060 4179

## Tacking

Many times I have watched on frustrated as a fellow windsurfer struggles time after time to complete a tack, especially on transition to lower volume boards. It seems that most windsurfers devote the majority of their ambition to the carve gybe, so when it comes to needing to tack, it usually ends in a bit of a struggle, then an unbalanced splash! Here are a few personal hints gathered, through various experiences, by me and fellow windsurfers, that we feel will help guide your own transitions or those of others.

I think we all agree that the tack goes through three definite stages and, like all moves, we have to break it down to encourage good results. The stages are:

**SET UP** The initiation of the tack as you take it through the wind

**TRANSITION** Taking the actions (which, after you read this, will be all of a split second) around the mast

**COMPLETION** The final stage of turning the board away from the wind.

### Set up

No gear gazing - as you initiate the tack always keep your head up, looking upwind and concentrating on where you want to go (this is not in the water for the defeatists amongst you!)

When placing your front hand on the mast and front foot forward, place your foot as far round and close to the mast as comfortable, ensuring your body weight is over the centre of the board. Keeping your back

hand in its original position on the boom will ensure the power is kept on.

At this stage you need to counter balance the rig with your body weight; leaning the rig back will keep the board turning. Counter balance with your body weight by bringing it forward, so keeping the board trimmed. Weighting your back foot will also encourage the board to carve quicker towards the wind, speeding up the start of the transition.

### Transition

The transition should be considered in two parts - changing feet and changing hands. These two parts happen simultaneously.



Set-up

### Transition

#### 1. Feet change

Once heading towards the wind, keep your head up and looking where you are going. Weight your front foot and confidently shift and switch with your feet. Once completed, ensure placement is kept over the centre line with the new front foot close to the mast. (With much lower volume boards it is essential to encourage a front foot placement close to the side of the mast or it can cause sinking of the nose; at the beginning stages this is hard to recover).

It is possible to make the transition to the other side of the board BEFORE you are dead into the wind, as long as you are still planing, the faster the board is going the more stable it is.



In an ideal world the tack should only take three foot movements (maximum five, but three is the magic number).

#### 2. Hand change

The hand change is very important; essentially a wide grip, to quick crossover, to wide grip on the other side of the boom. Some people do not go to the mast, but the inside of the boom, and really throw it forward whilst whizzing around the front.

Whether you are a boom or a mast person, one thing is for sure - you have to be a very quick person. Again, three is the magic number. A popular choice with many is to start with a wide grip carving into the wind, cross hands over, with what is the new front hand, going OVER the top of the old front hand. As the rig is pulled forward the old front hand goes as far down the back of the boom as possible.

### Completion

#### Completion

With a fairly wide, low-centred stance to increase balance and control (always bend the knees - even the simple tack is dynamic), bring the rig across your body towards the nose of the board to bear away (often referred to as the bow and arrow position). Whilst counter balancing with your body weight, maintain good power control with the back hand and hold until in a comfortable direction to sail away, re-establishing your sailing position.

You may find that once you have completed the transition, you are too upright and your feet are too close together. Save this by getting the back foot as far back on the board as possible, keeping your weight low with the rig forward to bear away.

Amanda Van Santen  
and Clyde Waite



## Indoor windsurfing



### Mark 'Sparky' Hosegood offers the insider's view of windsurfing

Indoor windsurfing was officially dead! In its first incarnation, it had been a revolution producing some of the most amazing displays and for the first time having World Cup stars within touching distance of the public. The UK had its very own world champion in Nik Baker who proved to the world that the UK had the conditions that could produce world champions!

Having disappeared completely for the last few years, indoor windsurfing suddenly reappeared at the Schroeder's London Boat Show in January 2004, kick-starting its rejuvenation. Thanks are owed to some people who worked extremely hard to bring this about.

Whatever your view on indoor windsurfing, there is no denying that because it's there, many more people are seeing what windsurfing has to offer - people who may never have taken the time or had the opportunity before. In an age where there are more and more extreme sports that are easily available, this has to be a positive thing for the sport!

Some of the competitors in this year's event were asked a few questions about what it was like:

### What's it like to be a part of it?

**Mark Hosegood (Sparky K78.)**  
 "A childhood dream come true is the first thing that springs to mind for me. Since I was 10 years old I've been watching the videos of indoor windsurfing, with its almost palpable atmosphere."

