

RYA Wavelength

keeping RYA instructors and coaches in touch



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See page 20 for more details.

Dates for the Diary

- 20 September:** Bart's Bash. See page 21
- 30 September:** Closing date for RYA Kill Cord Survey. See page 15
- 15 October:** Weather for Boaters (global). See page 17
- 16 October:** Copy date for December Wavelength
- 16 October:** Weather for Boaters (mid-latitude). See page 17
- 17 December:** Weather for Boaters (global). See page 17
- 18 December:** Weather for Boaters (mid-latitude). See page 17
- 30-31 Jan 2016:** RYA Raymarine Yachtmaster™ Instructor Conference, Swindon
- 6-7 Feb 2016:** Training Conference, Swindon
- 22 February:** Copy date for April Wavelength
- 14-22 May 2016:** RYA Push the Boat Out 2016

In this issue...

September 2015

- | | | | | |
|--|----------|--|-----------|---|
| Training Notices | 2 | Powerboat, PW and Inland Waterways | 8 | Choosing the right lifejacket, major incident planning and kill cord survey |
| Training Guidance | 2 | Maintenance advice for dories and how to be prepared for all eventualities | | |
| Sail & Motor Cruising | 3 | Sailing & Windsurfing | 10 | Centre Management |
| Tips for teaching with tech, and what can we learn from Cheeki Rafiki? | | The highs and lows of setting up your own centre, and coaching advice on stopping and rudderless sailing | | 16 |
| Shorebased | 6 | Safety Management | 15 | ePacks for courses, RYA logos and the new Welfare Officers course |
| Making the most of online courses, an update on shorebased papers and first aid news | | | | Something for Everyone |
| | | | | 17 |
| | | | | Green Blue activities, weather courses, social media advice and the forthcoming training support site |

Around the UK 20
Regional news and events

The RYA Raymarine Yachtmaster Instructor Conference is moving!

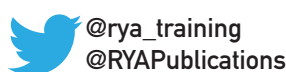
We've listened to your feedback and the 2016 conference is moving to Alexandra House in Swindon, a venue some of you involved in other training schemes will be familiar with. This purpose-built conference centre comes with a number of advantages

including a more central location with a main line station close by, ample accommodation, a user friendly layout, modern comfortable facilities for presentations and discussion groups and a better setup to enable delegates to network and socialise more easily. And to top it all, it will be

cheaper too!
We are also pleased to announce that Raymarine are continuing their generous support, helping us to keep prices down.
We will let all RYA Yachtmaster Instructors know when bookings are open, which should be in October.

Save the date:
30-31 January 2016
Venue: Alexandra House, Swindon

See you there!



Insurance requirements for recognised training centres

Reference: TN 07-15

Issue date: 7 September 2015

Implementation date:

1 February 2016 with compulsory compliance by February 2017

Applies to:

- » RYA recognised training centres (RTCs)
- » Centre inspectors

Replaces: Recognition Guidance Notes section 1.2.8 to 1.2.10 plus the addition of 1.2.11

Further to Training Guidance TG 12-15 issued earlier this year, the 2016 edition of the Recognition Guidance Notes will include updated text for insurance cover as follows. New training centres applying for recognition will need to comply with these from 1 February 2016. Existing recognised training centres should comply as soon as possible but must comply by 1 February 2017.

Insurance

The Principal is responsible for ensuring that adequate insurance covering all of its training activities is in full force and effect while the centre is recognised by the RYA. The Principal should ensure they are fully aware of the centre's legal liabilities and responsibilities arising from its RYA activities both ashore and afloat. All the centre's activities should be covered by appropriate insurance so it is

important to disclose all business and tuition/training activities to the insurer.

Please note that where an RTC charts a vessel for training purposes, the Principal must ensure that adequate insurance is in place to cover RYA activities on board that vessel, including insurance for third-party liabilities.

Public liability insurance

As a minimum, the RTC must hold public liability cover of at least £3 million for its activities both afloat and ashore. In countries where this level of cover is not possible, the matter must be referred to the RYA for consideration. The purpose of public liability insurance is to indemnify the RTC and its instructors where a third party (which could be a student, customer or a member of the public) suffers personal injury or damage to their property as a result of the RTC's or instructor's negligent acts or omissions, and the RTC and/or its instructors is/are required to defend and/or pay damages to the injured party. The RTC must therefore ensure that any instructors employed or engaged directly by the RTC are covered by the RTC's public liability insurance policy.

The RTC's public liability insurance must extend to indemnify the RTC and its

instructors where negligent advice or instruction given by the RTC or its instructors causes personal injury or other damage or loss and the RTC and/or its instructors is/are required to defend the claim and/or pay damages.

Please note that instructors who are genuinely self-employed may be able to obtain personal insurance but an instructor's own policy is not a substitute for the RTC including the instructor on the RTC's insurance and the centre must not rely upon personal indemnity insurance to protect its interests, its instructors or its customers. The RTC must therefore ensure that any instructors employed or engaged directly by the RTC are covered by this aspect of the RTC's public liability insurance policy.

Other insurances

Centres and clubs may be required to hold other insurance such as employers liability insurance, even if you do not directly employ staff. Seek advice from your insurance broker.

It is important from the outset to ensure that:

- » You insure through a broker that understands marine insurance and that cover is arranged under a policy that takes into account your marine activities.
- » You disclose all of your

business activities to the insurer and particularly specify that tuition is provided.

- » If you teach children ensure you check that no restrictions are imposed by your insurance policies.

Principal's undertaking

By submitting a signed application for recognition form, a Principal confirms that they and/or the organisation they represent are fully aware of their responsibilities under any statutory or common law duty of care owed to trainees and that they have sought professional advice to assure themselves that they hold adequate insurance cover and comply with the RYA's public liability insurance requirements.

They further undertake to ensure that the activities of the establishment will at all times be covered by appropriate insurance(s). By signing the annual inspection report form they confirm their continued compliance.

Should the RTC not have adequate insurance the RYA reserves the right to suspend or withdraw recognition with immediate effect.

[View notice](#)

Training Guidance

Application of the RYA Equality Policy

Reference: TG 13-15

Date: 25 August 2015

Applies to:

- » RYA recognised training centres

- » Centre inspectors, instructors, examiners, coaches and trainers

Summary:

- » Guidance for those offering RYA courses, instructor training

and exams on how to apply the RYA Equality Policy for candidates with disabilities.

- » Advice on the reasonable adjustments that may be made.

- » The legal requirements that determine the adjustments which may or may not be made.

[View full guidance](#)

Major incident planning

Reference: TG 14-15

Date: 1 September 2015

Applies to:

- » RYA recognised training centres

- » RYA affiliated clubs

Summary:

- » Guidance for clubs and centres on how to deal with a major incident.

- » Advice on roles and responsibility when responding to an emergency and dealing with casualties, relatives, emergency services

and the press.

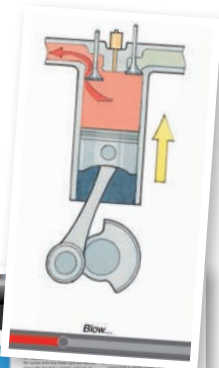
[View full guidance](#)

Teaching with tech

With the staggering array of technology now available as teaching aids, we thought it was worth doing a quick rundown of the options available to practical instructors, their advantages and potential pitfalls.

RYA apps

We are well on our way to converting our publication portfolio into an enhanced digital format. You could play a video from the Diesel Engine Handbook (E-G25) showing the suck-push-bang-blow cycle of the diesel engine, or use the sample stability curves in Stability and Buoyance (E-G23) to demonstrate the angle of vanishing stability.



support shorebased training, it can be a great tool for use on board if you have a laptop or MacBook. It can be used to demonstrate the principles of using chart plotters and vector versus raster charts. This can all be done using a larger laptop screen at a comfy table rather than crowded around the plotter on the boat.

The **April 2015** edition of **Wavelength** gave some great tips on getting started with the plotter, and the page from which the plotter can be downloaded contains some additional help and videos. www.rya.org.uk/go/trainingplotter

Other RYA digital products:

Rom2: This is a PowerPoint presentation with over 400 slides taken from the Day Skipper and Yachtmaster™ shorebased notes. These are available for all training centres and instructors to buy and provide a quick and easy reference in either PowerPoint or Keynote.



Online marine radio course:

This runs through iPads, Macs and PCs and includes a simple radio simulator. If you have access to this course you could use it to simulate sending DSC for distress and urgency alerts without the risk of inadvertently sending a real one. Once installed it does not require an internet connection to run.

SafeTrx: This Android and iOS app is a simple way of setting up a notification to a shore based contact. Your progress

is monitored and, if you are overdue at your destination, the shorebased contact will be alerted. It can be useful in re-enforcing the safety advice of letting others know your plans and can form the starting point for a discussion around understanding what apps are out there.

Other apps

There is an ever-growing number of apps for tablets and smart phones. These range from navigation systems, educational apps, and reference or information apps. We're not going to recommend any particular one, but let's look at these broad groups and see what to look out for.

Navigation systems: Electronic chart plotters are now available for your smart phone! Or are they? There are points to consider:

1. Can you verify the quality of the chart in terms of source data, zone of confidence and update status?
2. Can you find the dilution of precision data of the GNSS fix?
3. Can you use manual fixing to verify position?

If the answer is 'no' to all of these, then the app is really only useful as reference or in assisting situational awareness. It cannot be used for primary navigation decision making.

If the answer is 'yes' to all those questions, then you are good to go.

Education apps: These range from simple flip card style apps or digital 'cockpit companions' to larger interactive training apps. Choose wisely and check all apps for accuracy.

Remember, the student is on a practical course to gain real world experience and coaching. Would you use an app to show sheeting angle when you could use the boat (plus your winning personality of course!)?

Reference/information: Apps that provide weather or tidal data are perhaps the most common. These can really help make your life easy, but be cautious of accepting everything from apps at face value. For example, check the tidal data isn't wildly different to that shown on official sources – the data may be using a different chart datum to the charts you use.

Weather apps predict to within half an hour now, but do they really have more data than the Meteorological Office? A meteorologist recently told me that predicting rain is a little like predicting bubbles in a pan of boiling water. You can predict it will boil and be reasonably accurate about when it will boil, but it is difficult to say exactly where each bubble will form.

Before we close, let's remind ourselves of the basic principles that any teaching tool should enhance the student's learning experience and/or make the instructor's life easier. It should not be a distraction for you or the student. Over-use of apps may lead students to ask themselves 'Why bother coming on a course? Why not just use the app!'

Videos, graphics and animations from eBooks can be used offline.

The books can be read on iOS, Android, Windows and Mac OS devices. Once downloaded, the books can be used offline.

www.rya.org.uk/go/ebooks

Close on the eBooks' heels is the new RYA Training Chart Plotter, introduced earlier this year. Although primarily designed to



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Cheeki Rafiki – What can we learn?

Just over one year on from the tragic loss of Cheeki Rafiki and her four crew, we are in a position to be able to look back with some form of objectivity and make observations that just may assist others in learning from this terrible event. The yacht was lost after the keel separated from the hull in bad weather about 720 miles south east of Nova Scotia, Canada.

The Marine Accident Investigation Branch's (MAIB) investigation into the loss of Cheeki Rafiki concluded late last year and the report was published in April. The full report can be downloaded from the [MAIB website](#). In the absence of survivors and of both the hull and keel, there is no clear answer as to the direct cause of the loss of the keel. However, there is evidence to suggest that a number of groundings over the life of the vessel may have had a cumulative effect in weakening the keel to hull attachment and associated bonded matrix structure.

Although we will never know the exact cause of this incident, there are still many important lessons that we can glean from what we do know.

Cumulative effect of groundings

Most sailors have the common sense to report a serious grounding or, in the event that it is their own vessel, to make arrangements for an inspection to check for structural and cosmetic damage. However, there is a real challenge in identifying just what a serious grounding is. There is no definitive measure of what constitutes a grounding that warrants detailed inspection.

Of even greater concern is the unknown effect of repeated soft groundings on the structure of the vessel. The MAIB's investigation and inspections of vessels of bonded matrix construction similar to Cheeki Rafiki have shown that even light groundings can, over time, have a cumulative effect on the integrity of the bonded matrix



construction, thereby weakening the keel to hull attachment.

Message: Modern vessels of bonded matrix construction or with bulb style keels are not designed to be grounded. In the event of a grounding (even what appears to be a light grounding) it is important to satisfy yourself that both the internal and external structures of the keel and hull are intact. If in doubt, seek guidance from a qualified marine surveyor.

Life raft stowage

Different owners choose to stow their life rafts in a variety of locations. For some there is a purpose built cradle on the cabin top. Others will be in a dedicated space in the cockpit or aft of the helm, while others still will opt for a valise life raft in a cockpit locker. Each of these has advantages and disadvantages and there is no one size fits all solution.

In the case of Cheeki Rafiki, the life raft was stowed in a dedicated location in the cockpit. It was easily accessible and there is evidence to suggest that the securing straps had been removed in order to prepare it for a rapid deployment. Unfortunately with relatively large seas, removing the life raft completely from its stowage so that it was loose in the cockpit would have been hazardous to the crew, as well as increasing the risk of the raft being lost overboard.

There are 'float free' life raft stowage options available, but in virtually all cases they work on the basis that the vessel sinks in an upright position, allowing the raft to float free from its cradle with the

assistance of a Hydrostatic Release Unit (HRU). Unfortunately a rapid inversion caused by the loss of the keel means that a float free raft becomes trapped on the deck of the vessel due to its own buoyancy.

Message: There is no perfect solution. However, as a general principle it is good practice to ensure that wherever your life raft is stowed, all crew must know its location, it must be easily accessible and as secure as possible from the risk of being washed overboard in heavy weather. Crews should practice preparing a life raft for launch to ensure they are aware of its weight and any other obstacles that may need to be overcome in getting the raft to the rail.

Personal Locator Beacons (PLBs)

In the case of Cheeki Rafiki, two of the crew had PLBs and knew the correct method of operating them, activating one of them as soon as they entered the water. The result of this was that a relatively accurate position was relayed very quickly to MRCC Falmouth which in turn relayed the position to the Search and Rescue (SAR) authorities knew where to look and could concentrate their initial search on a very small and clearly defined area.

Unfortunately on this occasion, due to the distress location being so far from land and the crew being unable to launch their life raft, it meant that by the time aircraft were overhead there was no sign of survivors. However, had this incident occurred closer to

land the fact that PLBs were used would have greatly enhanced the crews' chances of survival.

Message: For anyone considering sailing offshore, a PLB must surely be something to seriously consider as their next purchase. Small, light and continuing to fall in price, a PLB will fit in your jacket pocket or in a pouch in your lifejacket and will help you raise the alarm in the event that you are unable to get to the ship's EPIRB.

Note – There is a difference between a PLB and an AIS personal locator beacon. Both have their advantages but one sends a signal to an MRCC via satellite whilst the other relies on vessels being in close proximity to receive the signal. For more information on the difference between a PLB and an AIS beacon please see [RYA Safety Advisory Notice](#).

Grab bags and EPIRBs

Most offshore sailors will have a grab bag prepared, stowed where it is accessible and ready to go at a moment's notice in the event of an 'abandon ship' call. When there is at least a small amount of time to prepare, this works well. But, in the case of a catastrophic keel failure where the vessel inverts in seconds, there is little time for anything. Thinking through what needs to be in the grab bag and where it will be stowed is essential.

The ship's EPIRB on Cheeki Rafiki was well positioned, right beside the companionway. There was never any signal received from it and whilst we will never know for sure, it is likely that the inversion of the vessel was so fast that there was no time for the crew to access this vital piece of equipment.

Message: Ensure that the EPIRB, grab bag and all other essential emergency equipment is easily accessible in the event of an emergency and that all crew are aware

of their locations. Have an evacuation plan and practice it with each crew that passes through your vessel for various passages.

Catastrophic keel failure

While keel failure is extremely rare, it can and does happen. It is essential that all who sail are aware of this as a risk and have some appreciation of what a truly horrific scenario it creates. Reports from those who have experienced a keel failure highlight that when it happens it is usually without notice – just a few seconds to go from sailing upright to being completely inverted.

Crew on deck are likely to be thrown overboard but, if clipped on, will likely be under the upturned deck. Crew below decks will be upside down with everything loose flying or floating around the cabin. If washboards are out there will be a rush of water pouring in as water equalises in the cabin. Anyone in an auto inflate lifejacket will need to partially deflate their lifejacket in order to swim free. They will also need to fight their way through a tangle of sheets, halyards and any other detritus that is now floating around in the water. All of this will need to be done in the dark or in very low light.

If washboards were in and hatches dogged, the water pressure will likely prevent the hatches from being opened until the water pressure equalises.

Message: This is a devastating scenario and one that has very sadly cost several lives over the years. However, through regular checks of keel to hull fixings and a sensible approach to the avoidance of groundings it is a risk that can be greatly reduced. Crew on more modern yachts which, by the nature of their design, present greater loads on a smaller keel to hull attachment point should be made aware of keel failure as a risk in the same way that we would brief on fire, flooding or man overboard.

Conclusion

The loss of Cheeki Rafiki was a tragic event that has touched not only the families and friends of those who were lost but also the wider sailing community. The devastating situation of a catastrophic keel failure was made infinitely worse by the very large distance between the yacht and the shore at the time of the incident, and the weather conditions at the time. The messages above are not intended to paint the entire picture of the incident or to suggest any actions that were taken were inappropriate. Our intention is to distil some of the information surrounding the event in the hope that others will take a moment to consider their own vessels, equipment and crew.

Instructing and examining

As instructors and examiners there is no doubt that there is an opportunity here for us to learn from this tragedy. Whilst vessel design has evolved over the years it is fair to say that some of our own attitudes towards groundings have not. Consciously allowing a long keeled boat at low speed on a known bed of silt during a course or exam in the mid 1980s was accepted as being perfectly OK. But allowing the same scenario today in a modern 40 foot vessel of bonded matrix construction could certainly not be viewed the same way.

As long as boats go to sea there will be groundings. However, it is certainly important that we in the training world do more to ensure that students are made more aware of the risks associated with grounding, particularly those 'invisible' cumulative effects caused by multiple light groundings that may leave no clear indication that anything is wrong. Regular and effective inspection of the keel to hull attachment along with more emphasis on the avoidance of groundings can only be a good thing for the safety of students and ourselves.

Richard Falk
RYA Training Manager and
Chief Examiner

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Go to



We can supply any and all safety equipment required by the charter code of practice including Solas B pack liferafts for hire by the season or year

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Engage with your online students

Online courses are a great way to supplement the other courses that you run at your centre, either on the water or in the classroom. They are not for everyone, and to ensure their success for your centre you need to have the ability and capacity to support online students, and your students have to want to take courses in that way.

Online learning is relatively new to all of us and we are all learning along the way. Here at the RYA we have explored and experimented with different ways of managing students and have received various requests from centres to automate the system more, take course fees on behalf of centres and so on. But we always come back to the same principle – the happiest students are generally the ones most engaged with their training centre.

We now have well over 300 training centres offering online courses and the number of students taking those courses is growing year on year. The fact that these students don't clutter up your classroom and drink your coffee, or rarely ask for your instructional expertise can easily lead to an 'out of sight, out of mind' approach. But they are still your students. They still need to feel your love!