**John Sky (Skyboy K57)**  
 "Indoor windsurfing was an amazing experience. Normally windsurfing is quite a solitary sport, but in London

like you're putting on a show as well as competing as a windsurfer."

**Chris Murrey (2nd Jump Youth 2005. Age 17)**

"It was awesome to be there with all the spectators. It gives you a real buzz and it's such a big event. To be part of it is a real honour; that there is a youth event at such a big show is brilliant."

**George Shillito (K630. Age 15)**

"To be part of it this year was like a dream come true. Being able to hang out with the pros and get to see the behind-the-scenes action was great!"

### What's the biggest difference sailing indoors to outdoors?

**Mark**

"The biggest difference for me was the realisation of just how difficult it is! In 2004 it took me about four days of practice to get my first gybe in! I've been carve gybing since I was about 14."

**Louise**

"The wind is awful! You would think it would be perfect but with nowhere for the 30 knot wind to go, it bounces back off the inner walls of the huge tent and literally blows the other way creating a swirling, gusty wind which 'outdoor' sails find hard to deal with, let alone the sailors! I don't even think the custom indoor sails really make a lot of difference."

**Chris**

"The biggest difference has got to be the wind and the lack of space as you have to jump at a certain point. So you can't pick where to do a move, you just have to suck it up and hit that ramp what ever happens!"

**George**

"The difference is huge! The wind is super gusty, you have a lot more spectators watching your every move and previous results or qualifications fly straight out of the window!"

### What's the buzz for you?

**Louise**

"Being part of a show! Seeing yourself on the huge TV screen as you scream down the course whilst waving at your mum in the crowds. It's an experience that may not be as physically enjoyable as normal windsurfing, but you won't forget an indoor windsurfing experience in a hurry."

**Chris**

"The biggest and best part had to be the jump ramp. Such a lot of courage was needed to hit the thing, stay on your board and then try a move! It was good fun and of course the spectators are right there to see it all."

**George**

"The buzz for me is the team spirit between all the competitors and being able to mingle with all the UK and World Cup pros, which in other sports doesn't happen."



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## Senior Sailing Instructor, Hong Kong

Applications are invited for the position of Senior Sailing Instructor at the Royal Hong Kong Yacht Club.

Reporting to the Sailing Manager, the successful applicant will oversee, run, and develop the Adult and Youth Dinghy Sail Training Programmes. He/she will also be responsible for the upkeep and maintenance of the Club's dinghy equipment and training facilities.

The successful applicant should be a qualified Senior Sailing Instructor within their respective country's National Sailing Authority. Written and spoken English is a must; Cantonese/Mandarin would be an advantage.

The successful candidate must have experience instructing adults and youths in various types of dinghies (including high performance dinghies). The ideal candidate will have international racing experience. Endorsement as a keelboat instructor will be an advantage.

Interested parties should submit a comprehensive CV together with a recent photograph to:

The General Manager  
Royal Hong Kong Yacht Club  
Kellett Island  
Causeway Bay  
Hong Kong  
E-mail: [rbird@rhkyc.org.hk](mailto:rbird@rhkyc.org.hk)



This centre is not RYA recognised

## Itchenor Sailing Club - Assistant Boat Person

This busy sailing club in an idyllic setting 7 miles south of Chichester requires an Assistant Boat Person 4 days a week for the sailing season 19th March - end October 2005.

The job is physically demanding, hugely varied, great fun and includes driving the club launch (as ferry) and preparing safety boats and waterfront facilities for the daily racing programme.

An RYA Power Boat level 2 certificate and interest in sailing are highly desirable.

Nominally the requirement is for Fridays, Saturdays, Sundays, Mondays and Bank Holidays (some additional days in high summer).

Good hourly pay rate.

Contact: The Secretary,  
Itchenor Sailing Club, Itchenor,  
Chichester, West Sussex,  
PO20 7AG  
01243 512400

This is not an RYA Training Centre



Jebel  
Ali  
Sailing  
Club

JASC is an active sailing club and RYA Centre with a full racing programme and sailing lessons throughout the week. We are looking to appoint a **General Manager** to help lead the club through the next stage of its development, including a move to a stunning new location near Palm Island on the Arabian Gulf.

Applicants should be RYA Senior Instructors and must have the ability to lead and motivate a busy staff team. A broad experience of managing a sailing club or RYA Centre is required.