So, how can you engage with your students when you don't even meet them?

Make it easy for them to choose you

Make sure your website is clear and represents all your courses accurately. If people want to take a course online, they probably want to read up about it online too, so give them what they need. Make it easy to ask questions by email, phone, forum or a web form.

Don't assume that online students are driven by price. Our



research shows that they generally choose online over face-to-face due to convenience and lack of time. They don't expect an online course to be inferior to a classroom course and still want quality in terms of course content and customer service.

Make sure each student takes a course at the right level for them, just as you would for any other course. Help them make a well-informed decision, whether it's based on information on your website or advice over the phone. Good advice early on forms the foundation of a good customer relationship. They are more likely to buy more courses if they trust your advice.

If your website takes payments automatically, a student may assume that their login is generated automatically too. So before they book, manage their expectations regarding how long it will take to gain access to the course.

Meet and greet

Welcome your students to their course with as much care as you would if they visited your centre. Promptly processing the booking and sending accurate, comprehensive login instructions really impresses students at the outset.

Take care over this initial message so that students know what to expect from the course, how to get

started, who their instructor is and how to ask for help – all the things you would do in the classroom.

Make sure they know who you are and where they can find you again. Sounds crazy, I know, but you would be surprised how many students don't actually know who they are signed up with! If you use your centre's specific URL to direct students to the site they will see your logo as soon as they arrive. Log in to the site yourself and make sure your logo and contact details are showing on the home page – if they are missing, let us know. If you have added any supplementary information or resources to the online courses, check they are up to date, relevant and well-presented.

Support and encourage

Become an expert yourself so you can talk to students with confidence. We know you have the qualifications to support the technical content of the course but do you know your way around the eLearning site? How familiar are you with the online course and the route that your students will follow through it?

Every problem you can deal with quickly and efficiently in-house, without the need to refer it on, will instil confidence and soon become a non-problem, so make sure you have the right person in the right role. If you are the instructor but not a computer whizz, consider working with someone who can administer your site and deal with day to day duties of creating student accounts and giving basic

technical support. This will leave you free to help students if they are stuck on a particular subject.

Make a habit of checking up on your students. You should receive emails when they complete modules and assessments. If they have done well, congratulate them. If they have not done so well, offer them help rather than waiting for them to come to you.

If you haven't seen any activity from a student for a while, log in to your admin account and see when they last logged in. Consider sending a friendly email to give them a nudge.

Keep your customers

When students complete their course, a quick email to say 'well done' shows them you are taking an interest. If you need to send them a certificate, do so quickly. Then think about what they might do next and plant some ideas in their mind.

The most common reasons quoted for taking a non-compulsory online course are that they are planning to take other courses in the future, intending to buy a boat or wanting to refresh their knowledge. Make the most of those sales prospects. They're already your customer – make sure you keep them!

We will soon be launching a new eLearning site which will make it even easier to manage and monitor your students, enhance your courses and make the site your own. More information will follow in the next **Wavelength**.

ePacks for courses

See page 16 for a progress report on a new development to provide ePacks for courses.

If you haven't yet experienced our range of eBooks, visit www.rya.org.uk/go/ebooks to see what they're all about.



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First Aid update

New CPR Guidelines will be issued this autumn

New guidelines do not mean that previous methods are ineffective or dangerous, but in the light of continuous scientific research new recommendations have been made. First Aid Instructors will be updated by email, and details will be placed on the website.

A new edition of the St John/ St Andrews/Red Cross First Aid Manual is expected in Spring 2016.

First Aid qualifications for instructors

The minimum first aid qualification accepted to train as an RYA First Aid Instructor is the full First Aid at Work course. Candidates with higher qualifications or who have done the course many times

generally are better prepared to answer their students' often complicated questions.

Once qualified this standard must be maintained or ideally higher qualifications achieved. For example, Yachtmaster™ Instructors might consider MCA Medical First Aid or Medical Care Aboard Ships.

Other instructors who are not working offshore could consider the First Person on Scene Intermediate course, or other courses designed for remote areas. Varying the higher level courses that you take helps to keep the subject interesting and introduce new ideas.

It is the responsibility of centre principals to check that all practical instructors have an in-date first aid qualification, and that their First Aid Instructors are maintaining a higher qualification.

Navigation papers 2016 and beyond

Changes are afoot in the navigation exercises and assessment papers.

Exercises

Last year we carried out a complete re-write of the Day Skipper exercises for the northern and southern hemisphere, which were released in January this year. We aim to have these in circulation for the next five years with the next update ready for release in 2020.

In addition, this year we are re-writing the exercises for

the Essential Navigation and Seamanship course, and the northern and southern hemisphere Coastal Skipper/Yachtmaster™ Offshore courses. These will be in the packs for January 2016 and valid for five years.

Assessment papers

The northern and southern hemisphere annual assessment papers for Day Skipper and Coastal Skipper/Yachtmaster™ Offshore have been updated and will continue to be updated annually for release each January.

Course	Planned updates released	
	Exercises	Assessments
Essential Navigation and Seamanship	2016 & 2021	Annually
Day Skipper	2015 & 2020	Annually
Coastal Skipper/Yachtmaster™ Offshore	2016 & 2021	Annually
Yachtmaster™ Ocean	2017	Annually

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Look after your dory

The cathedral hull or dory has an exemplary track record as a versatile training and rescue platform, and can still be found in many club safety fleets.

Despite the low freeboard, dories provide a stable platform, due in part to the high volume of buoyant material sealed into the void between the deck and the hull. But what happens when the inherent buoyancy is compromised? How will the boat cope with water on the deck? Will it continue to provide the same stable platform as when it was new?

Before we can answer these questions it is important to understand how dories are constructed. Designs may differ by manufacturer but the principle is that before the deck is bonded to the hull, all voids are filled with a snug fitting high-density foam leaving no spaces which could potentially fill with water, even if the hull is compromised. Unlike a sponge, this foam is highly resistant to soaking up water and looks similar to the modern insulation boards used in house construction.

The foam can cope with brief exposure to water when the hull is damaged, but it is essential that any repair is carried out quickly once the water has been fully drained. Repeated or perpetual exposure to water will eventually affect the foam's ability to perform, leading to water being trapped inside the hull.

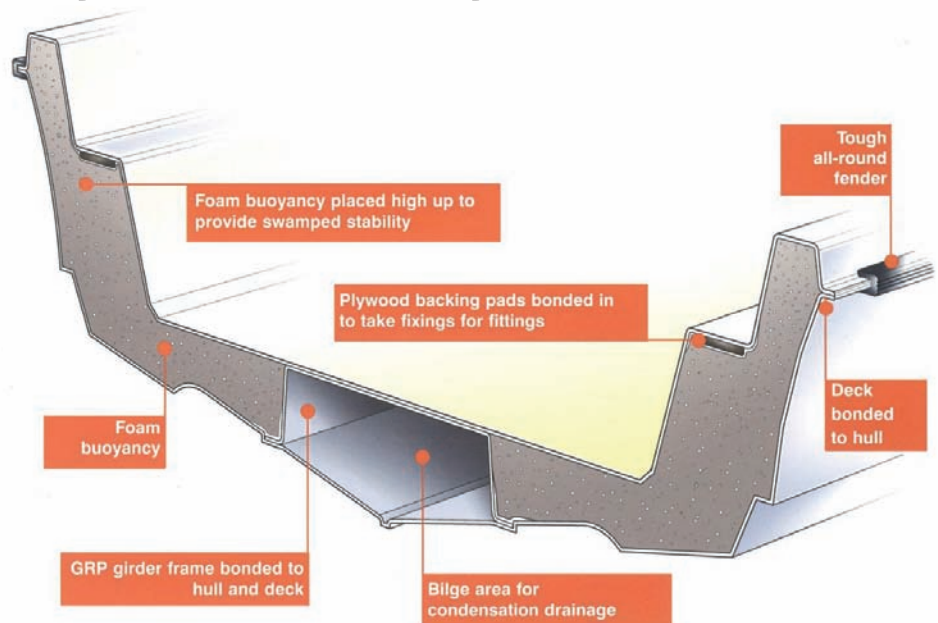
The danger of trapped water hidden from view should never be underestimated. In time it can build up to such an extent that a vessel becomes unstable and could capsize, even when stationary.

So, without chopping big holes in the hull, how can we assess the condition of a dory's inherent buoyancy?

- » Weighing the craft and comparing it to its original

weight when new (making allowances for extra kit fitted) will allow you to spot any significant increase, which could be trapped water.

- » Observe how the boat sits in the water. Secure it to a buoy with no crew on board and compare how it sits with any manufacturer's pictures or photos that you may have taken. Consider keeping a photographic record for future comparison.
- » Provide a constant reference point by apply the recreational equivalent to a plimsoll line used on merchant ships – a straight line that sits just above the waterline.
- » Check the boat's handling characteristics. Has it become sluggish to get up onto the plane? Does it heel over more than it used to when recovering someone from the water? These symptoms might evolve over a long time and could go unnoticed.
- » Check the vessel's maintenance history for clues to potential sources of water ingress. For example, if the drilling of new holes was necessary, how were the original holes repaired?



Did they have wooden dowels driven in or were they just filled with sealant? If the hull was damaged, was all water that entered through the damaged area drained before repair?

Good maintenance practice

When considering repairs, alterations or the addition of anything that will provide structural support to persons on board, ie seating, hand holds etc, it is essential that the work be carried out by a competent person, having first consulted with the boat's manufacturer and/or a suitably qualified naval architect.

- » Before fixing anything to the deck find the structural strong points – they may not be apparent without the benefit of the design plans. This is especially important if fitting items that will be prone to high forces.
- » Never rely solely on the strength of a gel-coated ply deck when driving in self-tapping screws. Always ensure they penetrate the ply deck and then into the super structure below. Use an appropriate combination of stainless steel fixings and sealants.
- » Do not drill any holes until you are sure that you are in the right place. If in any doubt consult the boat's manufacturer.
- » As a boat gets older small

cracks can appear in the gelcoat surface, leading to water ingress.