A job description and further details can be found at [www.jebelalisailingclub.com](http://www.jebelalisailingclub.com) or email: [h2osport@emirates.net.ae](mailto:h2osport@emirates.net.ae)

## MasterSun

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[www.mastersun.co.uk](http://www.mastersun.co.uk)

MasterSun, Thames House, 63-67 Kingston Road,  
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- Chief Instructors
- Senior & FastFwd Instructors
- Waterfront staff

## Inland Waterways Cruising School

**Wanted: an Inland Waterways Helmsman's Instructor**

**Applicants must be qualified instructors and located in the Midlands.**

**You will instruct on behalf of our Training Centre.**

**To discuss this opportunity ring the Principal, Rod Fox, 01562 777685, or e-mail [principal@cruisingschool.co.uk](mailto:principal@cruisingschool.co.uk).**

## ROYAL BVI YACHT CLUB

### SENIOR INSTRUCTOR REQUIRED

The Royal BVI Yacht Club based in Tortola in the British Virgin Islands is looking for a SI to restart the club sailing school and youth training programme.

Powerboat qualifications are also required.

Experience dealing with volunteers would be preferred.

Must be of good health and have a clean police record for immigration purposes.

If you are friendly, enthusiastic and good at organising yourself and others please e-mail your CV to [judy@rbviyc.com](mailto:judy@rbviyc.com)

## Dealing with inversion entrapments

**David Ritchie** discusses the lessons learned on a Coach update which went badly wrong.

During a Coach/Assessor update a couple of years ago, a Laser 4000 capsized, and was righted with the kite still up. As the crew climbed aboard it capsized to windward, travelling at some speed, with the crew's trapeze hook caught on a lower shroud. The boat began to invert.

Despite being alongside the 4000 in a safety boat, we found ourselves powerless to prevent the inversion. I moved to restart the engine, and found the key had fallen out of the ignition whilst in gear. VHF comms to the other safety boat proved ineffective at that moment.

My colleague said "He's got to go under the boat – the other side." The crew ducked under the 4000 to attempt to clear himself, commenting afterwards that he had expected an air gap, but found none. The helm ducked under the far side to assist, and the safety boat crew entered the water with a sharp serrated knife.

After well over half a minute, the casualty had partially cleared himself from his harness, his buoyancy aid shoulder straps had been cut, and the helm emerged, spluttering "I've got him." Diving back under again, he emerged with the apparently unconscious crew. Requesting that an ambulance be called by the sailing base, we recovered him (now conscious but exhausted) into the safety boat and abandoned the 4000. The ambulance had not been called when we returned to shore. He was made of tough stuff – after a check by paramedics he returned afloat.



### Comments and conclusions

Despite the huge experience of all involved, a very serious incident developed out of an innocuous capsizing. Allowing the boat to right with the kite up proved a costly mistake.

The crew was unfamiliar with the boat, and had not realised there would be no air underneath – a common misconception with self-draining boats. His calmness and determination probably saved his life, since he did most to free himself from his harness. He was under water for something like 45 - 60 seconds.

The safety boat required maintenance: the key was not secure whilst the engine was switched on, preventing an engine

restart. Though subsequent tests showed no defect, two mobile VHF sets proved unable to communicate with only a few hundred metres separation in small waves, though the base set was able to hear the calls and respond clearly.

It was extremely difficult to think clearly in the circumstances. One clear comment in the safety boat enabled us all to co-operate in helping the casualty, all working in the same direction. This organised approach was crucial.

The shore team were unused to the team afloat, and had not called the ambulance as requested. The reason was unclear, but new or occasional teams often malfunction under pressure.

Despite the small size of the group (six mixed asymetrics), two Coach/safety boats were stretched for much of the afternoon. A dedicated safety boat would have freed up the Coach boats, facilitating better coaching which might well have prevented the capsizing.

It is clear from the RYA research on the subject (see page 11) that the trapeze hook is only one of a number of bits of kit which, occasionally, people become tangled with. Ropes around body or limbs are the most common. The best solution is to right the boat as quickly as possible – something we did not do because of its weight. Subsequent tests have shown this was a mistake, and that righting the boat (to the mast horizontal position) is usually the safest and quickest thing to do.

## 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 the relevant scheme manager (see pages 6, 9, 13, 17 and 19).

Copy deadline for the next issue is 24th October 2005.

# RYA

## Wavelength

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