- » When storing afloat, ensure there is a way of bailing out trapped water, either by the use of bilge pumps or regular visits from the crew.
 - » When storing ashore, incline the boat so that any water can be freed through the drainage points likely to be found in the transom. Remember that leaves and debris may accumulate and block the exit route.
 - » Spilled fuel will also find its way into the buoyancy and degrade the materials, thus reducing the amount of buoyancy and creating a space for water to accumulate.
- Following the manufacturer's recommendations and these basic principles should ensure that your vessel will provide many years of excellent service.

ePacks for courses

See page 16 for a progress report on a new development to provide ePacks for courses.

If you haven't yet experienced our range of eBooks, visit www.rya.org.uk/go/ebooks to see what they're all about.



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Are you adequately tooled up?

Lack of, or inadequate, toolkits in powerboats feature on many centre inspection action plans. **Graham Stones**, RYA Centre Inspector, offers a few suggestions for equipping your powerboats, whether they are used for powerboat training or to support other tuition such as dinghy sailing, windsurfing or personal watercraft.

The vague term 'toolkit' could be interpreted in many different ways, and the kit that I see carried on board ranges from a simple multi-tool to enough tools and spares to carry out a major engine overhaul.

Gone are the days of smoky old 2-stroke engines that need their oiled up spark plugs changing every 50 hours, having ticked over for hours on end following a fleet of dinghies. These days the most we want any willing but sometimes ill-informed safety boat volunteer to do with our modern, electronically controlled 4-stroke engine is to check the oil level or replace a blown fuse.

It's no longer about being a mechanic, but we should be able to fix simple issues while afloat. Our toolkit and spares box must therefore provide adequate tools to rectify problems and allow us to carry on running our course with safe equipment and the minimum of disruption.

We can't cover all eventualities but we should prepare for what problems might arise. Think of the most obvious fixes that you might need to make, such as:

- » Replace a blown navigation light bulb
- » Change a fuse for the VHF radio
- » Tighten loose bolts on a seat back rest, handhold or towing D-ring
- » Tighten loose anchor chain shackles
- » Access the bilge pump strainer to remove debris
- » Cut a rope free from the propeller

While multi-tools serve a purpose, the only genuinely useful tools on them are the knife and pliers. But consider how you would tighten a nut and bolt when your only pliers and screwdriver are part of the same tool? Don't be too minimalistic – all boats should carry:

- » a couple of decent screwdrivers of different sizes and types
- » a selection of spanners or allen

- keys for different nuts and bolts
- » an adjustable spanner
- » a good quality serrated knife
- » cable ties
- » electrical tape
- » spare fuses and bulbs.

Don't just think of the powerboat in isolation. If you are supporting a group of PWs could you remove the grill from the jet intake to get rid of a plastic bag sucked up three miles from the slipway?

If you are supporting groups of dinghies or windsurfers, are you carrying enough spares and tools to replace a lost shackle or snapped control line, tighten loose toe-strap fixings or rudder mountings and replace the bung that we didn't notice was missing when we launched?

A few small items can go a long way:

- » Dinghy bungs
- » Replacement string for rudder tie downs, broken control lines etc
- » Spare shackles and clevis pins with split rings

- » A few 30cm lengths of good quality 2-3mm line for temporarily replacing a missing shackle or joining the ends of a broken control line.

By having a small but carefully planned selection of tools and spares we should be able to execute a quick temporary repair, allowing our course to continue safely and successfully without the need for a long slow plod back to the slipway for repairs.

It will also help us to be disciplined about tightening that loose seat bolt etc when we find it, as we will inevitably forget about it when we get back ashore. Instructing people to operate boats isn't just about helming and navigating - it's also about caring for our boat and fixing things when they go wrong so it remains safe and operational.

Appendix 13 of the Recognition Guidance Notes details the equipment to be carried on craft across the training schemes.

Living the dream

Many instructors dream of one day running their own training centre. For a few that dream becomes a reality. **Amanda Van Santen** was lucky enough to meet an amazing group of instructors who met at university and all had the same dream: **Taffy Osbourne, Sami Poole, Olivier Ayache and Duncan Dumbreck**. Here is their story.



Taffy heard that his local council were embarking on an exciting project to build a watersports centre as part of a new beach and flood defence scheme. He decided to grab the opportunity and give something back to Colwyn Bay.

In July 2012 Colwyn Bay Watersports was founded and the team had to learn quickly about the reality of setting up their own centre, as Taffy explains: *'We were very lucky to get funding from Sport Wales, Cyfenter, and the Coastal Communities Fund which enabled us to buy kit. It was incredibly stressful at times, with so much to learn in business. Quite often you find things out as you go along instead of having the time to plan everything properly.'*

The group already had experience of working with some great companies at RYA centres including Rockley Watersports, SW Lakes, ICC Salcombe, Mark Warner, and Crosby Lakeside. This helped them create a vision for what they thought would work in Colwyn Bay. But from a business point of view there was much to learn. Taffy feels the biggest lessons they learned were: *'Firstly, budget VERY conservatively. We had quite detailed forecasting, but didn't account for work on the flood defences effectively closing the beach for our whole first summer! Secondly, never underestimate the power of marketing, it's way more important than you realise, especially word of mouth.'*

Taffy and his team have always been keen to engage with local schools, running sessions after school and becoming an OnBoard and Team15 Centre, as well as getting the kids involved as volunteers. The centre is now a mid-sized watersports centre with a versatile fleet allowing them to focus on three main areas: RYA courses in sailing, windsurfing, and power boating; activities for groups and schools; and hire off the beach.

The team themselves are keen windsurfers and getting locals into the sport has been a driver from the start. Their close links with the Student Windsurfing Association, getting a Team15 started early and

making sure windsurfing never takes second place to sailing means they are seeing more and more windsurfers in the bay. *'Watching our Team15 kids get stoked about planing for the first time is its own reward,'* says Taffy. *'It's been fantastic to watch young people be inspired by the sports and the instructor lifestyle. Some join us as volunteers and we help them complete instructor qualifications. It's been especially rewarding in the case of a couple of our young people who were unsure where they were headed. Now they've found a new focus and involvement in a team.'*

Taking the rough with the smooth, the team can now see the results of their hard work. They have achieved a lot in a short time, but know that it wouldn't have been possible without the financial support they received. They worked hard to receive grants from Sport Wales, Cyfenter, and the Coastal Communities fund but hope they will soon see the company supporting itself financially with future grants sought only to expand what they offer.

Taffy was keen to praise the support received from both the local council and Ruth Iliffe from RYA Wales: *'Our council had amazing vision to get the centre built, and RYA Wales and our Regional Development Officer have been amazing, both in terms of helping us directly and signposting us to more support.'*

So, what's Taffy's advice to those with the same dream? *'Be sure of what you are getting into - starting a business is extremely demanding. It's very rewarding to look back at what you have built up, but be prepared for the ups and downs and don't expect it to be nine to five. My job is so varied - from tacks to tax, to toilets and tractors - but I still get to be an instructor and get on the water doing what I love. I still get the same buzz when I've taught a great session and the students can't wait to do more.'*



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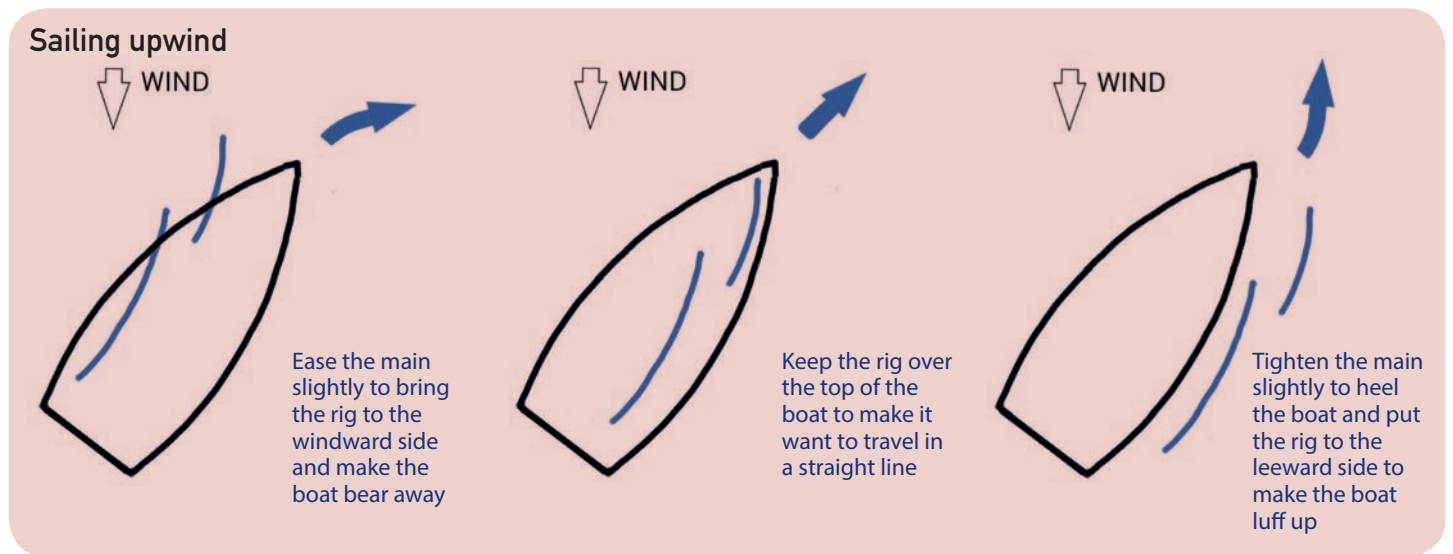
WWW.RSSAILING.COM

The art of rudderless sailing

Rudderless sailing is an interesting skill to teach. It's easy to end up with students doing pirouettes with very little time to fathom out what is going wrong before the boom is heading in their direction again. However for some people, 'taming' and understanding how to control the dinghy can revolutionise their sailing.

To really understand what we are teaching we need to delve slightly into the realms of physics. But be careful not to over-simplify as you can miss important parts which may hinder understanding.

Nic Wymer, RYA Coach/Assessor explains.



How a boat turns

First we need to consider the forces involved:

- » The fore and aft balance of the sail area: How much sail is there in front of the centre of lateral resistance and how much behind?
- » The shape of the hull: Is the boat upright or leaning over?
- » The centre of effort: Is the rig

over the top of the hull or off to one side due to heeling?

Sailing upwind

When sailing upwind, we have the largest proportion of force trying to push us sideways. This can be used to help fine tune the boat to travel in a straight line, using the techniques 'jib in and main out' to bear away, 'main in and jib out' to luff up. Although

this helps with fine tuning, it is too slow on its own to steer the boat.

The more responsive way to steer the boat is using the balance or heel of the boat. When the boat is leaning over a combination of factors come into play:

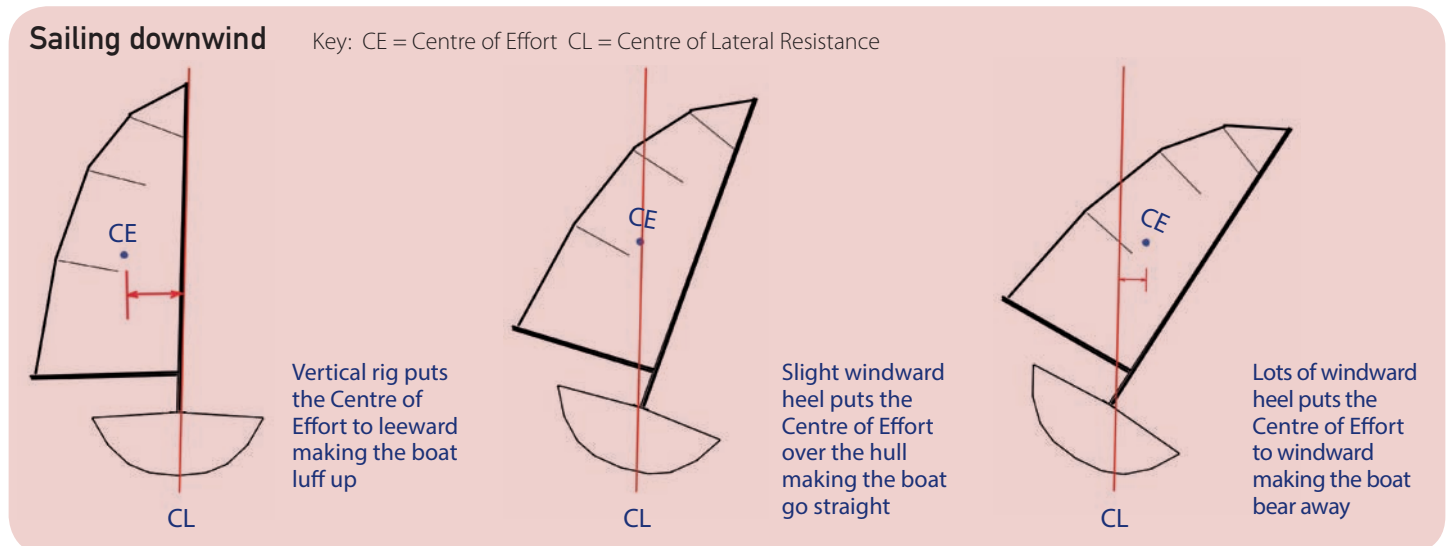
Hull shape

Because the underwater shape of the boat is not symmetrical when

it's heeling it will not want to travel in a straight line. The direction it will travel depends on the hull design, but in itself is quite often not the cause of the boat wanting to turn.

The sails

The sails are the larger force at work here, and the fact they are no longer over the centre of the boat





Make sure the blade is clear of the water and lift the centreboard a little

means the force pushes the boat to one side, in much the same way as if you paddle on only one side of a dinghy it will go around in circles.

The underwater shape can work with or against the force of the sails, which is why some boats are very predictable and relatively easy to sail in this way – the Wayfarer being a particularly good example. Some boats are far trickier, due to the underwater shape changing with heel – a GP14 being typical of this. Before GP14 fans complain, there are some very good rudderless GP14 sailors, but it takes practice!

When sailing upwind, if the rig is pulled over to the windward side it will steer the boat away from the wind as long as it is still powered up.

Sheeting the mainsail in to create leeward heel will cause the boat to turn upwind. Using the mainsail to keep the boat flat or maybe even with a little

windward heel will make it go in a straight line.

Sailing downwind

Sailing downwind involves using the balance of the boat with roughly equal amounts of sail needed on each side of the boat's centreline. The head of the main will be the part of the sail that moves the furthest with a little heel. Sometimes, using the spinnaker can keep all these forces nicely balanced and also help drag the bow downwind.

To tether or not to tether?

There are generally two techniques for teaching people to sail without using the rudder:

1. Take the rudder off the boat, or lift the blade so it does not touch the water.
2. Leave the rudder down but keep the tiller centralised using elasticated cord or bungee.

Taking the rudder off will result in most dinghies having little directional stability, so a lot of effort is needed to keep the boat sailing in a straight line.

Tethering acts a little like a fin on a windsurfer and helps keep the boat going straight. Just as a windsurfer has to move the rig around to turn, the tethered rudder dinghy needs to be heeled and trimmed to change course, tack or gybe.

Initially it may be easier for our students to achieve a successful outcome with a tethered rudder. If they struggle to turn, the elastic just needs loosening or moving towards the back of the tiller so it has less leverage. If they are turning too much then the elastic can be tightened or moved forward.

Set up for success

- » Have a go yourself. If you are struggling due to the wind or water, don't try and teach it at this time.
- » Use a boat that responds well to rudderless sailing.
- » Allow lots of room and avoid having multiple boats in the same area. A collision will really damage a student's confidence!
- » Reinforce the fact that the only change to the boat is the rudder and that, with a little confidence,

they should be able to sit out to keep the boat upright. Nervously keeping all the body weight in the middle of the boat will make things harder.

- » Do a demonstration.
 - » Some dinghies are very twitchy with small corrections causing quite rapid changes. This can be reduced by reefing the sail if there is enough wind.
 - » Lay a triangular or windward leeward course to give the students something to focus on outside the boat and make them aware of their surroundings.
 - » Encourage them to sit fairly still in the boat when going upwind, and move their weight out smoothly so the mainsail can be brought in without the boat heeling too much.
 - » Downwind, lift the centreboard up a little further. The helm may need to stand so they can move their weight from one leg to the other and use their balance to steer.
 - » To gybe, steer by heeling to windward gently and pull the sail over early. A quick adjustment of balance will keep the boat going in a straight line but this may take a bit of practice. Backing the jib at the right time can help stop the boat over turning.
 - » When tacking, backing the jib at the right time can help the boat go through the wind.
 - » Consider taking the mainsheet direct from boom if it makes the sheeting a bit smoother.
 - » If students are getting frustrated and finding it difficult, get in the boat and demonstrate it with them on board, or move on to something else .
- Once a student can successfully sail rudderless the sense of achievement is huge and can really help with their normal sailing. They will understand both how to set the sails and balance the boat in sympathy with what they want the boat to do, and just use the rudder for fine tuning.



If the boat is hard to turn move the bungee backwards or ease the tension



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Making it stop

Controlling boat speed and stopping are techniques that beginners learn and practice on their first day afloat. However, as **Simon Winkley**, RYA Coach/Assessor, explains, the seemingly simple idea of stopping a dinghy uses fundamental coaching points for intermediate students too.

Obviously there are many reasons why you might want to stop your boat, but in a training environment one of the key reasons is to switch helm and crew positions.

Often a student's idea of stopping the boat is to go head to wind. While this will of course stop the boat, it puts a swinging boom over the heads of those on board and increases the chance of being blown one way or the other into a sailing position. Consequently the lying-to and hove-to positions are preferred.

Lying-to is simply letting the sails fully out, turning towards the wind a little then centralising the tiller. On stayed boats this would mean the boom is positioned just off the shrouds. A simple way to describe this position is that the sails are head to wind and the boat is on a close reach.

An alternative method is **Heaving-to**, which can be achieved in two ways:

Heaving-to: method 1

1. From the lying-to position the crew pulls the jib across to the windward side and cleats it off tightly, taking care not to damage the leech on any mast fittings.
2. At this point the helm can slowly push the tiller away, taking care



To maintain control, the balance of the boat should be flat when stopped

not to tack. The rudder is trying to turn the boat towards the wind while the backed jib is trying to turn it away.

Heaving-to: method 2

A more dynamic alternative to method 1 is to tack into the hove-to position.

1. From a close hauled course, tack the boat ensuring the jib remains tight.
2. The boat will come through the wind, the jib will back itself and the helm must swiftly dump all of the mainsheet and push the tiller to the new leeward side.

This can be a very swift and effective way of stopping a boat

and, done well, will give students a very dynamic sense of boat control.

Once in the hove-to position, the two forces of the rudder and the backed jib effectively pin the boat in a position where it appears to have stopped. Getting the students to examine the water at the stern (the small wake) and on the windward side (the swirling eddies) can highlight how the boat is actually moving slowly forwards and sideways simultaneously.

In strong winds with the backed jib square across the wind, a large gust could push the boat sideways

hard enough to cause the boat to 'trip' on its own centreboard. Raising the centreboard to about half way reduces this risk by allowing the boat to slip sideways. However, you need to bear in mind the increased distance needed between the boat and a lee shore to cater for this sideways slippage.

Other considerations when stopped

Balance: Keeping the boat very flat is important when lying-to or heaving-to.

In the hove-to position, jamming the end of the tiller extension into the leeward toerstrap frees up the helm's hands and prevents the boat steering off course.

Mainsail: Reduce the power in the mainsail by letting the kicker off.

Rights of way: Even though the boat might feel like it is stopped, it is not secured to the sea bed and it will have a little propulsion from its sails, so it is technically underway and making way, and therefore must give way when required to do so. Stopping the boat on starboard tack avoids the potential for having to give way while limited in ability to manoeuvre.

Blending a range of stopping exercises into other activities afloat adds an extra challenge and promotes safer sailing.



Heaving to: locking-off the tiller leaves both hands free for the helm



Heaving to: raising the centreboard can improve stability in gusty conditions

Auto or Manual – What’s the difference?

With dozens of brands of lifejacket available and many different models within each brand we have more choice than ever as to what type we might select for ourselves. How should we advise our students? **Richard Falk** offers some advice.

As with many things in boating, emotions run high when people start talking about their preferences when it comes to lifejackets. Unfortunately, we do find that decisions on lifejacket selection are often made based on emotion rather than on a careful and reasoned assessment as to what the lifejacket is likely to be used for.

We have worked hard over the years to ensure that RYA training DOES NOT teach people to do things simply because the instructor says so. Rather, we would much prefer that the level of training takes the student to a point where they are capable of making informed decisions and judgements for themselves. Nowhere is this more relevant than in the selection of a lifejacket.

In deciding whether to choose a manual inflate or auto inflate lifejacket there are several factors to consider:

- » For those who are poor swimmers, frail, elderly or not water-confident an auto inflate may well be a sensible option. The same is true of young children where there may be concern over their ability to activate the inflation mechanism if they end up in the water.

© Ocean Safety



- » For those who are working on the foredeck of an offshore racing yacht and being subjected to continual dunkings, an auto inflate lifejacket is about as useful as a chocolate fireguard. Advances in auto firing mechanisms have come a long way but they still struggle to cope with large green waves over the bow.
- » While not ideal, some users of personal watercraft opt for a lifejacket rather than a buoyancy aid. Obviously an automatic lifejacket in this scenario is a poor choice as a single fall from the craft will mean a trip to shore to replace a cartridge

and repack the lifejacket (some of which should technically be done by servicing agents).

- » For those on yachts with a boom at head height or lower, where there is a real risk of ending up in the water after an unexpected blow to the head, an auto inflate lifejacket is likely to mean the difference between life and death.

The obvious concern with an auto inflate lifejacket is that it may activate when you don't want it to (such as when a wave comes over the deck) and then not be available to you when you actually need it. It may also result in an entrapment if you are stuck underneath an upturned vessel. The opposing and very valid argument is that if you are knocked unconscious, the only hope of keeping your face clear of the water and preventing drowning is an auto inflate lifejacket.

There is most certainly no right or wrong when it comes to the question of auto inflate versus manual. It is a matter of personal preference but with some sensible questioning by you as an instructor, hopefully your students will be able to make more informed decisions and buy the right tool for the job.

Major incident planning

We all hope that a major incident will never happen but we must be prepared in case it does. New guidance is available to help you plan how you would deal with an incident at your club or training centre. It covers what to do in the event of a fatality, serious injury or illness, significant damage to boats or property, or any other major incident which may involve the emergency services or press.

Regardless of the size of your club or centre, there will be tasks which need to be carried out by someone with the right level of responsibility, and someone will need to take charge and ensure that all actions are covered and recorded. The guidance will help you devise your own procedures to ensure that the incident is dealt with correctly from the first response, protecting those involved and dealing with other agencies and the press.

You can download the latest guidance from www.rya.org.uk.

Concussion guidelines

The Sport and Recreation Alliance has recently published guidelines for dealing with concussion.

While we would all prefer to prevent head injuries through good teaching, accidents still happen. This concise guidance will help you spot and respond to signs of concussion.

Also on the **Sport and Recreation Alliance website** are other useful recognition and assessment tools that can be downloaded and kept as a reference at your centre.

RYA kill cord and kill switch failure survey

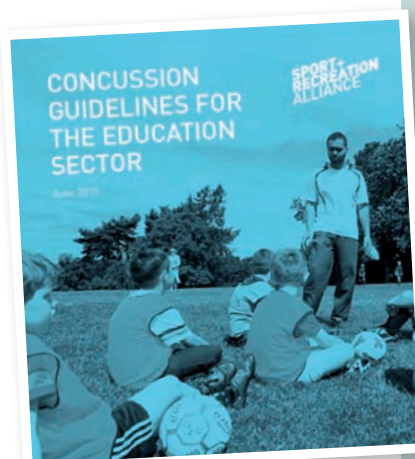
Ever had a kill cord or kill switch failure? Please help us research the reasons for failure of this vital piece of equipment. This survey examines causes of kill cord failure other than human error.

Take the **RYA kill cord and kill switch failure survey** today. It only takes a few minutes.

Closing date: 30 September 2015.

Guidance on safe practice for kill cords is available in **RYA Training Guidance TG 03-14**.

Kill cord stickers are available from RYA Training at training@rya.org.uk



ePacks for courses

Steen Ingerslev, RYA Publications Manager, gives a progress report on a new development to provide ePacks for courses.

We are keen to expand the use of our eBooks as much as possible. The animations, videos and interactive tools that can be included in them really help to bring the content to life.

A natural progression for our eBooks is to incorporate them into course packs and give students the choice of whether to receive an eBook or a conventional book to accompany their training.

During late 2014 and early 2015 we ran a trial to see how best to utilise eBooks within course packs. We selected the Marine Radio Short Range Certificate course and a handful of training centres with a high turnover of course packs to help with this trial.

The trial enabled those centres to buy a different version of the course pack at the same price, which contained a download voucher for the RYA VHF eBook rather than a hard copy of the book. The ePacks were sent to the training centres for distribution to their students and contained two printed items: the exam application form and the voucher which allowed the student to download the eBook free of charge.

Feedback from the trial highlighted the need to significantly streamline the process, which we will be doing before extending a much more robust system to other courses.

Improvements include the creation of a redemption point on our website where students will

only have to enter minimum data required to redeem their eBook – ie the voucher number, their name and email address. This will simplify the process for students and give centres a single point to direct ePack customers to.

We don't have a firm completion date for this work but hope to be able to rollout the plan as follows:

Autumn 2015: ePacks available to all SRC recognised centres as an optional alternative to the current student pack.

Winter 2014: ePacks available for powerboat, personal watercraft and inland waterways.

Possible future development: a digital system to replace the printed vouchers.

www.rya.org.uk/go/ebooks



New Welfare Officers' course

Following the introduction of our online Safe and Fun safeguarding course in April, we will soon be launching a course specifically for Welfare Officers at RYA clubs, training centres or class associations.

Feedback from Safe and Fun students has shown that it is really helping new instructors to understand their safeguarding role and to feel more confident in their work with children and vulnerable adults. This new course will enable Welfare Officers to support those instructors, club members or volunteers if a potential issue comes to light.

The areas covered include:

- » Understanding the role of a Welfare Officer
 - » Developing and maintaining safeguarding policy and procedures
 - » Supporting those who work with children
 - » Relevant safeguarding authorities and organisations, and who does what
 - » Recruiting the right people
 - » Responding to concerns from instructors, members or volunteers
 - » Dealing with a disclosure from a child
 - » Taking appropriate action.
- Welfare Officers at any RYA club, centre or class association are strongly advised to complete both Safe and Fun and the Welfare Officers' course, especially if they have little or no previous experience of safeguarding.

For details of costs and how to gain access to the course, please contact Jackie Reid, RYA Safeguarding and Equality Manager on jackie.reid@rya.org.uk.

RYA logos... the good, the bad and the ugly

As an RYA training centre or instructor you can proudly display the RYA logo. It is a strong brand and we love to see it being used well to promote our sports in a positive light. However, we all have responsibility to use it correctly.

We see many weird and not so wonderful versions of our logo on websites and in adverts and brochures. First impressions are so important and misuse or sloppy use of a logo can lead the reader to wonder whether it's genuine, or whether the person or organisation is really going to represent that brand appropriately. Please make sure you are using it correctly, helping to promote the RYA brand professionally for the benefit of us all.

Here are a few do's and don'ts:

The do's:

Use this logo if you are a recognised training centre:



Use this logo if you are an RYA qualified instructor:



Use the logos in their two colour version. If a coloured or complex background means it becomes unclear, show it as all black or all white. No other colour variations may be used.

Maintain a clear space around the logo equal to half the width of the logo.

The don'ts:

No logos other than those shown on the left may be used by RYA centres or instructors.

No frames, shadows, distortions or special effects such as:



No backgrounds that impair legibility. The logo must be clearly visible.

No RYA Interactive logos. This was phased out a long time ago and there is no RYA Interactive logo now.



If in doubt, email training@rya.org.uk for advice.

The Green Blue help for instructors

Are you looking for a fun, interactive and informative activity to engage your young sailors? Are you a Duke of Edinburgh (DofE) Award Leader seeking an interesting environmental aim for your groups doing expeditions on the water? Then why not take advantage of the brand new resources The Green Blue has to offer?

The Green Blue has four new interactive resources for instructors, sailing clubs, DofE, Scout and Guide Leaders to use. They are designed to increase awareness among younger sailors of the impact that boating can have on the environment in a fun and engaging way and to advise on how they can help keep our waters clean, safe and beautiful to sail in.

Duke of Edinburgh expedition aims

Expedition aims and volunteer opportunities can easily be linked to boating and sustainability. The aims could include water quality testing, developing a green guide for boaters and undertaking a survey to find out how sustainable boaters are along their expedition route. Volunteer work could involve participants spending an hour every fortnight or so helping to make their local sailing club more environmentally sustainable.

Six DofE groups across all award levels, some with special needs, have already successfully incorporated the aims into their expeditions and leaders from Carsington Sailing Club, Ditchen

Park School and Castle Semple Centre are keen to use the aims again with future groups.

See April edition of **Wavelength** page 10.

Marine CSI Challenge

The Marine CSI Challenge is an interactive activity where young sailors get to play the role of a marine special agent at Paradise Harbour – The Green Blue's fictional crime scene. They will try fingerprint analysis, unscramble puzzles and test water samples to crack four cases involving an oil spill on a slipway, marine littering, chemicals poured into the water and the spread of alien invaders.

The Green Blue delivered the first club based Marine CSI Challenge at Datchet Water Sailing Club during their Push the Boat Out event. If you are interested in running a challenge during one of your events contact The Green Blue today.

Activity Flip Cards

Ideal for those times when there's no wind, foul weather or you have a spare few minutes, The Green Blue's activity flip cards contain an assortment of 5 to 10 minute activities for inland and coastal instructors. The activities are interactive and fun with a focus on sustainable boating. They include charades, pairs, eye-spy, quiz questions, an eco-boat check and more.

The cards resemble a deck of cards in a waterproof case making it easy to store in a pocket or buoyancy aid without getting wet.

Request your pack today!



Online Activity Pack

There are currently 10 downloadable activities with a further 20 to be released later this year. Activities take between 20 and 60 minutes including The Human Photocopier, Eco-Bunting Designing, Green Your Boat and The Plunge.

The Plunge, for example, involves teams competing to build the longest jetty out of litter. Teams must correctly answer quiz questions linked to boating and the environment. The team who builds the longest jetty that is able to

support the weight of Duncan the Duck wins!

If you are interested in any of the above, or just want to find out more about The Green Blue and the support they can offer, contact The Green Blue's Environmental Outreach Officer at:

kate.fortnam@thegreenblue.org.uk 07900 492192.
www.thegreenblue.org.uk

Weather for Boaters

We are pleased to announce more opportunities for instructors to learn more about weather. These days aim to improve your knowledge and give you more ideas for delivery to students at all levels. They will be run by Simon Rowell, whose qualifications and experience include RYA Yachtmaster™ Ocean Instructor and Examiner, winning Clipper skipper and an MSc in Applied Meteorology.



Windsurfing and Cruising Instructors.

The advice about who each course is aimed at is for guidance only – feel free to pick which course you would rather attend.

- » **Weather for Boaters (global):** covering the full syllabus, this course is aimed at RYA Yachtmaster™ Instructors and those teaching RYA Yachtmaster™ Ocean courses.
- » **Weather for Boaters (mid-latitude):** tropical weather is not covered but there is more emphasis on local effects (eg. sea breeze quadrants and visual clues). This course is aimed at RYA Dinghy,

Topics for both courses:

- » Global Weather Patterns
- » Weather Charts and Forecasts
- » Mid-Latitude Weather
- » Boundary Layer Weather
- » Topographic Effects
- » Tropical Weather

Course dates:

For course dates and booking information, see the [RYA website](http://www.rya.org.uk).





Exclusive benefits for our instructor members:

- » Brand new benefit from Spinlock on the MOB1 AIS.
- » Discounts on Spinlock, Bollé, ProSport, Exposure Lights, Hudson Wight, SLAM, Sebago, Ocean Safety, Gill, Musto, OverBoard, Nipper Skipper, Andark, PowerCases and OUREO Merino products.
- » Special Instructor membership card, car and boat stickers.
- » Discounts on selected instructor courses

www.rya.org.uk/go/instructormembership

Plus our standard membership benefits:

- » Fighting your corner
- » Free unlimited boating advice
- » Money saving offers
- » RYA Magazine
- » Exclusive e-newsletters
- » RYA Shop discounts

In addition to these great benefits, we have a range of offers and discounts from our reward partners. Here are just a few...



For more information on these and many more RYA offers and discounts see

www.rya.org.uk/go/benefits

INSTRUCTOR MEMBERSHIP OFFER

2 years free! As an RYA Instructor you can receive five years membership for the price of three. Call the Membership Team on **0844 556 9556** for more information.



Making DofE work for you

Nick Neve of Oakham School in Rutland has been running Gold Duke of Edinburgh (DofE) sailing expeditions since 2007. He explains how the scheme can help students to try something different and also boost the school's participation in sailing.

The school currently has 21 students working towards their Gold expedition. By arranging the group into teams of mixed abilities, both experienced sailors and beginners are encouraged to take part. The group currently boasts 14 beginners.

When organising an expedition, the boats and location are key. Nick spent time experimenting with both and discovered **Hunter's Yard** on the Norfolk Broads. This is an expedition area used by many, which provides an opportunity for students to have no engines or electricity, just canvas sails with wooden spars on wooden hulls - true Swallows and Amazons style. As Nick explains: *'The students were able to sail unaccompanied, exploring almost all the northern Broads. The final expedition was the highlight, coming after their exams at the end of the academic year.'*

To get a variety of experience, Oakham also sail on the Solent with the British Offshore Sailing School. Using their Sigma 38s, the group requires closer supervision and each boat has a qualified skipper and a school teacher on board. *'However, the students most definitely do all the work!'* says Nick.

A week before the Solent trip, the students order their food online for delivery to the yacht and they cook everything on board. The first part of their training

covers RYA Start Yachting and the dinghy sailors are also trained as skippers/watch leaders for later. On the second trip they complete the RYA Competent Crew course and some shorebased training. They put this into practice by blanking off the GPS and navigating with chart and pencil. With an instructor and mate on board they can go offshore and sometimes get as far as Cherbourg or St Vaast.

'Sailing the Channel is a great adventure. While the night crossing back can be cold, tiring and a little frightening, it does give the sailors bragging rights over their non-sailing friends who have just been walking in the Peak District!'

Learning skills such as sailing through the night, keeping a watch system, hot bunking, cooking at sea and the general demands of working a yacht while tired are all

skills and experiences that Nick feels make this the most demanding part of their DofE experience.

So what do Nick's students say? *'Their feedback re-iterates how much more teamwork is required on a boat than on their other previous expeditions. Communication is so much more important. Devices with earphones are forbidden because that means taking time out from the team and, even when off watch, a student may be required on deck at the drop of a hat. But musical instruments are positively encouraged - one team formed a Ukulele band and their expedition aim was to busk around the Broads, raising money for a charity. Their pre-expedition planning included checking the laws on busking!'*

To find out more visit: www.rya.org.uk/go/dofe, or contact the RYA Training Department.



Social media: friend or foe?

There is no question that over the last few years social media has become one of the most important ways for organisations and individuals to increase awareness of their existence. It can certainly assist greatly in growing a business

or promoting club activity and participation, but when used unwisely it can create a nightmare for all concerned. You only need to read the newspaper each day to see the constant stream of politicians, media personalities and 'every day Joes' who come

unstuck through posts or tweets that are sent into the ether without too much thought about consequences.

Social media is a good thing when used and monitored appropriately. Where things tend to fall apart is when an organisation has no clear policy as to how social media will be used, who will be responsible for the content, who will monitor it and how the inevitable negative posts will be dealt with. To simply allocate a staff member to run the Facebook page or manage the Twitter account is a naive approach that will likely end in tears both for the organisation and for the poor person who has been lumbered with the job.

The first step is to develop a clear social media policy for your organisation and to ensure that all those who use social media on behalf of the organisation are clear on what that policy is. They need to be clear on what should or should not be included in their messaging. What subjects are taboo? What are the key messages you wish to get across? Have photos of clients or members been obtained with their permission? Are images or comments appropriate for the way you wish your organisation to be viewed by the public?

You wouldn't let just anyone place an advertisement in a magazine or write an article on behalf of your business, so why would it be sensible to let an untrained staff member use social media on behalf of your organisation? Whatever they post could be shared with millions across the globe within hours!

Clear separation between personal and organisational use of social media is vital as the line between someone posting on their own behalf or expressing the opinions of an organisation can easily become blurred. Having a very clear policy in place, stating whether staff are able to have the organisation's name or logo

in their personal profile, is one way to ensure that an insensitive or poorly judged comment by a staff member at 3am after a big night out doesn't inadvertently appear to be associated with your organisation.

The scale of social media is phenomenal. There are dozens of platforms available on which anyone can present their views free of charge to a global audience. When used sensibly and with clear objectives in mind, the results can be truly outstanding. However, when used without some measure of thought, it has the potential to destroy businesses and do irreparable damage to the reputation of individuals. Unlike a newspaper article which has a relatively short life cycle, a posting on social media can take on a worldwide life of its own, even after a post is removed by the originator.

Don't be daunted by the prospect of developing a social media policy for your organisation. A quick Google of social media guidelines will provide you with a wealth of information on where to begin as well as a number of examples of other organisations' own policies.

As an individual, the principles are even simpler. Personally, I think there are three golden rules to follow:

1. Think BEFORE you post, not after.
2. Keep a clear distinction between your personal views and profiles and those you may use for business.
3. If you wouldn't stand up and say it publicly in a crowded room, then it probably isn't sensible to put it on social media.

The bottom line is that social media can be a fun and useful tool if used properly. Don't be fooled into thinking that just because it's on the internet rather than coming from your mouth or the tip of your pen that it won't come back and bite you. Carefully think through what you are about to put online.

New training support site

Towards the end of 2015 we will be launching a new Training Support area as a sub site of www.rya.org.uk

This new area will be a one stop shop for information and advice for centre principals, chief instructors and anyone involved in teaching, examining or inspecting within the RYA training schemes.

We are very aware that it can be hard to find what you're looking for on our main website, mainly due to the sheer volume and diversity of information available there. The use of a sub site allows us to segregate information that is intended for specific audiences, ensuring that relevant information can be found more easily and read in context by those who need to know.

The contents will include the resources currently found in the Courses and Training section of the main RYA website, but the way it is organised and displayed will be very different.

Alongside this development will be a review of the Recognition Guidance Notes (RGN). While the content (and therefore the requirements for RYA recognition) will remain largely the same, the running order will change and any areas of duplication will be removed. These new RGNs will exist as a

standalone document but will also form the backbone of the new site. This will allow you to look up your chosen subject area and see the formal conditions of recognition alongside supplementary 'nice to know' information, relevant documents and references to related information.

The new site will also give further explanation and advice on areas including managing your centre, running courses on and off the water, marketing, and gaining and maintaining RYA qualifications from assistant instructor level upwards.

Some information will be restricted for viewing only by the relevant groups or organisations. Access to it may be based on your own qualifications or the status of your training centre, and it will be necessary for you to log in to the site to see that restricted content. Training centres will be able use the same login information as for registering photo ID certificates or accessing their centre's partner programme account. Individuals will be able to log in to their usual membership account.

Nearer the time we will produce a guide to the new site and help with setting up your own or your centre's web account if you don't already have one.

Exclusive membership offer for RYA Instructors

Are you an RYA Instructor? Why not sign up as an RYA instructor member today and receive five years' membership for the price of three - saving you up to £86 on your RYA membership*.

Not only will you make a great saving on the price of your membership, as an RYA instructor member you'll also have access to exclusive membership benefits and offers including discounts on Spinlock, Hudson Wight, SLAM and Gill products, a special instructor membership card, and instructor car and boat stickers.

'We introduced the RYA Instructor Membership to recognise and reward the valuable work done by RYA Instructors.' explains RYA Membership Development Manager, Conor Swift. *'With the five years for the price of three offer we hope to further engage with RYA instructors with exclusive benefits and offers throughout the five years that their instructor award is valid.'*

To take advantage of this great offer simply call the RYA membership team on 0844 556 9556.

*Savings based on Personal membership by direct debit.

RYA International Regulations for Preventing Collisions at Sea – 2nd edition

This new edition provides a clear, authoritative explanation of each regulation. It has been restructured to lead you through the regulations by rule order, split into themes to help you quickly reference the content. The eBook includes a new interactive 360° tool with 3D models of boats, which have all the configurations of lights and shapes, at four different times of day and night.

Order code: Paperback G2, eBook E-G2

Retail price: £12.99

Members' price: £11.04



50% off Spinlock products

Spinlock have extended their RYA Instructor offer to include the latest in AIS man overboard technology.

The MOB1 AIS beacon is one of the lightest and most compact AIS units on the market. It is designed to fully integrate into the Deckvest Lifejacket and offers a wide range of features including a dual AIS MOB alarm on both AIS and DSC.

The Deckvest with MOB1 fitted is offered at a 50% discount off the retail price and the MOB1 is also available to existing Deckvest lifejacket customers, with the same 50% discount.

The RYA and Spinlock have joined forces to offer other items in their range, such as the award winning Deckvest LITE lifejacket and the new ultra lightweight Wing and Foil PFDs, all with a



50% discount. Other items in the range such as safety lines and rearming kits benefit from a 25% discount.

To receive your discount simply visit www.rya.org.uk/go/instructormembership

Sign up now to receive Wavelength via the RYA eBook app.

Email your name, postcode and RYA membership number if you have one to:

wavelength@rya.org.uk

Around the UK

Getting Active Outdoors study

The results of Sport England's Getting Active Outdoors study are now available to view on the [Sport England website](http://www.sportengland.org).

The report was commissioned by Sport England and produced in partnership with the Outdoor Industries Association, examining the demand and supply of

outdoor provision whilst taking an in-depth look at the profile of the outdoor consumer.

This study can offer guidance to centre managers in terms of identifying market segments to target, with the aim of getting more people active in the outdoors across England.

Susanna Moore

We are delighted to welcome Susanna Moore into the team as Regional Development Officer for the south.

In this role, Susanna will be responsible for managing club and centre development and increasing participation in sailing activities.

She returns to the RYA having spent the last few years at Snowsport England, the governing body for skiers and snowboarders, where she was the Participation Lead Officer.

Having previously worked for the RYA as OnBoard Development Officer for the Isle of Wight, Susanna is excited to start working in the region again. She said: 'There are a lot of really exciting events coming up in 2016 including the Olympics, so it's a great time to be involved in the sport.'

'I'm looking forward to visiting the clubs and centres in the region and working with staff and volunteers to encourage participation in sailing.'



New regional boundaries

The RYA is currently working towards implementing new aligned regional boundaries for its staff and programmes.

The final decision with regards to alignment of the regional committees within the operational regions will be voted on by the RYA Council at the AGM on 20 November.

The new regions which will demarcate boundaries of staff and references to programmes will consist of seven regions including:

the South, London and South East, South West, Midlands, the East, North East and Yorkshire and Humberside, and the North West.

The intention is for these boundaries to apply to all aspects of RYA operations including award schemes, racing programmes including Team15 and competitions including the Honda Youth RIB Championship.

Duncan Truswell, RYA Sport Development Manager, said: 'Once completed, these regional

changes mean we will be able to communicate much more effectively. Introducing these new boundaries will also help clear up the confusion that currently exists for people regarding which region they are in for what programme or activity.

'The aim for us is to transition as seamlessly as possible, causing minimal disruption to our customers.'

Whilst there are relatively few changes, clubs and centres will be informed of any changes to the staff members, contractors and regional appointment holders. Where possible, new team members will be introduced to clubs by the person from whom they are taking over, with most handovers happening during the winter club conferences.

More information will be given at club conferences, along with details of the services on offer to Affiliated Clubs.



Bart's Bash 2015

After a hugely successful debut, Bart's Bash will return on 20 September 2015. With more than 30,000 people in over 50 countries taking part in last year's inaugural event, this year is the perfect opportunity for first-time sailors to get out on the water.

Hopes are high that this year will once again see a record turnout, with all money raised going towards the Andrew Simpson Sailing Foundation. More information can be found at www.bartsbash.com.

Push The Boat Out

This year's Push The Boat Out saw more than 500 events held at almost 350 sailing venues across the UK. More than 100 new clubs and centres participated in the event compared to last year and the results were staggering with over 24,000 newcomers involved in the event and around 16,000 people able to get afloat for a taster session.

Following the Push The Boat Out events held in May, 2,082 individual and 1,388 family memberships to sailing clubs were sold and over 3,000 individuals signed up for follow-on activities including additional taster sessions or start sailing courses.

Following on from the success of this year's event, Push The Boat Out will once again be held over a nine-day period in 2016. We are delighted to confirm next year's dates as 14-22 May.

All-Aboard Watersports Centre in Bristol took part in Push The Boat Out for the first time this year, and helped 97 people take to the water. 'We signed up to RYA Push The Boat Out because of the publicity it generates. It's a nationwide event over multiple days promoting a sport that we all love. It instils a collective, goal-orientated mind set that we are all working together to push our sport's intake and outreach.'

Hawley Lake Sail Training Centre in Surrey received 300 visitors

during Push The Boat Out, with 220 going on the water. 'Having RYA promotion of the event no doubt helped increase the numbers attending. It's a good co-ordinated event. Newspapers and local media outlets seem to take more notice of it because it is a national thing, and we are pleased to be a part of it.'

Duncan Truswell, RYA Sport Development Manager, said: 'We are delighted with the increase in the number of sailing venues participating in this year's events. Push The Boat Out is a great way of helping people connect with their local sailing providers, and we are grateful for the work of sailing providers and instructors in welcoming and encouraging new people to try our fantastic sport. We want to make next year's event even bigger and better and we would encourage venues to get signed up early in the autumn so we can help them to make the most of Push The Boat Out and engage with as many potential new customers, participants and members as possible.'

Following the success of the PTBO Activator workshops held during the RYA Suzuki Dinghy show in March, similar workshops will be held across the country over the coming months to ensure Push

The Boat Out 2016 is the best event yet.



Regional contacts

For further details, CPD days, instructor courses, coach or trainer sessions, please contact the relevant person below..

East Robbie Bell 07747 563298 robbie.bell@rya.org.uk	Scotland Nikki Stewart nikki.stewart@ryascotland.org.uk
London and South East Steve Mitchell 07748 804802 steve.mitchell@rya.org.uk	Wales Ruth Iliffe 07824 990696 ruth.iliffe@ryacymruwales.org.uk
Midlands Gareth Brookes 07876 330136 gareth.brookes@rya.org.uk	Channel Islands John Elliott 07781 125526 elliott@cwgsy.net
North East and Yorkshire Sam Usher 07747 534527 sam.usher@rya.org.uk	Army Clive Grant 07768 925678 IIX-ASACoach@mod.uk
North West Adam McGovern 07771 642933 adam.mcgovern@rya.org.uk	Jon Metcalfe 07768 988258 jon.metcalfe928@mod.uk
South Susie Moore 07900 248850 susie.moore@rya.org.uk	Navy Wayne Shirley 07786 702143 rnsailingmanager@gmail.com
South West Tony Wood 07876 330374 rdo.ssw@rya.org.uk	RAF Paul Wilson coach@dinghy.rafsa.org.uk
Northern Ireland Mary Farrell 07919 923018 mary.farrell@rya.org.uk	Sea Cadets Tye Shuttleworth 07920 767933 tshuttleworth@ms-sc.org